Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	553	535	549
Graduates with IEPs	312	276	324
% Graduates with IEPs	56.4%	51.6%	59.0%
# of LEAs Meeting Target	N/A	49	52
% of LEAs Meeting Target	N/A	80.3%	85.3%
# of LEAs With 'N/A'	N/A	14	10

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 2 : Dropout

Dropout Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	557	535	549
Dropouts with IEPs	56	65	67
% Dropouts with IEPs	10.1%	12.2%	12.2%
# of LEAs Meeting Target	N/A	55	53
% of LEAs Meeting Target	N/A	90.2%	86.9%
# of LEAs With 'N/A'	N/A	14	10

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 3A : Math Participation

Grade	Math Participation	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %
04	# of children with IEPs	933	- - -	936	- - -	995	- - -
	Regular assessment without accommodations	96	10.3%	105	11.2%	103	10.4%
	Regular assessment with accommodations	722	77.4%	739	79.0%	771	77.5%
	Alternate assessment against alternate achievement standards	103	11.0%	88	9.4%	116	11.7%
	Participants	921	98.7%	932	99.6%	990	99.5%
	Non-participants	12	1.3%	4	0.4%	5	0.5%
	LEAs Meeting Target	N/A	N/A	53	96.4%	56	100.0%
08	# of children with IEPs	809	- - -	844	- - -	900	- - -
	Advanced assessment without accommodations					8	0.9%
	Regular assessment without accommodations	33	4.1%	20	2.4%	41	4.6%
	Advanced assessment with accommodations					8	0.9%
	Regular assessment with accommodations	665	82.2%	731	86.6%	740	82.2%
	Alternate assessment against alternate achievement standards	86	10.6%	89	10.6%	92	10.2%
	Participants	784	96.9%	840	99.5%	889	98.8%
	Non-participants	25	3.1%	4	0.5%	11	1.2%
	LEAs Meeting Target	N/A	N/A	55	100.0%	53	96.4%
HS	# of children with IEPs	755	- - -	963	- - -	1,041	- - -
	Advanced assessment without accommodations					4	0.4%
	Regular assessment without accommodations	23	3.1%	31	3.2%	31	3.0%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	603	79.9%	833	86.5%	906	87.0%
	Alternate assessment against alternate achievement standards	90	11.9%	86	8.9%	84	8.1%
	Participants	716	94.8%	950	98.7%	1,025	98.5%
	Non-participants	39	5.2%	13	1.4%	16	1.5%
	LEAs Meeting Target	N/A	N/A	50	96.2%	57	100.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 3A : Reading Participation

Grade	Reading Participation	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %
04	# of children with IEPs	933	- - -	937	- - -	996	- - -
	Regular assessment without accommodations	86	9.2%	99	10.6%	106	10.6%
	Regular assessment with accommodations	730	78.2%	746	79.6%	764	76.7%
	Alternate assessment against alternate achievement standards	102	10.9%	88	9.4%	116	11.7%
	Participants	918	98.4%	933	99.6%	986	99.0%
	Non-participants	15	1.6%	4	0.4%	10	1.0%
	LEAs Meeting Target	N/A	N/A	53	96.4%	54	96.4%
08	# of children with IEPs	802	- - -	837	- - -	887	- - -
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	38	4.7%	19	2.3%	39	4.4%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	655	81.7%	721	86.1%	745	84.0%
	Alternate assessment against alternate achievement standards	86	10.7%	89	10.6%	93	10.5%
	Participants	779	97.1%	829	99.0%	877	98.9%
	Non-participants	23	2.9%	8	1.0%	10	1.1%
	LEAs Meeting Target	N/A	N/A	55	100.0%	54	98.2%
HS	# of children with IEPs	937	- - -	1,228	- - -	1,283	- - -
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	19	2.0%	28	2.3%	38	3.0%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	702	74.9%	1,020	83.1%	1,042	81.2%
	Alternate assessment against alternate achievement standards	88	9.4%	87	7.1%	83	6.5%
	Participants	809	86.3%	1,135	92.4%	1,163	90.7%
	Non-participants	128	13.7%	93	7.6%	120	9.4%
	LEAs Meeting Target	N/A	N/A	30	57.7%	33	57.9%

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 3B : Math Proficiency - Regular

Grade	Math Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %
04	# of children with IEPs	818	- - -	844	- - -	874	- - -
	Proficient or above regular assessment without accommodations	51	36.4%	70	44.0%	70	38.3%
	Proficient or above regular assessment with accommodations	89	63.6%	89	56.0%	113	61.8%
	Total Proficients	140	17.1%	159	18.8%	183	20.9%
	LEAs Meeting Target	N/A	N/A	17	32.7%	16	29.1%
08	# of children with IEPs	698	- - -	751	- - -	797	- - -
	Advanced assessment without accommodations					8	5.0%
	Proficient or above regular assessment without accommodations	15	13.6%	11	9.9%	22	13.8%
	Advanced assessment with accommodations					6	3.8%
	Proficient or above regular assessment with accommodations	95	86.4%	100	90.1%	123	77.4%
	Total Proficients	110	15.8%	111	14.8%	159	20.0%
	LEAs Meeting Target	N/A	N/A	14	25.5%	19	35.9%
HS	# of children with IEPs	626	- - -	864	- - -	941	- - -
	Advanced assessment without accommodations					2	1.5%
	Proficient or above regular assessment without accommodations	7	7.5%	10	11.4%	7	5.4%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	86	92.5%	78	88.6%	121	93.1%
	Total Proficients	93	14.9%	88	10.2%	130	13.8%
	LEAs Meeting Target	N/A	N/A	15	28.9%	14	24.6%

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 3B : Reading Proficiency - Regular

Grade	Reading Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %
04	# of children with IEPs	816	- - -	845	- - -	870	- - -
	Proficient or above regular assessment without accommodations	37	38.5%	71	32.3%	72	45.6%
	Proficient or above regular assessment with accommodations	59	61.5%	149	67.7%	86	54.4%
	Total Proficients	96	11.8%	220	26.0%	158	18.2%
	LEAs Meeting Target	N/A	N/A	30	57.7%	18	32.7%
08	# of children with IEPs	693	- - -	740	- - -	784	- - -
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	18	25.0%	14	14.9%	20	19.2%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	54	75.0%	80	85.1%	84	80.8%
	Total Proficients	72	10.4%	94	12.7%	104	13.3%
	LEAs Meeting Target	N/A	N/A	21	38.2%	17	32.1%
HS	# of children with IEPs	721	- - -	1,048	- - -	1,080	- - -
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	5	6.6%	8	10.0%	15	10.2%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	71	93.4%	72	90.0%	132	89.8%
	Total Proficients	76	10.5%	80	7.6%	147	13.6%
	LEAs Meeting Target	N/A	N/A	17	32.7%	21	36.8%

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 3C : Math Proficiency - Alternate

Grade	Math Proficiency - Alternate	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
		#	%	#	%	#	%
04	# of children with IEPs	103	- - -	88	- - -	116	- - -
04	Alternate assessment against alternate achievement standards	101	98.1%	86	97.7%	115	99.1%
04	LEAs Meeting Target	N/A	N/A	18	94.7%	25	96.2%
08	# of children with IEPs	86	- - -	89	- - -	92	- - -
08	Alternate assessment against alternate achievement standards	85	98.8%	85	95.5%	88	95.7%
08	LEAs Meeting Target	N/A	N/A	23	92.0%	19	90.5%
HS	# of children with IEPs	90	- - -	86	- - -	84	- - -
HS	Alternate assessment against alternate achievement standards	86	95.6%	84	97.7%	81	96.4%
HS	LEAs Meeting Target	N/A	N/A	15	100.0%	25	92.6%

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 3C : Reading Proficiency - Alternate

Grade	Reading Proficiency - Alternate	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
		#	%	#	%	#	%
04	# of children with IEPs	102	- - -	88	- - -	116	- - -
	Alternate assessment against alternate achievement standards	97	95.1%	81	92.1%	110	94.8%
	LEAs Meeting Target	N/A	N/A	16	84.2%	21	80.8%
08	# of children with IEPs	86	- - -	89	- - -	93	- - -
	Alternate assessment against alternate achievement standards	83	96.5%	86	96.6%	88	94.6%
	LEAs Meeting Target	N/A	N/A	24	96.0%	19	90.5%
HS	# of children with IEPs	88	- - -	87	- - -	83	- - -
	Alternate assessment against alternate achievement standards	87	98.9%	84	96.6%	83	100.0%
	LEAs Meeting Target	N/A	N/A	14	93.3%	27	100.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 3D : Math Gap in Proficiency Rates - All Children vs Children with IEPs

Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
		#	%	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,470	43.1%	2,599	45.4%	2,784	48.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	140	17.1%	159	18.8%	183	20.9%
	Proficiency rate gap		26.0%		26.5%		28.0%
	LEAs Meeting Target	N/A	N/A	27	44.3%	25	41.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,050	57.1%	3,803	54.9%	4,067	58.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	110	15.8%	111	14.8%	159	20.0%
	Proficiency rate gap		41.4%		40.2%		38.4%
	LEAs Meeting Target	N/A	N/A	28	48.3%	28	48.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,808	47.9%	2,922	42.1%	3,119	45.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	93	14.9%	88	10.2%	130	13.8%
	Proficiency rate gap		33.0%		31.9%		32.0%
	LEAs Meeting Target	N/A	N/A	25	43.1%	22	38.6%

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 3D : Reading Gap in Proficiency Rates - All Children vs Children with IEPs

Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
		#	%	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,215	38.7%	3,117	54.5%	2,716	47.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	96	11.8%	220	26.0%	158	18.2%
	Proficiency rate gap		26.9%		28.4%		29.6%
	LEAs Meeting Target	N/A	N/A	25	41.0%	25	41.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,878	46.2%	3,492	56.1%	3,444	55.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	72	10.4%	94	12.7%	104	13.3%
	Proficiency rate gap		35.8%		43.4%		42.4%
	LEAs Meeting Target	N/A	N/A	19	32.8%	25	43.1%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,299	48.8%	3,704	45.9%	4,401	54.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	76	10.5%	80	7.6%	147	13.6%
	Proficiency rate gap		38.2%		38.3%		41.3%
	LEAs Meeting Target	N/A	N/A	31	53.5%	27	46.6%

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 4A : Suspension & Expulsion of Children with IEPs - Significant Discrepancy

Suspension & Expulsion of Children with IEPs - Significant Discrepancy	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with significant discrepancy	1	1	1
# of LEAs Meeting Target	60	60	60
% of LEAs Meeting Target	98.4%	98.4%	98.4%

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 4B : Suspension & Expulsion of Children with IEPs
- Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion of Children with IEPs - Significant Discrepancy by Race or Ethnicity	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with significant discrepancy	1	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	61	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 5 : Education Environments of Children with IEPS (School Age)

Education Environments of Children with IEPS (School Age)	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	#	%	#	%	#	%
Total # of students aged 5 who are enrolled in kindergarten and ages 6 through 21	9,791	- - -	10,257	- - -	10,964	- - -
5A: Inside the regular class 80% or more of the day	7,312	74.7%	7,834	76.4%	8,495	77.5%
5B: Inside the regular class less than 40% of the day	1,010	10.3%	1,007	9.8%	1,072	9.8%
5C: In separate school, residential facility or homebound or hospital	31	0.3%	35	0.3%	30	0.3%
LEAs Meeting Target 5A	N/A	N/A	48	78.7%	52	85.3%
LEAs Meeting Target 5B	N/A	N/A	59	96.7%	61	100.0%
LEAs Meeting Target 5C	N/A	N/A	59	96.7%	57	93.4%

Indicator 5 reporting requirements for including 5-year-old students enrolled in kindergarten became mandatory in 2021.

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 6 : Preschool Environments of Children with IEPS

Preschool Environments of Children with IEPS	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	#	%	#	%	#	%
Total # of students ages 3, 4, and 5 who are enrolled in a preschool program	538	- - -	556	- - -	631	- - -
6A: Attending REC & receiving majority of SPED and related services in a REC	141	26.2%	159	28.6%	190	30.1%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	167	31.0%	144	25.9%	167	26.5%
6C: Receiving special education and related services in the home	8	1.5%	7	1.3%	6	1.0%
LEAs Meeting Target 6A	N/A	N/A	40	65.6%	43	70.5%
LEAs Meeting Target 6B	N/A	N/A	53	86.9%	54	88.5%
LEAs Meeting Target 6C	N/A	N/A	56	91.8%	58	95.1%

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021.

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 7A : Early Childhood Outcomes of Children with IEPS
- Positive Social-Emotional Skills

Early Childhood Outcomes of Children with IEPS - Positive Social-Emotional Skills	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning		0.2%	- - -	2	0.5%	- - -	0	0.0%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	20	4.6%	- - -	23	5.7%	- - -	33	6.9%	- - -
Improved functioning to reach a level nearer to same-aged peers	117	26.7%	- - -	125	30.9%	- - -	134	27.9%	- - -
Improved functioning to reach a level comparable to same-aged peers	218	49.8%	- - -	182	45.1%	- - -	220	45.7%	- - -
Maintained functioning at a level comparable to same-aged peers	82	18.7%	- - -	72	17.8%	- - -	94	19.5%	- - -
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	- - -	94.1%	YES	- - -	92.5%	YES	- - -	91.5%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	- - -	68.5%	YES	- - -	62.9%	YES	- - -	65.3%	YES

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 7B : Early Childhood Outcomes of Children with IEPS
– Acquisition & Use of Knowledge & Skills

Early Childhood Outcomes of Children with IEPS – Acquisition & Use of Knowledge & Skills	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	2	0.5%	- - -	3	0.7%	- - -	0	0.0%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	21	4.8%	- - -	19	4.7%	- - -	28	5.8%	- - -
Improved functioning to reach a level nearer to same-aged peers	131	29.9%	- - -	133	32.9%	- - -	138	28.7%	- - -
Improved functioning to reach a level comparable to same-aged peers	228	52.1%	- - -	207	51.2%	- - -	233	48.4%	- - -
Maintained functioning at a level comparable to same-aged peers	56	12.8%	- - -	42	10.4%	- - -	82	17.1%	- - -
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	- - -	94.0%	YES	- - -	93.9%	YES	- - -	93.0%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	- - -	64.8%	YES	- - -	61.6%	YES	- - -	65.5%	YES

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 7C : Early Childhood Outcomes of Children with IEPS
– Use of Appropriate Behaviors to Meet Their Needs

Early Childhood Outcomes of Children with IEPS – Use of Appropriate Behaviors to Meet Their Needs	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning		0.2%	- - -	3	0.7%	- - -	0	0.0%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	21	4.8%	- - -	16	4.0%	- - -	24	5.0%	- - -
Improved functioning to reach a level nearer to same-aged peers	73	16.7%	- - -	81	20.1%	- - -	83	17.3%	- - -
Improved functioning to reach a level comparable to same-aged peers	196	44.8%	- - -	191	47.3%	- - -	207	43.0%	- - -
Maintained functioning at a level comparable to same-aged peers	147	33.6%	- - -	113	28.0%	- - -	167	34.7%	- - -
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	- - -	92.4%	YES	- - -	93.5%	YES	- - -	92.4%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	- - -	78.3%	YES	- - -	75.3%	YES	- - -	77.8%	YES

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 8 : Parent Involvement

Parent Involvement	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	77.7%	N/A	74.9%	NO	76.0%	NO

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 9 : Disproportionate Representation - Racial & Ethnic Groups of Students Receiving in Special Education & Related Services

Disproportionate Representation - Racial & Ethnic Groups of Students Receiving in Special Education & Related Services	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with disproportionate representation	0	0	0
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	61	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 10 : Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with disproportionate representation	4	3	4
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	61	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 11 : Child Find

Child Find	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of children for whom parental consent to evaluate was received	1,959	2,598	2,498
# of children whose evaluations completed within State established timeline	1,812	2,594	2,491
% of children whose evaluations completed within State established timeline	92.5%	99.9%	99.7%
# of LEAs Meeting Target	57	58	57
% of LEAs Meeting Target	93.4%	95.1%	93.4%

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of children served in Part C & referred to Part B for eligibility determination	206	107	142
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	19	12	14
# found eligible & IEP developed & implemented by third birthday	157	75	90
# whose parent refusal caused delay in evaluation or initial services	7	4	0
# serviced in Part C less than 90 days before third birthday	2	16	38
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	88.2%	100.0%	100.0%
# of LEAs Meeting Target	60	61	61
% of LEAs Meeting Target	98.4%	100.0%	100.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of youth with disabilities aged 16 & above	484	487	496
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	484	487	496
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	100.0%
# of LEAs Meeting Target	61	59	61
% of LEAs Meeting Target	100.0%	96.7%	100.0%

Region: 16

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 14 : Post-School Outcomes of Youth with IEPs in Effect at the Time They Left School

Post-School Outcomes of Youth with IEPs in Effect at the Time They Left School	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	20	22.5%	NO	30	31.3%	YES	40	33.6%	YES
Enrolled in higher education or competitively employed within one year of leaving high school	62	69.7%	YES	62	64.6%	YES	85	71.4%	YES
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	73	82.0%	YES	76	79.2%	NO	97	81.5%	YES

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

Indicator	FFY 2020 Target	FFY 2021 Target	FFY 2022 Target
1	N/A	>=45.00%	>=46.00%
2	N/A	<=13.00%	<=12.00%
3A Reading Grade 04	N/A	>=95.00%	>=95.00%
3A Reading Grade 08	N/A	>=95.00%	>=95.00%
3A Reading Grade HS	N/A	>=95.00%	>=95.00%
3A Math Grade 04	N/A	>=95.00%	>=95.00%
3A Math Grade 08	N/A	>=95.00%	>=95.00%
3A Math Grade HS	N/A	>=95.00%	>=95.00%
3B Reading Grade 04	N/A	>=14.00%	>=20.00%
3B Reading Grade 08	N/A	>=12.00%	>=18.00%
3B Reading Grade HS	N/A	>=12.00%	>=18.00%
3B Math Grade 04	N/A	>=19.00%	>=23.00%
3B Math Grade 08	N/A	>=20.00%	>=23.00%
3B Math Grade HS	N/A	>=17.00%	>=23.00%
3C Reading Grade 04	N/A	>=91.00%	>=92.00%
3C Reading Grade 08	N/A	>=93.00%	>=93.00%
3C Reading Grade HS	N/A	>=94.00%	>=94.00%
3C Math Grade 04	N/A	>=94.00%	>=94.00%
3C Math Grade 08	N/A	>=95.00%	>=95.00%
3C Math Grade HS	N/A	>=93.00%	>=93.00%
3D Reading Grade 04	N/A	<=23.00%	<=23.00%
3D Reading Grade 08	N/A	<=36.00%	<=35.00%
3D Reading Grade HS	N/A	<=38.00%	<=37.00%
3D Math Grade 04	N/A	<=20.00%	<=20.00%
3D Math Grade 08	N/A	<=32.00%	<=31.00%
3D Math Grade HS	N/A	<=26.00%	<=26.00%
4A	N/A	<=24.00%	<=23.00%
4B	0.0%	0.00%	0.00%
5A	N/A	>=73.00%	>=73.00%
5B	N/A	<=14.00%	<=13.00%
5C	N/A	<=1.00%	<=1.00%
6A	N/A	>=27.00%	>=27.00%
6B	N/A	<=26.00%	<=25.00%
6C	N/A	<=0.85%	<=0.85%
7A1	85.0%	>=85.00%	>=86.00%
7A2	63.0%	>=63.00%	>=63.00%
7B1	84.0%	>=84.00%	>=85.00%
7B2	56.0%	>=57.00%	>=57.00%
7C1	84.0%	>=85.00%	>=85.00%

Indicator	FFY 2020 Target	FFY 2021 Target	FFY 2022 Target
7C2	71.0%	>=72.00%	>=72.00%
8	N/A	>=81.00%	>=81.00%
9	0.0%	0.0%	0.0%
10	0.0%	0.0%	0.0%
11	100.0%	100.0%	100.0%
12	100.0%	100.0%	100.0%
13	100.0%	100.0%	100.0%
14A	30.0%	>=31.00%	>=31.00%
14B	63.0%	>=64.00%	>=64.00%
14C	80.0%	>=81.00%	>=81.00%