

FFY 2019 Washington State Annual Performance Report (APR)

Performance Indicators	2016-17 Data	2017-18 Data	2018-19 Data	2018-19 Targets	Target Status
1. Youth with IEPs graduating from high school with a regular high school diploma (4-Year Cohort Rate). Targets revised per ESSA Plan.	59.41%	69.86%	69.53%	61.3%	Met
2. Youth with IEPs dropping out of high school.	6.43%	6.61%	6.81%	5.45%	Slippage

Percent of districts that have a significant discrepancy in the rate of removals >10 days in a school year:	2016-17 Data	2017-18 Data	2018-19 Data	2018-19 Target	Target Status
4A: For students with IEPs.	0.72%	1.77%	3.19%	2.25%	Slippage
4B: For students with IEPs within specific racial/ethnicity categories; and (b) is the result of inappropriate policies/procedures/practices	0.0%	0.0%	0%	0%	Met

Percent of children with IEPs aged 6 through 21 served:	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
5A: Inside the regular class 80% or more of the day.	56.01%	56.6%	57.73%	57.0%	Met
5B: Inside the regular class less than 40% of the day.	13.13%	12.83%	12.43%	12.75%	Met
5C: In separate schools, residential facilities, or homebound/hospital placements.	0.86%	0.88%	0.95%	1.00%	Met



Percent of children with IEPs aged 3 through 5 attending a:	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	23.8%	25.3%	26.4%	29.2%	Progress
6B: Separate special education class, separate school or residential facility	41.85%	40.7%	39.03%	37.8%	Progress

Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
7A1: Positive social-emotional skills	90.79%	91.0%	89.6%	83.7%	Met
7B1: Acquisition and use of knowledge and skills (early language/comm)	88.46%	88.5%	88.8%	82.7%	Met
7C1: Use of appropriate behaviors to meet their needs	89.61%	89.5%	88.9%	81.7%	Met

Of those preschool children who entered the preschool program below age expectations, the percent who were functioning within age expectations by the time they turned 6 years of age or exited the program	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
7A2: Positive social-emotional skills	47.12%	47.9%	44.4%	51.2%	Slippage
7B2: Acquisition and use of knowledge and skills (early language/comm)	48.26%	48.7%	44.7%	52.2%	Slippage
7C2: Use of appropriate behaviors to meet their needs	61.72%	60.4 %	54.7%	66.2%	Slippage

8. Percent 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.	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
	28.03%	30.3%	32.34%	22.5%	Met

Percent of districts with disproportionate representation of racial and ethnic groups:	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
9. In special education and related services that is the result of inappropriate identification.	0.0%	0.0%	0.0%	0.0%	Met
10. In specific disability categories that is the result of inappropriate identification.	0.0%	0.0%	0.0%	0.0%	Met

Evaluation Timelines	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
11. Percent of initial evaluations completed within 35 school days	99.3%	99.4%	99.3	100.0%	Not Met

Transition Timelines	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B with an IEP developed prior to the 3 rd birthday.	98.31%	97.2%	98.3	100.0%	Progress
13. Percent youth aged 16 and above with an IEP that includes secondary transition assessment and all of the other required components.	95.81%	97.0%	97.47%	100.0%	Progress

Percent of youth who are no longer enrolled in secondary school, had IEPs in effect at the time they left school and were:	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
14A: Enrolled in higher education within 1 year of leaving high school	21.31%	20.45%	19.5%	26.2%	Not Met
14B: Enrolled in higher education or competitively employed within 1 year of leaving high school	56.08%	56.64%	52.95	52.21%	Met
14C: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed in some other employment within 1 year of leaving high school	72.19%	74.68%	72.04%	70.0%	Met

Dispute Resolution	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
15. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	32.14%	38.9%	27.1%	26.75%	Met
16. Percent of mediations held that resulted in mediation agreements.	95.59%	87.5%	81.4%	75.6-85.6%	Met

State System Improvement Plan (SSIP)	2017-18 Data	2018-19 Data	2019-20 Data	2019-20 Target	Target Status
17. Reduce the early literacy achievement gap between kindergartners with disabilities and typically-developing peers.	21.47%	23.46%	34.93%	23.16%	Slippage