

FFY 2021 Washington State

Annual Performance Report (APR)

Performance Indicators	2019-20 Data	2020-21 Data	2020-21 Targets	Target Status
1. Youth with IEPs graduating from high school with a regular high school diploma as compared to all students with IEPs exiting.	62.24%	76.1%	72.0%	Met
2. Youth with IEPs dropping out of high school as compared to all students with IEPs exiting.	25.75%	23.6%	30.5%	Met

DRAFT DATA—NOT YET FINALIZED Indicator 3A—Participation for Children with IEPs on statewide assessments

Reading Part	2020-21 Data	2021-22 Data	2021-22 Target	Target Status	Math Part	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
Grade 4	89.76%	92.03%	95.0%	Not met, No slippage	Grade 4	89.44%	91.70%	95.0%	Not met, No slippage
Grade 8	79.81%	87.44%	95.0%	Not met, No slippage	Grade 8	79.39%	87.01%	95.0%	Not met, No slippage
Grade HS	76.46%	79.58%	95.0%	Not met, No slippage	Grade HS	75.75%	77.66%	95.0%	Not met, No slippage

DRAFT DATA—NOT YET FINALIZED Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

Reading Prof	2020-21 Data	2021-22 Data	2021-22 Target	Target Status	Math Prof	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
Grade 4	20.61%	22.80%	57.1%	Not Met, No slippage	Grade 4	14.81%	21.53%	55.2%	Not met, No slippage
Grade 8	16.65%	13.77%	57.1%	Not Met, Slippage	Grade 8	4.80%	7.08%	55.2%	Not Met, No slippage
Grade HS	22.70%	24.43%	57.1%	Not Met, No slippage	Grade HS	4.45%	5.30%	55.2%	Not Met, No slippage

DRAFT DATA—NOT YET FINALIZED Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

Reading Prof	2020-21 Data	2021-22 Data	2021-22 Target	Target Status	Math Prof	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
Grade 4	41.51%	39.23%	57.1%	Not Met, Slippage	Grade 4	41.65%	42.20%	55.2%	Not Met, No slippage
Grade 8	46.22%	40.64%	57.1%	Not Met, Slippage	Grade 8	44.00%	35.78%	55.2%	Not Met, Slippage

Reading Prof	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
Grade HS	40.08%	37.77%	57.1%	Not Met, Slippage

Math Prof	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
Grade HS	58.70%	51.96%	55.2%	Not Met, Slippage

DRAFT DATA—NOT YET FINALIZED Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

Reading Prof Gap	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
Grade 4	28.42pp	27.61 pp	24.70pp	Met
Grade 8	37.44pp	38.59 pp	36.50pp	Met
Grade HS	40.54pp	44.97 pp	40.50pp	Met

Math Prof Gap	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
Grade 4	28.42pp	25.75 pp	24.30pp	Met
Grade 8	37.44pp	27.3 pp	30.80pp	Not Met, Slippage
Grade HS	40.54pp	29.7 pp	29.90pp	Not Met, Slippage

Percent of districts that have a significant discrepancy in the rate of removals > 10 days in a school year:	2018-19 Data	2019-20 Data	2020-21 Data	2020-21 Target	Target Status
4A: For students with IEPs.	3.19%	0.71%	0%	2.91%	Met
4B: For students with IEPs within specific racial/ethnicity categories; and (b) is the result of inappropriate policies/procedures/practices	0%	0%	0%	0%	Met

Percent of children with IEPs aged 6 through 21 served:	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
5A: Inside the regular class 80% or more of the day.	57.73%	59.99%	62.37%	61.7%	Met
5B: Inside the regular class less than 40% of the day.	12.43%	12.15%	11.65%	12.13%	Met
5C: In separate schools, residential facilities, or homebound/hospital placements.	0.95%	0.98%	0.96%	1.00%	Met

Percent of children with IEPs aged 3 through 5 attending a:	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	26.4%	21.04%	25.71%	23.24%	Met
6B: Separate special education class, separate school or residential facility	39.03%	53.50%	49.41%	51.40%	Met
6C: Services provided in the home		0.53%	0.59%	0.90%	Met

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	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
7A1: Positive social-emotional skills	89.59%	87.01%	87.29%	87.40%	Not met, No slippage
7B1: Acquisition and use of knowledge and skills (early language/comm)	88.77%	86.01%	86.71%	86.50%	Met
7C1: Use of appropriate behaviors to meet their needs	88.91%	86.65%	86.81%	87.10%	Not met, No slippage

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	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
7A2: Positive social-emotional skills	44.43%	38.14%	40.69%	39.30%	Met
7B2: Acquisition and use of knowledge and skills (early language/comm)	44.77%	37.56%	38.4%	38.80%	Not met, No slippage
7C2: Use of appropriate behaviors to meet their needs	54.74%	48.06%	48.92%	49.30%	Not met, No 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.	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
		32.34%	41.99%	30.2%	33.8%

Percent of districts with disproportionate representation of racial and ethnic groups:	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 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	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
11. Percent of initial evaluations completed within 35 school days	99.3%	99.72%	98.94%	100.0%	Not Met, No slippage

Transition Timelines	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 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.	98.3%	98.43%	92.41%	100.0%	Not Met, slippage

Transition Timelines	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 Target	Target Status
13. Percent youth aged 16 and above with an IEP that includes secondary transition assessment and all of the other required components.	97.47%	99.08%	98.04%	100.0%	Not Met, slippage

Percent of youth who are no longer enrolled in secondary school, had IEPs in effect at the time they left school and were:	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 Targets	Target Status
14A: Enrolled in higher education within 1 year of leaving high school	19.5%	16.74%	16.87%	20.50%	Not Met, No slippage
14B: Enrolled in higher education or competitively employed within 1 year of leaving high school	52.95	43.91%	47.61%	55.40%	Not Met, No slippage
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	72.04%	69.93%	74.27%	74.00%	Met

Dispute Resolution	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 Targets	Target Status
15. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	27.14%	26.58%	26.32%	28.63%	Not Met, No slippage
16. Percent of mediations held that resulted in mediation agreements.	81.4%	82.4%	65.5%	83.4%	Not Met, slippage

State System Improvement Plan (SSIP)	2019-20 Data	2020-21 Data	2021-22 Data	2021-22 Targets	Target Status
17. Increase the social emotional learning (SEL) performance rates of kindergarten students with disabilities.	49.0%	50.71%	48.3%	51.75%	Not Met, slippage