

FFY 2022 Washington State

Annual Performance Report (APR)

Performance Indicators	2020-21 Data	2021-22 Data	2021-22 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.	76.1%	75.87%	73.0%	Met
2. Youth with IEPs dropping out of high school as compared to all students with IEPs exiting.	23.6%	23.99%	29.0%	Met

Indicator 3A: Participation for Children with IEPs on statewide assessments

Reading Part	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
Grade 4	92.03%		95.0%	
Grade 8	87.44%		95.0%	
Grade HS	79.58%		95.0%	

Math Part	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
Grade 4	91.70%		95.0%	
Grade 8	87.01%		95.0%	
Grade HS	77.66%		95.0%	

Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

Reading Prof	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
Grade 4	22.80%		63.70%	
Grade 8	13.77%		63.70%	
Grade HS	24.43%		63.70%	

Math Prof	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
Grade 4	21.53%		62.10%	
Grade 8	7.08%		62.10%	
Grade HS	5.30%		62.10%	

Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

Reading Prof	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
Grade 4	39.23%		63.70%	
Grade 8	40.64%		63.70%	

Math Prof	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
Grade 4	42.20%		62.10%	
Grade 8	35.78%		62.10%	

Reading Prof	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
Grade HS	40.08%		63.70%	

Math Prof	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
Grade HS	58.70%		62.10%	

Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

Reading Prof Gap	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
Grade 4	27.61 pp		20.90pp	
Grade 8	38.59 pp		32.70pp	
Grade HS	44.97 pp		36.70pp	

Math Prof Gap	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
Grade 4	25.75 pp		21.10pp	
Grade 8	27.3 pp		27.60pp	
Grade HS	29.7 pp		26.70pp	

Percent of districts that have a significant discrepancy in the rate of removals > 10 days in a school year:	2019-20 Data	2020-21 Data	2022-23 Data	2022-23 Target	Target Status
4A: For students with IEPs.	0.71%	0%	0%	2.66%	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:	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
5A: Inside the regular class 80% or more of the day.	59.99%	62.37%	63.42%	63.40%	Met
5B: Inside the regular class less than 40% of the day.	12.15%	11.65%	11.36%	12.06%	Met
5C: In separate schools, residential facilities, or homebound/hospital placements.	0.98%	0.96%	0.94%	0.99%	Met

Percent of children with IEPs aged 3 through 5 attending a:	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	21.04%	25.71%	31.09%	25.44%	Met
6B: Separate special education class, separate school or residential facility	53.50%	49.41%	43.28%	51.40%	Met
6C: Services provided in the home	0.53%	0.59%	0.45%	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	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
7A1: Positive social-emotional skills	87.01%	87.29%	83.72%	87.9%	Not Met, Slippage
7B1: Acquisition and use of knowledge and skills (early language/comm)	86.01%	86.71%	83.60%	87.0%	Not Met, Slippage
7C1: Use of appropriate behaviors to meet their needs	86.65%	86.81%	82.63%	87.5%	Not Met, 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	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
7A2: Positive social-emotional skills	38.14%	40.69%	37.85%	40.4%	Not Met, Slippage
7B2: Acquisition and use of knowledge and skills (early language/comm)	37.56%	38.4%	38.30%	40.1%	Not Met, Slippage
7C2: Use of appropriate behaviors to meet their needs	48.06%	48.92%	45.92%	50.4%	Not Met, 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.	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
		41.99%	30.2%	28.2%	34.6%

Percent of districts with disproportionate representation of racial and ethnic groups:	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 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	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
11. Percent of initial evaluations completed within 35 school days	99.72%	98.94%	98.92%	100.0%	Not Met, No Slippage

Transition Timelines	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 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.	98.43%	92.41%	92.90%	100.0%	Not Met, No Slippage
13. Percent youth aged 16 and above with an IEP that includes secondary transition assessment and all of the other required components.	99.08%	98.04%	98.17%	100.0%	Not Met, No Slippage

Percent of youth who are no longer enrolled in secondary school, had IEPs in effect at the time they left school and were:	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
14A: Enrolled in higher education within 1 year of leaving high school	16.74%	16.87%		21.40%	
14B: Enrolled in higher education or competitively employed within 1 year of leaving high school	43.91%	47.61%		57.40%	
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	69.93%	74.27%		75.50%	

Dispute Resolution	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
15. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	26.58%	26.32%		29.57%	
16. Percent of mediations held that resulted in mediation agreements.	82.4%	65.5%	85.11%	84.4%	Met

State System Improvement Plan (SSIP)	2020-21 Data	2021-22 Data	2022-23 Data	2022-23 Target	Target Status
17. Increase the social emotional learning (SEL) performance rates of students with disabilities.	50.71%	48.3%	43.51%	53.25%	Not Met, Slippage