

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

- Probes:**
- GS.I** Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
 - GS.II** Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
 - GS.III** Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
 - GS.IV** Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
 - GS.V** Do State procedures and practices ensure collection and reporting of accurate and timely data?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

To maintain the compliance protections for special education students and their families, and utilize results of compliance efforts to improve programs.
 To improve the performance of personnel assigned to special education at the local district level.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

- The current program review instruments used by the SEA identify and correct special education non-compliance issues in a timely manner.*
- System issues are identified and remediated through the consolidated analysis of the data collected from citizen complaints, due process hearings, and mediation processes and special education program review.
- Citizen complaint investigations, due process hearing and reviews, and mediations are completed within timelines.

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. **See Attachment 1 following this Table.:**)

The State of Washington developed a Consolidated Program Review (CPR) system as one of the state activities consistent with the implementation of the Elementary and Secondary Education Act consolidated federal plan in 1998-99. The consolidated system is intended to create a more efficient and less intrusive process for compliance monitoring of school districts. The process involves a team of compliance monitors from the state office representing numerous federal and state entitlement programs such as Title I, the Learning Assistance Program (LAP), Migrant Education, Carl Perkins funds (vocational education), Highly Capable, and others. Districts also play an active role in the process through submission of a self-study review, presentations, interviews, and arrangement of site visits. Special education was incorporated into the CPR system beginning in 2000-01.

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal (for reporting period July 1, 2002 through June 30, 2003): **Improve the post school performance (employment, post secondary enrollment, connection with out of school agency) of students receiving special education services.***

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

- Increase the rate of special education students who enroll in post-secondary education programs within six months of graduation.*
- Increase the rate of special education students who are employed within six months of graduation.*
- Increase the post-secondary engagement rate (employed and/or enrolled in a post-secondary program) within six months of graduation.*
- Increase the rate of special education students who are connected with an appropriate out-of-school agency within six months of graduation.*
- Establish county community councils to include (but not limited to) schools, post secondary institutions, parents, students, independent living center representatives, employers within the community, and adult services.*
- Establish a technical assistance structure to support the county community councils*

Goal and performance indicators are also part of State Improvement Grant.

• **Baseline/Trend Data** (for reporting period July 1, 2002 through June 30, 2003):

1998 Washington State post-secondary rate	31.0%	1998 Washington State engagement rate	77.0%
1999 Washington State post-secondary rate	30.0%	1999 Washington State engagement rate	81.0%
2000 Washington State post-secondary rate	27.6%	2000 Washington State engagement rate	76.8%
2001 Washington State post-secondary rate	31.0%	2001 Washington State engagement rate	74.0%
2002 Washington State post-secondary rate	33.0%	2002 Washington State engagement rate	73.0%
1998 Washington State employment rate	66.0%	1998 Washington State connection rate	33.0%
1999 Washington State employment rate	70.0%	1999 Washington State connection rate	53.4%
2000 Washington State employment rate	65.3%	2000 Washington State connection rate	51.1%
2001 Washington State employment rate	59.0%	2001 Washington State connection rate	56.0%
2002 Washington State employment rate	58.0%	2002 Washington State connection rate	58.0%

Program monitoring data indicate 61% of districts monitored and 15% of the student files reviewed had findings in the provision of post-secondary transition services and planning for such purposes. Core area 18 of the consolidated program review data (see Cluster Area I, page 7 for detailed information) relates to the post-school transition planning and service requirements which are included in federal law and regulation. The data gathered during the program monitoring showed issues regarding transition were noted in 15 percent of the 4,400 files reviewed. However, only students aged 14 and above are required to have transition included in the IEP. Therefore, the percentage of transition files that had findings would be higher than the percentage shown on Chart 2 if the total number of IEPs for only students aged 14 and above had been considered.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- Increase the number of school districts participating in the Post School Status Survey.
- Assist school district personnel in examining and developing goals using the post-secondary data.
- Restructure and use the Center for Change in Transition Services to facilitate coordination of training and support for county community councils.
- Initiate development and training of state and county community councils.
- Redirect the Center for Change in Transition Services staff to become trainers and technical advisors for county community councils.
- Incorporate "best practice in transition" into secondary summer institute and other summer institutes and conferences, as appropriate.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The number of districts participating has increased to 188 school districts in 2003 from 31 in 1999, the first year of the survey. In Washington, 248 school districts have high schools and each one may or may not have any special education graduates in a given year. The increase to 188 is a great milestone in this data collection. The Center for Change in Transition Services continues to provide training throughout all areas of the state on conducting the post-school status interview. After the data is collected and analyzed each district participating receives an individualized analyzed report for their district as well as statewide summary results.

The Center for Change in Transition Services completed restructuring during this reporting cycle. The purpose of the restructuring is to facilitate development of training modules for county community councils and to become the primary trainers for the councils. The Center worked with the University of Kentucky STEPS (Sequenced Transition from Education to Post School Settings) program to integrate the Center's curriculum and the STEPS model. (SIG Objective 2.1).

As required in the STEPS model, a state team has been established. This team conducted student forums throughout the state, which included students transitioning from high schools and some who had already transitioned. The intent of this is for the team to use student input to guide the development of the community councils, training of and technical assistance to the councils, and ongoing support for the councils. Nine community councils (fourteen counties) were training during this reporting period.

Trainings were conducted at the local, regional and state level in the areas of: providing transition services, developing the IEP, and linking to adult services agencies.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Increase the rate of special education students who enroll in post-secondary education programs within six months of graduation by 5%.

Increase the rate of special education students who are employed within six months of graduation by 5%.

Increase the post-secondary engagement rate (employed and/or enrolled in a post-secondary program) within six months of graduation by 5%.

Increase the rate of special education students who are connected with an appropriate out-of-school agency within six months of graduation by 5%.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- Continue to develop the Principal's Guide to Post school Data; disseminate guide to all secondary principal's Feedback on usefulness will be elicited via website and email. Anticipated completion date: August 15, 2004.
- Train and support teachers to provide services to special education students preparing to enter college or university. This includes increasing academic skills, self-determination, and learning strategies for these students. Ongoing, Fall, 2003-Summer, 2004
- Train and support teachers to provide services to special education students preparing to enter vocational/technical colleges. This includes increasing academic skills, self-determination, specific vocational skills, and learning strategies for these students. Ongoing, Fall, 2003-Summer, 2004
- Train and support teachers to provide services to special education students preparing for employment or supported employment. This includes increasing functional academic skills, self-determination, work readiness skills, community access skills, and functional life skills when appropriate. Ongoing, Fall, 2003-Summer, 2004
- Train and support teachers to develop linkages to adult agencies for students with disabilities and their families. Continue to conduct targeted reviews in high schools and middle schools to assist districts in program evaluation and developing action plans to provide quality programs for special education students. Ongoing, Fall, 2003-Summer, 2004
- Identify teams in local school districts with exemplary practices in transition services and support these teams to conduct targeted reviews in schools districts requesting this assistance in their initial efforts to develop plans providing quality transition services. Ongoing, Fall, 2003-Summer, 2004
- Provide training to parents, advocacy groups, and adult service agency providers regarding transition services to special education students ages 14 to 21 as required by IDEA. Ongoing, Fall, 2003-Summer, 2004

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Activities in No 5 above are targeted for completion during 2003-04 school year and will be carried out by the State Improvement Grant Coordinator, Regional Coordinators and staff from the Center for Change in Transition Services.

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. A conservative estimate is 72% of the goals and performance indicators.

Cluster Area I consists of two goals and seven performance indicators. One goal and five of the seven indicators are easily aligned with the goals, indicators, and objectives established in the agency's five year strategic plan and by other sections of our agency.

Cluster Area II consists of one goal and one performance indicators. Only the special education section serves students in the area of birth through preschool.

Cluster Area III consists of one goal and four performance indicators. Parent involvement is a large part of the agency's five year strategic plan. So every indicator and goal can be related in this section.

Cluster Area IV consists of one goal and eight performance indicators. These indicators are broken down very specifically to special education students, their disability categories and the environments they are served in. In some of these areas there are no equivalent goals or indicators for nondisabled students. But, there is equivalency in the goal area and four of the eight performance indicators.

Cluster Area V consists of one goal and six performance indicators. The goal and all six indicators relate to OSPI's five year strategic plan in this cluster area.

R O W	A	B	C	D	E	F	G	H	I	J	K	L
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	ENROLLMENT Ages 6-21	1,015,968	736,610	72.50	56,479	5.56	117,430	11.56	77,562	7.63	27,887	2.74
ALL CHILDREN WITH DISABILITIES, AGES 6-21												
2	All Disabilities	110,039	80,303	72.98	8,392	7.63	12,432	11.30	4,653	4.23	4,259	3.87
3	Difference (Row 2 - Row 1)	110,039	80,303	0.47	8,392	2.07	12,432	-0.26	4,653	-3.41	4,259	1.13
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20	110,039	80,303	0.01	8,392	0.37	12,432	-0.02	4,653	-0.45	4,259	0.41
BY DISABILITY CATEGORY												
2	Specific Learning Disabilities	49,902	34,917	69.97	4,174	8.36	6,713	13.45	1,921	3.85	2,177	4.36
3	Difference (Row 2 - Row 1)			-2.53		2.81		1.89		-3.78		1.62
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.03		0.50		0.16		-0.50		0.59
2	Mental Retardation	5,881	3,886	66.08	561	9.54	862	14.66	293	4.98	279	4.74
3	Difference (Row 2 - Row 1)			-6.43		3.98		3.10		-2.65		2.00
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.09		0.72		0.27		-0.35		0.73
2	Hearing Impairments	1,343	914	68.06	78	5.81	195	14.52	111	8.27	45	3.35
3	Difference (Row 2 - Row 1)			-4.45		0.25		2.96		0.63		0.61
4	Relative Difference (Row 3/ Row 1)			-0.06		0.04		0.26		0.08		0.22

Bold if > 0.20 or < -0.20										
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2	Speech or Language	15,989	12,043	75.32	827	5.17	1,675	10.48	952	5.95	492	3.08
3	Difference (Row 2 - Row 1)			2.82		-0.39		-1.08		-1.68		0.33
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.04		-0.07		-0.09		-0.22		0.12
2	Visual Impairments	305	232	76.07	14	4.59	31	10.16	18	5.90	10	3.28
3	Difference (Row 2 - Row 1)			3.56		-0.97		-1.39		-1.73		0.53
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.05		-0.17		-0.12		-0.23		0.19
2	Emotional Disturbance	5,047	3,797	75.23	630	12.48	291	5.77	113	2.24	216	4.28
3	Difference (Row 2 - Row 1)			2.73		6.92		-5.79		-5.40		1.53
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.04		1.25		-0.50		-0.71		0.56
2	Orthopedic Impairments	730	552	75.62	41	5.62	82	11.23	43	5.89	12	1.64
3	Difference (Row 2 - Row 1)			3.11		0.06		-0.33		-1.74		-1.10
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.04		0.01		-0.03		-0.23		-0.40
2	Other Health Impairments	18,355	14,942	81.41	1,207	6.58	1,082	5.89	540	2.94	584	3.18
3	Difference (Row 2 - Row 1)			8.90		1.02		-5.66		-4.69		0.44
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.12		0.18		-0.49		-0.61		0.16
2	Deaf-Blindness	36	31	86.11	1	2.78	2	5.56	1	2.78	1	2.78
3	Difference (Row 2 - Row 1)			13.61		-2.78		-6.00		-4.86		0.03
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.19		-0.50		-0.52		-0.64		0.01

2	Multiple Disabilities	2,598	1,993	76.71	163	6.27	206	7.93	142	5.47	94	3.62
3	Difference (Row 2 - Row 1)			4.21		0.71		-3.63		-2.17		0.87
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.06		0.13		-0.31		-0.28		0.32
2	Autism	2,344	1,900	81.06	139	5.93	100	4.27	174	7.42	31	1.32
3	Difference (Row 2 - Row 1)			8.55		0.37		-7.29		-0.21		-1.42
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.12		0.07		-0.63		-0.03		-0.52
2	Traumatic Brain Injury	351	267	76.07	22	6.27	35	9.97	10	2.85	17	4.84
3	Difference (Row 2 - Row 1)			3.57		0.71		-1.59		-4.79		2.10
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.05		0.13		-0.14		-0.63		0.76
2	Developmental Delay	7,158	4,829	67.46	535	7.47	1,158	16.18	335	4.68	301	4.21
3	Difference (Row 2 - Row 1)			-5.04		1.92		4.62		-2.95		1.46
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.07		0.34		0.40		-0.39		0.53

Data Source: Table 1, Part B Data Report 2002 submitted Feb 2003.

BY EDUCATIONAL ENVIRONMENT

2	Outside Regular Class 21%	51,780	39,653	76.58	2,949	5.70	5,139	9.92	2,201	4.25	1,838	3.55
3	Difference (Row 2 - Row 1)			4.08		0.14		-1.63		-3.38		0.80
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.06		0.02		-0.14		-0.44		0.29
2	Outside Regular Class 21-60%	39,663	27,892	70.32	3,336	8.41	5,354	13.50	1,466	3.70	1,615	4.07
3	Difference (Row 2 - Row 1)			-2.18		2.85		1.94		-3.94		1.33
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.03		0.51		0.17		-0.52		0.48
2	Outside Regular Class >60%	17,152	11,686	68.13	1,990	11.60	1,811	10.56	922	5.38	743	4.33
3	Difference (Row 2 - Row 1)			-4.37		6.04		-1.00		-2.26		1.59
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.06		1.09		-0.09		-0.30		0.58
2	Public Separate Facility	610	444	72.79	58	9.51	54	8.85	23	3.77	31	5.08
3	Difference (Row 2 - Row 1)			0.28		3.95		-2.71		-3.86		2.34
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.00		0.71		-0.23		-0.51		0.85
2	Private Separate Facility	333	249	74.77	25	7.51	32	9.61	14	4.20	13	3.90
3	Difference (Row 2 - Row 1)			2.27		1.95		-1.95		-3.43		1.16
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.03		0.35		-0.17		-0.45		0.42

2	Public Residential Facility	250	185	74.00	14	5.60	20	8.00	19	7.60	12	4.80
3	Difference (Row 2 - Row 1)			1.50		0.04		-3.56		-0.03		2.06
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.02		0.01		-0.31		0.00		0.75
2	Private Residential Facility	22	18	81.82	0	0.00	3	13.64	0	0.00	1	4.55
3	Difference (Row 2 - Row 1)			9.31		-5.56		2.08		-7.63		1.80
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.13		-1.00		0.18		-1.00		0.66
2	Home/Hospital	229	176	76.86	20	8.73	19	8.30	8	3.49	6	2.62
3	Difference (Row 2 - Row 1)			4.35		3.17		-3.26		-4.14		-0.12
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.06		0.57		-0.28		-0.54		-0.05

Data Source: Table ____, Part B Data Report 2002 submitted Feb 2003.

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probes:

- BF.I** Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular educational setting, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment?
- BF.II** Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
- BF.III** Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
- BF.IV** Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V** Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF.VI** Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?

State Goal (for reporting period July 1, 2002 through June 30, 2003): **(BF.I) All special education students receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.***

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **The percentage of special education students in Washington are proportionate to the percentage of:**

- **general education students overall;***
- **race/ethnicity of general education students to special education students;***
- **disability categories of special education students by race/ethnicity to the race/ethnicity of general education students; and**
- **educational environment of special education students by race/ethnicity to the race/ethnicity of general education students;**

1. **Baseline/Trend Data** (for reporting period July 1, 2002 through June 30, 2003.):

See Attachment 2 for data regarding this indicator.

2. **Targets** (for reporting period July 1, 2002 through June 30, 2003): Continue to focus on reducing areas of disproportion that exceed the range. Further probing of these areas is needed to determine if disproportionality is due to discriminatory practices, differences in socio-economic factors, or other factors not yet determined. Distribute to administrators, teachers and related service providers technical assistance manual entitled, "Evaluation and Assessment in Early

Childhood Special Education: Children Who Are Culturally and Linguistically Diverse.”

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): The relative different is as little as .22 up to 1.09. Comparing data from the previous two years, Washington is seeing decreases in the disproportionate percentages by 2/10 of a percent in many of the areas that are considered to exceed the range, whether below or above the range.

In many cases the *n* is very small and an addition or subtraction of even one student can put the state over, under or be in the range of a given category.

Over time, the numbers and percentages of total enrollment have changed very little. Similarly, as we have been tracking populations in special education over the past three years, the same can be said for that enrollment as well. Native American/Alaska Natives special education population in 2000-01 was 4298 compared and in 2002-03 was 4259. With a change of 39 students, statewide, the percent change of the total special education enrollment was .07 percent, so breaking this population into even smaller categories should be done cautiously when attempting to determine any disproportionality. Asian/Pacific Islander data increased approximately 200 students (to 4653) and Black, non-Hispanic, increased by 400 students (8392). The same caution should also be used in these categories.

White and Hispanic students, which collectively comprise of almost 85 percent of the state population, are within the range for all disabilities. When examining each disability and environment category some areas of disproportionality emerge in the Hispanic population.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Continue to monitor areas of concern from 2002-03. Track data to determine if any changes occur in 2003-04. Examine data for any areas of concern at the individual LEA level and notify districts of any findings. Determine, from districts, any reasons that may attribute to areas of concern.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Work with the Washington State Association of School Psychologists (WSASP) to determine if eligibility criteria are applied which may in some way be culturally biased or not sensitive enough to cultural differences. Revise and distribute manual “Evaluation and Assessment in Early Childhood Special Education: Children Who Are Culturally and Linguistically Diverse” to districts teachers, administrators and other related service personnel in the evaluation and assessment of children who are culturally and linguistically diverse.

The special education CPR team will research possible options to consider adding race/ethnicity as a data element used in determining the list of student files to review during their onsite monitoring. Much research on the possibility of this addition will need to be done in order to ensure the validity of a stratified random sampling of student files.

A new position in the special education operations section of a researcher/analyst is being added. A project for this position will be to work more closely with districts that have flags in the areas of disproportionality in special education and race/ethnicity categories.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): The Early Childhood Assessment Work Group and the 619 Coordinator will review current evaluation and assessment manual and update as appropriate. Work with the Washington State Association of School Psychologists to develop resources on the evaluation and assessment of students who are culturally and linguistically diverse.

The Special Education CPR team will review the student file random sampling procedures over the next monitoring cycle. A new position in the special education operations section of a researcher/analyst is being added. A project for this position will work be to work more closely with districts that have flags in the areas of disproportionality in special education and race/ethnicity categories.

Researcher will work with districts that have any flagged disproportionality determinations beginning in the summer of 2004.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **(BF.II) High school graduation rates and drop-out rates, special education students in Washington are comparable to graduation rates and drop-out rates for all students.***

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003): *Get data from Post School Report as well.*

ESD	Co-Dist	District Name	% Total D/O	% Sped D/O	% Total Cohort Grad Rate	% Sped Cohort Grad Rate
113	14005	Aberdeen	12.8	7.7	65.5	29.3
113	21226	Adna	4.5	11.1	95.0	0.0
189	29103	Anacortes	7.7	7.1	68.8	60.0
189	31016	Arlington	9.7	8.7	64.6	57.1
123	02420	Asotin-Anatone	2.3	4.2	92.0	71.4
121	17408	Auburn	5.7	9.1	84.7	50.0
121	18303	Bainbridge Island	1.2	5.8	86.7	71.4
112	06119	Battle Ground	7.5	3.0	76.2	84.0
121	17405	Bellevue	2.5	0.9	89.2	79.8
189	37501	Bellingham	5.2	1.6	80.1	0.00
121	27403	Bethel	7.3	6.0	78.3	63.9
105	20203	Bickleton	0.0	0.0	100.0	0.0
189	37503	Blaine	7.3	9.7	82.4	81.8
114	18100	Bremerton	14.1	10.4	62.3	55.3
171	24111	Brewster	10.3	4.2	60.9	83.3
171	09075	Bridgeport	19.5	15.8	86.0	100.0
189	29100	Burlington-Edison	6.0	7.1	83.3	60.0
112	06117	Camas	4.0	4.8	87.0	64.7
114	05401	Cape Flattery	1.9	0	87.2	70.0
171	04228	Cascade	3.6	3.2	91.2	70.0
171	04222	Cashmere	4.1	3.0	96.9	100.0
112	08401	Castle Rock	4.9	10.8	79.4	50.0
114	18401	Central Kitsap	4.6	9.6	87.7	69.8
101	32356	Central Valley	0.9	1.4	94.4	48.0
113	21401	Centralia	8.5	9.2	79.9	68.4
113	21302	Chehalis	4.6	14.9	85.1	32.0
101	32360	Cheney	7.2	27.2	8.6	0.0
101	33036	Chewelah	6.4	15.6	86.6	66.7
114	16049	Chimacum	6.1	6.3	77.6	56.3
123	02250	Clarkston	9.7	5.0	64.1	60.0
105	19404	Cle Elum-Roslyn	5.9	0.0	95.3	0.0
121	27400	Clover Park	11.5	13.8	65.8	36.5
101	38300	Colfax	3.5	12.5	88.1	70.0

101	38306	COLTON	0.0	0.0	100.0	0.0
101	33206	Columbia No. 206	2.9	0.0	86.7	100.0
123	36400	Columbia No. 400	3.2	0.0	83.0	0.0
101	33115	Colville	3.5	7.4	92.8	84.6
189	29011	Concrete	50.0	0.0	50.0	0.0
171	13151	Coulee-Hartline	0.8	0.0	100.0	100.0
189	15204	Coupeville	4.1	7.7	80.9	0.0
114	05313	Crescent	1.9	25.0	100.0	100.0
101	22073	Creston	0.0	0.0	100.0	0.0
101	10050	CURLEW	0.0	0.0	100.0	0.0
101	26059	Cusick	12.2	0.0	10.0	0.0
189	31330	Darrington	2.1	5.26	86.4	50.0
101	22207	Davenport	0.0	0.0	97.1	0.0
123	07002	Dayton	3.9	10.53	88.1	100.0
101	32414	Deer Park	4.1	8.1	94.8	87.5
101	32361	East Valley No. 361	4.9	0.8	75.6	57.1
105	39090	East Valley No. 90	10.3	12.9	68.8	100.0
171	09206	Eastmont	7.1	8.7	78.5	58.8
105	19028	Easton	11.1	22.22	80.0	66.7
121	27404	Eatonville	6.0	16.4	85.9	100.0
189	31015	Edmonds	8.4	10.3	73.2	37.2
105	19401	Ellensburg	4.5	5.7	88.0	61.9
113	14068	Elma	12.0	24.1	87.6	57.9
171	04127	Entiat	4.9	7.1	96.7	100.0
121	17216	Enumclaw	1.8	2.2	91.4	0.0
171	13165	Ephrata	1.1	0.0	94.7	68.8
189	31002	Everett	11.5	11.7	71.9	54.7
112	06114	Evergreen No. 114	6.8	11.2	77.1	38.8
121	17210	Federal Way	5.7	7.4	70.4	60.2
189	37502	Ferndale	6.3	7.6	75.6	61.5
121	27417	Fife	6.1	10.8	81.0	35.0
123	03053	Finley	9.0	13.6	89.7	87.5
121	27402	Franklin Pierce	10.8	10.5	0.4	7.7
101	32358	Freeman	0.3	0.0	100.0	100.0
112	20401	Glenwood	2.5	0.0	100.0	100.0
105	20404	Goldendale	7.7	9.8	75.5	55.6
105	39200	Grandview	4.4	4.1	86.2	76.9
105	39204	Granger	9.4	10.3	85.2	66.7
189	31332	Granite Falls	8.4	5.9	72.2	41.7
101	22204	HARRINGTON	0.0	0.0	88.9	0.0
105	39203	Highland	7.4	0.0	91.8	100.0
121	17401	Highline	10.0	4.9	69.1	28.9
113	14028	Hogiam	9.7	15.1	74.1	55.0
101	10070	Inchelium	6.4	6.3	90.9	0.0

121	17411	Issaquah	2.0	7.6	91.2	68.4
123	11056	Kahlotus	9.4	0.0	86.7	100.0
112	08402	Kalama	5.4	22.9	89.1	66.7
112	08458	Kelso	1.8	3.1	88.5	40.0
123	03017	Kennewick	6.7	8.3	90.8	89.4
121	17415	Kent	3.9	6.1	84.5	69.4
101	33212	Kettle Falls	5.8	3.7	89.0	100.0
123	03052	Kiona-Benton City	4.9	3.9	80.7	37.5
105	19403	Kittitas	11.2	0.0	81.8	0.0
112	20402	Klickitat	5.1	0.0	92.3	0.0
112	06101	La Center	3.9	7.5	81.9	50.0
189	29311	La Conner	10.1	20.7	63.0	66.7
101	38126	Lacrosse	2.4	0.0	100.0	0.0
171	04129	Lake Chelan	13.9	5.4	86.9	53.9
189	31004	Lake Stevens	3.6	6.8	89.1	82.1
121	17414	Lake Washington	13.9	3.9	89.0	67.1
189	31306	Lakewood	6.7	7.1	83.3	25.0
101	32362	Liberty	2.1	0.0	100.0	100.0
101	01158	Lind	5.1	0.0	95.2	0.0
112	08122	Longview	12.2	12.7	70.0	45.7
189	28144	Lopez Island	12.1	0.0	84.0	0.0
112	20406	Lyle	10.4	25.0	67.9	0.0
189	37504	Lynden	3.1	1.3	86.6	66.7
105	39120	Mabton	0.0	0.0	93.8	0.0
171	09207	MANSFIELD	0.0	0.0	100.0	0.0
171	04019	Manson	4.3	4.4	92.5	75.0
113	23311	MARY M. KNIGHT	10.9	0.0	84.6	0.0
101	33207	Mary Walker	5.0	0.0	84.6	0.0
189	31025	Marysville	7.9	10.4	73.9	47.3
101	32354	Mead	2.5	2.3	90.9	67.4
101	32326	Medical Lake	1.6	1.9	96.4	83.3
121	17400	Mercer Island	0.7	1.8	96.4	75.8
189	37505	Meridian	8.1	5.6	70.8	56.3
171	24350	Methow Valley	3.2	16.0	94.0	66.7
189	31103	Monroe	5.0	2.3	84.2	62.5
113	14066	Montesano	4.6	4.2	96.6	87.5
113	21214	Morton	4.3	0.0	80.8	100.0
171	13161	Moses Lake	9.0	0.0	77.3	0.0
113	21206	Mossyrock	4.0	0.0	85.4	75.0
105	39209	Mount Adams	9.1	4.8	89.4	100.0
189	37507	Mount Baker	4.1	4.0	74.1	40.9
189	29320	Mount Vernon	8.7	14.6	70.4	48.6
189	31006	Mukilteo	4.8	0.0	82.2	29.4
105	39003	Naches Valley	1.9	6.8	94.6	55.6

113	21014	Napavine	2.4	5.6	95.1	75.0
112	25155	Naselle-Grays River	8.2	47.7	92.9	100.0
101	26056	Newport	5.0	6.3	85.5	88.9
101	32325	Nine Mile Falls	1.1	4.6	94.2	50.0
189	37506	Nooksack Valley	2.7	0.0	87.5	90.0
113	14064	North Beach	11.5	9.1	73.1	33.3
123	11051	North Franklin	3.1	4.0	83.1	80.0
114	18400	North Kitsap	3.5	5.8	76.4	40.5
114	23403	North Mason	4.7	3.0	81.7	62.5
113	25200	North River	2.1	0.0	100.0	0.0
113	34003	North Thurston	5.5	5.9	83.5	64.1
101	33211	Northport	4.9	0.0	84.2	100.0
121	17417	Northshore	1.4	1.4	92.1	81.4
189	15201	Oak Harbor	9.8	12.9	73.2	71.4
101	38324	Oakesdale	2.1	0.0	100.0	0
113	14400	Oakville	11.1	18.8	0.0	0.0
112	25101	Ocean Beach	8.5	9.3	90.0	75.0
113	14172	Ocosta	5.1	0.0	76.7	0.0
101	22105	Odessa	0.9	0.0	100.0	0.0
171	24105	Okanogan	5.6	12.9	87.3	50.0
113	34111	Olympia	9.8	8.3	83.2	70.4
171	24019	Omak	14.5	7.5	71.9	66.7
113	21300	Onalaska	17.5	15.8	78.5	75.0
189	28137	Orcas Island	2.1	4.0	97.1	100.0
171	24410	Oroville	6.3	0.0	83.0	0.0
121	27344	Orting	4.6	8.8	85.2	64.3
123	01147	Othello	5.9	10.3	85.3	16.7
101	38301	Palouse	0.0	0.0	100.0	100.0
123	11001	Pasco	7.0	7.8	41.5	56.2
171	24122	Pateros	1.1	0.0	100.0	0.0
113	21301	Pe Ell	0.0	0.0	89.5	0.0
121	27401	Peninsula	1.2	1.4	92.7	83.3
123	12110	Pomeroy	0.6	0.0	94.4	50.0
114	05121	Port Angeles	12.6	12.9	70.2	37.5
114	16050	Port Townsend	2.1	11.1	86.1	85
123	36402	Prescott	0.0	0.0	85.7	0.0
123	03116	Prosser	3.2	1.5	93.7	66.7
101	38267	Pullman	4.3	5.2	84.1	63.6
121	27003	Puyallup	6.9	7.0	80.1	57.6
114	16048	Quilcene	6.1	0.0	100.0	100.0
114	05402	Quillayute Valley	6.3	3.9	70.9	50.0
113	14097	Quinault Lake	10.1	0.0	83.3	0.0
171	13144	Quincy	6.8	5.2	81.2	80.0
113	34307	Rainier	11.3	11.5	83.3	44.4

113	25116	Raymond	4.6	14.3	88.9	60.0
101	22009	Reardan-Edwall	1.0	4.8	91.7	60.0
121	17403	Renton	13.3	17.6	69.4	53.9
101	10309	Republic	7.2	16.7	93.3	50.0
123	03400	Richland	4.4	0.0	85.9	0.0
112	06122	Ridgefield	1.7	6.3	94.6	83.3
101	01160	Ritzville	5.1	0.0	87.5	100.0
101	32416	Riverside	44.0	0.0	44.4	0.0
121	17407	Riverview	2.6	0.0	88.1	0.0
113	34401	Rochester	7.1	13.9	78.4	40.0
101	38320	Rosalia	1.3	0.0	100.0	100.0
105	13160	Royal	4.8	0.0	92.3	0.0
189	28149	San Juan Island	5.5	11.5	88.9	71.4
900	06974	School for the Blind	14.6	14.6	33.3	33.3
900	06975	School for the Deaf	3.6	3.6	93.8	93.8
121	17001	Seattle	23.2	33.0	70.5	32.2
189	29101	Sedro-Woolley	17.3	17.01	44.4	56.9
105	39119	Selah	6.0	6.6	90.5	76.0
101	26070	SELKIRK	6.0	0.0	80.6	0.0
114	05323	Sequim	3.2	2.5	73.3	58.3
113	23309	Shelton	8.9	9.6	78.3	66.7
121	17412	Shoreline	5.0	4.4	87.4	80.6
121	17404	Skykomish	9.7	0.0	83.3	0.0
189	31201	Snohomish	5.8	0.5	83.6	0.0
121	17410	Snoqualmie Valley	5.1	0.0	76.9	0.0
171	13156	Soap Lake	10.2	18.8	83.0	50.0
113	25118	South Bend	0.0	0.0	100.0	100.0
114	18402	South Kitsap	7.6	4.9	73.8	55.6
189	15206	South Whidbey	7.8	11.3	83.3	33.3
101	32081	Spokane	5.0	8.8	82.5	57.9
101	22008	Sprague	0.0	0.0	100.0	100.0
101	38322	ST JOHN	1.8	0.0	100.0	0.0
189	31401	Stanwood-Camano	8.0	5.7	79.6	55.6
121	27001	Steilacoom Historical	5.6	7.6	89.7	66.7
112	30303	Stevenson-Carson	2.6	10.5	97.9	92.9
189	31311	Sultan	8.9	11.0	77.6	65.0
121	27320	Sumner	3.8	8.0	87.7	75.0
105	39201	Sunnyside	15.6	19.1	71.5	52.4
121	27010	Tacoma	6.0	6.7	77.6	63.7
113	14077	Taholah	14.3	18.8	94.4	75.0
121	17409	Tahoma	7.3	9.3	77.4	47.6
101	38265	Tekoa	3.2	0.0	94.1	0.0
113	34402	Tenino	9.7	7.6	86.5	83.3
105	19400	THORP	4.3	0.0	84.6	0.0

113	21237	Toledo	4.3	14.8	78.9	44.4
171	24404	Tonasket	12.1	21.9	67.4	11.1
105	39202	Toppenish	12.4	12.5	62.8	28.6
123	36300	Touchet	0.0	0.0	100.0	0.0
112	08130	Toutle Lake	6.9	4.3	81.6	83.3
112	20400	Trout Lake	3.2	0.0	94.4	100.0
121	17406	Tukwila	10.1	13.5	81.3	42.9
113	34033	Tumwater	8.1	13.0	76.4	64.1
121	27083	University Place	3.3	6.6	89.1	51.7
112	06037	Vancouver	10.9	14.3	76.3	52.7
121	17402	Vashon Island	5.4	3.9	83.6	80.0
112	35200	Wahkiakum	5.8	5.3	80.0	71.4
105	13073	Wahluke	8.9	6.7	87.3	57.1
123	36401	Waitsburg	1.5	0.0	91.7	80.0
123	36140	Walla Walla	8.0	19.6	66.2	39.3
105	39207	Wapato	21.4	5.8	64.2	83.3
171	13146	Warden	3.1	9.4	84.1	44.4
112	06112	Washougal	3.9	8.4	82.7	63.2
101	01109	WASHTUCNA	7.7	0.0	88.9	0.0
171	09209	Waterville	1.9	0.0	100.0	0.0
101	33049	Wellpinit	11.0	0.0	79.4	100.0
171	04246	Wenatchee	12.9	7.7	66.1	38.5
105	39208	West Valley No. 208	1.9	0.0	92.1	0.0
101	32363	West Valley No. 363	23.2	13.0	49.1	19.4
113	21303	White Pass	4.7	2.6	87.5	85.9
121	27416	White River	13.9	5.8	66.8	0.0
112	20405	White Salmon	9.5	10.8	77.1	84.6
101	22200	Wilbur	8.2	20.0	95.5	100.0
113	25160	Willapa Valley	0.7	0.0	97.2	75.0
171	13167	Wilson Creek	2.4	25.0	87.5	0.0
113	21232	Winlock	6.0	9.7	82.8	66.7
113	14117	Wishkah Valley	1.6	50.0	92.3	0.0
112	20094	Wishram	22.2	33.3	50.0	0.0
112	08404	Woodland	6.8	7.9	89.8	50.0
105	39007	Yakima	17.1	17.1	54.6	36.7
113	34002	Yelm	7.2	4.5	73.8	66.7
105	39205	Zillah	2.4	0.0	94.8	100.0
		State	7.7	9.6	79.0	57.8

School districts in Washington state collected post-school status data for the fifth consecutive year. These data provide districts with important information needed for educational decision-making and program improvement. Districts responded to the 2001 LEA Application for Federal Funds for Special Education requiring the applicant to include a plan addressing academic performance, drop-out rates, and post-school performance. In the study of the 2002 graduates, 134 districts participated, representing 54% of the districts in Washington with secondary

programs. The number of districts and graduates that participate has steadily increased over the last five years. There were from 31 districts in the 1998 study, 27 districts in the 1999 study, 112 districts in the 2000 study, and 124 districts in the 2001 study.

A total of 2,910 special education youth graduated from these districts. This represents 4.6% of all the students who graduated from these 134 districts. Since 12.08% of the total school population is in special education and 9.3% of the special education population is between the ages of 17 and 21 (OSPI, 2002) Report 1735T, 1251H, 8/02), we would expect close to 9% of all high school graduates to be in special education. We believe this discrepancy of 4% represents special education dropouts.

The 2,910 graduates in this study consisted of 1,930 males (66.3%) and 972 females (34.4%) females. The gender of 8 graduates (.3%) was unknown. Of these graduates, 2,275 (78%) were white and 605 (21%) were graduates of color. Thirty graduates (1.0%) in this study did not wish to disclose ethnicity and are noted as "Undisclosed" in the data tables.

Special education students predominantly graduated with diplomas (93%). Both males and females obtained diplomas at comparable rates (93% for males, 92% for females). White special education students and students of color obtained diplomas at approximately the same rate (93% and 92%). Those students who did not graduate with diplomas either aged out of services at age 21 (5%) or received a certificate other than a standard high school diploma (2%). These include certificates of attendance. Students of color, white students, males and females all received something 'other' than a diploma at nearly the same rates.

The 2,910 youth in this study included 1,737 (60%) students with learning disabilities, 531 (18%) were students with health impairments, 253 (9%) were students with mental retardation, 127 (4%) were students with multiple disabilities, 92 (3%) were students with emotional/behavioral disabilities, and 43 (2%) students with hearing impairments.

2. Targets (for reporting period July 1, 2002 through June 30, 2003): Previously set targets are no longer valid since the data collection definitions and methods have been changed. OSPI has set graduation targets for all students and subgroups defined in AYP as 73.0%. In addition to the targets defined for AYP, targets set for 2002-03 by OSPI as part of the five year strategic plan include:

- Define dropout for purposes of calculating adequate yearly progress (AYP).
- Finalize data collection system and conduct field training.
- Explore dropout prevention and retrieval options with students, families, skill centers, colleges, and community-based organizations.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): The reporting period for the data used in this report and also used for making AYP calculations is defined as the first day of school in the fall of 2001 to the day before the first day of school in the fall of 2002. Districts must report the data to OSPI by October 15, 2002 and have until December 31 to make any changes. Therefore, for this report, data are not available for the 2002-03 school year. The percentage of students in each category can be calculated in different ways, yielding different results. Making comparisons across schools, districts, and states and from one year to another should be done with caution. In our previous performance report we indicated that we would have baseline data available by this reporting cycle. This year's results are not comparable with previously reported results because they are based on new definitions required by NCLB. This year, students receiving an IEP diploma or a GED or whose status is "unknown" are considered dropouts.

The quality of the data provided by the districts for this reporting requirement was better than in previous years. However, nearly all districts omitted reporting students in the Class of 2002 who had dropped out the previous year. This inflates the graduation rates and reduces the dropout

rates for the Class of 2002. Nevertheless, the results of the data provided have been used to make baseline AYP determinations for the future.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): OSPI, as part of its five year strategic plan, has set targets for all students and subgroups defined in AYP who graduate with a regular diploma to be 73.0% increasing to a rate of 85% by the 2013-14 school year.

5. Future Activities to Achieve Projected Targets/Results and 6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Additional actions set for 2003-07 by OSPI as part of the five year strategic plan include:

- Explore funding options for statewide dropout prevention and retrieval program.
- Work with students, parents, and community members to explore pre-high school communication strategies.
- Seek funding for research on outcomes for dropouts vs. graduates.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **(BF.III) Suspension and expulsion rates for special education students in Washington are comparable among local educational agencies within the State.**

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003.)

Disability Categories	Single Suspension > 10 Days								Multi Suspension > 10 Days				State Sped % Based on 12/1 Child Count			
	1999-00	2000-01	2001-02	2002-03	1999-00	2000-01	2001-02	2002-03	1999-00	2000-01	2001-02	2002-03	1999-00	2000-01	2001-02	2002-03
	Development Delay	0.01%	0.00%	0.06%	0.04%	0.02%	0.02%	0.06%	0.05%	8.71%	10.57%	11.97%	12.83%			
Emotional/Behavioral Disability	1.03%	1.15%	1.40%	1.22%	1.15%	1.38%	1.65%	1.43%	4.26%	4.13%	4.16%	4.13%				
Orthopedic Impairments	0.01%	0.00%	0.00%	0.07%	0.00%	0.00%	0.01%	0.01%	0.76%	0.75%	0.71%	0.65%				
Health Impairments	1.45%	1.35%	1.61%	1.59%	1.15%	1.52%	1.93%	1.73%	14.74%	15.10%	14.98%	15.24%				
Learning Disability	3.45%	2.99%	4.05%	3.85%	3.11%	3.60%	4.39%	4.19%	43.41%	42.71%	41.81%	40.75%				
Mental Retardation	0.22%	0.41%	0.33%	0.61%	0.16%	0.29%	0.41%	0.34%	6.03%	5.55%	5.15%	4.81%				
Multiple Disabilities	0.15%	0.02%	0.07%	0.10%	0.09%	0.09%	0.06%	0.10%	2.41%	2.31%	2.22%	2.16%				
Deafness	0.01%	0.01%	0.00%	0.03%	0.01%	0.00%	0.02%	0.03%	0.43%	0.41%	0.41%	0.37%				
Hearing Impairments	0.13%	0.02%	0.04%	0.05%	0.04%	0.03%	0.05%	0.04%	0.95%	0.90%	0.85%	0.79%				
Visual Impairments	0.00%	0.01%	0.03%	0.01%	0.00%	0.03%	0.01%	0.01%	0.29%	0.28%	0.29%	0.27%				
Deaf-Blindness	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.02%	0.03%	0.03%	0.03%				
Speech Language Disorder	0.09%	0.12%	0.10%	0.06%	0.03%	0.06%	0.08%	0.09%	16.56%	15.56%	15.42%	15.61%				
Autism	0.03%	0.02%	0.40%	0.04%	0.00%	0.01%	0.01%	0.03%	1.16%	1.42%	1.74%	2.07%				
Traumatic Brain Injury	0.00%	0.00%	0.10%	0.08%	0.01%	0.02%	0.01%	0.02%	0.26%	0.28%	0.27%	0.29%				
Disability Totals	0.57%	0.65%	0.93%	1.00%	0.50%	0.74%	1.04%	1.04%	11.71%	11.95%	12.65%	12.78%				

Ethnicity Categories	Single Suspension > 10 Days								Multi Suspension > 10 Days				State Sped % Based on 12/1 Child Count			
	1999-00	2000-01	2001-02	2002-03	1999-00	2000-01	2001-02	2002-03	1999-00	2000-01	2001-02	2002-03	1999-00	2000-01	2001-02	2002-03
	American Indian/Native American	0.39%	0.22%	0.43%	0.41%	0.43%	0.45%	0.57%	0.51%	2.74%	2.70%	2.79%	3.87%			
Asian or Pacific Islander	0.14%	0.13%	0.17%	0.24%	0.17%	0.22%	0.18%	0.21%	7.31%	7.30%	7.66%	23.00%				
Black, Non-Hispanic	0.71%	0.64%	0.61%	0.97%	0.80%	1.27%	1.14%	1.11%	5.26%	5.30%	5.51%	7.63%				

Hispanic	0.75%	1.10%	1.14%	1.40%	0.58%	0.01%	1.27%	0.89%	9.78%	10.20%	11.15%	11.30%
White, Non-Hispanic	4.59%	4.03%	5.41%	4.68%	3.74%	4.07%	5.55%	5.26%	76.85%	74.40%	74.88%	72.98%

2. Targets (for reporting period July 1, 2002 through June 30, 2003): Decrease the number of special education students suspended/expelled. Continue to train staff on the appropriate procedures for discipline of special education students through program monitoring, as well as various inservice training opportunities available to district staff and parents. Technical Assistance Paper (TAP) #2 focuses on the process and procedures for the discipline of special education students and is still a valuable resource that can be found on the OSPI Website, Connecting Ideas CD, through the PTI and the regional special education departments.

Annually, this data are reported back to districts. Each district must address this performance indicator in their application for federal special education flow through funds which many find helpful as they continue to have staff turnover. Data from the consolidated program review, citizen complaints, due process hearings, and mediation are also used in conjunction with the annual data districts submit to OSPI. All of these data points combined are used to determine any targeted areas of training that may be needed in the area of the appropriate discipline of special education students.

During the 2002-03 school year, there were no major findings regarding discipline issues in the consolidated program review, mediation, citizen complaints or due process hearing databases.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): In our initial data collection and analysis (1999-00) only one school district appeared to have a discrepancy within the Orthopedic Impairment disability category. After a review of that data, the actual number of students represented was very small (1 student out of 8 was suspended). The district was notified of the results and was required to review the data and explain what procedures they have in place within their application for federal flow through funds. The district was also required to review the Technical Assistance Paper (TAP) No 2 "Discipline Procedures Under IDEA Regulations", especially in the event of staff turnover.

In the 2002-03 data, one school district with a total special education population of 22 students, was flagged as significantly discrepant. One autistic student (out of 1) was suspended. Therefore, when looking at small numbers and the calculations determined from those small number, we must be careful before calling a district as exceeding the high range.

No areas exceeded the high range within the state data as a whole or broken out by disability categories or ethnicity. The same can be said for all districts within the state except for the instances cited above.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Continue to train staff on the appropriate procedures for discipline of special education students through program monitoring, as well as various inservice training opportunities available to district staff and parents. Technical Assistance Paper (TAP) #2 focuses on the process and procedures for the discipline of special education students and is still a valuable resource that can be found on the OSPI Website, Connecting Ideas CD, through the PTI and the regional special education educational service districts.

Continue to use data from all available databases, cited in No. 2 above, to determine any training areas within the state.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Incorporate data systems between the Safe and Civil Schools Section of OSPI and the Special Education Operations section. This connection will allow data to be analyzed comparing special education students and non-special education students to determine if there is disproportionality between the suspension rates of, and between, these populations. Incorporate suspended and expelled data elements into the Core Student Record System of OSPI.

Determine and set appropriate disproportionality percentages using the same method of Attachment 2 of this report. Having this data will enable us to determine if special education students are suspended more, less, or the same as students without disabilities.

The Special Education Advisory Council (SEAC) will review suspended and expelled data for any discrepancies and if there are any found will make recommendations to the Superintendent.

A new position in the special education operations section of a researcher/analyst is being added. A project for this position will be to work more closely with districts that have flags in the areas of disproportionality in special education and race/ethnicity categories.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Special Education Data Manager will work with the Safe and Civil Schools Program Manager and the Information Technology liaison to coordinate data elements and collection formats. Determine data elements collected that are similar (2003-04) and incorporate into Weapons Report (2004-05) incorporate Core Student Record System (CSRS) for 2005-06.

The Special Education Advisory Council (SEAC) will review data of special education students who were suspended or expelled. After a general review, they will determine if further more detailed review is necessary. If that is determined a subcommittee will be formed. (March 2004)

Any recommendations from the sub-committee will be brought forward to the whole Council with the possibility of forwarding any recommendations to the Superintendent of Public Instruction (Summer 2004).

Researcher will work with districts that have any flagged disproportionality determinations beginning in the summer of 2004.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

(BF.IV) Performance results for special education students in Washington on the WASL improve at a rate that decreases any gap between special education students and their nondisabled peers.*

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. See Attachment 3 for data regarding this indicator.

2. Targets (for reporting period July 1, 2002 through June 30, 2003): To reduce the percentage of special education students not meeting the standard (WASL and WAAS combined) by 10% each year (see table A below).

A. 2002-2003 Performance Targets

Description	Reading	Math
Grade 4 2002 % Not Meeting Standard	73.1%	78.4%
Minus 10% reduction	7.3%	7.8%
2003 Target for Grade 4	65.8% or 34.2% meeting standard	70.6% or 29.4% meeting standard
Grade 7 2002 % Not Meeting Standard	91.6%	95.8%
Minus 10% reduction	9.2%	9.6%
2003 Target for Grade 7	82.4% or 17.6% meeting standard	86.2% or 13.8% meeting standard
Grade 10 2002 % Not Meeting Standard	88.1%	95.7%
Minus 10% reduction	8.8%	9.6%
2003 Target for Grade 10	79.3% or 20.7% meeting standard	86.1% or 13.9% meeting standard

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Students in special education made progress in the percentage meeting standard (proficient or advanced on WASL or WAAS) in Reading and Mathematics at grades 4, 7, and 10 in 2003. The major factor in not reaching the 10% reduction target is the reduction of alternate assessment options in 2003 due to ESEA requirements. Many students in special education (who would have taken the alternate assessment) were assessed using the WASL.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Continue to reduce the percentage of special education students not meeting the standard by 10% (see table B below).

B. 2003-2004 Performance Targets

Description	Reading	Math
Grade 4 2003 % Not Meeting Standard	69.7%	74.7%
Minus 10% reduction	7.0%	7.5%
2004 Target for Grade 4	62.7% or 37.3% meeting standard	67.2% or 32.8% meeting standard

Grade 7 2003 % Not Meeting Standard	89.9%	94.1%
Minus 10% reduction	9.0%	9.4%
2004 Target for Grade 7	80.9% or 19.1% meeting standard	84.7% or 15.3% meeting standard
Grade 10 2003 % Not Meeting Standard	87.4%	95.0%
Minus 10% reduction	8.7%	9.5%
2004 Target for Grade 10	78.7% or 21.3% meeting standard	85.5% or 14.5% meeting standard

5. Future Activities to Achieve Projected Targets/Results and 6. Projected Timelines and (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- a. Continue to develop appropriate alternate assessments for students in special education programs. (Staff from the OSPI Assessment Office during the 2003-04 school year and ongoing).
- b. Work with the 18 demonstration sites funded, by our SIG, to implement best practices identified to help struggling schools. (State Improvement Grant Coordinator and Regional Coordinators, this is an ongoing objective from the State Improvement Grant)
- c. Increase supply of highly-qualified special education personnel. (State Improvement Grant Coordinator and Regional Coordinators, this is an ongoing objective from the State Improvement Grant).
- d. Continue pilot of a special education mentor program. (State Improvement Grant Coordinator and Regional Coordinators, this is an ongoing objective from the State Improvement Grant).
- e. Increase distribution of professional development materials targeting instructional adaptations for students. (Entire staff from the Special Education Learning Improvement Office will continue to work on this target. Adaptations Are Essential for the Early Years and Middle Years in Reading, Writing, and Math, have been distributed at numerous conferences, are available on the OSPI Special Education Website and on CD. Continue distribution and training on this material. Work with contractor to continue the development of the next set of Adaptations--Ongoing).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: WASHINGTON

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
4	10,061	77,926
7	9,651	82,171
HIGH SCHOOL (SPECIFY GRADE): 10	7,441	78,778

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: WASHINGTON

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
4	10,061	16	12	NA	NA	NA
7	9,651	16	24	NA	NA	NA
HIGH SCHOOL (SPECIFY GRADE): 10	7,441	12	20	NA	NA	NA

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: WASHINGTON

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS(5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (WASL + WAAS refusals) (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
4	642	620	NA	0	167	18	159
7	424	409	NA	0	153	109	225
HIGH SCHOOL (SPECIFY GRADE): 10	353	335	NA	0	267	306	466

Fourth grade other reasons: no booklet = 18, incomplete = 141

Seventh grade other reasons: no booklet = 13, incomplete = 212

Tenth grade other reasons: no booklet = 59, incomplete = 407

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: WASHINGTON

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT ¹ (WASL) (9A)				ALTERNATE ASSESSMENT ² (WAAS) (9B)				NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	<u>1</u> Achievement Level ³	<u>2</u> Achievement Level	<u>3</u> Achievement Level	<u>4</u> Achievement Level	<u>1</u> Achievement Level	<u>2</u> Achievement Level	<u>3</u> Achievement Level	<u>4</u> Achievement Level		
4	4,456	2,242	1,524	863	213	249	124	34	356	10,061
7	7,570	684	320	158	139	176	74	19	511	9,651
HIGH SCHOOL (SPECIFY GRADE): 10	5,232	531	213	71	130	120	67	8	1,059	7,441

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Level 3 and higher.

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: WASHINGTON

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
4	10,067	77,926
7	9,652	82,171
HIGH SCHOOL (SPECIFY GRADE): 10	7,425	78,778

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: WASHINGTON

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
4	10,067	18	10	NA	NA	NA
7	9,652	23	22	NA	NA	NA
HIGH SCHOOL (SPECIFY GRADE): 10	7,425	6	17	NA	NA	NA

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: WASHINGTON

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (WASL + WAAS refusals) (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
4	666	645	NA	0	159	22	253
7	424	409	NA	0	145	112	309
HIGH SCHOOL (SPECIFY GRADE): 10	347	329	NA	0	278	290	544

Fourth grade other reasons: no booklet = 13, incomplete = 240

Seventh grade other reasons: no booklet = 12, incomplete = 297

Tenth grade other reasons: no booklet = 58, incomplete = 489

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: WASHINGTON

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)				ALTERNATE ASSESSMENT ² (9B)				NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	<u>1</u> Achievement Level ³	<u>2</u> Achievement Level	<u>3</u> Achievement Level	<u>4</u> Achievement Level	<u>1</u> Achievement Level	<u>2</u> Achievement Level	<u>3</u> Achievement Level	<u>4</u> Achievement Level		
4	2,358	3,736	2,259	625	207	269	138	31	444	10,067
7	4,508	3,260	704	183	137	186	64	22	588	9,652
HIGH SCHOOL (SPECIFY GRADE): 10	3,480	1,643	494	350	123	117	70	19	1,129	7,425

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Level 3 and higher.

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide and explanation.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **(BF.V) All special education students in Washington are educated with nondisabled peers to the maximum extent appropriate.**

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003.):

6-21 year olds	1998-99	1999-00	2000-01	2001-02	2002-03
Regular Class	52.36%	50.81%	49.12%	48.27%	47.04%
Resource Room	32.26%	33.69%	34.66%	35.47%	36.05%
Separate Class	14.14%	14.18%	15.04%	15.08%	15.60%
Other*	1.25%	1.32%	1.19%	1.18%	1.31%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%

3 to 5 year olds	1998-99	1999-00	2000-01	2001-02	2002-03
Early Childhood	23.82%	21.44%	21.71%	20.57%	19.11%
Early Childhood Special Education	53.41%	57.00%	57.72%	57.75%	58.48%
Home	0.69%	1.01%	0.59%	0.40%	0.92%
Part Early Childhood/Part Early Childhood Special Education	12.96%	11.77%	10.87%	10.25%	9.95%
Other*	0.26%	0.90%	1.00%	1.01%	0.91%
Itinerant Services Outside the Home (optional)	6.47%	6.46%	6.71%	7.88%	8.48%
Reverse Mainstream (optional)	2.39%	1.42%	1.40%	2.14%	2.15%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%

*includes Residential Facility and Separate School

Data for 6-21 year olds in Washington are comparable to National trend data. Special education early childhood students are more often served in an early childhood special education settings than compared to the national data. Program review data do not show any significant findings in the area of students served in the least restrictive environment (6.2% of the districts monitored had any kind of finding in this area), nor were there significant issues in any of the mediation, due process hearing, or citizen complaint databases.

2. Targets (for reporting period July 1, 2002 through June 30, 2003): Increase the number of early childhood special education students served in more inclusive early childhood settings by 10%. Increase the percentage of 6-21 year olds being served in the regular classroom, as appropriate for each student's least restrictive environment to 48%.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): This is a new target for this goal and performance indicator so there were no previously set targets in place.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Continue to increase the number of early childhood special education students served in more inclusive early childhood settings to 40%. Maintain or increase the number of 6-21 year olds being served in the regular classroom, as appropriate for each student's least restrictive environment to 48%.
5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): <ul style="list-style-type: none"> Review the WAEYC Early Childhood Inclusion Grant activities and evaluate grant effectiveness in addressing the least restrictive environment for special education students ages 3 through 5. Strengthen the WAEYC Inclusion grant to increase accountability for reducing slippage. Survey the field to assess why slippage has occurred. Develop survey (2003-04) and administer survey by 2004-05. Continue with consolidated program review tools that address appropriate continuum or least restrictive environment for special education students. Those districts from the previous monitoring cycle, with findings the area of Continuum or LRE from the consolidated program review are required to develop a corrective action plan in that core area and any other area where findings were identified. Corrective action plans must be submitted to OSPI and approved by the CPR team coordinator. Special education operations staff will develop a training module based on data collected during the program review cycle completed in the 2002-03 school year. Part of this module specifically addresses access to the general education curriculum in the least restrictive environment. During the training each district participating will receive district-specific information based on their monitoring findings. Districts will be given a report referencing specific student files from their districts with both appropriate and inappropriate evaluation reports and IEPs. This module will assist districts in identifying which pieces are incorrect and how to correct both the individual file and systemically. The module will also be an inservice tool for staff and serve as reinforcement that special education students must have access to the general education curriculum in the least restrictive environment most appropriate to each student.
6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): <ul style="list-style-type: none"> 619 Coordinator and the WAEYC Grant Coordinator will work together on preschool inclusion activities mentioned above during the 2003-04 and 2004-05 school years. CPR team will complete the current monitoring cycle by 2005-06. After each districts review, they will receive a report of the monitoring, a one-page profile displaying the core data points reviewed, and information needed to complete a corrective action plan, if necessary. The district profile establishes, for each individual district, a baseline of the 18 core areas reviewed, in a graph and text format, displaying district data compared to the state. Finalize training module and train districts across the state. (Special education operations staff during the 2003-04 school year and ongoing as requested).

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): (BF.VI) There is improvement in the areas of early language/communication, pre-reading, and social-emotional skills, for preschool special education students.*
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003): No data has been collected for this performance indicator.
2. Targets (for reporting period July 1, 2002 through June 30, 2003): No previous targets have been set for this performance indicator.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): As this is a new area of focus set by OSEP, Washington has not had data readily available to be able to make any determinations for this indicator. The Early Learning Benchmark development project now underway will provide the framework for establishing language/communication, pre-reading and social emotional learning expectations for preschoolers. The Early Learning Benchmarks will be aligned with the K-12 Essential Academic Standards and Grade Level Expectations. There will be an assessment component of the Early Learning Benchmarks.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):
Complete update of Early Childhood Assessment Manual including new pre-reading assessments. Coordinate with Early Reading First in 04-05.
Begin exploring most appropriate avenues to collect useful data for this indicator. Determine data elements needed. Begin preliminary implementation of data elements to be collected by LEAs since it usually takes a year to implement major changes/additions to any data collection application. Train LEAs how to collect worth while data for this performance indicator.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): 619 Coordinator, OSPI Early Childhood Coordinator, Part C Lead Agency, Regional Early Childhood Coordinators

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Beginning in the 2003-04 school year.

Cluster Area III: Parent Involvement

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal (for reporting period July 1, 2002 through June 30, 2003): **Parents of special education students are involved and satisfied with their child's free appropriate public education.**

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

- a. Parents participate in eligibility, IEP, and placement decisions as required under federal and state law.**
- b. Parents receive and understand their legal rights.**
- c. Diverse parent representatives meaningfully participate on statewide committees.**
- d. Training opportunities are available to all parents at no or minimal cost.**

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):

a and b.

Data collection during the consolidated program review indicated 5 districts/17 files (of 296 districts and over 4400 files) had a finding regarding parent involvement. Parent participation and involvement was not an issue in either due process hearing during the 2002-03 school year nor was this an issue in mediation. In the area of citizen complaints there were 24 complaints filed that indicated parent involvement/participation was perceived as an issue, but investigator findings concluded that only 9 of the 24 complaints had conclusive evidence of findings. These districts were required, as part of their corrective actions, to address this issue and any others found during the investigation, by: district procedural changes, reevaluation, IEP revisions, Reimbursement, IEP meetings, trainings, independent educational evaluation, or compensatory services.

In addition to the onsite consolidated program review visit, parent surveys are mailed to parent's prior to the CPR team's visit to the district. A copy of the survey used during the 2002-03 school year is attached to this report as well as the survey revised for the 2003-04 school year. The survey consisted of 25 questions covering the areas of: procedural safeguards, evaluation, IEP, reevaluation, transition, placement, and community involvement. Of the districts monitored during the 2002-03 school year, survey's were sent to at least 10% of the special education student population, depending on district size. For those districts with an extremely small population, surveys were sent to each family. Of the 2,460 surveys mailed out 30.7% were returned. Surveys were made available to parents in alternative formats and languages.

A summary of each survey question and the answers is attached to this Cluster Area as Cluster III, Attachment I. Following is a summary of the main headings of the survey:

- Procedural Safeguards: received, in native language, explained: 92% yes
- Evaluation: Invited to evaluation meeting, received a copy of the evaluation report: 96% yes
- IEP: Invited to meetings, time convenient, received a copy, requested a meeting/was it honored, receiving services indicated on IEP, making progress: 89% yes

- Reevaluation: Requested/honored, IEE: 55% yes
- Transition: student interest considered, participated in IEP meetings and plan, student invited to meetings: 60% yes
- Placement: Suspended/denied services for greater than 10 days within a school year, continued receiving services: 95% not suspended
- Community Involvement: Opportunities for input regarding district's special education program: 76% yes
- Comments/concerns raised by parents in these surveys will be forwarded to the Compliance Resolution team for any follow-up.

c. State regulations mandate that 51 percent of the representatives on the special education advisory council (SEAC) be persons with disabilities or parents of special education students. Any other committees requiring input or policy recommendations always have parents representation and participation.

d. A large part of training for families is done through the state needs project: Family/Educator Partnership Project (FEPP). The purpose of FEPP is to help create partnerships between families, educators and community agencies to support children and youth that need special education services. Family educator partnerships are changing the ways that families and educators work together to ensure educational success for children with disabilities.

FEPP Partnership Team Training promotes strong-shared leadership within a school district to bring a positive, proactive approach to planning services for children with disabilities. These teams commonly include parents, the special education director, teachers, paraeducators, general education staff, community representatives and others. This training is offered regionally.

During the 2002-03 school year this project has distributed over 2500 Family Educator Guides or CD, presented on the Guide to over 311 parents, 195 teachers and 100 related service staff providers. They have even delivered two of these presentations in Spanish (this Guide is available in Cambodian, Korean, Russian, Spanish, and Vietnamese). Project staff work with Parent-to-Parent programs in every county within the state (there are 39) and are in contact with thousands of families of special education students each year. Both the FEPP project and Parent-to-Parent work with the State Improvement Grant Coordinators to assist in the implementation of all six of the grants goals as they relate to families and students.

2. Targets (for reporting period July 1, 2002 through June 30, 2003): No previously set targets for these indicators.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Parent survey results from the 2002-03 program review will provide OSPI with baseline data. Survey results seem to coincide with the results from the program review as well as issues raised in mediation, due process hearings, and citizen complaints. This will give Washington yet another data point to make good decisions for special education student and their families.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Maintain current process of mailing parent satisfaction surveys to those families residing in districts being reviewed. Currently, we mail surveys out to 10% of the districts special education population. Work to ensure maintenance of return rate of those surveys (30.7 percent).

Continue funding of state needs projects as identified by data sources. Work with the projects to ensure data are reliable and non-duplicative of their training regarding the quality of trainings and numbers of parents trained.

Connecting Ideas Project (State Improvement Grant) will continue its focus on working with families to improve academic and post-school outcomes for special education students as well as meeting training needs to ensure student continue to receive a free appropriate public education.

Maintain compliance protections for special education students and their families, this will be verified through consolidated program reviews, parents surveys, due process, citizen complaints and mediations.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): and
6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Refine and clarify Consolidated Program Review Parent Survey so questions are more parent-friendly. Continue to offer alternative formats and languages. This survey will be in place for the beginning of the 2003-04 monitoring cycle. (Consolidated Program Review Team, Fall 2003)

Analyze the data collection and tracking efforts of the state needs projects. Synthesize the state needs project data submitted to OSPI. OSPI will determine elements that are similarly defined and then summarize and analyze (Program Supervisor from Compliance Resolution and Special Education Data Manager, Summer 2004).

Make recommendations to the individual state needs projects as to data elements to be added to their systems to enhance their data collections efforts. This will enable OSPI to make decisions based on the data collected which in turn will be used to develop statewide and regional training activities and determine future funding of activities. (Program Supervisor from Compliance Resolution and Special Education Data Manager, Summer 2004).

OSPI will continue to fund state needs projects as determined and identified by the data collected from all previously mentioned sources and as funding allows. These projects are funded out of federal discretionary monies that benefit the state as a whole or would not otherwise be available in a given region. Projects that may be provided by the Legislature for a given cycle would also fall into the state needs category. The projects provide training, support and resources to parents, administrators, educators, and related service providers. The projects are: Autism Outreach Project, Bates Technical College (BTC) Paraeducator Training Program, BEACONS—Behavioral and Emotional Assessment and Curriculum for the Ongoing Needs of Students with or At Risk of Developing Emotional Disturbance, Center for Change in Transition Services, Family Educator/Partnership Project (FEPP), Special Education Mediation Program, Special Education Technology Center (SETC), WAEYC Early Childhood Inclusion Project, Washington Sensory Disability Services, and Washington State Special Education Training For All (Staff And Parents) (WSSETA). (Directors from Special Education Operations and Special Education Learning Improvement, Summer 2004).

OSPI will continue to deliver training and information to families of special education students in a variety of formats and venues. Seven summer institutes were sponsored by OSPI and delivered to parents, administrators, educators, and related service personnel. Topics of the institutes included: Assistive Technology, two separate institutes on Collaborative Decision Making: Negotiation and Mediation; Effectively Serving Children with Emotional/Behavioral Disabilities; Life Space Crisis Intervention: Talking to Kids in Crisis; Combined Summer Institute with separate strands focusing on: Autism, Deaf/Hard of Hearing, Visually Impaired; and the Special Education Administrators Workshop. (Directors from Special Education Operations and Special Education Learning Improvement, Summer 2004).

In addition to workshops and state funded projects, OSPI also develops technical assistance documents that are available in a variety of formats. All materials can be found on our website at www.k12.wa.us/specialed, paper copy or on the Connecting Ideas Compact Disk. (All staff from both Special Education Operations and Special Education Learning Improvement, Ongoing).

The Special Education Clearinghouse was established as part of Washington's State Improvement Grant Goal 5. The purpose of the Clearinghouse website is to catalog and disseminate information about special education inservice opportunities at the local, regional, state, and national level. Inservice, training, workshop, and conference opportunities are available from a variety of sources that are of interest to parents, administrators, educators, and related service providers involved with special education services for children, birth to twenty-one. Agencies or organizations submit information of a training event that will be posted to the website. The Clearinghouse is contracted with Washington PAVE (Washington's PTI). The Clearinghouse can be accessed by calling 1-800-836-0305 or <http://www.searchwtc.com/>. (State Improvement Grant Coordinator, Ongoing).

Cluster Area III, Attachment 1: Parent Survey
Special Education—Consolidated Program Review 2002-2003
(Available in alternative formats)
State Summary

Procedural Safeguards		Yes	No
1.	When your child was referred for special education services, did you receive a copy of the procedural safeguards (a written explanation of your rights)?	720	27
2.	Have you ever asked for an explanation of the procedural safeguards?	230	516
3.	If so, were the procedural safeguards explained to you?	306	77
4.	Were the procedural safeguards in your native language?	644	44
5.	Have you received a copy of the procedural safeguards at the annual IEP meeting or for reevaluations?	685	51

2585 715

Evaluation		Yes	No
1.	Were you invited to a meeting to discuss results of your child's evaluation and eligibility?	713	25
2.	Did you receive a copy of the evaluation report?	698	32

1411 57

IEP		Yes	No
1.	Have you been invited to your child's IEP meetings?	730	22
2.	Does the district arrange other times if the IEP meetings are not convenient?	668	49
3.	Did you give input or help write your child's IEP?	654	90
4.	Did you receive a copy of your child's IEP?	723	22
5.	Is your child receiving the services specified on his/her IEP? If no , please tell us which services your child is not receiving. (additional space available in comments section or on back)	653	44
6.	Have you ever requested an IEP meeting?	270	483
7.	Was your request for an IEP meeting honored?	281	87
8.	Do you believe your child is making progress on his/her IEP goals? Please explain:	620	72

9. Did you help decide whether your child was in need of continued special education services beyond the normal school year? (Extended school year, [ESY]) If no, please explain:	48	195
	5080	1064

Reevaluation	Yes	No
1. Have you ever requested a reevaluation?	138	594
2. Was your request for a reevaluation honored?	144	118
3. Have you ever asked for an independent educational evaluation? If yes, please explain:	59	596
	341	1308

Transition	Yes	No
Beginning at age 14, the district is required to begin developing a plan that will successfully transition your child from school to adult life. <i>(The purpose of transition is to focus attention on how the student's educational program can be planned and delivered to help the student make a successful transition to post-secondary education, adult services agency(ies), independent living skills, and/or employment.)</i>		
1. Has the district considered your child's career interests and needs when developing the transition IEP?	259	168
2. As a parent, have you participated in developing your child's transition plan and IEP?	280	129
3. Has your child been invited to transition IEP meetings?	237	220
	776	517

Placement	Yes	No
1. Was your child sent home, suspended, or denied services for more than ten days during the last school year?	37	671
2. If yes, did your child continue receiving special education services? Please explain:	72	80
	79	751

Community Involvement	Yes	No
Does the district have opportunities for parents to give input into the district's special education program?	406	129

Comments

If you have any additional comments about your child's special education program, please provide them here and on the back of this questionnaire. Thank you.

This survey is for monitoring and not designed to address any specific issues concerning your child. Specific issues may initially be raised with the school district to allow the district to appropriately respond. When parents and the school district are not able to resolve differences through direct communication, there are more formal dispute processes available. Information on all of these dispute resolution processes and other procedural protections for special education students are described in the Notice of Procedural Safeguards and in the Special Education Regulations. A handout explaining dispute resolution may also be obtained from OSPI.

**Parent Survey 2003-04
Special Education—Program Review**

Dear Parent/Guardian: During this school year, the special education program in your school district will be reviewed by staff from the Office of Superintendent of Public Instruction. We are surveying a sample of parents of students receiving special education services. This survey is confidential. Please take a moment to complete this survey and return it to us in the enclosed, self-addressed, stamped envelope. Thank you.

School District: _____ **dent's Grade Level:** _____

Procedural Safeguards	Yes	No
1. Do you receive written notices of your legal rights, (usually called the Notice of Procedural Safeguards)?	<input type="checkbox"/>	<input type="checkbox"/>
2. Were your rights explained to you in a manner that was understandable?	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation	Yes	No
1. Have you been given the opportunity to provide input into your child's evaluation process?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you been invited to meetings to discuss evaluation or reevaluation results?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you receive copies of evaluation reports?	<input type="checkbox"/>	<input type="checkbox"/>

IEP	Yes	No
1. Are you invited to your child's IEP meetings?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the district schedule IEP meetings at mutually agreeable times?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are you given the opportunity to provide input into your child's IEP?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you receive copies of your child's IEP?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you receive progress reports on goals and objectives as scheduled on your child's IEP?	<input type="checkbox"/>	<input type="checkbox"/>

IEP (Continued)	Yes	No
If your child is 14 years or older, please answer questions 6, 7, and 8.		
6. Does your child's IEP address transition needs and/or services?	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you and your child participated in the development of the transition needs and/or services of the IEP?	<input type="checkbox"/>	<input type="checkbox"/>
8. Are there other (out of school) agencies involved in your child's IEP transition needs and/or services?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, what agencies:		

Discipline	Yes	No
1. Has your child been excluded from his/her special education program as a result of a disciplinary action?	<input type="checkbox"/>	<input type="checkbox"/>

Comments
1. Is there any other information, regarding this survey, which you would like to share?
(Use the back of this document, if additional space is needed.)

This survey is for monitoring and not designed to address any specific issues concerning your child. Specific issues may initially be raised with the school district to allow the district to appropriately respond. When parents and the school district are not able to resolve differences through direct communication, there are more formal dispute processes available. Information on all of these dispute resolution processes and other procedural protections for special education students are described in the Notice of Procedural Safeguards and in the Special Education Regulations. A handout explaining dispute resolution may also be obtained from OSPI.

Cluster Area II: Early Childhood Transition

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal (for reporting period July 1, 2002 through June 30, 2003): All special education eligible students leaving the Part C program are receiving the special education and related services needed by their third birthday.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **The Part C and the Part B individual student record systems are related in a manner to ensure transition for children from Part C to Part B is all-inclusive and transitions are completed in a manner that meets compliance timelines.**

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003): The data in the table below represent the numbers of Part C students in a given school year. The December 1 count row correlate the students from the school year when they were age 2 to the December 1 count of when those same students would likely be age 3 and transitioned into the Part B system. Data sources: Part C federal data reports and Part B federal child count reports.

School Year:	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
Part C Federal Data:						
Part B eligible	1098	1086	1279	1456	1416	1602
Not Part B Eligible	155	98	98	127	103	147
Not Part B Eligible No Referral		59	78	58	91	119
Part B Not Determined		120	115	228	193	266
Other	120	0	0	0	0	176
Dec 1 Count Year:	1998	1999	2000	2001	2002	2003
Age 3 Part B December 1 Count	2365	2342	2426	2598	2696	2806

For preschool children determined eligible for Part B services, there is currently no method or process in place to assess if all children leaving the Part C program are receiving special education and related services by their third birthday.

Currently, Washington’s Consolidated Program Review is the process by which school districts special education programs are monitored for compliance with state special education rules and regulations and IDEA, Part B federal requirements. Monitors review preschool student’s files to determine if the evaluation and assessment process resulted in the development of student goals and objectives and the delivery of specially designed instruction. Another component of the CPR process, is the School District Special Education Directors interview. During the interview process, the Director’s are required to describe how the district participates in the transition of students from Part C to Part B, ensuring children are receiving appropriate services by their third birthday.

<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003): Data sharing agreements are in place between Part C and Part B lead agencies. Implement the Common Child Identifier system (Core Student Record System) in order for all special education eligible students leaving the Part C Program and entering the Part B Special Education system can be tracked as they make this transition into services by their third birthday.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Part C transition data is not useful in assessing compliance with WAC 392-172-176 because Part C transition data is cumulative data reported as of October 1 of each year; whereas, Part B data is not cumulative data and is counted on December 1 annually.</p> <p>Without individual student data we can attempt to estimate which students may be transitioning from Part C to Part B, but the data would not be solid.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Add the necessary data element to the Core Student Record System to determine if all special education eligible students leaving the Part C program are receiving the special education and related services needed by their third birthday. Test CSRS system (Part B) with ITIEP system (Part C). Set up an email (Part B system) to potential serving districts that a Part C student will possibly be transitioning within 6 months. Part C system contacts other stakeholders as to the same.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Create a bridge between the Part C Infant and Toddler Data System and the K-12 Core Student Record System. This bridge will identify individuals 6 months prior to turning the age of 3 and notify the possible serving district of the existence of potential students. OSPI (Part B lead agency) and DSHS (Part C lead agency) have agreed to exchange data and link a unique student identifier to students within the Part C system to the K-12 system. This will allow tracking of students from entering Part C until they exit the K-12 system. Long range follow along data will be available for these student's whether they continue to be eligible for special education services, no longer need special education services and how they exit the K-12 system (graduate with regular diploma, dropout, etc).</p> <p>Collect the necessary data to establish a baseline. Analyze data collected to identify factors that may be perceived as barriers to children not receiving services by their third birthday. In addition, identify practices that work. Develop strategies to eliminate or minimize barriers identified.</p> <p>Program monitors have reviewed their tool for the 2002-03 school year and modified the tool for 2003-04. This modification will specifically target students who are age 3. The monitors will review the transition paperwork, review the IFSP, IEP, evaluation, and determine if transition timelines were met.</p> <p>Revise program monitoring tools to pointedly review three year old preschoolers files for appropriate services, ensure timelines are being met, and that the IEP correlate to the evaluation documentation.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): ITIEP and OSPI to schedule meetings to continue discussion details around developing systems that follow-up on the connecting between the Part C Database and K-12 Core Student Record System. The 619 Coordinator will work ITIEP to analyze the data and identify barriers and also practices of 'what's working' so that all eligible special education students are receiving the special education services needed by their 3rd birthday.</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

With increased federal and state emphasis on improved student performance and accountability for results, there is a renewed impetus to meet the intent of the law and support **all** students in Washington through a uniformly applied compliance verification system.

The special education component of the CPR system is modeled after the research-based monitoring approach validated by the Head Start Program. As such, the special education component of the CPR system combines a series of eighteen (18) core area questions with the collection of pre-visit data and parent surveys, individual student file reviews, classroom observations, staff interviews, exit interviews, and written final reports issued to the district. Upon receipt of the final report, the district may challenge the findings. However, once the challenged findings are reconciled, the district is required to develop and implement an agreed upon corrective action plan, as necessary.

The data collected and analyzed from the cycle (along with data from mediation results, citizen complaint final decisions, and due process orders) will inform the state's pre-service (teacher preparation), in-service (ongoing training), and parent training initiatives in an effort to improve services and outcomes for **all** students. These data are intended to identify compliance concerns that can be enhanced by intentional improvements in instructional practice.

This data includes 289 of the 296 districts in the state and 4,400 individual student files for the 2000-01, 2001-02, and 2002-03 school years (which represent a complete cycle). The seven school districts not included in this report did not have any special education students, and were therefore not visited as part of the monitoring cycle. As previously stated, there are 18 core area questions that are central to the special education component of the CPR. These core area questions are essentially re-statements of the assurances that districts routinely provide to the Office of Superintendent of Public Instruction (OSPI) as part of their annual application for federal funding. The questions also incorporate the results of the most recent federal monitoring of Washington in 1999. The 18 core area questions and corresponding indicators of compliance can be found in Appendix A. Core areas 1 through 12 focus on the district's administrative policy and procedures in the implementation of special education and related services. Core areas 13 through 18 focus on the implementation of individual student programs and on-site observations and interviews with staff necessary to verify the information found in the files.

Chart 1 displays the percentage of districts with findings across the 18 core areas. In reviewing the data, it is apparent that districts have an adequate understanding of the administrative policies and procedures associated with the provision of special education and related services at the district level. For example, three percent or less of the districts had any reported findings in core areas 1 through 12. However, the percentage of districts who had reported findings in core areas 13 through 18 is dramatically different. Core areas 13 through 18 involve the actual delivery of special education and related services to randomly selected students in a variety of instructional settings and programs ranging from preschool through high school. Findings in core areas 14 through 18 are determined through file reviews as well as classroom visitations, observations, and staff and student interviews. Ninety-four percent of the districts monitored had one or more compliance findings in the area of Individualized Education Program (IEP) implementation, and 93 percent of the districts in the sample had one or more concerns that could be associated with the provision of a free, appropriate public education (FAPE). Slightly less than half (49 percent) of the districts had findings in the provision of related services to individual students. Approximately three in five districts (61 percent) had findings regarding the provision of post-school transition services and planning for such services.

**TABLE
Part B Annual Performance Report
Status of Program Performance**

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CHART 1

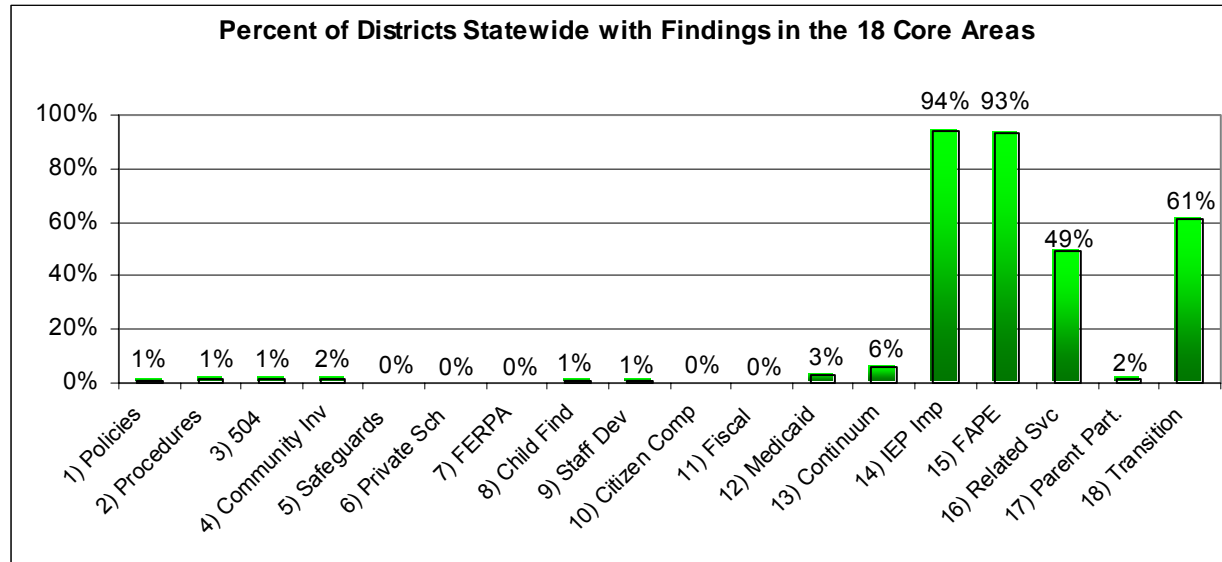
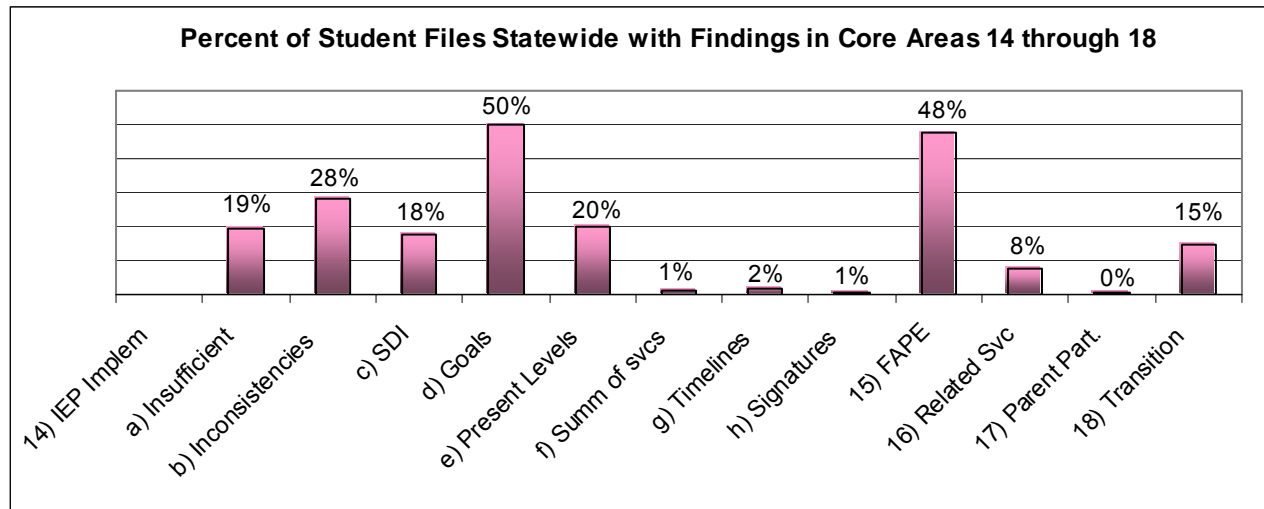


Chart 2 shows the percentage of the 4,400 student files reviewed, approximately 4 percent of the state’s total special education population, in which compliance findings were noted in the monitoring cycle for core areas 14 through 18. These data expand core area 14 (IEP implementation) into eight subcategories and display the percentage of files reviewed in which compliance issues were noted in core areas 15, 16, 17, and 18. This is an important comparison because it enables the reader to understand that IEP implementation is comprised of several subcategories, and that findings in any one of the subcategories may cause an IEP implementation compliance finding to be issued. The subcategories of IEP implementation include insufficient evaluations, inconsistencies, lack of specially designed instruction (SDI), measurable annual goals/objectives, present levels of educational performance, IEP summary of services, timelines associated with the IEP and evaluation, and signatures of IEP participants. Monitoring criteria for each of the subcategories of core area 14 are shown in **Table 1**.

**TABLE
Part B Annual Performance Report
Status of Program Performance**

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CHART 2



As displayed on the chart above, evaluations (initial or reevaluation) were not sufficient in scope to (a) establish or reconfirm the disability, (b) describe the adverse educational impact of the disability, or (c) identify the student’s need for specially designed instruction in 19 percent of the files reviewed. Inconsistencies existed between the evaluation recommendations and the goals/objectives or services described in the IEP, or the actual delivery of services did not correspond to what was described in the IEP in 28 percent of the files reviewed. Students were not receiving specially designed instruction in their identified area(s) of need in 18 percent of the files reviewed. In 50 percent of the student IEPs reviewed, goals and objectives did not adequately address the student’s expected performance levels and/or clearly articulate the expected outcomes, performance levels, or progress benchmarks. Twenty percent of the IEPs did not clearly describe the student’s current functioning level in all areas of identified need, or document how the student’s disability affected the student’s performance in the general education curriculum. A small percentage (1 to 2 percent) of the selected files had concerns regarding the summary of services (frequency, location, and duration of services), IEP and evaluation timelines, and signatures of IEP and evaluation participants.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

TABLE 1

MONITORING CRITERIA FOR THE EIGHT SUBCATEGORIES OF IEP IMPLEMENTATION (CORE AREA 14)

Insufficient Evaluations

- Evaluations/reevaluations should be comprehensive enough to:
 - Establish/reconfirm the disability
 - Describe the adverse educational impact
 - Identify the student’s need for specially designed instruction

Inconsistencies

- Goals/objectives and services listed on the IEP should be supported by current evaluation data.
- Services recommended on the evaluation should correspond to services described on the IEP.
- Appropriate placement should be documented in the IEP.

Specially Designed Instruction (SDI)

- Interventions are appropriate for addressing the unique needs of the student and allow the student access to the general education curriculum.
- Adaptations in content, methodology, or delivery of instruction are described.
- Frequency and duration of services are appropriate for the SDI being provided.

Measurable Annual Goals and Objectives

- Student’s level of performance is clearly documented.
- Goals and objectives clearly articulate expected outcomes, performance levels, and progress benchmarks.

Present Levels of Educational Performance

- Description of the student’s current functioning and performance levels (strengths and needs) are clear.
- Clear statement as to how the student’s disability affects involvement and progress in general education and participation in other appropriate activities.

IEP Summary of Services

- Summary of services summarizes the student’s entire special education program including:
 - Specially designed instruction
 - Necessary related services
 - Supplemental aids and services
 - Program modifications
 - Supports for school personnel
 - Other related services necessary to support student needs

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Annual IEP Review and Evaluation Timelines

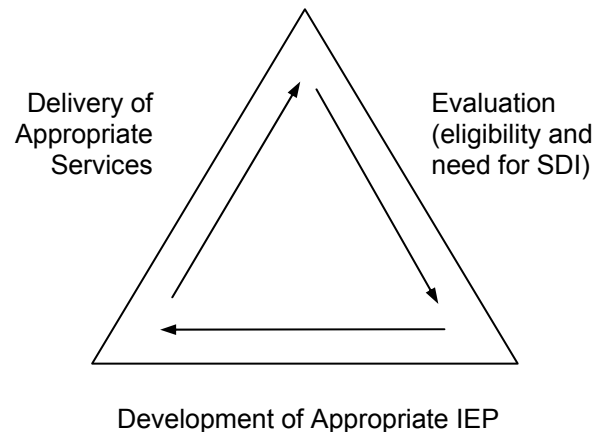
- IEP reviews are conducted on an annual basis.
- Evaluations/reevaluations are conducted within three-year timeline.

Signatures

- Signatures document participation of the general education teacher and parent (for SLD students) in the evaluation/reevaluation and IEP.
- Signatures are present for all members of the evaluation/reevaluation team.

Core area 15 (FAPE) is designed to determine the intra-relationship between the evaluation, the IEP, *and* the delivery of services. This relationship is depicted in **Figure 1** below. A concern in core area 15 means that linkages across the three dimensions of Figure 1, the evaluation, IEP, *and/or* the delivery of services, are not readily apparent. Further, this concern must be cross-validated by classroom visits and staff interviews. As shown on Chart 2, 48 percent of the files reviewed had an issue in one or more of the linkages described above, which raised a concern regarding the provision of FAPE.

FIGURE 1



Core area 16 involves the provision of related services. Related services are those services determined by the IEP team to be necessary in order for the student to benefit from specially designed instruction and can include speech and language therapy, occupational therapy, physical therapy, vision and hearing services, counseling, transportation, etc. Eight percent of the 4,400 files reviewed contained an issue regarding the provision of related services to students. However, less than half of all students receive related services.

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Therefore, the percentage of files with related services that had findings would be much higher than the percentage shown on Chart 2.

Core area 17 involves the degree to which parent participation is documented in the student’s file. Issues regarding parent participation were found in less than one percent (0.4% percent) of the files reviewed.

Core area 18 relates to the post-school transition planning and service requirements which are included in federal law and regulation. Issues regarding transition were noted in 15 percent of the 4,400 files reviewed. However, only students aged 14 and above are required to have transition included in the IEP. Therefore, the percentage of transition files that had findings would be higher than the percentage shown on Chart 2 if the total number of IEPs for only students aged 14 and above had been considered.

Chart 3 compares the percentage of districts with findings to the percentage of individual student files with findings in the five main subcategories of IEP Implementation (core area 14). As an example, 70 percent of the districts had findings in the area of insufficient evaluations. However, when individual student files are considered, less than one fifth (19 percent) of the actual files reviewed contained insufficient evaluations. Although 85 percent of the districts monitored had findings in the area of inconsistencies between the evaluation, IEP, and delivery of services, inconsistencies were actually found in less than one third of the files reviewed (28 percent). Similarly, although 68 percent of the districts had findings involving the provision of specially designed instruction, less than one fifth (18 percent) of the individual students reviewed were not receiving SDI.

CHART 3

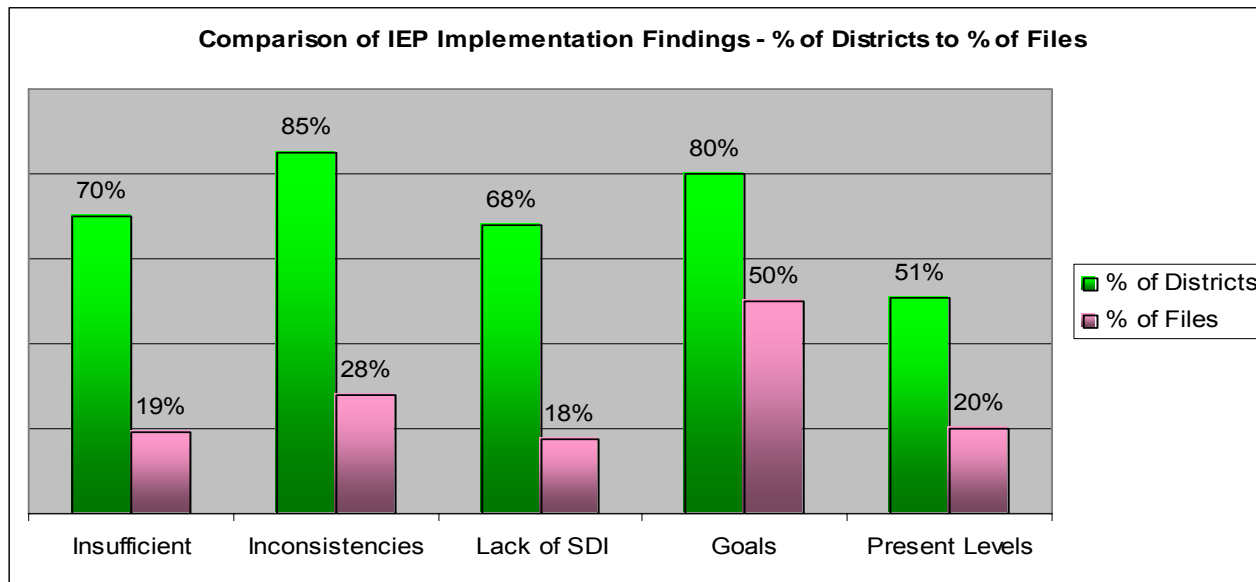


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collection instrument. Data is collected on a calendar year then adjusted to a school year approach. The use of the same instrument enables the data from each office to be aggregated over any period of time to facilitate comparisons across and between databases.

For mediation, an independent third party contractor collects mediation data using a standard collection instrument. The data collection instrument is not as specific as either the Citizen Complaint or Due Process Collection Instruments but the fields are defined to enable comparisons across all three data sets at any given period of time. Data from these three sets are also compared and cross-referenced to Special Education Compliance Program Review data.

In previous years, data collected by the State Auditor's Office was yet another area used to cross-reference areas of need and could be connected to data points in the Compliance Program Review instrument, as well as the Citizen Complaint and Due Process instruments. Unfortunately, that data collection is no longer in effect.

In the first complete three-year cycle of the Special Education Compliance Program Review districts had significant findings in the following areas:

1. IEP Implementation: **(cross references with: CC/Med/DPH)**
 - Inconsistencies between the evaluation, IEP, and/or delivery of services, **(cross references with: Med/DPH)**
 - Evaluations not sufficient in scope to develop a complete and accurate IEP, **(cross references with: DPH)**
 - Lack of specially designed instruction as indicated on the IEP,
 - Lack of measurable annual goals and present levels,
 - Lack of behavioral goals/functional behavioral assessments or positive behavioral intervention plans.
2. Concerns associated with the provision of FAPE **(cross references with: DPH)**
3. Transition: **(cross references with: Med)**
 - Separate from IEP process,
 - Not reflective of student's course of study,
 - Identified interest not based on complete assessment of interests, aptitudes, and skills,
 - Goals/objectives not present to support the student's transition plans.
4. Related Services

Based on 4,400 student files reviewed, the Special Education CPR team found the following areas of concern:

1. FAPE **(cross references with: /DPH)**
2. IEP Implementation sub-category: Measurable annual goals
3. IEP Implementation sub-category: Inconsistencies
4. IEP Implementation sub-category: Present levels of educational performance
5. IEP Implementation sub-category: Insufficient evaluations **(cross references with: DPH)**
6. IEP Implementation sub-category: lack of specially designed instruction (SDI) **(cross references with: CC)**

Each citizen complaint, due process hearing and mediation case cited below will usually consist of multiple issues. Therefore, in some cases, you will find 'split' conclusions when

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summarizing cases as a whole rather than into individual issues.

Top issues in Citizen Complaints: Seventy-three complaints were filed during the 2002-03 school year. Of those, seven cases were closed or withdrawn for a variety of reasons. The top issues in the remaining 66 cases were:

- Services on the IEP not being provided, (cross references with: CPR)
- Parent involvement/invitation Composition of the IEP team not appropriate,
- IEP not appropriate, (cross references with: CPR)
- Prior written notice,
- IEP team participants, and
- IEP meetings not scheduled as needed.

Findings of the issues above: 22 complaints with no findings against district, 16 with finding for the parents, 28 split (some issues were found for parent, some for district).

Top issues in Due Process Hearings: During the 2002-03, 162 due process hearings were filed with the OSPI Legal Services. Of those cases 130 were withdrawn or dismissed. Of the 32 with outcomes the top issues identified were:

- FAPE, (cross references with: CPR)
- IEP appropriate/IEP services provided, (cross references with: CPR/CC)
- Evaluation, (cross references with: CPR)
- Independent Educational Evaluation, and
- Child Find.

These were issues identified most often by parents even though the data showed the outcomes for these issues were split between both parties 50 percent of the time.

Top issues in Mediations: The top issues cited in mediation were:

- Program/IEP, Placement, (cross references with: CPR/CC)
- Communication,
- Assessment/Eligibility, (cross references with: CPR)
- Staffing, and
- Transition (cross references with: CPR).

Out of 150 cases filed with the third party contractor: 52 reached a settlement agreement, 33 declined to go to mediation, 28 were withdrawn by the requesting party, 26 resolved the issues by phone (during intake the process), 1 did not reach settlement, 8 reached settlement on one or more (but not all) issues, and 8 are still pending mediation.

The correlated indicators and relationships the state of Washington has built between all of these data sources enable OSPI to determine training needs tailored to very specific topical and geographic areas. The data gathered will drive the development of comprehensive personnel development plans used for targeted staff training. This data will also be

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important to state improvement grant activities and curriculum development for institutions of higher education.

APPENDIX A: Consolidated Program Review – 18 Core Questions

1. **Policies** – *Does the district have on file state-approved and board-adopted policies for the provision of special education services, and are there changes or amendments to the policies since state approval was obtained?*
2. **Procedures** – *Does the district have on file state-approved and board-adopted or administrative-approved procedures for the provision of special education services, and has there been any changes or amendments to the district procedures since state approval was obtained?*
3. **Section 504/Title II** – *(a) Does the district have policies and procedures that meet the requirement of Title II of the ADA and Section 504 of the Rehabilitation Act of 1973; and (b) in the case of any project involving construction or alterations, have reasonable accommodations been given to ensure that facilities constructed are accessible to and usable by individuals with disabilities consistent with Title II of the ADA?*
4. **Community Involvement** – *(a) Does the district have on file procedures to provide reasonable opportunities for the participation by teachers, parents, families, other interested agencies, organizations, and individuals in the planning and operation of the district's special education program; and (b) does the district or other public agency have procedures for making Federal Fund Applications (LEAs) and all related documents available to parents and the general public (excluding identifiable student information) for comment and inspection prior to implementation?*
5. **Procedural Safeguards** – *Does the district implement procedural safeguards for parents and students related to informed consent, assessment (protection in evaluation procedures); confidentiality of records; opportunity to examine records; prior written notice; independent educational evaluation; transfer of parental rights at age of majority; citizen complaints; mediation, impartial due process hearings and student placement pending hearings; surrogate parents, discipline; civil actions; including students subject to placement in an interim alternative educational placement; and attorney's fees?*
6. **Private Schools** – *Has the district developed and implemented procedures, which comply with all state and federal regulations regarding private school special education students who are unilaterally placed by their parents?*
7. **FERPA/Confidentiality** – *Has the district or other public agency developed and implemented policies and procedures, which ensure the confidentiality of information in accordance with the provisions of the Family Educational Rights and Privacy Act?*
8. **Child Find** – *Has the district developed and implemented child find procedures to ensure that all students ages birth through 21 with suspected disabilities, including highly mobile eligible children with disabilities and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade, who are residing within the boundaries of the district and are not currently receiving special education services are identified, located, and evaluated?*
9. **Staff Development** – *(a) Does the district have policies, procedures and or administrative guidelines in place to ensure that qualified staff in the areas of occupational therapy, physical therapy, and teachers of students with behavioral disabilities are recruited and available so that services appropriate to the unique needs of the child*

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are provided without any undue delay?;(b) has the district approved and implemented effective procedures for (1) acquiring and disseminating to teachers and administrators significant information from educational research, demonstrations, and similar projects, and (2) adopting, if appropriate, promising educational practices developed through those projects?; and (c) does the district provide that all personnel necessary to provide special education and any necessary related services are appropriately and adequately prepared?

10. **Citizen Complaints/Due Process** – *Has the district developed and implemented any necessary corrective actions associated with a citizen complaint or due process hearing resolution since the last monitoring occurred?*
11. **Fiscal** – *(a) Does the district have control of the state and federal funds provided for special education and title to any property acquired with these funds?, (b) Have any of the federal special education funds been expended by the district to acquire equipment (including computer software) in any instance in which such acquisition resulted in direct financial benefit to any organization representing the interest of the purchasing entity, or its employees, or any affiliate of such organization?, (c) Are district federal funds received for special education used solely for excess costs, and in no way supplant, state or local funds in the provision of special education and any necessary related services?, (d) Has the district developed and implemented procedures to ensure that each student counted for state and/or federal funding purposes: (1) is enrolled in the district or public agency, (2) has a current IEP, (3) has a current evaluation, and (4) is receiving special education and any necessary related services?; and (e) Does the district have procedures in place to adjust the monthly or annual count of students who do not meet the criteria in the previous question?*
12. **Medicaid funds** – *Does the district fully participate in the recovery of Medicaid funds for special education eligible students?*
13. **Continuum of Services** – *Does the district provide a full continuum of educational placements, including interim alternative educational settings that are individually determined to enable the student to participate in the general education program to the maximum extent appropriate?*
14. **IEP Implementation** – *Has the district developed and implemented procedures to ensure the development and implementation of the IEP program?*
15. **FAPE** – *Does the district provide every special education student, ages 3-21, a free appropriate public education consisting of individualized special education and any necessary related services, including extended school year services if determined necessary by the student's IEP team?*
16. **Related Services** – *Does the district provide any necessary related services to enable the student to benefit from special education through the IEP such as psychological counseling under the direction and the supervision of the district or agency at no cost to the parents?*
17. **Parent Participation** – *Does the district have policies and procedures in place to include parents in the evaluation and placement process?*
18. **Transition** – *(a) Does the district serve infants and toddlers between the ages of birth through two?; (b) If yes, does the district serve infants and toddlers consistent with part C guidelines established by the lead agency, DSHS?; (c) Has the district developed procedures to ensure implementation of transition planning for infants and toddlers prior to age three?; (d) Has the district developed and implemented policies and procedures to ensure that students are invited to IEP meetings for which the purpose is the consideration of needed transition services?; and (e) Has the district developed and implemented policies and procedures which invite public agencies that are likely to be responsible for providing or paying for needed transition services to IEP meetings?*

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2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Complete a three-year consolidated program review cycle.

Complaint investigators and administrative law judges conducting due process hearing officers have been trained regarding special education law and legally constituted timelines for procedural safeguards.

Data from all of these sources were collected at the district level and can then be analyzed by individual districts, aggregated by county, region, or statewide. This assists the state in determining specific training needs in targeted areas of the state.

A corrective action matrix was developed and added to both the Citizen Complaint and Program Review processes. In either case, if a district has findings that calls for a corrective action, the matrix is sent to each school district along with their report. OSPI staff will fill in the matrix with those issues requiring district response along with the supporting data or corrective action(s) ordered. The district must fill in the columns specifying their actions taken or activities addressing those issues, timelines, the person(s) responsible and evaluation methods/outcomes used. The matrix must be returned to OSPI for approval and verification of completion.

The mediation database was refined to the same detail as the Due Process and Citizen Complaint instrument. The system will track which mediations were successful in that it resulted in a Citizen Complaint or Due Process Hearing being withdrawn and parties satisfied with the outcomes of mediation.

Refine Consolidated Program Review surveys and data collection instruments based on completed cycle.

Utilize consolidated program review results, along with citizen complaint, due process, mediation and State Auditor results to develop state sponsored training activities.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

For the first time in the history of special education on-site monitoring in Washington state, a full three-year monitoring cycle using a consistent instrument and protocol was completed in June of 2003. This is particularly significant because, prior to this time, it has been very difficult to generalize any results of special education monitoring on a statewide basis. The uniform application of a standard process for monitoring has enabled a more accurate and meaningful statewide review of special education.

The data described in this report on the first three-year cycle of special education involvement in the OSPI Consolidated Program Review (CPR) process, in addition to data from Citizen Complaints, Due Process Hearings and Mediations, strongly suggest that many of the compliance issues identified in the monitoring of school districts could be mitigated by a comprehensive and concerted effort to improve instructional practice in special education (see Figure 1). The initiative to improve instructional practice should deliberately focus on linking current evaluation data to the corresponding components of the student's IEP and subsequent utilization of the IEP to guide the provision of special education and related services to students in a variety of educational settings. It is anticipated that a deliberate and focused effort to improve instructional practice from this perspective will also accelerate the academic performance of special education eligible students as measured by the Washington Assessment of Student Learning (WASL), and decelerate the dispute resolution efforts in special education that are characterized by disagreements over lack of student progress and inconsistencies in the evaluation, IEP, and delivery of services.

Even though large percentages of districts were identified as having compliance issues in the areas of IEP implementation (94 percent) and the provision of FAPE (93 percent), the actual percentage of individual student files in which these compliance issues were identified was substantially lower (see charts 1 and 3). These data suggest that there are, in fact, many examples of appropriate instructional practices already in place in school districts. The data also suggest that examples of appropriate practices in a given school or district may be isolated and not consistent across the multiple environments in which special education and related services are provided.

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The area of post-school transition is crucial to improving special education services from an outcome-oriented perspective. Given an increasing emphasis at the national level on focused monitoring for local districts and performance data reporting for states, it is important to recognize that post-school outcomes will likely be an integral part of future federal reporting requirements. Therefore, districts should thoughtfully consider ways in which post-school transition planning and service delivery is more integrated into secondary programs.

The concerted initiative to improve instructional practices in special education prior to future monitoring cycles should also increase and expand the number of examples of effective practices available for review by monitoring staff, thus significantly improving the monitoring results for all districts, reducing the number of Due Process Hearings, Citizen Complaints and Mediations, improve communication and relationships between staff and parents, and most importantly the services to and ultimate success of **all** students.

Data from the Citizen Complaint and Due Process Hearing databases indicates that many cases may have exceeded timelines. After a thorough review of the decisions it was discovered that in many cases it is often hard to tell when a decision is due. The decision may say 30 days from close of record, and not give a 'close of record' date. Or may say 'hearing continued', but not address a final due date (this is more of a 99-2000 issue.) A number of the 'overdue' complaints or hearings are due to deadlines on a non-business day.

Mediations are completed within state and federal timelines.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Based on findings from the Consolidated Program Review Final Report and a Committee of Practitioners, the special education CPR team revised the program monitoring tools. The Committee of Practitioners consisted of special education directors and district staff who had been through the previous monitoring cycle. Using the revised monitoring tools, the special education CPR team began the next program monitoring cycle in January 2004. For the 2003-04 school year, one-third of the school districts will be monitored. The team will maintain the use of these tools throughout the completion of this cycle (2005-06 school year) at which time all districts serving special education students will have been monitored as required by state and federal regulations.

The Special Education Data Manager will build connections between the OSPI Audit Management and Resolution section's data. This audit review of district special education programs will replace the State Auditor Office data points no longer available. Connections from these data points will then be connected to the program monitoring, mediation, due process hearing and citizen complaint databases. Currently the data from the Audit Management Section is used in the state's Safety Net Application Process and has been verified by CPR staff as valid data to be used.

The mediation database will continue to be refined to the same detail as the Due Process and Citizen Complaint instrument. Maintain the same practices and procedures in place within the mediation system to ensure that timelines continue to be met.

Overlap of findings between the CPR, Complaints, Due Process and Mediation databases were found are in the area of IEP Implementation, which has been detailed out into many sub-categories. The sub-categories are displayed in Chart 2 of the Trend Data Section of this Cluster Area. As a result of this data analysis a module will be developed, implemented and staff training throughout the state will occur during the 2003-04 school year. Continue to analyze data from all of the referenced sources and aggregated by district, county, region or statewide to target training issues and areas. Based on data analyses, the state will determine specific training needs within targeted areas of the state.

Update the Due Process Hearings and Citizen Complaints so that all hearings and complaints meet federal and state timelines 100% of the time.

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5. Future Activities to Achieve Projected Targets/Results and 6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Development of the CPR results training module. Collaboration and feedback from a variety of stakeholders is instrumental to the success of this training module. Staff from the OSPI Special Education Operations section will present this training module through the state during the 2003-04 school year and beyond. Presentations will also be made at Summer Institutes. This module will work as a Trainer of Trainers in order for multiple trainers and an unlimited number of participants to benefit. The module will include slides, trainer notes and participants handouts which will be posted on the OSPI Special Education website as well as our Connecting Ideas CD. (by Summer 2004)

Create and implement the process to incorporate the data from the Audit Mgmt and Resolution Section. (Summer 2004, Special Education Data Manager)

Work with Sound Options (contracted mediators) to continue to refine mediation database to match the detail of the Due Process Hearing and Citizen Complaint Databases. (Spring 2004, Compliance Resolution Support Staff and Special Education Data Manager)

Hire staff to fill a need in the area of data analysis and research of special education data. The special education office collects a lot of valuable data and is able to determine relationships and connections to the data. But, there is a lack in in-depth analysis and queries to determine long-term outcomes or projections regarding the data.

The Compliance Resolution Team will work with the Office of Professional Practices to align the Due Process Hearing and Citizen Complaint Databases in the tracking of extension requests. Prompts will be built into the databases to ensure that staff entering the data are more aware of deadlines that may fall on a non-business day so that appropriate corrections can be made and timelines will be kept. We have more decisions flagged as late than is warranted, so a system will be developed and implemented by the administrative law judge's conducting the hearings and writing the final decision. This system will indicate the ultimate due date or close of record date. A checks and balances prompt will also be added in order to keep a more active check on the timelines (as opposed to looking at the issue after the fact.) (Spring/Summer 2004). Staff from Special Education Operations, OSPI Legal Services, and the Administrative Law Judges will all be involved in revising the current system and implementing these activities.

Staff from the Center for Change in Transition Services will:

- Continue to conduct targeted reviews in high schools and middle schools to assist districts in program evaluation and developing action plans to provide quality programs for special education students. Ongoing, Fall, 2003-Summer, 2004
- Identify teams in local school districts with exemplary practices in transition services and support these teams to conduct targeted reviews in schools districts requesting this assistance in their initial efforts to develop plans providing quality transition services. Ongoing, Fall, 2003-Summer, 2004
- Provide training to parents, advocacy groups, and adult service agency providers regarding transition services to special education students ages 14 to 21 as required by IDEA. Ongoing, Fall, 2003-Summer, 2004

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Attachment 1						
1a: Formal Complaints						
(1) Reporting Period	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/Addressed within Timelines	(7) Number of Complaints Pending as of: 8/29 after each reporting period
7/1/2002 to 6/30/2003	73	16 Parent 28 Split	22	7	57	0
7/1/2001 to 6/30/2002	66	23 Parent 19 Split	18	6	56	0
7/1/2000 to 6/30/2001	67	16 Parent 25 Split	11	15	40	0
7/1/1999 to 6/30/2000	86	29 Parent 25 Split	15	17	69	0
7/1/1998 to 6/30/1999	70	20 Parent 25 Split	18	7	63	0
TOTALS	362	Parent: 104 Split: 122	84	52	285	0

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Attachment 1 (continued)

Ib: Mediations											
(1) Reporting Period	Number of Mediations			Number of Mediation Agreements			(6) Number of Mediations Pending as of: 8/31 after each reporting period	Total Mediations / Requests	Total Mediations Settled /Partially Settled	Conciliated	Withdrawn
	(2) Not Related to Hearing Requests	(3a) Related to Hearing Requests	(3b) Related to Formal Complaints	(4) Not Related to Hearing Requests	(5a) Related to Hearing Requests	(5b) Related to Formal Complaints					
7/1/2002 to 6/30/2003	21	31	9	20	20	6	8	61/150	60	25	24
7/1/2001 to 6/30/2002	28	34	8	24	20	4	3	70/138	63	14	25
7/1/2000 to 6/30/2001	28	36	9	22	14	3	7	73/152	61	10	28
7/1/1999 to 6/30/2000	15	26	20	14	18	7	7	61/146	57*	21	33
7/1/1998 to 6/30/1999	43	27	16	39	16	6	6	86/181	79*	21	43
TOTALS	135	154	62	119	88	26	31	351/767	320	70	110

*=only includes settled

Ic: Due Process Hearings				
(1) Reporting Period	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of: 8/29 after each reporting period
7/1/2002 to 6/30/2003	162	32	7	0
7/1/2001 to 6/30/2002	154	36	9	0
7/1/2000 to 6/30/2001	137	31	13	0
7/1/1999 to 6/30/2000	147	31	8	0
7/1/1998 to 6/30/1999	138	18	4	0
TOTALS	738	148	41	0

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

- There are sufficient numbers of administrators, teachers, related service providers, paraprofessionals to meet the identified needs of all special education students in Washington State.*
- To retain and enhance the skills of existing special education personnel.*
- To enhance inservice preparation activities for all personnel.*

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):

Preschool Teachers	Fully Certified	Not Fully Certified	Total	Vacancies
SY 98-99	479.18	7.12	486.3	6.2
SY 99-00	466.06	2.75	468.81	4
SY 00-01	499.54	7.9	507.44	4.2
SY 01-02	428.89	19.02	447.91	11.52
SY 02-03	472.25	20.31	492.56	4.4

Consulting/Itinerant Teacher	Fully Certified	Not Fully Certified	Total	Vacancies
SY 98-99	314.95	1.85	316.8	6.8
SY 99-00	200.57	0.94	201.51	10.65
SY 00-01	225.34	4.06	229.4	1.5
SY 01-02	206.38	2.2	208.58	3
SY 02-03	217.65	2.1	219.75	2.4

Resource Room	Fully Certified	Not Fully Certified	Total	Vacancies
SY 98-99	2822.09	27	2849.09	24.4
SY 99-00	2565.98	29.28	2595.26	36.12
SY 00-01	2859.69	24.22	2883.91	55.25
SY 01-02	2904.96	73.1	2978.06	43.58
SY 02-03	2893.56	99.74	2993.3	29.32

Self Contained	Fully Certified	Not Fully Certified	Total	Vacancies
SY 98-99	1318.4	15.45	1333.85	15.5
SY 99-00	1220.473	19.6	1240.073	22.4
SY 00-01	1394.15	15	1409.15	34.7
SY 01-02	1390.35	44.48	1434.83	30.278
SY 02-03	1635.71	54.76	1690.47	12.38

Home/Hospital	Fully Certified	Not Fully Certified	Total	Vacancies
SY 98-99	37.5	1	38.5	0
SY 99-00	24.17	2.13	26.3	1
SY 00-01	32.14	0.36	32.5	1.1
SY 01-02	18.18	0.05	18.23	0.1
SY 02-03	51.24	1.93	53.17	1.1

Inclusion Classrm Teachers	Fully Certified	Not Fully Certified	Total	Vacancies
SY 99-00	229.81	1.39	231.2	5.2
SY 00-01	159.37	4.5	163.87	2.1
SY 01-02	174.55	8.83	183.38	1.5
SY 02-03	171.26	1	172.26	2

2. Additional Data, Targets and 3. Explanation (for reporting period July 1, 2002 through June 30, 2003):

The baseline data displayed in *No. 1 Baseline/Trend Data*, above, gives a picture of Washington State's special education staffing from 1998-99 school 2002-03. These data may not show the complete picture for Washington's special education personnel but are a consistent data collection over a long period of time. Staff reported in the fully certificated area has continued to slowly increased in every category from 2002-2003. In response to the conitnued need, not necessarily shown in the data above, Washington has funded a number of projects through the state improvement grant to either encourage staff to stay in the field of special education or enter the field.

- a) To implement the competency based personnel preparation in at least eight public and private IHEs with the state providing stipends and forgivable loans.(SIG- Goal 4) An IHE representative is serving on the technical assistance committee to develop a future plan to involve ATSEP (Higher Education Staff Development Personnel for Special Education).

Through the State Improvement Grant (Goal 4) the Incentives program provides career and educational opportunities to special educators through allocation of Conditional Awards in Special Education (CASE). These awards are intended to assist individuals in obtaining a special education teaching degree, endorsement or the necessary credentials for special education preparation areas. The awards can be used for educational expenses, including defrayment of tuition costs. They can also be used for institutions of higher education outside the state of Washington. CASE awards are available to professionals working in the following fields:

- **Special Education Teachers**
- **Related Service Professionals:**
 - Occupational Therapists
 - Physical Therapists
 - Speech Language Pathologists
 - School Psychologists
- **Paraeducators** enrolled in programs that lead to an AA degree in a special education-related field.

This award process is open to those enrolled in programs that lead to state certification or endorsement, or programs accredited by relevant national professional organizations. This award is conditional on the recipient's commitment to provide special education services for three years in Washington State P-12 public schools. Failure to serve the three years will require repayment of the award plus a five percent per annum interest charge on the unpaid balance. The application process is competitive.

Applicants must provide documentation of acceptance to, or enrollment in, an accredited university program. Awards are allocated through university financial aid offices and are allocated according to full- or part-time enrollment status. Candidates must be of junior or senior year status if in a four-year special education program.

Awards may be up to \$4,000 per year (approximately \$3,000 for special education teachers and related service professionals, and \$1,000 for paraeducators). Awards are allocated approximately as follows:

- 50% of available award funding will go to Special Education teachers
- 30% of available award funding will go to Related Service Professionals
- 20% of available award funding will go to Paraeducators.

The number and breakdown of awards to special education staff are shown in the table below.

Incentives Data	
2002-2003	
37 Teachers	\$93,750.00
15 Related Services	\$39,250.00
4 Paraeducators	\$2,888.00
<i>56 Total</i>	<i>\$135,888.00</i>

2003-2004	
43 Teachers	\$146,500.00
16 Related Services	\$47,000.00
7 Paraprofessionals	\$3,675.00
<i>66 Total</i>	<i>\$197,675.00</i>

Teacher Opportunity Pathways (TOP) assists districts in building a pool of high quality and qualified special education teachers. TOP also provides alternate routes to special education teacher certification that are flexible, expedient, and affordable without compromising quality. The focus of this program, in coordination with the state improvement grant, is the implementation and impact of teaching models designed to utilize proven instructional strategies in the classroom. Also, another focus area is the emphasis on research-based math and reading instruction. The state improvement grant, along with additional OSPI funds will continue to assist personnel in utilizing the Teacher Opportunity Pathways (TOP) model.

TOP Program Data
25 of 26 program completers through June 2003
16 expected to complete program in June 2004
30 expected to complete in June 2005 with expansion to Centralia area

Preservice & Inservice Training Demonstration Site Data

Goal one of the state improvement grant is to improve the academic performance of special education students. In order to reach this goal the first objective is to identify and designate state approved sites who have demonstrated high academic performance. Through an RFP process, sites were identified designated as demonstration sites and received funding to implement best practices, as well as to support the education of preservice and inservice special education teachers and paraeducators. Each of the sites funded included an institute of higher education (IHE) as a partner to incorporate the placement of student teachers and/or paraeducators in practica in each demonstration site. Data on staff receiving inservice from these district/IHE partnerships are displayed below:

Bellevue School District/University of Washington	
• # of preservice students: 03	Stipend: Y - Tuition waiver+\$/hr
• # inservice participants: 06	Stipend: Y - \$/hr
• # para participants: 10	Stipend: Y - \$/hr
Activities:	
-Preschool students w/ASD receive 25 hours/week services – ½ integrated, ½ individual	
-Training of teachers, paraeducators, and parents	
-Individual instruction based on data	
Bethel/Pacific Lutheran University/Pierce College	
• # of preservice students: 00	Stipend: N/A
• # inservice participants: 45	Stipend: Y
• # para participants: 20	Stipend: Y

<p>Camas School District/Special Education Technology Center-Central Washington University</p> <ul style="list-style-type: none"> • # of preservice students: 02 Stipend: N, tuition waiver • # inservice participants: 22 Stipend: N, tuition waiver • # para participants: 00 Stipend: N/A <p>Activities:</p> <ul style="list-style-type: none"> -Staff training in evaluation of technology needs -Staff trained in use of software and hardware -Collaboration between general and special educators in coordination of technology
<p>Cascade School District/Central Washington University</p> <ul style="list-style-type: none"> • # of preservice students: 1WQ/1SQ Stipend: N • # inservice participants: 24 Stipend: N, reduced tuition • # para participants: Stipend: N, reduced tuition <p>Activities:</p> <ul style="list-style-type: none"> -Trainer of trainers model -Best instructional practices of students needing special education services -Collaboration of general and special education staff
<p>Colfax, Palouse and Lacrosse School Districts/ Washington State University</p> <ul style="list-style-type: none"> • # of preservice students: 20 Stipend: N • # inservice participants: 00 Stipend: N/A • # para participants: 00 Stipend: N/A
<p>Mead School District/Eastern Washington University</p> <ul style="list-style-type: none"> • # of preservice students: 05 Stipend: Y - \$1,500 • # inservice participants: 08 Stipend: Y - \$/hr • # para participants: 07 Stipend: Y - \$/hr
<p>Nine Mile Falls School District/Eastern Washington University</p> <ul style="list-style-type: none"> • # of preservice students: 02 Stipend: Y • # inservice participants: 18 Stipend: N/A • # para participants: 00 Stipend: N
<p>Northport School District/Eastern Washington University</p> <ul style="list-style-type: none"> • # of preservice students: 00 Stipend: N/A • # inservice participants: 10-20 Stipend: N/A • # para participants: 00 Stipend: N/A
<p>Pullman School District/Eastern Washington University</p> <ul style="list-style-type: none"> • # of preservice students: 06 Stipend: *N • # inservice participants: 25 Stipend: N • # para participants: 02 Stipend: N <p>* Preservice students do not receive stipends because they are participating as a requirement of a college course.</p>
<p>Seattle</p> <ul style="list-style-type: none"> • # of preservice students: 10 Stipend: Y • # inservice participants: 45 Stipend: N/A • # para participants: 10 Stipend: Y

<p>Snohomish/University of Washington</p> <ul style="list-style-type: none"> • # of preservice students: 04 Stipend: Y • # inservice participants: 24 Stipend: Y • # para participants: 15 Stipend: Y
<p>Tacoma School District/ University of Washington -Tacoma</p> <ul style="list-style-type: none"> • # of preservice students: 09 Stipend: Y, \$750/Qtr • # inservice participants: 09 Stipend: Y, \$/year • # para participants: 00 Stipend: N/A <p>Activities:</p> <ul style="list-style-type: none"> -Scientifically based reading instruction -Data driven decision-making -Positive behavior supports
<p>TOPS/City University</p> <ul style="list-style-type: none"> • # of preservice students: 16 Stipend: Y - \$500-1,000 • # inservice participants: 07 Stipend: N/A • # para participants: 12 Stipend: Y - \$500-1,00
<p>Walla Walla School District/Washington State University</p> <ul style="list-style-type: none"> • # of preservice students: 20 Stipend: N • # inservice participants: 20 Stipend: N/A • # para participants: 00 Stipend: N/A

b) To retain and enhance existing personnel in special education. Of the three OSPI Summer Institutes held during the Summer of 2003, 79 special education sessions were available of which 1,471 special education staff participated.

2003 Summer Institutes				
Location	Total Participants	Total Sessions	SPED #	SPED Sessions
Spokane	576	115	230	20
Everett	1123	115	397	20
Yakima	1543	115	326	19
Olympia	783	115	518	20

In addition to the overall OSPI Summer Institutes, the Special Education Section sponsored seven summer institutes in the areas of: Assistive Technology; Negotiation; Mediation; combined institute with a focus on: Autism, Deaf/Hearing of Hearing, Visual Impairments, Early Childhood and Significant Disabilities; Creating Safe Schools and Communities for At-Risk Children and Youth; Talking to Kids in Crisis; and Special Education Administrators. The numbers of staff trained in these institutes have not been previously tracked.

- c) To establish an inservice program clearinghouse for special education. (SIG Goal 5) (Ongoing) The Clearinghouse was established in September 2002. Since that time, the website has been utilized by a number of organizations who sponsor training events throughout the state and well as national training events. A search engine allows users to find trainings, conferences, workshops, and classes by topic, data location, or sponsoring institution. The Clearinghouse is BOBBY approved, ensuring that site is accessible to persons with disabilities. Information is updated monthly. The Clearinghouse is tracking client usage, including who is accessing the site and what topics are of highest interest.
- d) To maintain and update the materials catalog, training calendar, the web page and training hotline. (SIG Goal 5) Ongoing in partnership with PAVE. This will all be accomplished electronically mainly via the Internet since this type of calendar is constantly updated or modified. A hard copy version would likely be out-of-date before it was even published. This information has been incorporated with the Clearinghouse website. Additionally links to and from the Clearinghouse have been made with OSPI, PTIs, regional educational service districts, colleges, universities, technical schools, personnel organizations/associations and others. The training hotline was established in 2002 and will continue to be maintained.
- e) To establish a special education mentorship program. (SIG Goal 6) WEA/OSPI/ ESD189 has developed a special education mentoring module. This module will be presented in conjunction with OSPI Teacher Assistance Program in June 21 and Aug. 9th, 2004.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- a)
 - Continue funding with the Incentives Program: Incentives program data for 2003-2004.
 - Recommendations from the technical assistance committee to proceed with the personnel preparation model. (committee work 2/04-3/04).
 - Demonstration sites will provide stipends to students at public and private IHEs. There are approximately 3 - 4 students at 14 demonstration sites that are receiving forgivable loans. (Two sites were unable to access students due to remote locations.)
 - Demonstration site, TOP Program is working on curriculum alignment. Students receive \$1000 toward tuition costs.

Incentives Data	
2003-2004	
43 Teachers	\$146,500.00
16 Related Services	\$47,000.00
7 Paraprofessionals	\$3,675.00
<i>66 Total</i>	<i>\$197,675.00</i>

- b) From the Summer Institutes, evaluations will be reviewed and adjustments will be made to participant needs. OSPI will work to continue to increase the number and quality of special education professional development opportunities as part of OSPI's five year professional development plan to provide technical assistance on teaching and learning to special education and general education staff.
- c) Maintain Clearinghouse.
- d) Maintain the materials catalog, training calendar, and training hotline.

5. Future Activities to Achieve Projected Targets/Results and 6. Projected Timelines (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- a) Continue financial support of the Incentives through 2003-04 and as future funding allows. Awards for 2003-04 have already been granted.
- b) Continue to include professional development strands relevant to special educators in the Summer Institutes. Additionally, OSPI sponsor will continue to sponsor seven summer institutes in the areas of: Assistive Technology; Negotiation: Mediation; combined institute with a focus on: Autism, Deaf/Hearing of Hearing, Visual Impairments, Early Childhood and Significant Disabilities; Serving Children with Emotional/Behavioral Disabilities; Talking to Kids in Crisis; and Special Education Administrators. Special Education Operations will track the number and type of participants trained in the special education summer institutes beginning in the Summer of 2004.
- c) To continue with the inservice program Clearinghouse for special education. (SIG- Goal 5) Ongoing in partnerships with PAVE.
- d) To maintain and update the materials catalog, training calendar, the web page and training hotline. (SIG- Goal 5) Ongoing in partnerships with PAVE.
- e) To continue with the special education mentorship program. (SIG- 6) WEA/OSPI/ ESD189 has developed a special education mentoring module. This module will be presented in conjunction with OSPI Teacher Assistance Program in June 21 and Aug. 9th, 2004.
- f) Information on best practices collected from the demonstration sites will be collected and distributed as appropriate. (2003-04, SIG Grant Coordinator)

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

- Procedures and practices are in place to ensure collection and reporting of accurate and timely data.*

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):

In August 1999 the OSPI special education office implemented an annual data collection bulletin. This bulletin described the federal special education reporting requirements, timelines, forms and instructions for the 1999-2000 school year. Following the bulletin, monthly reminders were sent to all school districts and regional offices via both mail and email. This process was so well received by districts that we have continued with this bulletin and refine the process as needed. Templates were made available from the special education website and were also emailed to staff.

For Child Count and Environment Collections: Districts submit the data by hard copy to the OSPI special education office by the end of the 3rd week of December. Data are entered by the Special Education Data Manager and the Special Education Fiscal Plans Analyst. Districts may make upward revisions until the end of January then submitted to West and OSEP. After that deadline only downward revisions are allowed.

Personnel Data Collection is due by the end of May to the Special Education Data Manager. Data is then entered at the SEA and submitted to Westat and OSEP.

Suspension/Expulsion Data is due 30 days after the end of the school year and submitted in hard copy to the the Special Education Data Manager. Data is then entered at the SEA and submitted to Westat and OSEP.

2. Targets (for reporting period July 1, 2002 through June 30, 2003): Washington school districts must submit child count, least restrictive environment, personnel and suspension/expulsion data using the forms supplied by the SEA no later than the deadlines stated in the Annual Federal Special Education Data Collection Bulletin, dated August 1, 2002.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Districts continue to meet timelines required by the SEA.

<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>Washington school districts must submit child count, least restrictive environment, personnel and suspension/expulsion data using the excel templates supplied by the SEA no later than the deadlines stated in the Annual Federal Special Education Data Collection Bulletin 55-03, dated August 1, 2003. Districts will be required to use state-developed excel templates and submit data templates to the Special Education Data Manager as an email attachment.</p> <p>Make any changes/corrections to templates based on feedback by districts.</p> <p>Distribute templates and instructions for the 2004-05 school year by August 2004.</p> <p>Implement the Core Student Record System (CSRS) at the same time as the excel template collect the December 1 child count and environment data. This system will replace all student level data collections when fully implemented.</p>	<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>2003-04: Develop an email distribution list of staff who directly submit the data reports, in addition to the current special education director email distribution list.</p> <p>2004-05: Additional training for district staff who are unfamiliar with the application used in the development of the template.</p> <p>Do a side-by-side comparison of the data collected by the Core Student Record System (CSRS) to the data collected by the OSPI Special Education staff. If CSRS data collection is successful implement student data collection fully and eliminate any other duplicative child-specific data collection processes.</p>	<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>2003-04: Email distribution list completed by the end of the data submission cycle.</p> <p>August 2004 and ongoing: Training by Washington's Special Education Data Manager and Special Education Fiscal Plans Analyst through the Administrators Summer Institute, via email and phone as requested.</p> <p>Core Student Record System test year: 2003-04 by the Data Administration section</p> <p>Complete implementation: 2004-05 by the Data Administration section.</p>
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