

FFY 2017 Washington State Annual Performance Report (APR)



Performance Indicators	2015-16 Data	2016-17 Data	2016-17 Target	Met Target?
Youth with IEPs graduating from high school with a regular high school diploma (4-Year Cohort Rate). Targets revised per ESSA Plan.	58.74%	59.41%	54.90%	Yes
Youth with IEPs dropping out of high school.	6.74%	6.43%	5.5%	No, progress

Participation and proficiency of students with IEPs on Statewide Assessments.	PARTICIPATION				PROFICIENCY			
	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?
Reading Grades 3-5	93.1%	94.27%	95%	No, progress	24.8%	26.97%	30.7%	No, progress
Reading Grades 6-8	92.5%	93.00%	95%	No, progress	17.47%	19.03%	30.7%	No, progress
*Reading Grade 10	53.7%	87.23%	95%	No, progress	37.73%	24.26%	30.7%	No, new baseline
Math Grades 3-5	92.8%	94.01%	95%	No, progress	25.43%	25.97%	27.6%	No, progress
Math Grades 6-8	91.9%	92.47%	95%	No, progress	14.43%	15.03%	27.6%	No, progress
*Math Grade 10	50.6%	84.37%	95%	No, progress	13.76%	11.29%	27.6%	No, new baseline

*2016-17 High School testing was done at Grade 11.

Percent of districts that have a significant discrepancy in the rate of removals > 10 days in a school year:	2015-16 Data	2016-17 Data	2016-17 Target	Met Target?
For students with IEPs.	2.51%	0.72%	4.0%	Yes
For students with IEPs within specific racial/ethnicity categories; and (b) is the result of inappropriate policies/procedures/practices	1.66%	0.0%	0.0%	Yes

Percent of children with IEPs aged 6 through 21 served:	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?
Inside the regular class 80% or more of the day.	55.2%	56.01%	52.35%	Yes
Inside the regular class less than 40% of the day.	13.13%	13.13%	13.06%	No
In separate schools, residential facilities, or homebound/hospital placements.	0.86%	0.86%	1.00%	Yes

Percent of children with IEPs aged 3 through 5 attending a:	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?
Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	24.8%	23.8%	29.05%	No
Separate special education class, separate school or residential facility	41.0%	41.85%	38.0%	No

Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?
<ul style="list-style-type: none"> Positive social-emotional skills 	91.2%	90.79%	83.5%	Yes
<ul style="list-style-type: none"> Acquisition and use of knowledge and skills (early language/comm) 	89.9%	88.46%	82.5%	Yes
<ul style="list-style-type: none"> Use of appropriate behaviors to meet their needs 	91.2%	89.61%	81.5%	Yes
Of those preschool children who entered the preschool program below age expectations, the percent who were functioning within age expectations by the time they turned 6 years of age or exited the program	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?
<ul style="list-style-type: none"> Positive social-emotional skills 	48.9%	47.12%	51.0%	No
<ul style="list-style-type: none"> Acquisition and use of knowledge and skills (early language/comm) 	49.7%	48.26%	52.0%	No
<ul style="list-style-type: none"> Use of appropriate behaviors to meet their needs 	62.8%	61.72%	66.0%	No
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?
	28.7%	28.03%	22.1%	Yes
Percent of districts with disproportionate representation of racial and ethnic groups:	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?
<ul style="list-style-type: none"> in special education and related services that is the result of inappropriate identification. 	0.0%	0.0%	0.0%	Yes
<ul style="list-style-type: none"> in specific disability categories that is the result of inappropriate identification. 	0.0%	0.0%	0.0%	Yes
Evaluation Timelines	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?
Percent of initial evaluations completed within 35 school days	99.27%	99.3%	100.0%	No
Transition Timelines	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?
Percent of children referred by Part C prior to age 3, who are found eligible for Part B with an IEP developed prior to the 3 rd birthday.	98.7%	98.31%	100.0%	No
Percent youth aged 16 and above with an IEP that includes secondary transition assessment and all of the other required components.	96.6%	95.81%	100.0%	No
Percent of youth who are no longer enrolled in secondary school, had IEPs in effect at the time they left school and were:	2015-16 Data	2016-17 Data	2016-17 Target	Met Target?
<ul style="list-style-type: none"> Enrolled in higher education within 1 year of leaving high school 	25.9%	21.31%	26.00%	No
<ul style="list-style-type: none"> Enrolled in higher education or competitively employed within 1 year of leaving high school 	49.6%	56.08%	49.75%	Yes
<ul style="list-style-type: none"> Enrolled in higher education or in some other postsecondary education or training program; or competitively employed in some other employment within 1 year of leaving high school 	67.3%	72.19%	67.43%	Yes

Dispute Resolution	2016-17 Data	2017-18 Data	2017-18 Targets	Met Target?
Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	30.8%	32.14%	26.25%	Yes
Percent of mediations held that resulted in mediation agreements.	88.9%	95.59%	75.4- 85.4%	Yes

State System Improvement Plan (SSIP)	2015-16 Data	2016-17 Data	2016-17 Targets	Met Target?
Reduce the early literacy achievement gap between kindergartners with disabilities and typically-developing peers.	21.95%	24.66%	24.66%	Yes



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