

# *Part B State Performance Plan (SPP)*

## *Annual Performance Report (APR)*

### *Indicators*

*(revised October 2024)*

1. Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.
2. Percent of youth with IEPs exiting special education due to dropping out of high school.
3. Participation and performance of children with IEPs on statewide assessments:
  - 3A. Participation rate for children with IEPs.
  - 3B. Proficiency rate for children with IEPs against grade level academic achievement standards.
  - 3C. Proficiency rate for children with IEPs against alternate academic achievement standards.
  - 3D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.
4. Rates of suspension and expulsion for children with IEPs.
  - 4A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
  - 4B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
5. Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day; less than 40% of the day; and in separate schools, residential facilities, or homebound/hospital placements.
6. Percent of children aged 3 through 5 with IEPs attending a regular early childhood program & receiving special education/related services in that program; and attending a separate special education class, separate school, or residential facility.
7. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.



9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
11. Percent of children who were evaluated within 35 school days (State-established timeline) of receiving parental consent for initial evaluation.
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.
15. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
16. Percent of mediations held that resulted in mediation agreements.
17. State Systemic Improvement Plan-- **What is the State-identified Measurable Result (SiMR)?** Washington's SiMR is designed to increase the social emotional learning (SEL) performance rates of students with disabilities entering Kindergarten programs.
18. Written findings of noncompliance that were timely corrected (i.e., verified as corrected no later than one year from identification)