

Archived Information

Biennial Performance Report

Section 1: Performance Goals and Indicators 34 CFR §300.137

General Instructions:

States are to use Table 1 when reporting on performance goals and indicators in this Biennial Performance Report. Table 1 is a template that can be accessed electronically at <http://www.ed.gov/offices/OSERS/OSEP/Monitoring/>. States should expand/modify the template according to the number of goals and indicators the State has established for the performance of children with disabilities in the State, as specified in 34 CFR §300.137. For example, if a State has established ten performance goals with supporting indicators, then Table 1 should be expanded/modified to reflect those ten goals/indicators. Only data from the most current grant year (July 1, 2000 through June 30, 2001) of the two grant years are to be reported on Table 1. States should read the instructions for Section 1.1 – Participation in and Performance on Assessment; Section 1.2 – Dropout Rates; and Section 1.3 – Graduation Rates before completing Table 1.

- Step 1:** In the cells labeled Goal 1, Goal 2, etc., on Table 1, provide the goals the State has established for the performance of children with disabilities in the State. Indicate with an asterisk (*) goals and indicators that are consistent with the goals and indicators for children who are nondisabled.
- Step 2:** In the cells labeled Goal 1/Indicator A, Goal 1/Indicator B, etc., on Table 1, provide the performance indicators the State will use to assess progress toward achieving those goals to which the indicator is associated. **At a minimum, address the performance of children with disabilities on assessments, dropout rates, and graduation rates. On Table 1 address the goals and indicators for these three areas before entering other performance goals and indicators that the State has developed.**
- Step 3:** In the cells labeled Performance Data for Goal 1/Indicator A, Performance Data for Goal 1/Indicator B, etc., on Table 1, provide performance data that describes the progress the State has made while attempting to achieve the performance goal and how the indicator data relates to that achievement.
- Step 4:** In the cells labeled Explanation/Discussion for Goal 1, etc., on Table 1, show how the State has used the information on the State's performance on the goal to make adjustments or improvements in programs, policy, or practice. **If the State needs to explain the performance data, the explanation should be provided on this table.** For example, the State data reporting standards may have changed for the July 1, 2000 through June 30, 2001 grant year that is being reported. These data changes should be explained to avoid invalid comparisons over time when attempting to create trends for analysis.
- Step 5:** In the cells labeled Performance Targets/Benchmarks for Goal 1/Indicator A, etc., on Table 1, provide the performance target and related benchmarks the State has set for the associated goal/indicator. The performance target is a long-range effect the State is hoping to accomplish. Benchmarks are measures that will enable the State to determine, from short-term effects, if the performance target will be met.
- Step 6:** In the cell located at the bottom of Table 1, enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. In the same cell, explain how the State is maintaining and/or increasing this percentage.