

Biennial Performance Report

Archived Information

Section 1.1: Participation in and Performance on Assessment – Revised 4/4/02 34 CFR §§300.138 and 300.139

General Instructions:

States are to use Tables 1, 1A, 1B, and 1C when reporting participation in and performance on assessment in this Biennial Performance Report. Tables 1, 1A, 1B, and 1C are templates that can be accessed electronically at <http://www.ed.gov/policy/speced/guid/idea/monitor/index.html>. States are to describe the participation of children with disabilities on State-wide assessments. 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 the various tables.

When completed, Tables 1, 1B, and 1C may contain multiple pages with attachments. **States may modify Tables 1B and 1C to reflect the way in which State assessment data are reported.** For example, if a State has more than three proficiency levels and/or more than four content areas, Table 1B should be modified to accurately show the number of State proficiency levels and/or content areas.

Step 1: In the cells labeled Goal 1, Goal 2, etc., on Table I, provide the goals for both **participation in and performance on assessment** that the State has established for children with disabilities in the State. Indicate with an asterisk (*) goals and indicators that are the same as 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 for both **participation in and performance on assessment** that the State will use to assess progress toward achieving those goals to which the indicator is associated.

Step 3: Complete Table 1A, Participation/Performance of Students Receiving Special Education Services – Overarching Questions, by answering the questions and entering the requested totals. Provide a response for Question 5, if applicable.

Step 4: Complete the following columns on the Table 1B, Participation/Performance of Students Receiving Special Education Services on General Assessments, and Table 1C, Participation/Performance of Students Receiving Special Education Services on Alternate Assessments:

Grade/Age – Tables 1B and 1C are constructed to allow States to report participation and performance by either grade or age level. Indicate with an X, in the space provided, whether the State is reporting data by grade or age. “Un-graded” students should be reported at a specified grade and/or age level. When reporting “un-graded” students, States are to provide, in the cell labeled Explanation/Discussion for the appropriate goal on Table 1, the calculation used in determining the specified grade and/or age levels in which the “un-graded” students are reported, e.g., a specific age equals a grade; a range of three years of age divided by three equals a grade level, etc. **If State-wide assessments involve grade or age ranges, modify the tables to show the appropriate ranges.**

Content Areas – Enter the content areas in which State-wide assessments are given. Multiple pages may be needed if more than four content areas are assessed.

Proficiency Levels – Enter the established proficiency levels used by the State to report performance for ALL students taking State-wide assessments. Multiple pages may be needed to enter additional levels.

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Number of Students Assessed – Report only the number of students with disabilities assessed at each grade/age level, by content area, **that fall within one of the proficiency levels established by the State.**

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Step 5: In the cell labeled Explanation/Discussion for the appropriate goal on Table 1, address the following questions:

- Does the State have a policy that allows a parent to “exempt” their child from State or district-wide assessments? If so, provide a copy of that policy and indicate how many students with disabilities were subject to this “parental” exemption.
- When statistically sound, has the State defined performance levels for the Alternate Assessment? If not, in the Performance Targets/Benchmarks cell on Table 1, indicate the schedule/timeline for completion.
- Does a single alternate assessment represent multiple content areas, or are there separate alternate assessments for each content area?
- How does the exclusion/exemption rate for students with disabilities compare to that for students who are nondisabled?
- How does the State identify students with disabilities who are participating in State-wide assessments?

Step 6: Submit the following materials as attachments to the Biennial Performance Report for SY 2000-2001:

- Copy of State guidelines for participation in alternate assessments; and
- **Sample** of a district-level report of State-wide testing results (select a district that has at least a grand total of 500 students in enrollment).

Source of Data (Information purposes only):

State/District-Level Assessment Data

Cross-Reference Data (Information purposes only):

Continuous Improvement Monitoring Process – State’s Self-Assessment

Part B – Free Appropriate Public Education in the Least Restrictive Environment

BF.7 Is continuous progress made by children with disabilities within the State’s system for educational accountability?

Government Performance and Results Act (GPRA)

Goal: To improve results for children with disabilities by assisting State and local educational agencies to provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.

Objective 3: All children with disabilities have access to the general curriculum and assessments, with appropriate accommodations, supports, and services, consistent with high standards.

Indicator 3.2 Performance on National Assessment of Educational Progress (NAEP): The percentage of students with disabilities who meet or exceed basic levels in reading, math, and science in the NAEP will increase. The number of students with disabilities who do not meet basic standards will decrease. The percentage of students who are excluded from the NAEP because of their disabilities will decrease.