

# Archived Information

## Biennial Performance Report

### Section 1.2: Dropout Rates 34 CFR §300.137

#### General Instructions:

States are to use Table 1 when reporting dropout rates 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. 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. When completed, Table 1 should contain multiple pages with possible attachments.

- Step 1:** In the cells labeled Goal 1, Goal 2, etc., on Table 1, provide the goals for the **dropout rate** the State has established for the performance of children with disabilities in the State.
- Step 2:** In the cells labeled Goal 1/Indicator A, Goal 1/Indicator B, etc., on Table 1, provide the performance indicators for the **dropout rate** the State has established for the performance of children with disabilities in the State.
- Step 3:** In the cells labeled Data for Goal 1/Indicator A, Data for Goal 1/Indicator B, etc., on Table 1, provide performance data for the most current grant year (July 1, 2000 through June 30, 2001) that supports the goal/indicator(s) to which the data are associated. States must use State-level dropout data. If an attachment is used to provide data, enter "Refer to attached Dropout Rates Table" in the cell labeled Data for Goal/Indicator.
- 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 an explanation is needed regarding the performance data, the explanation should be provided in this cell.
- Step 5:** In the cell labeled Explanation/Discussion for the appropriate goal on Table 1, address the following:
- Provide a narrative that describes and/or a list that shows all student categories included when determining State dropout rate; and
  - Provide and explain the calculation used in determining the dropout rate for students with disabilities. Is the calculation used the same as the one used in determining the dropout rate for students who are not disabled? If not, indicate the difference and explain why there is a difference.
- Step 6:** 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 in regard to the **dropout rate** for students with disabilities. Benchmarks are measures that will enable the State to determine, from short-term effects, if the performance target will be met in regard to **dropout rate**.

#### Source of Data (Information purposes only):

State-Level Dropout Data

#### Cross-Reference Data (Information purposes only):

1999 and 2000 Annual Report of Children –  
Table 4: Report of Children with Disabilities Exiting Special Education

Continuous Improvement Monitoring Process – State's Self-Assessment  
Part B – Secondary Transition

**BT.1** After exiting school, are youth with disabilities prepared for employment, postsecondary

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education and/or independent living?

**BT.2** Are youth with disabilities participants in appropriate transition planning?

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.

**OSEP Indicator 3.4** Statement of transition services needs. The percentage of children with disabilities ages 14 and 15 that have individualized education programs that include a statement of transition service needs that focuses on the student's courses of study (e.g., advanced placement courses or a vocational education program) will increase.

**Objective 4:** Secondary school students with disabilities receive the support they need to complete high school prepared for postsecondary education or employment.

**Indicator 4.1** Graduation: The percentage of children with disabilities exiting school with a regular high-school diploma will increase, and the percentage who drop out will decrease.