Performance Summary

The Department's Priority Performance Goals

Evidence Based Policy. Implementation of a comprehensive approach to using evidence to inform the Department's policies and major initiatives, including:

- Increase by 2/3 the number of Department discretionary programs that use evaluation, performance measures, and other program data for continuous improvement.

- Implement rigorous evaluations for all of the Department's highest priority programs and initiatives.

- Ensure all newly authorized Department discretionary programs include a rigorous evaluation component.

Struggling Schools Reform. Identify as nationwide models 500 of the persistently lowest achieving schools initiating high-quality intensive reform efforts (e.g., turnarounds, restarts, transformations, or closures).

Effective Teaching. Improve the quality of teaching and learning by:

- increasing by 200,000 the number of teachers for low-income and minority students who are being recruited or retained to teach in hard-to-staff subjects and schools in systems with rigorous processes for determining teacher effectiveness;

- ensuring that all states have in place comprehensive teacher evaluation systems, based on multiple measures of effectiveness including student achievement, that may be used for professional development, retention, promotion, tenure, and compensation decisions.

Data Driven Decisions. All states implementing comprehensive statewide longitudinal data systems that link student achievement and teacher data and link K–12 with higher education data and, to the extent possible, with pre-K and workforce data.

College- and Career-Ready Standards. All states collaborating to develop and adopt internationally benchmarked college- and career-ready standards.

Simplified Student Aid. All participating higher education institutions and loan servicers operationally ready to originate and service Federal Direct Student Loans through an efficient and effective student aid delivery system with simplified applications and minimal disruption to students.

Link to the "Performance and Management" chapter of Analytical Perspectives, Budget of the United States Government, Fiscal Year 2011: http://www.whitehouse.gov/omb/budget/fy2011/assets/management.pdf and to the Department of Education: http://www2.ed.gov/about/overview/focus/goals.html.

Challenges Linking Program Performance to Funding

Linking performance results to expenditures for Department programs is complicated. Most of the Department's funding is disbursed through grants and loans. As the majority of Federal education programs support state and local education programs, there is rarely a direct relationship between a grant or loan and the actual performance on a specific

outcome; results may be due to one or multiple Department of Education programs, the individual performance of grantees, or other factors. Additionally, results of some education programs may not be apparent for several years after funds are expended. For these reasons, program results cannot be attributed solely to the actions taken related to FY 2010 funds.

Due to this difficulty in linking program performance to funding, the Department invests significant funds into the evaluation of program impacts across multiple years. In addition to annual performance results, these evaluations, implemented by the Institute for Education Sciences, help to determine the most effective grants and programs.

Summary of Performance Results

During FY 2010, the Department drafted a new strategic plan and has subjected it to an extensive review process. As of this report, the Department continued to present data on measures related to the *2007–2012 Strategic Plan.*

Performance Results Summary	FY 2010	FY 2009	FY 2008	FY 2007
Strategic Goal 1—Improve student achievement, with a focus on bringing all students to grade level in reading and mathematics by 2014				
1.1. Improve student achievement in reading				
A. Percentage of all students who achieve proficiency on state reading assessments [Target: 80.2%; Actual: 72.6% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met*
B. Percentage of low-income students who achieve proficiency on state reading assessments [Target: 72.1%; Actual: 61.1% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met*
C. Percentage of American Indian/Alaska Native students who achieve proficiency on state reading assessments [Target: 75.1; Actual: 59.8% for FY 2009]	Sept. 2011	Not met	Not met	Not met*
D. Percentage of African American students who achieve proficiency on state reading assessments [Target: 72.2%; Actual: 61.8% for FY 2009]	Sept. 2011	Not met*	Not met	Not met*
E. Percentage of Hispanic students who achieve proficiency on state reading assessments [Target: 70.0%; Actual: 58.8% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met*
F. Percentage of students with disabilities who achieve proficiency on state reading assessments [Target: 61.7%; Actual: 43.6% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met*
G. Percentage of Limited English Proficient students who achieve proficiency on state reading assessments [Target: 62.4%; Actual: 40.1% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met
H. Percentage of career and technical education concentrators meeting reading/language arts standards [Target: 64%; Actual: 80% for FY 2009]	May 2011	Met	Met	NA
1.2. Improve student achievement in mathematics				
A. Percentage of all students who achieve proficiency on state mathematics assessments [Target: 78.1%; Actual: 71.5% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met*
B. Percentage of low-income students who achieve proficiency on state mathematics assessments [Target: 70.2%; Actual: 60.7% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met*
C. Percentage of American Indian/Alaska Native students who achieve proficiency on state mathematics assessments [Target: 70.8%; Actual: 56.3% for FY 2009]	Sept. 2011	Not met	Not met*	Not met*
D. Percentage of African American students who achieve proficiency on state mathematics assessments [Target: 68.0%; Actual: 59.1% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met*

Notes:
Actuals and Targets updated as of January 10, 2011.
"Met" includes all measures met or exceeded.

Key:
* Not met but improved over prior years
** Data not collected
*** Discontinued
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Performance Results Summary	FY 2010	FY 2009	FY 2008	FY 2007
E. Percentage of Hispanic students who achieve proficiency on state mathematics assessments [Target: 69.9%; Actual: 59.1% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met*
F. Percentage of students with disabilities who achieve proficiency on state mathematics assessments [Target: 61.1%; Actual: 45.7% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met*
G. Percentage of Limited English Proficient students who achieve proficiency on state mathematics assessments [Target: 64.6%; Actual: 48.6% for FY 2009]	Sept. 2011	Not met*	Not met*	Not met*
H. Percentage of career and technical education concentrators meeting mathematics standards [Target: 57%; Actual: 77% for FY 2009]	May 2011	Met	Met	NA
1.3. Improve teacher quality				
A. Percentage of total core academic classes taught by highly qualified teachers [Target: 100%; Actual: 95.9% for FY 2009]	Dec. 2011	Not met*	Not met*	Not met*
B. Percentage of total core elementary classes taught by highly qualified teachers [Target: 100%; Actual: 97.0% for FY 2009]	Dec. 2011	Not met*	Not met*	Not met*
C. Percentage of core elementary classes in high-poverty schools taught by highly qualified teachers [Target: 100%; Actual: 96.3% for FY 2009]	Dec. 2011	Not met*	Not met*	Not met*
D. Percentage of core elementary classes in low-poverty schools taught by highly qualified teachers [Target: 100%; Actual: 97.6% for FY 2009]	Dec. 2011	Not met*	Not met*	Not met*
E. Percentage of total core secondary classes taught by highly qualified teachers [Target: 100%; Actual: 94.9% for FY 2009]	Dec. 2011	Not met*	Not met*	Not met*
F. Percentage of core secondary classes in high-poverty schools taught by highly qualified teachers [Target: 100%, Actual: 92.5% for FY 2009]	Dec. 2011	Not met*	Not met*	Not met*
G. Percentage of core secondary classes in low-poverty schools taught by highly qualified teachers [Target: 100%; Actual: 96.5% for FY 2009]	Dec. 2011	Not met*	Not met*	Not met*
1.4. Promote safe, disciplined, and drug-free learning environments				
A. Percentage of students in grades 9 through 12 who carried a weapon (such as a knife, gun, or club) on school property one or more times during the past 30 days [Target: 4.0%; Actual: 5.6% for FY 2009]	NA	Not met*	NA	Not met*
B. Percentage of students in grades 9 through 12 who missed one or more days of school during the past 30 days because they felt unsafe at school, or on their way to and from school [Target: 5.0%; Actual: 5.0% for FY 2009]	NA	Met*	NA	Not met*

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Performance Results Summary	FY 2010	FY 2009	FY 2008	FY 2007
C. Percentage of students in grades 9 through 12 who were offered, given, or sold an illegal drug by someone on school property in the past year [Target: 26.0%; Actual: 22.7% for FY 2009]	NA	Met	NA	Met
1.5. Increase information and options for parents				
A. Percentage of eligible students exercising choice	***	NA	Not met*	Met
B. Percentage of eligible students participating in supplemental educational services [Target: 18.2%; Actual: 15.6% for FY 2009]	***	Not met*	Not met	Not met*
C. Number of charter schools in operation [Target: 4,720; Actual: 4,705 for FY 2009]	Not met*	Not met*	Met	Met
1.6. Increase high school completion rate				
A. Percentage of total 18–24-year-olds who have completed high school [Target: 87.6% for FY 2009]	Jul. 2012	Jul. 2011	Met	Met
B. Percentage of African American 18–24-year-olds who have completed high school [Target: 85.8% for FY 2009]	Jul. 2012	Jul. 2011	Met	Met
C. Percentage of Hispanic 18–24-year-olds who have completed high school [Target: 70.6% for FY 2009]	Jul. 2012	Jul. 2011	Met	Met
D. Averaged freshman graduation rate [Target: 77.9% for FY 2009]	Jul. 2012	Jul. 2011	Not met*	Not met*
1.7. Transform education into an evidence-based field				
A. Number of Department-supported reading or writing programs and practices with evidence of efficacy using What Works Clearinghouse standards [Target: 13; Actual: 13 for FY 2009]	Met	Met	Met	Met
B. Number of Department-supported mathematics or science programs and practices with evidence of efficacy using What Works Clearinghouse standards [Target: 10; Actual: 11 for FY 2009]	Met	Met	Met	Met
C. Number of Department-supported teacher quality programs and practices with evidence of efficacy using What Works Clearinghouse standards [Target: 7; Actual: 7 for FY 2009]	Met	Met	Met	Met
D. Number of visits to the What Works Clearinghouse Web site [Target: 583,000; Actual: 772,154 for FY 2009]	Met	Met	Met	Met
Strategic Goal 2—Increase the academic achievement of all high school students				
2.1. Increase the proportion of high school students taking a rigorous curriculum				
A. Percentage of low-income students who qualify for Academic Competitiveness Grants [Target: 49%; Actual: 41% for FY 2009]	***	Not met*	Not met*	Met
B. Number of Advanced Placement classes available nationwide	***	**	**	**
C. Number of Advanced Placement tests taken by all public school students [Target: 2,406,000; Actual: 2,495,252 for FY 2009]	***	Met	Met	Met

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Performance Results Summary	FY 2010	FY 2009	FY 2008	FY 2007
D. Number of Advanced Placement tests taken by low-income public school students [Target: 378,272; Actual: 387,986 for FY 2009]	***	Met	Not met*	Met
E. Number of Advanced Placement tests taken by minority (Black, Hispanic, Native American) public school students [Target: 544,716; Actual: 538,249 for FY 2009]	***	Not met*	Met	Met
F. Number of teachers trained through Advanced Placement Incentive grants to teach Advanced Placement classes	***	**	**	**
2.2. Promote advanced proficiency in mathematics and science for all students				
A. Number of Advanced Placement tests in mathematics and science taken nationwide by all public school students [Target: 736,000; Actual: 734,425 for FY 2009]	***	Not met*	Met	Met
B. Number of Advanced Placement tests in mathematics and science taken nationwide by low-income public school students [Target: 76,000; Actual: 91,927 for FY 2009]	***	Met	Met	Met
C. Number of Advanced Placement tests in mathematics and science taken nationwide by minority (Black, Hispanic, Native American) public school students [Target: 94,171; Actual: 111,532 for FY 2009]	***	Met	Met	Met
D. Number of teachers trained through Advanced Placement Incentive grants to teach Advanced Placement classes in mathematics and science	***	**	**	**
2.3. Increase proficiency in critical foreign languages				
A. Combined total number of Advanced Placement and International Baccalaureate tests in critical foreign languages passed by public school students [Target: 4,638; Actual: 4,642 for FY 2009]	***	Met	Not met*	Met
Strategic Goal 3—Ensure the accessibility, affordability, and accountability of higher education and better prepare students and adults for employment and future learning				
3.1. Increase success in and completion of quality postsecondary education				
A. Percentage of high school graduates aged 16–24 enrolling immediately in college [Target: 68%; Actual: 68.6% for FY 2009]	Aug. 2011	Met	Not met*	Not met
B. Percentage of Upward Bound participants enrolling in college [Target: 75% for FY 2009]	Dec. 2012	Dec. 2011	Met	Met
C. Percentage of Career and Technical Education concentrators retained in postsecondary education or transferring to a baccalaureate degree program who have transitioned to postsecondary education or employment by December of the year of graduation [Target: 58%; Actual: 70% for FY 2009]	May 2011	Met	NA	NA

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Performance Results Summary	FY 2010	FY 2009	FY 2008	FY 2007
D. Percentage of full-time degree-seeking undergraduate students at Title IV institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution [Target: 71%; Actual: 72.4% for FY 2009]	Aug. 2011	Met	Met	Not met
E. Percentage of full-time degree-seeking undergraduate students at Historically Black Colleges and Universities who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution [Target: 66%; Actual: 64% for FY 2009]	Aug. 2011	Not met	Not met*	Not met
F. Percentage of full-time degree-seeking undergraduate students at Hispanic-Serving Institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution [Target: 68%; Actual: 64.5% for FY 2009]	Dec. 2010	Not met	Met	Not met
G. Percentage of students enrolled at all Title IV institutions completing a four-year degree within six years of enrollment [Target: 57% for FY 2009]	Jan. 2012	April 2011	Met	Met
H. Percentage of freshmen participating in Student Support Services who complete an associate's degree at original institution or transfer to a four-year institution within three years [Target: 28% for FY 2009]	Dec. 2011	March 2011	Met	Not met
I. Percentage of first-time full-time degree-seeking undergraduate students enrolled at 4-year Historically Black Colleges and Universities graduating within six years of enrollment [Target: 40%; Actual 34% for FY 2009]	Dec. 2011	Not Met	Not met	Not met*
J. Percentage of first-time, full time degree seeking students enrolled at 4-year Hispanic-Serving Institutions graduating within six years of enrollment [Target: 44%; Actual: 42% for FY 2009]	Dec. 2011	Not Met	Met	Met
K. Percentage of postsecondary career and technical education students who have completed a postsecondary degree or an industry-recognized credential, certificate, or degree. [Target: 56%; Actual: 54% for FY 2009]	May 2011	Not met*	NA	NA
3.2. Deliver student financial aid to students and parents effectively and efficiently				
A. Direct administrative unit costs for origination and disbursement of student aid (total cost per transaction) [Target: $4.00; Actual: $3.60 for FY 2009]	Met	Met	Met	Met
B. Customer service level on the American Customer Satisfaction Index for the Free Application for Federal Student Aid (FAFSA) on the Web [Target: 84 points; Actual: 84 for FY 2009]	Met	Met	Met	Not met
C. Pell Grant improper payments rate [Target: 3.41%; Actual: 3.50% for FY 2009]	Met	Not met*	Not met*	Not met
D. Direct Loan recovery rate [Target: 20%; Actual: 18% for FY 2009]	Not met	Not met	Met	Met

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Performance Results Summary	FY 2010	FY 2009	FY 2008	FY 2007
E. Federal Family Education Loan recovery rate [Target: 19.75%; Actual: 19.70% for FY 2009]	Met	Not met	Met	Met
3.3. Prepare adult learners and individuals with disabilities for higher education, employment, and productive lives				
A. Percentage of state vocational rehabilitation agencies that meet the employment outcome standard for the Vocational Rehabilitation State Grants program	***	Not met	Met	Met
B. Percentage of adults served by the Adult Education State Grants program with a high school completion goal who earn a high school diploma or recognized equivalent [Target: 54%; Actual: 64% for FY 2009]	Feb. 2011	Met	Met	Met
C. Percentage of adults served by the Adult Education State Grants program with a goal to enter postsecondary education or training who enroll in a postsecondary education or training program [Target: 41%; Actual: 59% for FY 2009]	Feb. 2011	Met	Met	Met
D. Percentage of adults served by the Adult Education State Grants program with an employment goal who obtain a job by the end of the first quarter after their program exit quarter [Target: 42%; Actual: 55% for FY 2009]	Feb. 2011	Met	Met	Met
Strategic Goal 4—Cross-Goal Strategy on Management				
4.1. Maintain and strengthen financial integrity and management and internal controls				
A. Maintain an unqualified (clean) audit opinion [Target: Unqualified for FY 2009]	Met	Met	Met	Met
B. Achieve and maintain compliance with the *Federal Information Security Management Act of 2002* [Target: Compliant for FY 2009]	Not met	Not met	Not met	Met
C. Percentage of new discretionary grants awarded by June 30 [Target: 80%; Actual: 36% for FY 2009]	Not met	Not met	Not met	Met
4.2. Improve the strategic management of the Department's human capital				
A. Percentage of employees believing that leaders generate high levels of motivation and commitment [Target: 40%; Actual: 37% for FY 2009]	Not met*	Not met*	Not met	Met
B. Percentage of employees believing that managers review and evaluate the organization's progress toward meeting its goals and objectives [Target: 68%; Actual: 51% for FY 2009]	Not met*	Not met	Not met	Met
C. Percentage of employees believing that steps are taken to deal with a poor performer who cannot or will not improve [Target: 34%; Actual: 26% for FY 2009]	Not met*	Not met	Not met	Met
D. Percentage of employees believing that department policies and programs promote diversity in the workplace [Target: 56%; Actual: 48% for FY 2009]	Not met	Not met	Not met*	Not met*

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E. Percentage of employees believing that they are held accountable for achieving results [Target: 85%; Actual: 84% for FY 2009]	Not met	Not met	Met	Met
F. Percentage of employees believing that the workforce has the job-relevant knowledge and skills necessary to accomplish organizational goals [Target: 72%; Actual 68% for FY 2009]	Not met	Not met	Not met	Met
G. Average number of days to hire is at or below the OPM 45-day hiring model for non-SES	Met	Met	Met	Met
H. Percentage of employees with performance standards in place within 30 days of start of current rating cycle [Target: 95%; Actual: 95% for FY 2009]	Not met	Met	Met	Not met
I. Percentage of employees who have ratings of record in the system within 30 days of close of rating cycle [Target: 99%; Actual: 96% for FY 2009]	Not met	Not met	Met	Met
4.3. Achieve budget and performance integration to link funding decisions to results				
A. Percentage of Department program dollars in programs that demonstrate effectiveness in terms of outcomes, either on performance indicators or through rigorous evaluations [Target: 86%; Actual: 88% for FY 2009]	***	Met	Met	Met

The full *Annual Performance Report*, as well as other annual reports and plans, are available on the Department's Web site at: http://www.ed.gov/about/reports/annual/index.html.

The Department welcomes all comments and suggestions on both the content and presentation of this report. Please forward them to: PARcomments@ed.gov.

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