

GOAL 2: Increase the Academic Achievement of All High School Students

Measures for Objective 2.1: Increase the proportion of high school students taking a rigorous curriculum

	Results								Plan	
	FY 2006		FY 2007		FY 2008		FY 2009		FY 2010	FY 2011
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
2.1.A. Percentage of Low-Income Students Who Qualify for Academic Competitiveness Grants** ¹	N/A		*	35	42	26	49	Sept. 2010	56	63
2.1.B. Number of Advanced Placement Classes Available Nationwide ²	N/A		*	Not Collected	PY +10%	Not Collected	PY +10%	Not Collected	PY +10%	PY +10%
Number of Advanced Placement Tests Taken by Public School Students*** ³										
2.1.C. Total	N/A	1,943,565	1,953,000	2,133,594	2,168,000	2,321,311	2,406,000	2,495,252	2,671,000	2,965,000
2.1.D. Low-Income	209,411	267,286	230,352	286,028	328,932	308,072	378,272	387,986	435,013	500,265
2.1.E. Minorities (Black, Hispanic, Native American) [†]	336,000	359,372	376,000	413,847	421,000	471,898	544,716	538,249	626,423	575,520
2.1.F. Number of Teachers Trained Through Advanced Placement Incentive Grants to Teach Advanced Placement Classes ⁴	N/A		*	Not Collected	PY +5%	Not Collected	PY +10%	Not Collected	PY +10%	PY +10%

N/A = Not Available, PY = Prior Year.

* New measure in 2007. The 2007 actual served as the baseline.

** Academic Competitiveness Grants sunset after 2011.

*** New measure in 2005. The 2005 actual served as the baseline.

† Advanced Placement measures use the definitional term Black.

Sources:

¹National Center for Education Statistics, 2007-08 National Postsecondary Student Aid Study (NPSAS:08).

²The College Board, Ledger of Authorized Advanced Placement Courses. Data are reported annually.

³The College Board, Freeze File Report. Data are reported annually.

⁴U.S. Department of Education, Advanced Placement Incentive Program, Annual Performance Reports.

Measure 2.1.A.: Percentage of Low-Income Students Who Qualify for Academic Competitiveness Grants

Analysis of Progress: The American Competitiveness Initiative is a comprehensive strategy to keep this nation the most innovative in the world. Its goal is to strengthen high schools and prepare students for college or the workforce. The Department is committed to expanding Advanced Placement (AP) and International Baccalaureate (IB) programs to increase teacher training in mathematics, science and critical foreign languages; to increase the number of students taking AP and IB mathematics, science and critical foreign language exams; and to triple the number of students passing AP and IB tests. Academic Competitiveness Grants (ACGs) provide financial incentives for students to take a rigorous course of study in high school and college. To qualify for ACGs, students must complete rigorous course-work, maintain good grades, be full-time students and be eligible for Federal Pell Grants.

The measure for 2008 considered first- and second-year undergraduate students less than 21 years of age at two- and four-year postsecondary institutions and compared ACG recipients to the total number of Pell Grant-qualified students (those who got Pell Grants plus ACG recipients). The program is scheduled to close in FY 2011.

Data Quality and Timeliness: Data for FY 2009 are expected in September 2010 through the National Student Loan Data System via Common Origination and Disbursement system data.

Target Context: FY 2007 was the first year of the Academic Competitiveness Grants program. Targets for future years were developed as follows: the numerator was determined through a review of Financial Student Aid records and the denominator was developed from high school graduation records for the 2004–05 and 2005–06 school years, with the estimates narrowed for low-income students by use of the 2003–04 National Postsecondary Student Aid Study (NPSAS) and state estimates of the proportion of students taking rigorous curricula. The target is a challenging goal for the program—a 20 percent increase annually in the proportion of qualified students given ACG grants, potentially leading to doubling the proportion of students by FY 2011.

Measure 2.1.B.: Number of Advanced Placement Classes Available Nationwide

Analysis of Progress: Data for this measure were not collected for FY 2007, FY 2008 or FY 2009. The measure indicates number of Advanced Placement classes available nationwide for which no calculation is possible, in that individual classes are not identified for each school participating in the AP program.

Data Quality and Timeliness: The Ledger of Authorized Advanced Placement Courses was initiated in 2007 and tracks only the number of courses offered, not the number of classes.

Measures 2.1.C., 2.1.D. and 2.1.E.: Number of Advanced Placement Tests Taken by Public School Students (Total, Low-Income and Minorities)

Analysis of Progress: Targets were originally established by the Department's program office and in the *FY 2007–2012 Strategic Plan*. Data are supplied by the College Board. The Department exceeded its targets for FY 2008 and FY 2009 for the total number of AP tests taken by public school students. It did not meet its target for low-income students for FY 2008 but did exceed it for FY 2009. For minority students, the Department exceeded its target for FY 2008 but did not meet the target for FY 2009. The Department continues to see growth in the overall numbers of AP courses and tests taken by public school students, especially low-income and minority students. Low-income is defined as those students who meet the requirements for free or reduced-price lunches.

Data Quality and Timeliness: Data are reported annually. Data are analyzed by the College Board and by the Department.

Target Context: These measures were not in place as strategic measures prior to 2005; 2005 actual data were used to set baselines and establish future targets.

Measure 2.1.F.: Number of Teachers Trained Through Advanced Placement Incentive Grants to Teach Advanced Placement Classes

Analysis of Progress: No data have been collected for this measure.

Data Quality and Timeliness: Originally, these data were not collected because of a delay in proposed rulemaking. Funds were not appropriated for the Advanced Placement Incentive program as authorized by the *America COMPETES Act*.

Measures for Objective 2.2: Promote advanced proficiency in mathematics and science for all students

	Results								Plan	
	FY 2006		FY 2007		FY 2008		FY 2009		FY 2010	FY 2011
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
Number of Advanced Placement Tests in Mathematics and Science Taken Nationwide by Public School Students: ¹										
2.2.A. Total	*	589,701	631,000	644,550	681,000	692,210	736,000	734,425	802,000	882,000
2.2.B. Low-Income	*	60,692	65,000	66,337	70,000	73,710	76,000	91,927	84,000	93,000
2.2.C. Minorities (Black, Hispanic, Native American) ^{***}	*	74,762	80,000	86,061	86,000	98,718	94,171	111,532	104,000	115,000
2.2.D. Number of Teachers Trained Through Advanced Placement Incentive Grants to Teach Advanced Placement Classes in Mathematics and Science ²	N/A		Estab. BL	Not Collected	PY +5%	Not Collected	PY +10%	Not Collected	PY +10%	PY +10%

BL = Baseline, N/A = Not Available, PY = Prior Year.

***Advanced Placement measures use the definitional term Black.

Sources:

¹The College Board, Freeze File Report. Data are reported annually.

²U.S. Department of Education, Advanced Placement Incentive Program, Annual Performance Reports.

Measures 2.2.A., 2.2.B. and 2.2.C.: Number of Advanced Placement Tests in Mathematics and Science Taken Nationwide by Public School Students (Total, Low-Income and Minorities)

Analysis of Progress: Targets are established by the program office and by the Department’s *FY 2007–2012 Strategic Plan*. Data are supplied by the College Board. The Department exceeded its 2008 target for the total number of AP tests in mathematics and science taken by public school students, but did not meet its FY 2009 target. For low-income students, the Department exceeded its targets for FY 2008 and FY 2009. For minority students, it exceeded its FY 2008 and FY 2009 targets. The number of AP tests in mathematics and science taken nationwide continues to increase, especially for low-income students and minority students. Low-income students are defined as those students who qualify for free or reduced-price lunches.

Data Quality and Timeliness: Data are reported annually.

Target Context: FY 2006 served as the baseline. The Department established future targets based on the 2006 actual data.

Measure 2.2.D.: Number of Teachers Trained Through Advanced Placement Incentive Grants to Teach Advanced Placement Classes in Mathematics and Science

Analysis of Progress: Data on this measure were not collected.

Data Quality and Timeliness: Originally, these data were not collected because of a delay in proposed rulemaking. Data for this measure were not collected because there were no funds appropriated for the Advanced Placement Incentive program authorized under the *America COMPETES Act*.

Measures for Objective 2.3: Increase proficiency in critical foreign languages

	Results								Plan	
	FY 2006		FY 2007		FY 2008		FY 2009		FY 2010	FY 2011
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
2.3.A. Combined Total of Advanced Placement ¹ and International Baccalaureate ² Tests in Critical Foreign Languages Passed by Public School Students	N/A		Estab. BL	3,557	4,091	4,033	4,638	4,642	5,338	PY +15%

BL = Baseline, N/A = Not Available, PY = Prior Year.

Sources:

¹The College Board, Freeze File Report. Data are reported annually.

²International Baccalaureate North America, Examination Review and Data Summary. Data are reported annually.

Measures 2.3.A.: Increase proficiency in critical foreign languages

Analysis of Progress: In 2007, 2008 and 2009, the College Board tested in AP for critical languages for Chinese and Japanese. In 2007 and 2008, International Baccalaureate of North America tested the critical languages of Arabic, Chinese, Hindi, Japanese, Korean, Russian and Turkish, but did not test for Turkish in 2009.

Data Quality and Timeliness: Data are reported annually by the International Baccalaureate of North America and by the College Board.

Target Context: The Department used the FY 2007 actual to set the baseline. It did not meet its target for FY 2008 and exceeded the target only moderately for FY 2009. Targets are set at an increase of 15 percent over the actual values for the prior year. Targets and actuals are based on a total of all tests passed, regardless of score received.