

Appendix A: Performance Results for Discontinued Measures

Strategic Plan Comparison

<i>FY 2007–2012 Strategic Plan</i>	<i>FY 2011–2014 Draft Strategic Plan</i>
Mission: Promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access	Mission: Promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access
Goal 1: Improve student achievement, with a focus on bringing all students to grade level in reading and mathematics by 2014	<p>Goal 2: Elementary and Secondary: Prepare all elementary and secondary students for college and career by improving the education system's ability to consistently deliver excellent classroom instruction with rigorous academic standards while providing effective support services.</p> <p>Goal 3: Early Learning: Improve the health, social-emotional, and cognitive outcomes for all children from birth through 3rd grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready.</p> <p>Goal 4: Equity: Ensure effective educational opportunities for all students regardless of race, ethnicity, national origin, age, sex, disability, language, and socioeconomic status.</p> <p>Goal 5: Continuous Improvement of the U.S. Education System: Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, transparency, innovation, and technology.</p>
Goal 2: Increase the academic achievement of all high school students	<p>Goal 2: Elementary and Secondary: Prepare all elementary and secondary students for college and career by improving the education system's ability to consistently deliver excellent classroom instruction with rigorous academic standards while providing effective support services.</p> <p>Goal 4: Equity: Ensure effective educational opportunities for all students regardless of race, ethnicity, national origin, age, sex, disability, language, and socioeconomic status.</p> <p>Goal 5: Continuous Improvement of the U.S. Education System: Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, transparency, innovation, and technology.</p>
Goal 3: Ensure the accessibility, affordability, and accountability of higher education and better prepare students and adults for employment and future learning	<p>Goal 1: Postsecondary Education, Career and Technical Education, and Adult Education: Increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.</p> <p>Goal 4: Equity: Ensure effective educational opportunities for all students regardless of race, ethnicity, national origin, age, sex, disability, language, and socioeconomic status.</p> <p>Goal 5: Continuous Improvement of the U.S. Education System: Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, transparency, innovation, and technology.</p>
Management Goal: Cross-Goal Strategy on Management	Goal 6: U.S. Department of Education Capacity: Improve the organizational capacities of the Department to implement this Strategic Plan.

PERFORMANCE RESULTS FOR DISCONTINUED MEASURES

Performance Results Summary for Discontinued Measures	Fiscal Year	Target	Actual	Status
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	FY 2010	84.2%	72.2%	Not Met
B. Percentage of low-income students who achieve proficiency on state reading assessments	FY 2010	77.7%	61.4%	Not Met*
C. Percentage of American Indian/Alaska Native students who achieve proficiency on state reading assessments	FY 2010	80.1%	61.1%	Not Met*
D. Percentage of African American students who achieve proficiency on state reading assessments	FY 2010	77.8%	60.9%	Not Met
E. Percentage of Hispanic students who achieve proficiency on state reading assessments	FY 2010	76.0%	59.9%	Not Met*
F. Percentage of students with disabilities who achieve proficiency on state reading assessments	FY 2010	69.4%	43.9%	Not Met*
G. Percentage of Limited English Proficient students who achieve proficiency on state reading assessments	FY 2010	69.9%	40.7%	Not Met*
H. Percentage of career and technical education concentrators meeting reading/language arts standards	FY 2010	69.0%	75.0%	Met
1.2. Improve student achievement in mathematics				
A. Percentage of all students who achieve proficiency on state mathematics assessments	FY 2010	82.5%	71.7%	Not Met*
B. Percentage of low-income students who achieve proficiency on state mathematics assessments	FY 2010	76.2%	61.6%	Not Met*
C. Percentage of American Indian/Alaska Native students who achieve proficiency on state mathematics assessments	FY 2010	76.6%	56.9%	Not Met*
D. Percentage of African American students who achieve proficiency on state mathematics assessments	FY 2010	74.4%	59.2%	Not Met*
E. Percentage of Hispanic students who achieve proficiency on state mathematics assessments	FY 2010	75.9%	61.2%	Not Met*
F. Percentage of students with disabilities who achieve proficiency on state mathematics assessments	FY 2010	68.9%	46.3%	Not Met*
G. Percentage of Limited English Proficient students who achieve proficiency on state mathematics assessments	FY 2010	71.7%	50.9%	Not Met*
H. Percentage of career and technical education concentrators meeting mathematics standards	FY 2010	63.0%	71.0%	Met
1.3. Improve teacher quality				
A. Percentage of total core academic classes taught by highly qualified teachers	FY 2010	100.0%	96.7%	Not Met*
B. Percentage of total core elementary classes taught by highly qualified teachers	FY 2010	100.0%	97.7%	Not Met*
C. Percentage of core elementary classes in high-poverty schools taught by highly qualified teachers	FY 2010	100.0%	97.0%	Not Met*
D. Percentage of core elementary classes in low-poverty schools taught by highly qualified teachers	FY 2010	100.0%	97.7%	Not Met*
E. Percentage of total core secondary classes taught by highly qualified teachers	FY 2010	100.0%	95.8%	Not Met*
F. Percentage of core secondary classes in high-poverty schools taught by highly qualified teachers	FY 2010	100.0%	94.1%	Not Met*
G. Percentage of core secondary classes in low-poverty schools taught by highly qualified teachers	FY 2010	100.0%	97.2%	Not Met*

* Not met but improved over prior years

Notes

Actuals and Targets updated based on most recent data.
 "Met" includes all measures met or exceeded.

PERFORMANCE RESULTS FOR DISCONTINUED MEASURES

Performance Results Summary for Discontinued Measures	Fiscal Year	Target	Actual	Status
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	FY 2009	4.0%	5.6%	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	FY 2009	5.0%	5.0%	Met
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	FY 2009	26.0%	22.7%	Met
1.5. Increase information and options for parents				
A. Percentage of eligible students exercising choice	FY 2008	2.4%	2.3%	Not met
B. Percentage of eligible students participating in supplemental educational services	FY 2009	18.2%	15.6%	Not met*
C. Number of charter schools in operation	FY 2010	5,190	4,958	Not met*
1.6. Increase high school completion rate				
A. Percentage of total 18–24-year-olds who have completed high school	FY 2009	87.6%	89.8%	Met
B. Percentage of African American 18–24-year-olds who have completed high school	FY 2009	85.8%	87.1%	Met
C. Percentage of Hispanic 18–24-year-olds who have completed high school	FY 2009	70.6%	76.8%	Met
D. Averaged freshman graduation rate	FY 2009	77.9%	75.5%	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	FY 2010	15	15	Met
B. Number of Department-supported mathematics or science programs and practices with evidence of efficacy using What Works Clearinghouse standards	FY 2010	12	15	Met
C. Number of Department-supported teacher quality programs and practices with evidence of efficacy using What Works Clearinghouse standards	FY 2010	10	10	Met
D. Number of visits to the What Works Clearinghouse Web site	FY 2010	641,000	919,883	Met

Sources

- 1.1.A.–1.1.G. Consolidated State Performance Reports.
1.1.H. U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report (CAR) (grantee performance report).
1.2.A.–1.2.G. Consolidated State Performance Reports.
1.2.H. U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report (CAR) (grantee performance report).
1.3.A.–1.3.G. Consolidated State Performance Reports.
1.4.A.–1.4.C. Centers for Disease Control and Prevention. Youth Risk Behavior Surveillance – United States, 2009. Surveillance Summaries. MMWR 2010;59(No. SS-5).
1.5.A.–1.5.C. Consolidated State Performance Reports.
1.6.A.–1.6.C. U.S. Department of Commerce, Census Bureau, October Current Population Survey. Data are collected annually.
1.6.D. U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State Non-fiscal Survey of Public Elementary/Secondary Education. Data are collected annually.
1.7.A.–1.7.C. Grantees send journal articles or fully prepared manuscripts describing evaluations of specific interventions to the U.S. Department of Education, Institute of Education Sciences.
1.7.D. U.S. Department of Education, Institute of Education Sciences.

* Not met but improved over prior years

Notes

Actuals and Targets updated based on most recent data.
“Met” includes all measures met or exceeded.

PERFORMANCE RESULTS FOR DISCONTINUED MEASURES

Performance Results Summary for Discontinued Measures	Fiscal Year	Target	Actual	Status
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	FY 2009	49%	41%	Not met*
B. Number of Advanced Placement classes available nationwide		No data	No data	
C. Number of Advanced Placement tests taken by all public school students	FY 2009	2,406,000	2,495,252	Met
D. Number of Advanced Placement tests taken by low-income public school students	FY 2009	378,272	387,986	Met
E. Number of Advanced Placement tests taken by minority (Black, Hispanic, Native American) public school students	FY 2009	544,716	538,249	Not met*
F. Number of teachers trained through Advanced Placement Incentive grants to teach Advanced Placement classes		No data	No data	
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	FY 2009	736,000	734,425	Not met*
B. Number of Advanced Placement tests in mathematics and science taken nationwide by low-income public school students	FY 2009	76,000	91,927	Met
C. Number of Advanced Placement tests in mathematics and science taken nationwide by minority (Black, Hispanic, Native American) public school students	FY 2009	94,171	111,532	Met
D. Number of teachers trained through Advanced Placement Incentive grants to teach Advanced Placement classes in mathematics and science		No data	No data	
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	FY 2009	4,638	4,642	Met

Sources

- 2.1.A. Pell Grant End of Year Report; Academic Competitiveness Grant (ACG)/National SMART Grant Programs End of Year Report; Pell Grant Merged Applicant and Recipient File.
- 2.1.B.
- 2.1.C.–2.1.E. The College Board, Freeze File Report. Data are reported annually.
- 2.1.F.
- 2.2.A.–2.2.C. The College Board, Freeze File Report. Data are reported annually.
- 2.2.D.
- 2.3.A. The College Board, Freeze File Report. Data are reported annually. International Baccalaureate North America, Examination Review and Data Summary. Data are reported annually.

* Not met but improved over prior years

Notes

Actuals and Targets updated based on most recent data.
 “Met” includes all measures met or exceeded.

PERFORMANCE RESULTS FOR DISCONTINUED MEASURES

Performance Results Summary for Discontinued Measures	Fiscal Year	Target	Actual	Status
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	FY 2010	69.0%	70.1%	Met
B. Percentage of Upward Bound participants enrolling in college	FY 2009	75.0%	83.0%	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	FY 2010	58.0%	72.0%	Met
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	FY 2010	72.0%	72.5%	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	FY 2010	68.0%-4yr, 57.0%-2yr	68.0%-4yr, 53.0%-2yr	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	FY 2010	78.0%-4yr, 64.0%-2yr	77.0%-4yr, 58.0%-2yr	Not met
G. Percentage of students enrolled at all Title IV institutions completing a four-year degree within six years of enrollment	FY 2009	57.0%	57.4%	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	FY 2010	28.0%	36.0%	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	FY 2010	40.0%	34.0%	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	FY 2010	45.0%	41.0%	Not met
K. Percentage of postsecondary career and technical education students who have completed a postsecondary degree or an industry-recognized credential, certificate, or degree	FY 2010	56.0%	53.0%	Not met
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)	FY 2010	\$3.76	\$3.35	Met
B. Customer service level on the American Customer Satisfaction Index for the Free Application for Federal Student Aid (FAFSA) on the Web	FY 2011	85 points	89 points	Met
C. Pell Grant improper payments rate	FY 2011	3.28%	2.72%	Met
D. Direct Loan recovery rate	FY 2011	20.5%	16.2%	Not met
E. Federal Family Education Loan recovery rate	FY 2011	20.25%	27.70%	Met

* Not met but improved over prior years

Notes

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"Met" includes all measures met or exceeded.

PERFORMANCE RESULTS FOR DISCONTINUED MEASURES

Performance Results Summary for Discontinued Measures	Fiscal Year	Target	Actual	Status
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	FY 2009	78.0%	61.0%	Not 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	FY 2010	55.0%	52.0%	Not 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	FY 2010	43.0%	60.0%	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	FY 2010	42.0%	48.0%	Met

Sources

- 3.1.A. U.S. Department of Commerce, Bureau of the Census, Current Population Survey.
- 3.1.B. U.S. Department of Education, Upward Bound Annual Performance Report.
- 3.1.C. U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report (CAR) (grantee performance report). Beginning in FY 2009.
- 3.1.D.–3.1.F. U.S. Department of Education, National Center for Education Statistics (NCES). Integrated Postsecondary Education Data System, Enrollment Survey. Persistence measures the 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.
- 3.1.G. U.S. Department of Education, NCES. Integrated Postsecondary Education Data System, Graduation Rate Survey.
- 3.1.H. U.S. Department of Education, Office of Postsecondary Education, Student Support Services Program Annual Performance Report.
- 3.1.I.–3.1.J. U.S. Department of Education, NCES. Integrated Postsecondary Education Data System, Graduation Rate Survey.
- 3.1.K. U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report (CAR) (grantee performance report). Beginning in FY 2009.
- 3.2.A. Unit costs are derived from the Department's Activity-Based Management program using direct administrative costs. They do not include administrative overhead or investment/development costs.
- 3.2.B. Based upon annual American Customer Satisfaction Index scores obtained through the CFI Group.
- 3.2.C. U.S. Department of Education, Federal Student Aid.
- 3.2.D. The recovery rate equals the sum of collections on defaulted Direct Loans divided by the outstanding Direct Loan default portfolio at the end of the previous year.
- 3.2.E. U.S. Department of Education, Federal Student Aid. The recovery rate equals the sum of collections on defaulted FFEL loans divided by the outstanding FFEL default portfolio at the end of the previous year.
- 3.3.A. U.S. Department of Education, OSERS/RSA/Quarterly Caseload Report.
- 3.3.B.–3.3.D. U.S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Program Performance Report, Accountability, and Financial Status Report (CAR) (grantee performance report).

* Not met but improved over prior years

Notes

Actuals and Targets updated based on most recent data.
 "Met" includes all measures met or exceeded.

PERFORMANCE RESULTS FOR DISCONTINUED MEASURES

Performance Results Summary for Discontinued Measures	Fiscal Year	Target	Actual	Status
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	FY 2011	Un-qualified	Un-qualified	Met
B. Achieve and maintain compliance with the <i>Federal Information Security Management Act of 2002</i>	FY 2011	Compliant	Non-compliant	Not met
C. Percentage of new discretionary grants awarded by June 30	FY 2010	90.0%	20.0%	Not 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	FY 2011	43.0%	45.0%	Met
B. Percentage of employees believing that managers review and evaluate the organization's progress toward meeting its goals and objectives	FY 2011	68.0%	63.0%	Not met*
C. Percentage of employees believing that steps are taken to deal with a poor performer who cannot or will not improve	FY 2011	40.0%	27.0%	Not Met
D. Percentage of employees believing that department policies and programs promote diversity in the workplace	FY 2011	61.0%	55.0%	Not met*
E. Percentage of employees believing that they are held accountable for achieving results	FY 2011	86.0%	84.0%	Not met*
F. Percentage of employees believing that the workforce has the job-relevant knowledge and skills necessary to accomplish organizational goals	FY 2011	77.0%	71.0%	Not met*
G. Average number of days to hire is at or below the OPM 45-day hiring model for non-SES	FY 2010	45	28	Met
H. Percentage of employees with performance standards in place within 30 days of start of current rating cycle	FY 2011	98.0%	96.0%	Not met*
I. Percentage of employees who have ratings of record in the system within 30 days of close of rating cycle	FY 2011	100.0%	90.0%	Not 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	FY 2009	86.0%	88.0%	Met

Sources

- 4.1.A. Independent Auditors' annual financial statement audit report and related reports on internal control and compliance with laws and regulations.
- 4.1.B. U.S. Department of Education, Office of Inspector General, annual *Federal Information Security Management Act* audit.
- 4.1.C. U.S. Department of Education's Grant Administration and Payment System.
- 4.2.A.–4.2.F. Federal Human Capital Survey.
- 4.2.G. 2010 Employee Viewpoint Survey.
- 4.2.H. Data from performance management software used by the Department.
- 4.2.I. U.S. Department of the Interior's Federal Personnel Payroll System.
- 4.3.A. U.S. Department of Education, analysis of Program Assessment Rating Tool findings.

* Not met but improved over prior years

Notes

Actuals and Targets updated based on most recent data.
 "Met" includes all measures met or exceeded.