

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.

Overview

There is a clear national consensus that the elementary and secondary education system should prepare every student for college and a career. However, there also is broad agreement that the education system fails to ensure that all students graduate not only on time, but also graduate prepared for college and a career.

The Department's elementary and secondary education reforms focus on the building blocks needed for schools, school districts, and states to more consistently deliver excellent classroom instruction for all students, especially students with disabilities and English learners:

- a system for improving learning and teaching that aligns internationally benchmarked college- and career-ready standards, high-quality formative and summative assessments, and engaging and effective instructional content;
- an effective teacher for every student, an effective leader for every school, and all teachers and leaders with access to the support and feedback needed to be effective;
- school environments that are conducive to teaching and learning for all students, and as required by laws, including those for students with disabilities and English learners;
- communities that work together to ensure that children know they are the highest priority and receive the support they need to succeed;
- dramatic improvements among the persistently lowest-achieving schools; and
- the preservation and promotion of a well-rounded education for all students, along with an increase in the capacity of students to fulfill the needs of the Science, Technology, Engineering and Mathematics (STEM) pipeline.

Goal 2: Details

Elementary and Secondary Indicators of Success	Results				
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
	Actual	Actual	Actual	Actual	Actual
2.A. Increase in the number of states with adopted internationally benchmarked college- and career-ready standards*	NA	NA	NA	30 states + DC	45 states + DC
2.B. Increase in the number of states collaborating to develop and adopt high-quality assessments aligned to college- and career-ready standards	NA	NA	NA	NA	45 states + DC
2.C. Increase in the number of states in which postsecondary institutions accept proficiency on state assessment as evidence that students do not need to enroll in remedial courses	NA	NA	NA	NA	Estab. BL
2.D. Increase in the number of school districts with comprehensive teacher evaluation and support systems*	NA	NA	NA	NA	Estab. BL
2.E. Increase in the number of states with statewide requirements for comprehensive teacher evaluation and support systems*	NA	NA	NA	NA	12 states + DC
2.F. Increase in the number of states with statewide requirements for comprehensive principal evaluation and support systems*	NA	NA	NA	NA	12 states + DC
2.G. Increase in the percentage of schools implementing initiatives that increase time for learning during or outside the school day	NA	NA	NA	NA	Estab. BL
2.H. Increase the number of persistently lowest achieving schools identified as potential models by demonstrating improvement on leading indicators that schools are required to report through the School Improvement Grants program*	NA	NA	NA	NA	Estab. BL
2.I. Increase in the percentage of Race-to-the-Top grantees that achieve their targets for their performance measures	NA	NA	NA	NA	Estab. BL
2.J. Increase in the percentage of middle/high school math teachers who major in math or math education	NA	72%	NA	NA	NA
2.K. Increase in the percentage of middle/high school science teachers who major in science or science education	NA	84%	NA	NA	NA

* This indicator of success aligns with a Department Priority Goal.

NA = No data available for the period

Sources:

- 2.A.** www.corestandards.org
- 2.B.** The Partnership for Assessment of Readiness for College and Careers (PARCC) at www.achieve.org/PARCC and SMARTER Balanced Assessment Consortium at <http://www.k12.wa.us/smarter/>
- 2.C.** U.S. Department of Education, Program and Policy Studies Service
- 2.D.** State Fiscal Stabilization Fund annual performance report data
- 2.E.** Race to the Top data

- 2.F. Race to the Top data
- 2.G. Current (School Improvement Grant grantee data): *EDFacts*. Future collection method: *EDFacts* survey of districts/schools
- 2.H. Results from School Improvement Grant reports due in February 2012
- 2.I. Race to the Top annual performance reports
- 2.J. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS): http://nces.ed.gov/surveys/sass/tables/sass0708_006_t1n.asp
- 2.K. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS)

Explanation and Analysis of Progress: Measures 2B-2I will establish a baseline using FY 2010 and 2011 data. Measures 2A, 2J, and 2K have existing data prior to FY 2011. Data for measures 2C-2K are reported by the Department and measures 2A and 2B include data that are reported by a non-federal organization. Data for measures 2D-2H are collected from states or grantees. Data for measure 2J and 2K are reported by the National Center for Education Statistics. Data for measures 2A-2K are most influenced by actions taken by local educational agencies or grantees in response to state and federal policy initiatives, but also are influenced by factors that are beyond the control of the local educational agencies, the states, or the Department.

Developing appropriate assessment instruments and approaches for very young children poses significant challenges, especially for children from low-income families, children who are English learners, and children with disabilities. Developing and administering the next generation of assessments and supporting teachers through training related to the new standards will require continuing financial support. As teacher and school leader evaluation systems and compensation decisions are governed by state and local policies, without revisions in state policies and new partnerships with teacher organizations, reforms of existing evaluation and compensation systems are unlikely to be successful.