

---

## Performance Details

The Department has identified performance measures centered on desired outcomes for each of the six strategic goals established by the draft *FY 2011–14 Strategic Plan*. Each goal section provides insight into how the Department will work to achieve its strategic goals. Some performance measures are based on trend data over several years. Since the Department has begun to report on a new draft Strategic Plan for the first time in FY 2011, additional measures for which there is currently only a baseline target for FY 2011 were developed to support each strategic goal.

### Challenges Linking Program Performance to Funding

Linking performance results, expenditures, and budget for Department programs is complicated. Most of the Department's funding is disbursed through grants and loans. Only a portion of a given fiscal year's appropriation is available to state, school, organization, or student recipients during the fiscal year in which the funds are appropriated. The remainder is available at or near the end of the appropriation year or in a subsequent year.

The processes required for conducting grant competitions often result in the award of grants near the end of the fiscal year, with funding available to grantees for future fiscal years.

Therefore, program results cannot be attributed solely to the actions taken related to FY 2011 funds but to a combination of funds from across several fiscal years, as well as state and local investments, and to many external factors, including economic conditions. Furthermore, the results of some education programs may not be apparent for many years after the funds are expended. In addition, results may be due to the effects of multiple programs.

### The Department's Approach to Data Collection and Analysis

The *Government Performance and Results Act of 1993*, reauthorized as the *GPRA Modernization Act of 2010*, requires federal departments and agencies to describe the goals and objectives of their programs clearly, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and report regularly on achievement. The goals of the act include: improving program effectiveness by promoting a focus on results, service quality, and customer satisfaction; improving congressional decision-making by providing objective information on achieving statutory objectives; and focusing on the relative effectiveness and efficiency of federal programs and spending.

**The Education Dashboard:** In FY 2011, the Department took significant steps toward enhancing its ability to provide more timely and consistent information to the public by improving its use of education data through a variety of electronic formats. The Department has implemented a [data dashboard](#) that contains high-level indicators of education outcomes, ranging from student participation in early learning through completion of postsecondary education.

In addition, the [State of the States in Education](#) shows the 10 highest and lowest performing states (based on 2009 data) on basic indicators of educational performance.

Disparities in educational performance highlight that demographics alone do not explain differences in educational performance and that [state policies](#) matter.

In addition to data provided on the dashboard, [data.ed.gov](#) provides links to the Department's various data sources, including: the Institute of Education Sciences' National Center for Education Statistics, *EDFacts*, Federal Student Aid Data Center, and the ED Data Express.

**The Data Quality Initiative:** The Data Quality Initiative (DQI), begun in 2006, is designed to improve the quality of the Department's program performance data and reporting.

The DQI has worked with the Department's program offices and with grantees to review grantee evaluation plans and reports; develop annual performance reporting methodologies; develop data collection and reporting guidance; review and analyze grantee annual performance data; and deliver grantee briefings and workshops focused on evaluation issues. See [http://ies.ed.gov/ncee/projects/evaluation/assistance\\_data.asp](http://ies.ed.gov/ncee/projects/evaluation/assistance_data.asp) for more details.

**Consolidating Data Collection Through EDFacts:** Complete and accurate data are essential for effective decision-making. *EDFacts* is the Department's initiative to put performance data at the center of policy, management, and budget decision-making for elementary and secondary educational programs. *EDFacts* centralizes performance data supplied by state educational agencies (SEAs) and enables the Department to better analyze and use data in policy development, planning, and management. The *EDFacts* system enables the consolidation of separate data collections and is able to reduce the reporting burden for states by eliminating redundant data requests. Data are available for both state and local educational agencies and school data include data on demographics, program participation, implementation, and outcomes. See <http://www2.ed.gov/about/inits/ed/edfacts/index.html> for insights into the program.

**Statewide Longitudinal Data Systems:** The Statewide Longitudinal Data Systems (SLDS) grant program, as authorized by the *Educational Technical Assistance Act of 2002*, Title II, is designed to aid state educational agencies in developing and implementing longitudinal data systems. Most statewide longitudinal data systems funds are awarded as state grants, but a portion of the funds are used for activities to improve data quality, coordination and use. Current such activities include the Education Data Technical Assistance Program, the Privacy Technical Assistance Center, and work on common education data standards. These systems are intended to enhance the ability of states to efficiently and accurately manage, analyze, and use education data, including individual student records. The data systems developed with funds from these grants should help states, districts, schools, and teachers make data-driven decisions to improve student learning, as well as facilitate research to increase student achievement and close achievement gaps. More information on the SLDS grant program is available at <http://nces.ed.gov/Programs/SLDS/>.

**Civil Rights Data Collection:** The Department collects data on key education and civil rights issues in our nation's public schools for use by the Office for Civil Rights in its enforcement and monitoring efforts, by other Department offices, and by policymakers and researchers outside of the Department. The Department has increased the availability of data related to student access to resources and opportunities to succeed, as well as data that illuminate barriers to equity and success, such as data on harassment, school discipline, and restraint/seclusion. The website displaying this data has been enhanced as well. See <http://ocrdata.ed.gov/>.

**Data Strategy Team:** The Data Strategy Team (DST) addresses the issue of inconsistent and uncoordinated data strategies among the various principal offices within the Department. The mission of the DST is to coordinate the Department's public-facing data initiatives by building cohesiveness in internal processes and data policies and by improving transparency in all matters surrounding the Department's collection of data. The DST supports states' use of education data through data websites and technical assistance and identifies best practices for the use and promotion of data policy.

**Mapping State Standards:** In FY 2011, the Department released a report comparing the relative rigor of state proficiency standards in reading and mathematics using the National Assessment of Educational Progress (NAEP) scale as a common yardstick. Each individual state develops its own state assessments in reading and math and sets its own proficiency standard. As a result, states vary widely in the standards they set for students. By using NAEP as a benchmark, it was possible to compare state proficiency standards.

This report is the latest in a series of similar reports mapping state proficiency standards to the NAEP scale. Data are available for 2005, 2007, and 2009, as well as 2003 using a slightly different methodology. More information on prior reports and detailed state-by-state information is available at <http://nces.ed.gov/nationsreportcard/studies/statemapping/>.

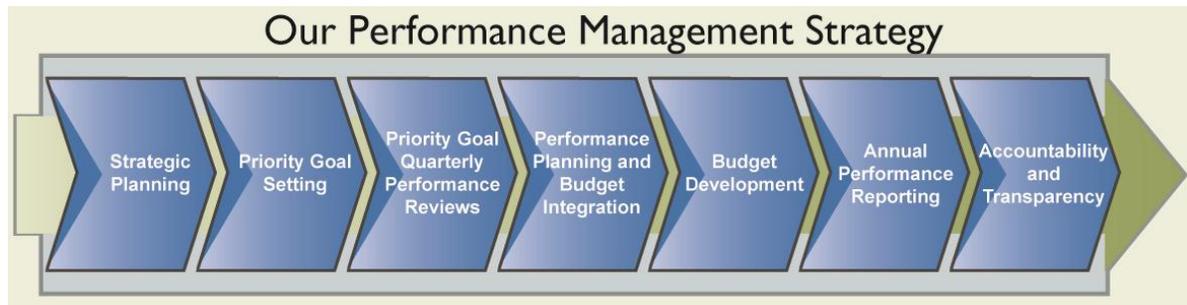
**Uniform Graduation Rate:** In FY 2011, states began recording high school graduation rates for the 2010–11 school year using a more rigorous four-year adjusted cohort, as developed by the nation's governors in 2005. Since data reporting requirements were first implemented, states have calculated graduation rates using varying methods, creating inconsistent data from one state to the next. The transition to a uniform high school graduation rate requires all states to report the number of students who graduate in four years with a standard high school diploma, divided by the number of students who entered high school four years earlier, and accounting for student transfers in and out of school.

## **The Department's Evaluation Initiatives**

In May 2010, the Department launched a new agency-wide evaluation planning process to better align its investments in knowledge building with the Department's strategic plan and its budget and policy priorities and to support appropriate resource allocation. The process was developed to identify the Department's key priorities for evaluations that can provide reliable measures of the impacts of programs, policies, and strategies, as well as for a range of research and evaluation activities that build knowledge important to inform policy and practice more broadly.

In FY 2011, the Department developed and approved a set of priority research questions which will help shape its future investments in knowledge building. Each principal office was asked to identify its highest priority research questions, as well as any program-specific research questions. The evaluation planning team's recommendations are designed to ensure that the evaluation activities supported annually by the Department respond to those research questions identified as highest priority to the policy and program offices. The Department plans to engage annually in a similar strategic planning process for investments in knowledge building.

## The Department's Priority Performance Goals for FY 2010–11



### Overview

The *GPRRA Modernization Act of 2010* requires federal agencies covered by the *Chief Financial Officer's (CFO) Act of 1990* to submit priority goals to the Office of Management and Budget (OMB) and to review progress quarterly towards achieving those priorities. The Department's priority goals support improvements in near-term outcomes, customer service, and efficiencies, and advance progress toward longer-term goals. These goals, which will help measure the success of the Department's cradle-to-career education strategy, reflect the importance of teaching and learning at all levels of the education system. Targets and milestones for each priority goal have been set by the Department and overall progress toward their achievement is tracked quarterly through reviews and assessments of progress.

These goals are consistent with the Department's draft four-year strategic plan that is currently being finalized and will be used to regularly monitor and report progress. The Department is in the process of developing some new and continuing some previous priority goals to accompany the President's FY 2013 Budget.

### National Outcomes

The National Outcomes are the improvements in student achievement needed at every level of education to achieve the President's 2020 goal for all students to be college and career ready. Improving these outcomes will require a concerted effort from all stakeholders in the education system.

1. **Early Learning:** All states improving overall and disaggregated health, social-emotional, and cognitive outcomes for all children at kindergarten entry.
2. **Elementary and Secondary:** All states improving overall and disaggregated high school graduation rates.
3. **Postsecondary Completion:** Nation improving overall and disaggregated college completion rates.
4. **Postsecondary Attainment:** Nation improving the percent of 25- to 34-year-olds who have attained an associate's or higher degree.
5. **Achievement Gap:** All states significantly reducing the achievement gap for all students, regardless of race, ethnicity, national origin, age, disability, language, sex, and socioeconomic status.

To see educational trend information for the National Outcome goals, please go to <http://www2.ed.gov/about/reports/annual/2011report/2f-mda-performance-highlights.pdf>.

## FY 2010–11 Priority Goals

### 1. Evidence-Based Policy

#### Goal

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

- using high-quality and timely data for the Department's largest discretionary programs, including evaluations and performance measures, for continuous improvement; and
- doubling the number of the Department's programs and initiatives that are evaluated using methods that are consistent with the What Works Clearinghouse standards for evidence and effectiveness.

#### Progress for FY 2011

In 2010, the Department launched a new Department-wide evaluation planning process to better align its investments in knowledge building with the Department's *Strategic Plan* and its budget and policy priorities and to support appropriate resource allocation. The evaluation planning process focuses the Department's key priorities on evaluations that provide reliable measures of the impacts of programs, policies, and strategies, as well as a range of research and evaluation activities that build knowledge important to informing policy and practice.

The Department plans to increase its fiscal investment in evaluations that produce high-quality findings on program impacts and to apply the use of high-quality and timely data in the Department's programs to make programmatic decisions.

### 2. Struggling Schools Reform

#### Goal

Demonstrate progress in turning around the lowest-achieving schools by identifying as potential models the 500 persistently lowest-achieving schools that demonstrate improvement on leading indicators that schools are required to report through the School Improvement Grant (SIG) program.

#### Progress for FY 2011

States have identified the 2,000 persistently lowest-achieving schools throughout the country, and the Department has designed the SIG program to provide assistance to help school districts in turning around these schools. Through the SIG program, and the newly formed Office of School Turnaround, the Department has awarded \$3.5 billion to all 50 states, the District of Columbia, Puerto Rico, and the Department of the Interior/Bureau of Indian Education. This includes awards for 831 schools to implement one of the four rigorous intervention models required by the SIG grant. In addition, a second round of SIG grants is currently in process, with an additional \$546 million to enable even more persistently lowest-achieving schools to implement meaningful interventions and

dramatically improve outcomes for students. Moreover, 43 states developed reform plans through the Race to the Top competition that included rigorous turnaround interventions, and the Department awarded over \$4.3 billion to 11 states and the District of Columbia to implement their plans.

### 3. Effective Teachers and Leaders: World-Class Teaching and Learning

#### Goal

Improve the quality of teaching and learning:

- increase the number of school districts with comprehensive teacher evaluation systems based on student growth in significant part, as well as other measures, that may be used for professional development, retention, tenure, promotion, and compensation decisions; and
- increase the number of states with statewide requirements for comprehensive teacher evaluation systems based on student growth that may be used for professional development, retention, tenure, promotion, and compensation decisions.

#### Progress for FY 2011

The Department has continued to support and advance comprehensive teacher evaluation systems through a variety of activities. At the end of FY 2011, the Department had awarded Race to the Top grants to 11 states and the District of Columbia to help them implement their comprehensive reform plans, which include a commitment to develop comprehensive evaluation systems based in significant part on student growth. The Department's Implementation and Support Unit has been providing extensive technical assistance to these 12 Race to the Top winners. This work has included connecting key practitioners in these states with experts in the field, and with each other, to ensure high-quality implementation. Lessons learned from these states will inform the work of other states pursuing this work that are proceeding with plans developed as part of their Race to the Top applications.

The Department is also supporting the development of state and local comprehensive evaluation systems through the SIG program and the Teacher Incentive Fund program, both of which provide funding for building systems to evaluate teachers based in significant part on student growth. Additionally, the Department continues to work with Congress on the *Elementary and Secondary Education Act* (ESEA) reauthorization. The Administration's [Blueprint for Reform](#) of the ESEA proposes requiring that all states develop comprehensive evaluation systems as a condition for state formula grants under Title II, Part A, and the Department has begun a rulemaking effort to improve the framework for state and institutional reporting on teacher preparation under the *Higher Education Act* (HEA), Title II. Furthermore, to help states, districts, and schools that are ready to move forward with education reform, the administration is providing relief from ESEA in exchange for a real commitment to undertake change. The purpose is not to give states and districts a reprieve from accountability, but rather, while the Department works with Congress on a full bipartisan ESEA reauthorization, to allow states the flexibility to adopt college- and career-ready standards, implement next-generation accountability systems, and develop and implement comprehensive teacher and principal evaluation and support systems.

#### 4. Data-Driven Decisions

##### Goal

All states implementing comprehensive statewide longitudinal data systems that link student achievement and teacher data and link K-12 data with higher education data and, to the extent possible, with early learning and workforce data.

##### Progress for FY 2011

Through the Statewide Longitudinal Data Systems grant program, the Department supports state efforts to implement comprehensive state longitudinal data systems. The Department also required, through the State Fiscal Stabilization Fund, that all states implement state longitudinal data systems that involve elements specified in the *America COMPETES Act*. Race to the Top applicants are required to show in their applications evidence of their efforts to implement these systems.

The Department has undertaken a number of other activities to support states' efforts. One set of activities focuses on providing states with guidance and best practices for effectively creating such systems. In FY 2011, the Department provided either targeted online or onsite technical assistance to states. In FY 2012, the Department plans to extend such technical assistance to all 50 states and the District of Columbia.

The Department also created the Privacy Technical Assistance Center to be a one-stop resource for education stakeholders to learn about data privacy, confidentiality, and security practices related to student-level longitudinal data systems.

Additionally, NCES is working with states, districts, and a variety of other education stakeholders to develop Common Education Data Standards to help states and districts develop systems that support and enable the linkages needed to improve achievement and decision-making.

#### 5. College- and Career-Ready Standards

##### Goal

All states with adopted, internationally benchmarked college- and career-ready standards.

World-class standards are essential for meaningful education reform. Absent clear, high expectations for what students need to know and be able to do, and absent high-quality assessments that accurately measure student performance against those expectations, it is difficult for the nation to ensure student success and prepare a skilled workforce.

##### Progress for FY 2011

States are now adopting the National Governors Association-led Common Core State Standards; 46 states and the District of Columbia are currently participating in one of two consortia to develop the next generation of assessment systems, aligned to Common Core State Standards. These consortia of states will develop assessments that are valid, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace.

## 6. Simplified Student Aid

### Goal

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.

### Progress for FY 2011

The Department moved aggressively to ensure a smooth transition for any schools that chose to participate in the Direct Loan Program. With the enactment of the *SAFRA Act*, the Department expanded and accelerated these efforts dramatically. Federal Student Aid (FSA) quickly updated systems, increased capacity, and provided specialized training and technical assistance to ensure that nearly 3,000 foreign and domestic institutions experienced a smooth transition to Direct Loans.

As of the end of September 2011, 100 percent of domestic schools and 80 foreign schools that previously participated in the FFEL program have originated Direct Loans. FSA will continue to monitor new participating schools and offer assistance as necessary. FSA will also continue to provide participating schools with the most up-to-date information about the Direct Loan program.

## The Department's Strategic Plan for FY 2011–14

The Department's Strategic Plan supports its mission to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. The Department's Priority Goals, which are described in the preceding section, tie closely to the Department's performance goals identified in its new Strategic Plan. An analysis of these strategic goals follows.

The draft *FY 2011–2014 Strategic Plan* addresses the key outcome-oriented goals, focusing on improving student achievement to increase high school graduation, college completion, and educational attainment with an emphasis on the importance of early learning in the Department, recognizing that the path to college completion and a productive career begins at birth.

### **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.**

#### **Overview**

Meeting the President's 2020 goal of once again having the highest proportion of college graduates in the world will require millions of additional Americans to earn a college degree. The President has also challenged every American to commit to at least one year of higher education or career training.

Whether for recent high school graduates or adult learners, the responsibility of the Department is to ensure that all students are well-prepared for college and careers, help more students enroll in postsecondary education, and increase the number that complete programs of study with a degree or certificate. Dramatically boosting completion rates for bachelor's and associate's degrees is essential for Americans to compete in a global economy.

The Department will work to close the opportunity gap by improving the affordability of and access to college and workforce training, especially among adult learners, low-income students, first-in-family college-goers, students with disabilities, English learners, and other underrepresented populations.

The Department's commitment to ensure the delivery of federal student aid will be essential to success. Further, we will foster institutional quality, accountability, and transparency to ensure that postsecondary education credentials represent effective preparation for students to excel in a global society and a changing economy.

The Department will continue to support teacher preparation initiatives to further the transformation already underway in how we recruit and prepare teachers.

Finally, the Department will support degree and certificate completion and job placement in high demand areas, especially science, technology, engineering, and mathematics, particularly among underrepresented and economically disadvantaged populations.

## Goal 1: Details

Postsecondary Education, Career and Technical Education, and Adult Education Indicators of Success	Results				
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
	Actual	Actual	Actual	Actual	Actual
1.A. Increase in the percentage of individuals completing and filing the Free Application for Federal Student Aid form (FAFSA) who come from low-income households	NA	NA	NA	NA	57%
1.B. Increase in the percentage of individuals completing and filing the FAFSA who are non-traditional students (25 years and above with no college degree)	NA	2.2%	2.9%	3.9%	3.8%
1.C. Increase in the number of states that have adopted college completion plans	NA	NA	NA	NA	39
1.D. Increase in the number of states that have published a plan for improving postsecondary access, quality, and completion leading to careers and positive civic engagement	NA	NA	NA	18	19
1.E. Increase in the number of undergraduate credentials/degrees (in millions)	2.3	2.3	2.4	NA	NA
1.F. Increase in the number of STEM undergraduate degrees awarded (in millions)	0.5	0.5	0.5	NA	NA

NA = No data available for the period

Sources:

- 1.A. Central Processing System (CPS) database (Federal Student Aid data)
- 1.B. CPS and U.S. Bureau of Labor Statistics (BLS) Labor Force Statistics
- 1.C. U.S. Department of Education, Program and Policy Studies Service
- 1.D. U.S. Department of Education, Program and Policy Studies Service
- 1.E. Integrated Postsecondary Education Data System. Numbers reflect total associate's degrees and bachelor's degrees awarded.
- 1.F. Tabulated by National Science Foundation/Division of Science Resources Statistics; data from Department of Education/National Center for Education Statistics: Integrated Postsecondary Education Data System Completions Survey.

**Explanation and Analysis of Progress:** Measures 1A and 1C will establish a baseline using FY 2011 data. Measures 1B, 1D, 1E, and 1F have existing data prior to FY 2011. Data for measures 1A and 1B are reported by the Department and measure 1B includes data reported by a federal agency other than the Department. Data for measures 1C and 1D are collected from states or grantees. Data for measure 1F are reported by the National Center for Education Statistics.

Data for measures 1A, 1B, 1C, 1D, and 1E are most influenced by actions taken by the Department, but also are influenced by factors that are beyond the control of the Department. Data for measure 1F 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. Data are collected annually.

Success will depend, to some degree, on the extent to which states and postsecondary institutions implement policies and programs to increase student retention and persistence to graduation.

In addition, modifications to statewide longitudinal data systems and other data systems are necessary to better track the nation's progress on improving access to postsecondary education, completion of postsecondary degrees and certificates, and success in the workforce and society.

More reliable information is needed to determine whether postsecondary institutions that receive Federal grant and loan funds are achieving performance expectations. Specifically, certain data elements and reporting features need to be added to many of the state-owned and managed state longitudinal data systems and to the Integrated Postsecondary Education Data System (IPEDS), from which comparative data can be drawn.

## 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
<b>2.A.</b> Increase in the number of states with adopted internationally benchmarked college- and career-ready standards*	NA	NA	NA	30 states + DC	45 states + DC
<b>2.B.</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
<b>2.C.</b> 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
<b>2.D.</b> Increase in the number of school districts with comprehensive teacher evaluation and support systems*	NA	NA	NA	NA	Estab. BL
<b>2.E.</b> Increase in the number of states with statewide requirements for comprehensive teacher evaluation and support systems*	NA	NA	NA	NA	12 states + DC
<b>2.F.</b> Increase in the number of states with statewide requirements for comprehensive principal evaluation and support systems*	NA	NA	NA	NA	12 states + DC
<b>2.G.</b> 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
<b>2.H.</b> 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
<b>2.I.</b> Increase in the percentage of Race-to-the-Top grantees that achieve their targets for their performance measures	NA	NA	NA	NA	Estab. BL
<b>2.J.</b> Increase in the percentage of middle/high school math teachers who major in math or math education	NA	72%	NA	NA	NA
<b>2.K.</b> 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](http://www.corestandards.org)
- 2.B.** The Partnership for Assessment of Readiness for College and Careers (PARCC) at [www.achieve.org/PARCC](http://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](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.

### **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.**

#### **Overview**

The Department's strategy for sustaining the President's 2020 college attainment goal depends on improving learning in the earliest years. Participation in high-quality early learning programs will lead to both short- and long-term positive outcomes for all children, including increased school readiness and success and improved high school graduation and college attendance and completion rates.

Developing our nation's educational pipeline requires increasing both access to and the quality of early learning programs and services. This is particularly important for children with high needs, including Children with Disabilities and English learners, since these children have less access to high-quality early learning programs, and often enter kindergarten behind their peers.

In 2006–07, only 41 percent of three- to five-year-olds from low-income families were enrolled in center-based early childhood care and education programs, compared to 60 percent from families above the poverty line.

The Department prioritizes improving the health, social-emotional, cognitive, and educational outcomes for young children from birth through third grade by enhancing the quality of early learning programs, and increasing the access to high-quality early learning programs—especially for young children at risk for school failure.

The Department's role in promoting early learning is significant and includes: administering several early learning programs; collaborating and coordinating early learning programs, research, and technical assistance with the U.S. Department of Health and Human Services; encouraging states and local school districts to target resources for early learning; promoting state and local education agency partnerships with other early learning agencies and programs in the state or community; conducting research on early learning; funding technical assistance on early learning domains, including early literacy and social-emotional development; and supporting the development of state longitudinal data systems that include early learning programs.

### Goal 3: Details

Early Learning Indicators of Success	Results				
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
	Actual	Actual	Actual	Actual	Actual
<b>3.A.</b> Increase in the number of states implementing a high-quality plan to collect and report disaggregated data on the status of children at kindergarten entry across a broad range of domains*	NA	NA	NA	NA	2
<b>3.B.</b> Increase in the number of states that have developed and adopted common, statewide Tiered Quality Rating and Improvement Systems that reflect high expectations of program excellence and lead to improved learning outcomes for children	NA	NA	NA	NA	Estab. BL
<b>3.C.</b> Increase in the number of states that have statewide coordinated systems of professional development for early childhood educators serving children birth through third grade	NA	NA	NA	NA	Estab. BL
<b>3.D.</b> Increase in the number of states implementing a Comprehensive Assessment System that includes screening and referral processes, formative measures, kindergarten entry assessments, measures of classroom quality and adult-child interactions, measures of child outcomes, and program evaluation	NA	NA	NA	NA	Estab. BL

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

NA = No data available for the period

Sources:

- 3.A.** U.S. Department of Education, Program and Policy Studies Service
- 3.B.** U.S. Department of Health and Human Services (HHS) Child Care and Development Fund (CCDF) state plans, other publicly available data sources (Web searches)
- 3.C.** U.S. Department of Health and Human Services (HHS) Child Care and Development Fund (CCDF) state plans
- 3.D.** Race to the Top – Early Learning Challenge Program data

**Explanation and Analysis of Progress:** Measures 3A-3D will establish a baseline using FY 2011 data. Data for measures 3A and 3D are collected from states or grantees and reported by the Department and measures 3B and 3C include data that are reported by a non-federal organization. Data for measures 3A-3D are influenced most by actions taken by state 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.

**Goal 4. Equity:****Ensure effective educational opportunities for all students regardless of race, ethnicity, national origin, age, sex, disability, language, and socioeconomic status.****Overview**

All students—regardless of circumstance—deserve a world-class education. Yet far too often, the quality of a child’s education, and the opportunities that the child has to succeed are determined by his or her background or status.

To ensure that America has the best-educated population, with the most competitive workforce and the highest proportion of college graduates of any country in the world, we must close the pervasive achievement and attainment gaps that exist in our nation.

A key federal role in education is to ensure that all students have opportunities to learn and excel by closing the gap between high-need students and their more advantaged peers in access to opportunities and resources. As it is at the core of the Department’s mission, addressing issues of equity are addressed in the goals already listed (Postsecondary Education, Career and Technical Education, and Adult Education; Elementary and Secondary; and Early Learning).

The Department will ensure that equity is embedded throughout its initiatives, and will vigorously enforce the federal civil rights laws to ensure students are free from discrimination in our nation’s schools and colleges.

The Department of Education enforces federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in our nation’s schools—primarily in educational institutions that receive federal funds from the Department. In addition, the Department ensures that the Boy Scouts of America and other designated youth groups have equal access to meeting space in elementary and secondary schools that receive funds through the Department.

The Office for Civil Rights, a law enforcement agency within the Department, performs the Department’s civil rights enforcement responsibilities in a variety of ways, including: investigating complaints alleging discrimination; conducting compliance reviews to determine whether educational institutions are meeting their legal obligations; and providing technical assistance to help educational institutions understand how to comply with the laws and to inform parents and students of their legal rights.

The Department also issues regulations on civil rights laws, develops policy guidance interpreting the laws, and distributes the information broadly.

## Goal 4: Details

Equity Indicators of Success*	Results				
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
	Actual	Actual	Actual	Actual	Actual
4.A. Increase in the combined annual number of significant proactive and outreach activities related to civil rights enforcement (new policy documents, compliance reviews, and technical assistance activities)	NA	NA	NA	NA	Estab. BL

\* In addition to the measure below, other measures tracking Equity Indicators of Success are shared across goals, including: Measures 1A and 1B, FAFSAs among low-income and non-traditional students; measure 2H, monitoring of School Improvement Grants; measure 3A, states implementing high-quality early education plans; measure 5C, percentage of state report cards addressing specific metrics; measure 5G, Departmental priorities to address equity-related issues in grants and awards; and measure 6F, student access data.

NA = No data available for the period

Source:

4.A. U.S. Department of Education, Office for Civil Rights.

**Explanation and Analysis of Progress:** Measure 4A will establish a baseline using FY 2011 data. Data for measure 4A are collected and reported by the Department. Data for measure 4A are most influenced by actions taken by the Department, but also are influenced by factors that are beyond the control of the Department. Equity-focused efforts could be held back because of differences in availability of funding at the state and local levels, and the fact that state and local resources are often not targeted at the highest-need students.

## **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.**

### **Overview**

Achieving the President's 2020 college attainment goal will require better and stronger data, research, and evaluation systems, powered by information and innovation. The Department aims to foster a culture of continuous system improvement at the national, state, and local levels. To achieve this goal, the Department will support robust and comprehensive data systems; a strategic use of research and evaluation; transparency in sharing results; increased flexibility and innovation; and effective and systemic use of technology.

In May 2010, the Department launched a new agency-wide evaluation planning process to better align its investments in knowledge building with the Department's strategic plan and its budget and policy priorities and to support appropriate resource allocation.

The process—led jointly by the Department's Office of Planning, Evaluation and Policy Development (OPEPD) and the Institute of Education Sciences (IES)—was developed to identify the Department's key priorities for evaluations that can provide reliable measures of the impacts of programs, policies, and strategies, as well as for a range of research and evaluation activities that build knowledge important to inform policy and practice more broadly (e.g., performance measurement, grantee evaluation, and support).

This planning process includes regular discussions with program and policy offices within the Department and reviews of existing research and recent and ongoing evaluation investments in the Department. While the planning process is informed by the knowledge generated through the Department's investments in long term programs of research, it focuses on knowledge building activities initiated and carried out by the Department.

In FY 2011, the Department developed and approved a set of priority research questions that will help shape its future investments in knowledge building. Planning for FY 2011 investments was completed this spring and planning for FY 2012 is underway. The evaluation planning process consists of the evaluation planning team meeting with the Department's policy and program offices and based on their input, developing recommendations for the evaluation activities the Department will support.

## Goal 5: Details

Continuous Improvement of the U.S. Education System Indicators of Success		Results				
		FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
		Actual	Actual	Actual	Actual	Actual
5.A. Increase in the number of states implementing comprehensive statewide longitudinal data systems*	Link students with teachers	NA	NA	30	36	41
	Link P-12 with college	NA	NA	28	34	40
5.B. Increase in the number of high-value datasets that are published through data.gov or ED.gov websites		NA	NA	NA	NA	9
5.C. Increase in the percentage of state report cards that include student achievement, school climate, college enrollment, and teacher and school leader measures		NA	NA	NA	NA	Estab. BL
5.D. Increase in the number of Department programs with awards made based on the strength of the evidence (strong or moderate) provided in grant applications		NA	NA	NA	1	5
5.E. Increase in the number of Department programs, practices, or strategies that are adopted as a result of Scale Up, Validation, or Development grants		NA	NA	NA	NA	Estab. BL
5.F. Increase in the percentage of parents and teachers who believe that the effective implementation of technology within instruction is important to student success	Parents	NA	NA	NA	NA	52%
	Teachers	NA	NA	NA	NA	37%
5.G. Increase Departmental priorities to address equity-related issues in the Department's grants and awards		NA	NA	NA	NA	Estab. BL

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

NA = No data available for the period

Sources:

5.A. [http://nces.ed.gov/programs/slds/pdf/features\\_summary.pdf](http://nces.ed.gov/programs/slds/pdf/features_summary.pdf)

5.B. [www.data.gov](http://www.data.gov) or [www.data.ed.gov](http://www.data.ed.gov)

5.C. Search of report cards on state educational agency websites

5.D. Department of Education program office spending plans

5.E. Investing in Innovation Fund grantee reports

5.F. Speak Up for K12, <http://www.tomorrow.org/speakup>; Project Tomorrow Teacher Survey

5.G. U.S. Department of Education, internal analysis.

**Explanation and Analysis of Progress:** Measures 5B, 5C, 5E, 5F, and 5G will establish a baseline using FY 2011 data. Measures 5A and 5D have existing data prior to FY 2011. Data for measures 5C and 5E are collected from states or grantees. Data for measures 5B, 5D, and 5G are collected and reported by the Department. Data for measure 5A are reported by the National Center for Education Statistics. Data for measure 5F are reported by a non-federal organization.

Data for measures 5B, 5D, and 5G are most influenced by actions taken by the Department, but also are influenced by factors that are beyond the control of the Department. Data for measures 5A, 5C, 5E, and 5F 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.

Efforts to develop robust, integrated data systems will be constrained by the amount of time, financial resources, and support available to states and local educational agencies. Wide variations in state and district data systems present unique challenges for each state. Some district data systems, for example, far surpass their own state's data system. Efforts to ensure that data systems lead to data-driven decision-making also need to address privacy concerns.

---

## **Goal 6. U.S. Department of Education Capacity: Improve the organizational capacities of the Department to implement this Strategic Plan.**

### **Overview**

The Department must retool its organizational capabilities and areas of expertise. In particular, transforming the Department means developing a new approach to grants management that better supports grantees in achieving their educational goals, while also continuing to hold grantees accountable for meeting financial requirements and legal obligations.

To do so, the Department will continue to:

- build the skills and knowledge of its workforce, and rethink how it monitors and intervenes with high-risk grantees;
- enhance workforce productivity through information technology and performance management;
- recruit a diverse workforce that reflects the diversity of our students in public schools; and
- transform the way the Department interacts on a day-to-day basis with states, districts, institutions of higher education, and other grantees across the country.

The results of this transformation will be demonstrated by improved performance results, increased stakeholder collaboration, and higher satisfaction among employees.

**Goal 6: Details**

U.S. Department of Education Capacity Indicators of Success	Results				
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
	Actual	Actual	Actual	Actual	Actual
<b>6.A.</b> Increase in the Department's rank in the report on the Best Places to Work (BPTW) in the Federal Government	28 out of 30	NA	27 out of 30	30 out of 32	29 out of 33
<b>6.B.</b> Increase in the percentage of Department's positive responses that the Department receives on the Talent Management measure in the Federal Viewpoint Survey	NA	58%	54%	54%	58%
<b>6.C.</b> Increase in the percentage of positive responses that the Department receives on the Performance Culture measure in the Federal Viewpoint Survey	49%	52%	50%	52%	53%
<b>6.D.</b> Increase in the percentage of Department programs that use a risk index and corresponding solutions for identifying and mitigating grantee risk	NA	NA	NA	NA	Estab. BL
<b>6.E.</b> Increase in the percentage of states and other grantees reporting satisfaction with support provided by the Department	CSI: 63	CSI: 65	CSI: 68	CSI: 72	CSI: 72
<b>6.F.</b> Increase in the availability of data related to student access to resources and opportunities to succeed, such as disaggregated student access to college- and career-ready math and science courses; disparate discipline rates, school-based arrests, and referrals to law enforcement; and school-level expenditures	NA	NA	NA	NA	Estab. BL

CSI = Customer Satisfaction Index

NA = No data available for the period

Sources:

- 6.A.** Best Places to Work Survey (<http://bestplacestowork.org/BPTW/rankings/>)
- 6.B.** Federal Viewpoint Survey
- 6.C.** Federal Viewpoint Survey
- 6.D.** U.S. Department of Education, Risk Management Service
- 6.E.** Overall score on the Department's annual Grantee Satisfaction survey
- 6.F.** U.S. Department of Education, Civil Rights Data Collection

**Explanation and Analysis of Progress:** Data from measure 6A are from a non-federal source. Measures 6D and 6F will establish a baseline using FY 2011 data. Measures 6A, 6B, 6C, and 6E have existing data prior to FY 2011. Data for all other measures are collected and reported by the Department.

Human capital initiatives require support from the Department's supervisors, managers, and senior leaders, as well as updates to internal policies. In addition, the Department will need a stronger, sustained commitment to meaningful professional development and succession planning programs, and implementation of new technology to support improved collaboration among staff. Maximizing the impact of the Department's human capital and funding resources is limited by several factors, including the need for timely data for analysis.

Risk is inherent in the grants management process; risk is greater in areas of innovation, where there are fewer precedents, proven strategies, or track records upon which to draw in the assessment and management of risk; and data limitations also can impede the Department's efforts in managing risk.