

## Summary of Performance Results

Indicators of Success	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
<b>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.</b>					
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%
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%
C. Increase in the number of states that have adopted college completion plans	NA	NA	NA	NA	39
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
E. Increase in the number of undergraduate credentials/degrees (in millions)	2.3	2.3	2.4	NA	NA
F. Increase in the number of STEM undergraduate degrees awarded (in millions)	0.5	0.5	0.5	NA	NA
<b>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.</b>					
A. Increase in the number of states with adopted internationally benchmarked college- and career-ready standards <sup>†</sup>	NA	NA	NA	30 states + DC	45 states + DC
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
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
D. Increase in the number of school districts with comprehensive teacher evaluation and support systems <sup>†</sup>	NA	NA	NA	NA	Estab. BL
E. Increase in the number of states with statewide requirements for comprehensive teacher evaluation and support systems <sup>†</sup>	NA	NA	NA	NA	12 states + DC
F. Increase in the number of states with statewide requirements for comprehensive principal evaluation and support systems <sup>†</sup>	NA	NA	NA	NA	12 states + DC
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
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 <sup>†</sup>	NA	NA	NA	NA	Estab. BL
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
J. Increase in the percentage of middle/high school math teachers who major in math or math education	NA	72%	NA	NA	NA
K. Increase in the percentage of middle/high school science teachers who major in science or science education	NA	84%	NA	NA	NA
<b>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.</b>					
A. 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 <sup>†</sup>	NA	NA	NA	NA	2
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

Key:

<sup>†</sup> This indicator of success aligns with a Department Priority Goal.

CSI = Customer Satisfaction Index

Estab. BL = Establish baseline

NA = No data available for the period

Indicators of Success		FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	
C.	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	
D.	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	
<b>Goal 4. Equity:*</b>							
<b>Ensure effective educational opportunities for all students regardless of race, ethnicity, national origin, age, sex, disability, language, and socioeconomic status.</b>							
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	
<b>Goal 5. Continuous Improvement of the U.S. Education System:</b>							
<b>Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, transparency, innovation, and technology.</b>							
A.	Increase in the number of states implementing comprehensive statewide longitudinal data systems <sup>†</sup>	Link students with teachers	NA	NA	30	36	41
		Link P-12 with college	NA	NA	28	34	40
B.	Increase in the number of high-value datasets that are published through data.gov or ED.gov websites	NA	NA	NA	NA	9	
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	
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	
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	
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%
G.	Increase Departmental priorities to address equity-related issues in the Department's grants and awards	NA	NA	NA	NA	Estab. BL	
<b>Goal 6. U.S. Department of Education Capacity:</b>							
<b>Improve the organizational capacities of the Department to implement this Strategic Plan.</b>							
A.	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.	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%	
C.	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%	
D.	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	
E.	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	
F.	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	

Key:

<sup>†</sup> This indicator of success aligns with a Department Priority Goal.

CSI = Customer Satisfaction Index

Estab. BL = Establish baseline

NA = No data available for the period

\*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.