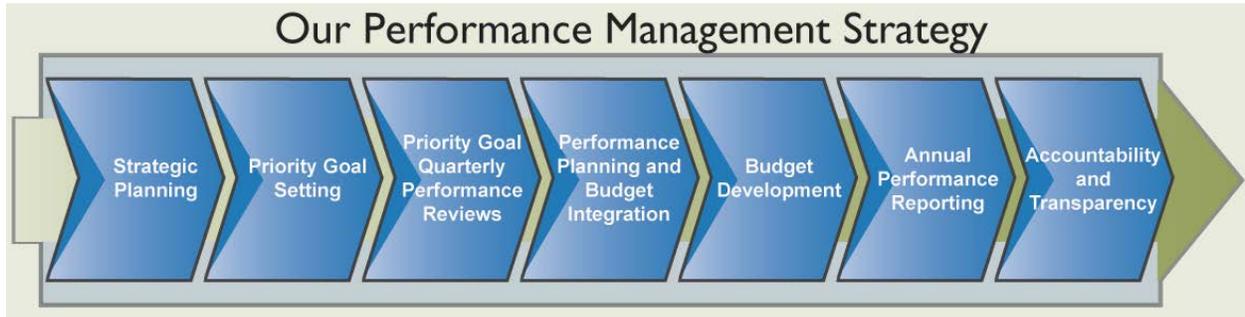


Performance Highlights



GPRA Modernization Act of 2010

On January 4, 2011, President Obama signed into law the *GPRA Modernization Act of 2010*. The Act improves on the original *Government Performance and Results Act of 1993 (GPRA)* and modernizes the federal government's performance management framework. The *GPRA Modernization Act of 2010* builds on the performance management approach championed by President Obama to improve the effectiveness and efficiency of government by requiring that agency leaders set clear, ambitious goals for a number of outcome-focused and management priorities; federal agencies measure, analyze, and communicate performance information to identify successful practices; and agency leaders conduct in-depth performance reviews at least quarterly to identify progress on their priorities.

National Outcome Goals

The National Outcome Goals include the improvements in student achievement needed at every level of education to achieve the President's 2020 goal of once again having the highest proportion of college graduates in the world. Improving these outcomes will require a concerted effort from all stakeholders in the education system. These goals include outcomes in key areas:

- postsecondary education, career and technical education, and adult education,
- elementary and secondary education,
- early learning, and
- equity.

Department Strategic Goals

To meet the National Outcome Goals, changes are needed in how education is delivered. In President Obama's first address to Congress, he challenged America to meet an ambitious goal for education that by 2020, America will once again have the highest proportion of college graduates in the world. Investing in education means investing in America's future and is vital for maintaining our long-term economic security. The nation must work to ensure that all children and adults in America receive a world-class education that will prepare them to succeed in college and careers. The President's goal is the starting point for the work of the Department as described in its *FY 2011–2014 draft Strategic Plan*. Reaching the President's

goal will require comprehensive education reforms from cradle to career, beginning with children at birth, supporting them through postsecondary education, and helping them succeed as lifelong learners who can adapt to the constant changes in the technology-driven workplaces of the global economy. The draft Strategic Plan provides:

- A new emphasis on the importance of early learning.
- A commitment to ensuring that all students graduate from high school prepared to succeed in college and careers.
- An imperative for the Department to ensure that students have the support and information that they need to enter postsecondary education and earn a certificate, degree, or other credential.

The Department's draft Strategic Plan serves as a starting point from which to align the Department's yearly budget requests and statutory requirements with the Department's operational imperatives, and is the foundation for establishing overall long-term priorities and developing performance goals and measures by which the Department can gauge achievement of its stated outcomes. The plan is developed in collaboration with Congress, state and local partners, and other stakeholders.

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.

Goal 2: Elementary and Secondary Education. Prepare all students for college and career by improving the elementary and secondary education system's ability to consistently deliver excellent classroom instruction and supportive services.

Goal 3: Early Learning. Improve the health, social-emotional, and cognitive outcomes for all children from birth through third grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready.

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

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.

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

Department Priority Goals

The Department has identified a limited number of Priority Goals that will be a particular focus over the coming years. These Priority Goals reflect the Department's cradle-to-career education strategy, and will help concentrate efforts on the importance of teaching and learning at all levels of the education system. The Department's Priority Goals are designed for success by the end of the term of this strategic plan. The Department set initial Priority Goals in the FY 2011 Budget, and is in the process of developing updated Priority Goals to accompany the FY 2013 Budget. To review the Department's initial Priority Goals, please visit our website.

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.

Funds for competitive grant programs are generally available when appropriations are passed by Congress. However, 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.

Selected Performance Measures for FY 2011

The performance measures in this table represent a subset of the performance measures that are being developed in support of the strategic goals in the Department's *FY 2011–2014 draft Strategic Plan*. The Department will be reporting on the full set of performance measures in the FY 2011 *Annual Performance Report* that will be released in conjunction with the President's FY 2013 Budget submission in February 2012. The measures included in this table reflect at a high level, student achievement data, Department management improvement initiatives, college and career initiatives, and state program activities to improve education in their respective states. The information in the cells includes the approximate dates by which data will be available in those cases where the data were not available while this report was being prepared.

Performance Measure	2007	2008	2009	2010	2011
Student Achievement					
Students who graduate from high school	74%	75%	76%	May 2012	TBD
Adult education students obtaining a high school credential	56%	58%	47%	54%	TBD
4th grade students at or above Proficient on the National Assessment of Educational Progress (NAEP) in reading	33%	N/A	33%	N/A	34%
4th grade students at or above Proficient on the NAEP in mathematics	39%	N/A	39%	N/A	40%
8th grade students at or above Proficient on the NAEP in reading	31%	N/A	32%	N/A	34%
8th grade students at or above Proficient on the NAEP in mathematics	32%	N/A	34%	N/A	35%

Performance Measure	2007	2008	2009	2010	2011
Department Management					
Department's rank in the report on the Best Places to Work (BPTW) in the Federal Government	28 out of 30 agencies	No rankings done in 2008.	27 out of 30 agencies	30 out of 32 agencies	Nov. 2011
Positive responses that the Department receives on the Talent Management measure in the Federal Viewpoint Survey	N/A	58%	54%	54%	58%
Positive responses that the Department receives on the Performance Culture measure in the Federal Viewpoint Survey	49%	52%	50%	52%	53%
States and other grantees reporting satisfaction with support provided by the Department	Customer Satisfaction Index (CSI): 63	CSI: 65	CSI: 68	CSI: 72	CSI: 72
Department's programs and initiatives that are evaluated using methods that include those consistent with What Works Clearinghouse Standards for evidence of effectiveness	N/A	N/A	N/A	10	13
Postsecondary					
Enrollments in undergraduate science, technology, engineering, and mathematics (STEM) credential/degree programs	N/A	N/A	N/A	1,541,704	1,580,036
25- to 34-year-olds who attain an associate's degree or higher	40%	42%	41%	42%	March 2012
Students who complete a bachelor's degree within 6 years	57%	57%	57%	Feb. 2012	TBD
Students who complete an associate's degree or certificate within 3 years	31%	31%	32%	Feb. 2012	TBD
Individuals completing and filing the Free Application for Federal Student Aid form (FAFSA) who come from low-income households	N/A	N/A	N/A	N/A	57%
Individuals completing and filing the FAFSA who are non-traditional students (25 years and above with no college degree)	N/A	N/A	N/A	N/A	3.80%
State Activities					
States that have published a plan for improving postsecondary access, quality, and completion leading to careers and positive civic engagement	N/A	N/A	N/A	18 states	19 states
States that have published a plan for pathways for school completers to careers	N/A	N/A	N/A	24 states	27 states
States with adopted internationally benchmarked college- and career-ready standards	N/A	N/A	N/A	30 states + DC	44 states + DC and the USVI

NOTE: N/A Refers to data either not collected or reported.

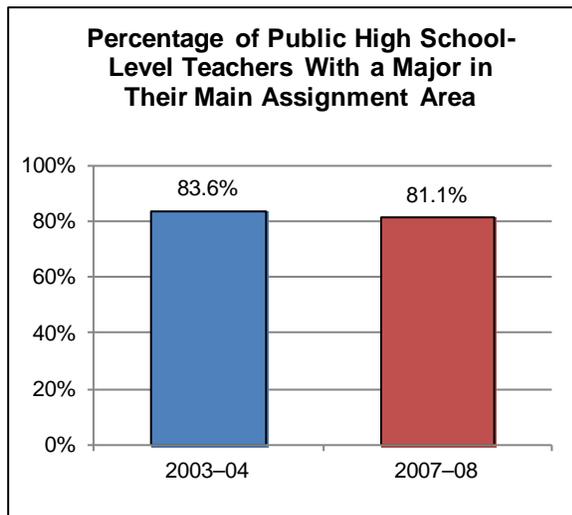
Data Resources of the Department: The Education Dashboard

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 continues to implement and enhance a [data dashboard](#) that contains high-level indicators, ranging from student participation in early learning through completion of postsecondary education, as well as indicators on teachers and leaders and equity. The Department will continuously update the dashboard's data and improve upon its analytic tools.

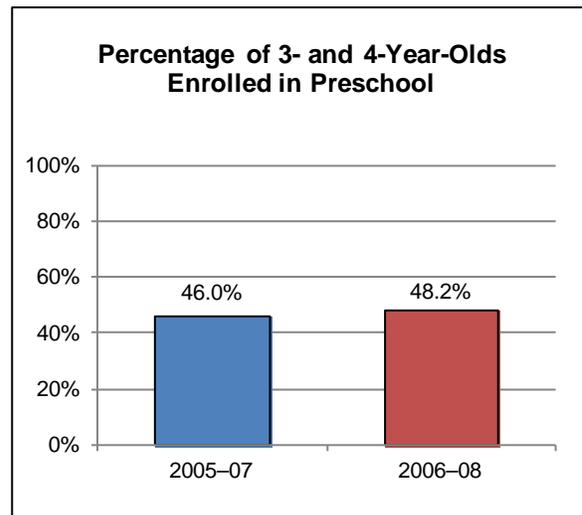
In FY 2011, the Department also introduced a new electronic feature that maps educational performance across states in the U.S. The [State of the States in Education](#) shows the 10 highest and lowest performing states (based on 2009 data) on basic indicators of educational performance. Disparities in educational performance highlight that state and local governments have a major [impact on student outcomes and the rigor of state standards](#).

Indicators focus on key education outcomes, including those shown below.

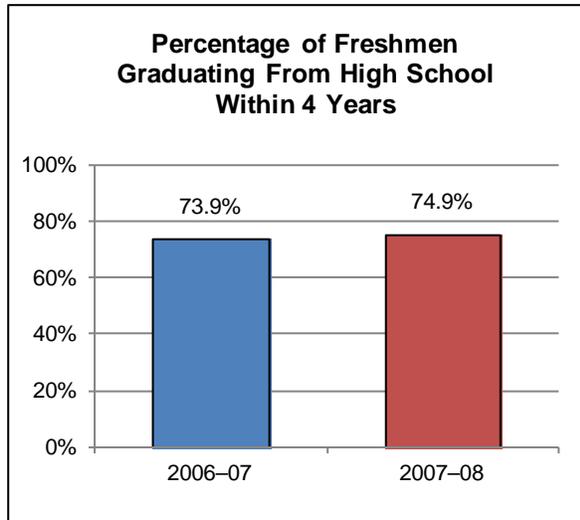


NOTE: Teachers include traditional public school and public charter school teachers who taught departmentalized classes to students in any of grades 10–12, or grade 9 and no grade lower. "Major in main assignment" includes all teachers, regardless of whether the major was earned within or outside a department, college, or school of education. Majors in main assignment are credited if they were earned at the bachelor's degree level or higher.

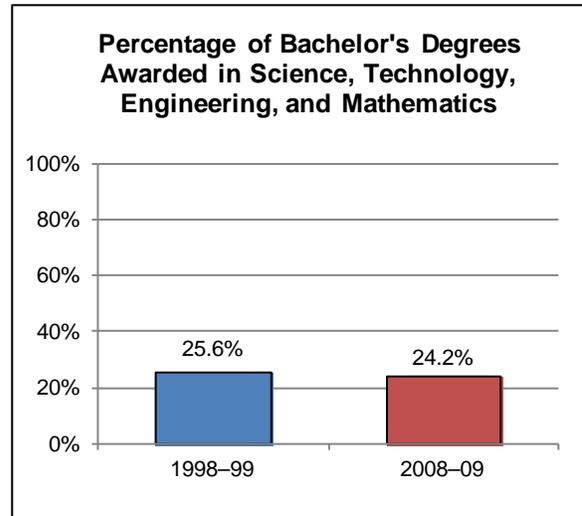
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2003–04 and 2007–08.



SOURCE: U.S. Department of Commerce, Census Bureau, 2005–07 and 2006–08 American Community Survey (ACS) 3-year Public Use Microdata Sample (PUMS) data.



SOURCE: U.S. Department of Education, National Center for Education Statistics, "NCES Common Core of Data State Dropout and Completion Data File," 2006-07 and 2007-08 school years.



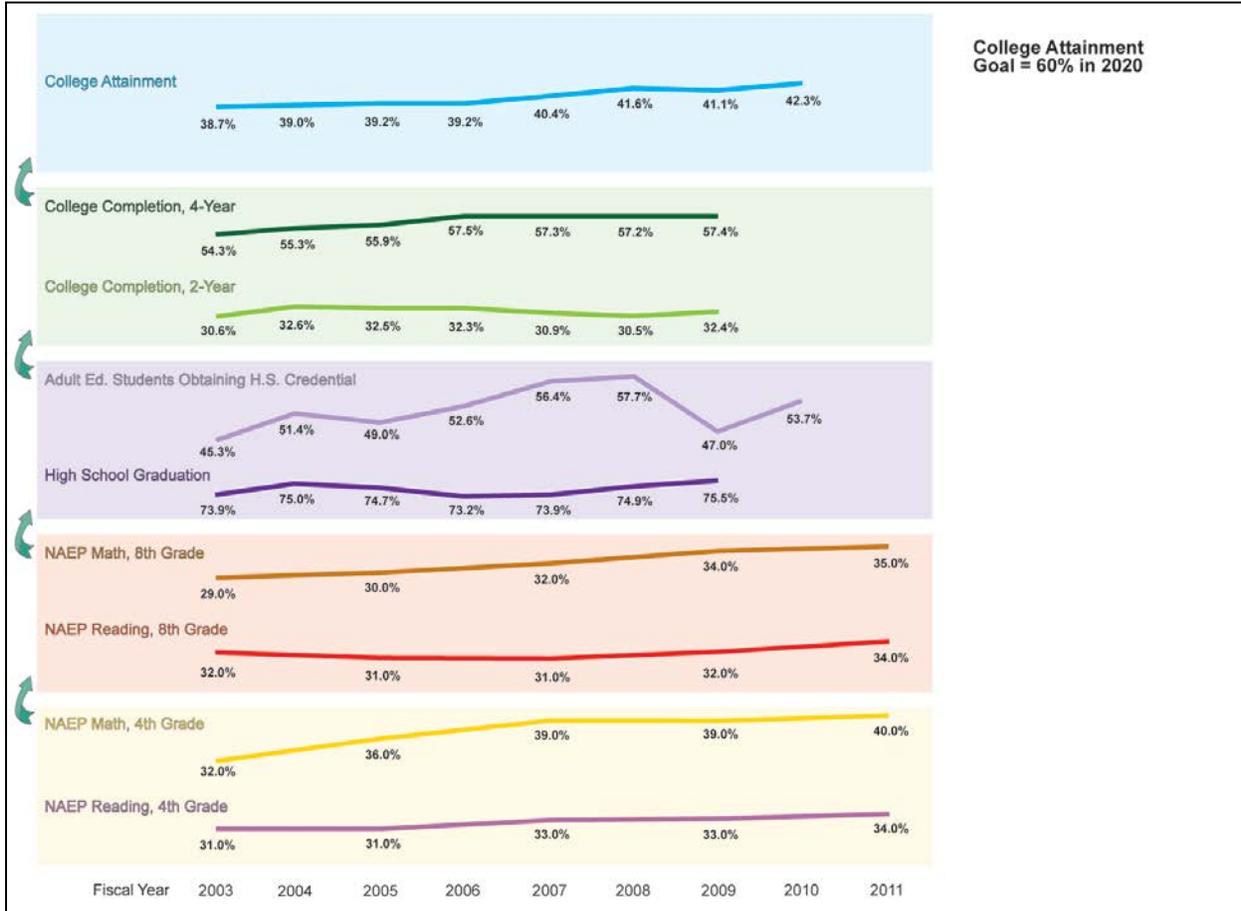
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1998-99 and 2008-09 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:99) and Fall 2009.

The indicators chosen for the dashboard are select factors that shed light on our nation's educational progress and support the goal that, by 2020, the United States will once again have the highest proportion of college graduates in the world. Meeting this goal is vital to the nation's long-term economic security and to preparing young people and adults to be active citizens.

Reaching the 2020 goal will require comprehensive education reforms from cradle to career, beginning with children at birth, supporting them through high school graduation and postsecondary education, and helping them to succeed as lifelong learners who can adapt to the constant changes in the demands of the global economy.

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, ED Facts, the Federal Student Aid Data Center, and ED Data Express.

National Outcome Goals



Notes:

Data for college attainment reflect the percentage of 25-34-year-olds who attain an associate's degree or higher. Data for college completion reflect the percentage of students who complete a bachelor's degree within 6 years or an associate's degree or certificate within 3 years. Graduation rates presented are for school years (e.g., FY 2009 provides data for school year 2008–09). NAEP data reflect "at proficient or above" performance.

Sources:

College Attainment: U.S. Census Bureau, Current Population Survey (<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>).

College Completion: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey. (<http://nces.ed.gov/ipeds/>). 2003 Data: "Enrollment in Postsecondary Institutions, Fall 2003; Graduation Rates, 1997 and 2000 Cohorts; and Financial Statistics, Fiscal Year 2003," Table 7 (<http://nces.ed.gov/pubs2005/2005177.pdf>) and "Enrollment in Postsecondary Institutions, Fall 2003; Graduation Rates, 1997 and 2000 Cohorts; and Financial Statistics, Fiscal Year 2003," Table 8 (<http://nces.ed.gov/pubs2005/2005177.pdf>). 2004 Data: "Enrollment in Postsecondary Institutions, Fall 2004; Graduation Rates, 1998 and 2001 Cohorts; and Financial Statistics, Fiscal Year 2004," Table 5 (<http://nces.ed.gov/pubs2006/2006155.pdf>). 2005 Data: "Enrollment in Postsecondary Institutions, Fall 2005; Graduation Rates, 1999 and 2002 Cohorts; and Financial Statistics, Fiscal Year 2005," Table 5 (<http://nces.ed.gov/pubs2007/2007154.pdf>). 2006 Data: "Enrollment in Postsecondary Institutions, Fall 2006; Graduation Rates, 2000 and 2003 Cohorts; and Financial Statistics, Fiscal Year 2006," Table 5 (<http://nces.ed.gov/pubs2008/2008173.pdf>). 2007 Data: "Enrollment in Postsecondary Institutions, Fall 2007; Graduation Rates, 2001 and 2004 Cohorts; and Financial Statistics, Fiscal Year 2007," Table 5 (<http://nces.ed.gov/pubs2009/2009155.pdf>). 2008 Data: "Enrollment in Postsecondary Institutions, Fall 2008; Graduation Rates, 2002 and 2005 Cohorts; and Financial Statistics, Fiscal Year 2008," Table 5 (<http://nces.ed.gov/pubs2010/2010152rev.pdf>). 2009 Data: "Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohorts; and Financial Statistics, Fiscal Year 2009," Table 7 (<http://nces.ed.gov/pubs2011/2011230.pdf>).

Adult Ed. Students Obtaining H.S. Credential: <http://wdcrocolp01.ed.gov/CFAPPS/OVAE/NRS/reports/index.cfm> (requires login).

High School Graduation: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (<http://nces.ed.gov/ccd/pdf/Insdr07gen1a.pdf>, <http://nces.ed.gov/ccd/pdf/Insdr06gen1a.pdf>, <http://nces.ed.gov/ccd/pdf/sdr051bgen.pdf>, http://nces.ed.gov/pubs2009/dropout07/tables/table_13.asp, and <http://nces.ed.gov/pubs2006/2006606rev.pdf>). Data are collected annually. Averaged freshman graduation rate is a Common Core of Data measure that provides an estimate of the percentage of high school students who graduate on time by dividing the number of graduates with regular diplomas by the size of the incoming class four years earlier.

NAEP Math and Reading: National Assessment of Educational Progress (Math: http://nationsreportcard.gov/math_2011/math_2011_report/pages/graphs/fig_b.asp and http://nationsreportcard.gov/math_2011/math_2011_report/pages/graphs/fig_c.asp. Reading: http://nationsreportcard.gov/reading_2011/reading_2011_report/pages/graphs/fig_b.asp and http://nationsreportcard.gov/reading_2011/reading_2011_report/pages/graphs/fig_c.asp).