

## The Department's Approach to Performance Management



### Implementing the 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 *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 Department's approach to performance management 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. The *GPRA Modernization Act* serves as a foundation for engaging leaders in performance improvement and creating a culture where data and empirical information play a greater role in policy, budgetary, and management decisions.

The Department's performance management approach links strategic goals and policy priorities to program activities and outcomes. The strategic planning and performance reporting cycle results in ongoing programmatic assessment and continuous operational improvement to deliver meaningful outcomes for our nation's students.

### Our National Outcome Goals

The Department has identified a select number of National Outcome Goals that focus on making improvements in student achievement needed at every level of education to achieve the President's goal that, once again, America will have the highest proportion of college graduates in the world. Achieving that outcome will require a concerted effort from all stakeholders in the education system. These goals include outcomes in the following key areas:

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

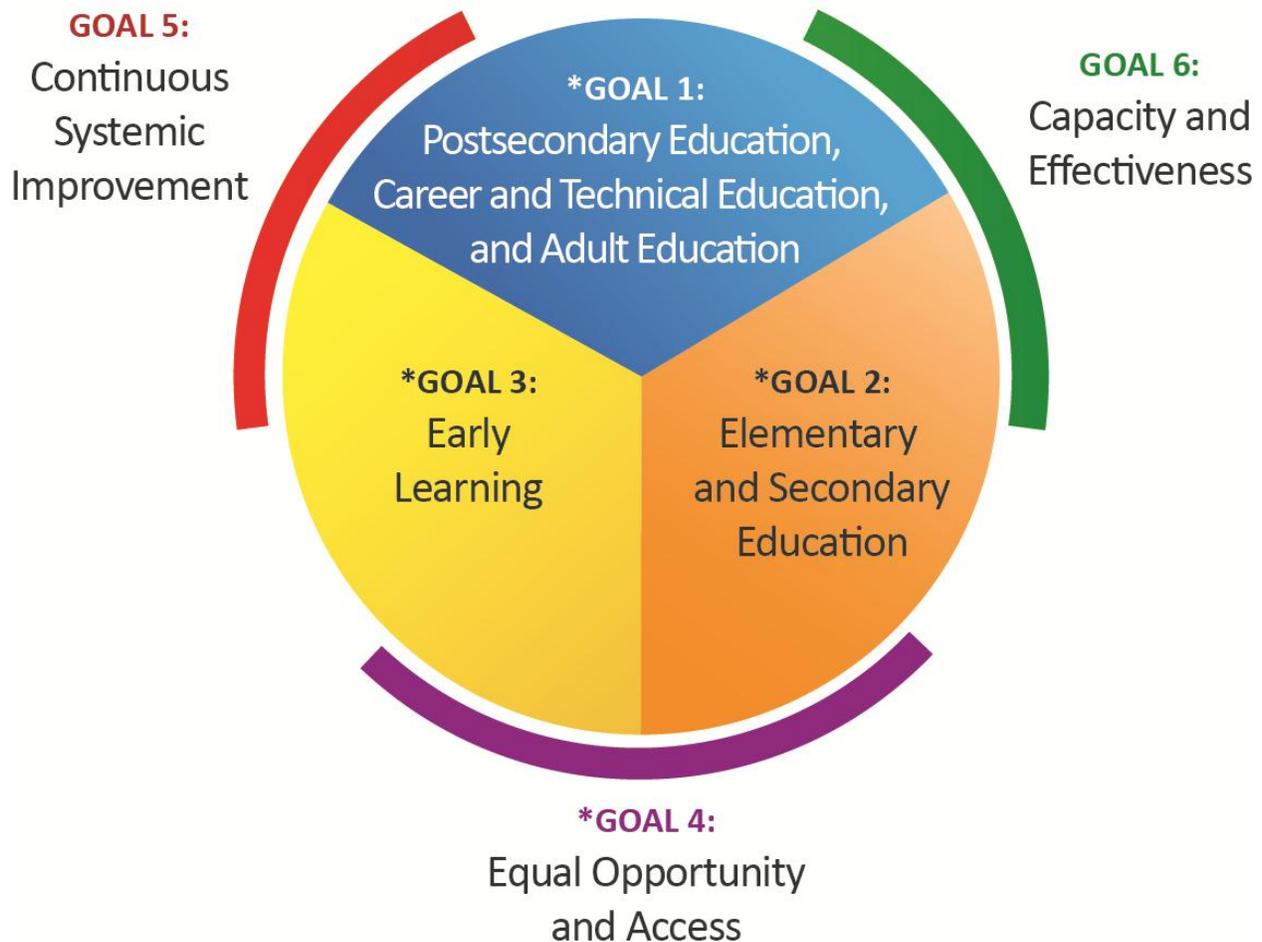
### The Department's Strategic Planning Process

To meet the National Outcome Goals, changes are needed in how education is delivered. 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. Strategic planning is the starting point for the work of the Department as described in its *FY 2011–2014 Strategic Plan*. Reaching this 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 Department's *Strategic Plan* serves as the basis from which to align the Department's 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 was developed in collaboration with Congress, state and local partners, and other education stakeholders.

## FY 2011-2014 Strategic Plan



\*Aligns with National Outcome Goals.

## The Department Priority Goals

The Department has identified a limited number of Agency Priority Goals for FY 2012–13 that serve as a particular focus for our activities. 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.

### Progress on the Department's FY 2012–13 Priority Goals

**Priority Goal 1: Improve outcomes for all children from birth through third grade. By September 30, 2013, at least nine states will implement a high-quality plan to collect and report disaggregated data on the status of children at kindergarten entry.**

The Department made a major step in FY 2012 toward reaching the Priority Goal of at least nine states implementing a high-quality plan to collect and report disaggregated data on the status of children at kindergarten entry through the awarding of Race to the Top – Early Learning Challenge (RTT-ELC) grants to nine states. The RTT-ELC states have committed to comprehensive plans for expanding access to high-quality early learning, including collecting and reporting disaggregated data on the status of children at kindergarten entry. As with many of the Department's key reform programs, Department staff are working with states to ensure that they continue to meet their commitments, through the provision of high-quality, consistent technical assistance and monitoring.

**Priority Goal 2: Improve learning by ensuring that more students have an effective teacher. By September 30, 2013, at least 500 school districts will have comprehensive teacher and principal evaluation and support systems and the majority of states will have statewide requirements for comprehensive teacher and principal evaluation and support systems.**

The Department has made significant progress in leveraging its programs to support state-led efforts to train, recruit, identify, and retain effective teachers, especially in areas with high needs. In particular, the Department's efforts are focused on:

- encouraging teachers to play active roles in the development of these policies (through the RESPECT project and the Teacher Incentive Fund [TIF]);
- encouraging school districts to leverage best practices to recruit and retain effective teachers (through TIF programs);
- encouraging the development and adoption of innovative strategies to transform the teaching profession that will ultimately impact student outcomes (through TIF, investing in Innovation, and other programs); and
- creating a critical mass of states that have created the conditions for education innovation and reform (through Race to the Top, ESEA Flexibility, School Improvement Grants (SIG), and other initiatives).

**Priority Goal 3: Demonstrate progress in turning around the nation's lowest-performing schools. By September 30, 2013, 500 of the nation's persistently lowest-achieving schools will have demonstrated significant improvement and will have served as potential models for future turnaround efforts.**

The President and Congress have made significant investments in turning around the nation's persistently lowest-achieving schools, in large part through School Improvement Grants, Race to

the Top, and through the Department's work to grant states flexibility regarding specific requirements of the *No Child Left Behind Act of 2001* (NCLB). With more than 1,300 schools now implementing one of the four SIG intervention models, schools around the country have hired new leadership, recruited effective teachers, increased learning time, changed school climate, and offered teachers data-driven professional development aimed at increasing student achievement.

**Priority Goal 4: Make informed decisions and improve instruction through the use of data. By September 30, 2013, all states and territories will implement comprehensive statewide longitudinal data systems (SLDS).**

Based on the five rounds of funding, 47 states, the District of Columbia, Puerto Rico, and the Virgin Islands have received at least one SLDS grant. By the end of FY 2013, we expect all states and the District of Columbia to have a functioning K-12 SLDS, 12 states to link with early childhood systems, 21 to link with postsecondary data from state institutions, and 10 to link with labor. Linkages with workforce data have presented the greatest challenge for states due to a lack of a common ID, multiple privacy laws, and insufficient multi-agency coordination so we have increased our coordination with the Department of Labor. Also, because of the paucity of early childhood data sources, the Department is creating a series of best practice materials and workshops on early childhood data sharing.

**Priority Goal 5: Prepare all students for college and career. By September 30, 2013, all states will adopt internationally-benchmarked college-and career-ready standards.**

Forty-five states and the District of Columbia have adopted college- and career-ready standards (CCR) through adoption of the Common Core State Standards. Through ESEA Flexibility, 44 states and the District of Columbia have submitted requests indicating that they have adopted college- and career-ready standards. The total number of states that have approved applications is significantly more than the Department initially anticipated as nearly all states have requested flexibility.

**Priority Goal 6: Improve students' ability to afford and complete college. By September 30, 2013, the Department will develop a college scorecard designed to improve consumer decision-making and transparency about affordability for students and borrowers by streamlining information on all degree-granting institutions into a single, comparable, and simplified format, while also helping all states and institutions develop college completion plans.**

The Department successfully reached its goal of developing a college scorecard in October 2012. Our successes to date include identifying a funding source, developing and releasing a prototype for public comment, working with software developers to ensure that colleges and universities will be able to publish scorecards quickly, and soliciting university partners to be the first group to release a scorecard. The Department has little influence over state decisions to establish college completion goals, although we continue to encourage goal setting and highlight states that have goals in speeches, editorials, and conversations. In July 2012, the Department sent to all governors a chart showing the state's current attainment rate and our estimated target to reach the President's 2020 goal and to raise awareness of progress needed and encourage goal setting.

For more information on the Department's FY 2012–13 Priority Goals, please go to <http://goals.performance.gov/agency/ed>.

In addition to the Agency Priority Goals, the Department contributes to several Cross-Agency Priority (CAP) Goals as required by the *GPRRA Modernization Act of 2010*.

**Cross-Agency Priority Goal: Science, Technology, Engineering, and Math (STEM) Education**

**Improve the quality of science, technology, engineering, and math (STEM) education.** The federal government will work with education partners to improve the quality of science, technology, engineering, and math (STEM) education at all levels, and in support of the President's goal that the U.S. have the highest proportion of college graduates in the world by 2020, help increase the number of well-prepared graduates with STEM degrees by one-third over the next 10 years, resulting in an additional 1 million graduates with degrees in STEM subjects.

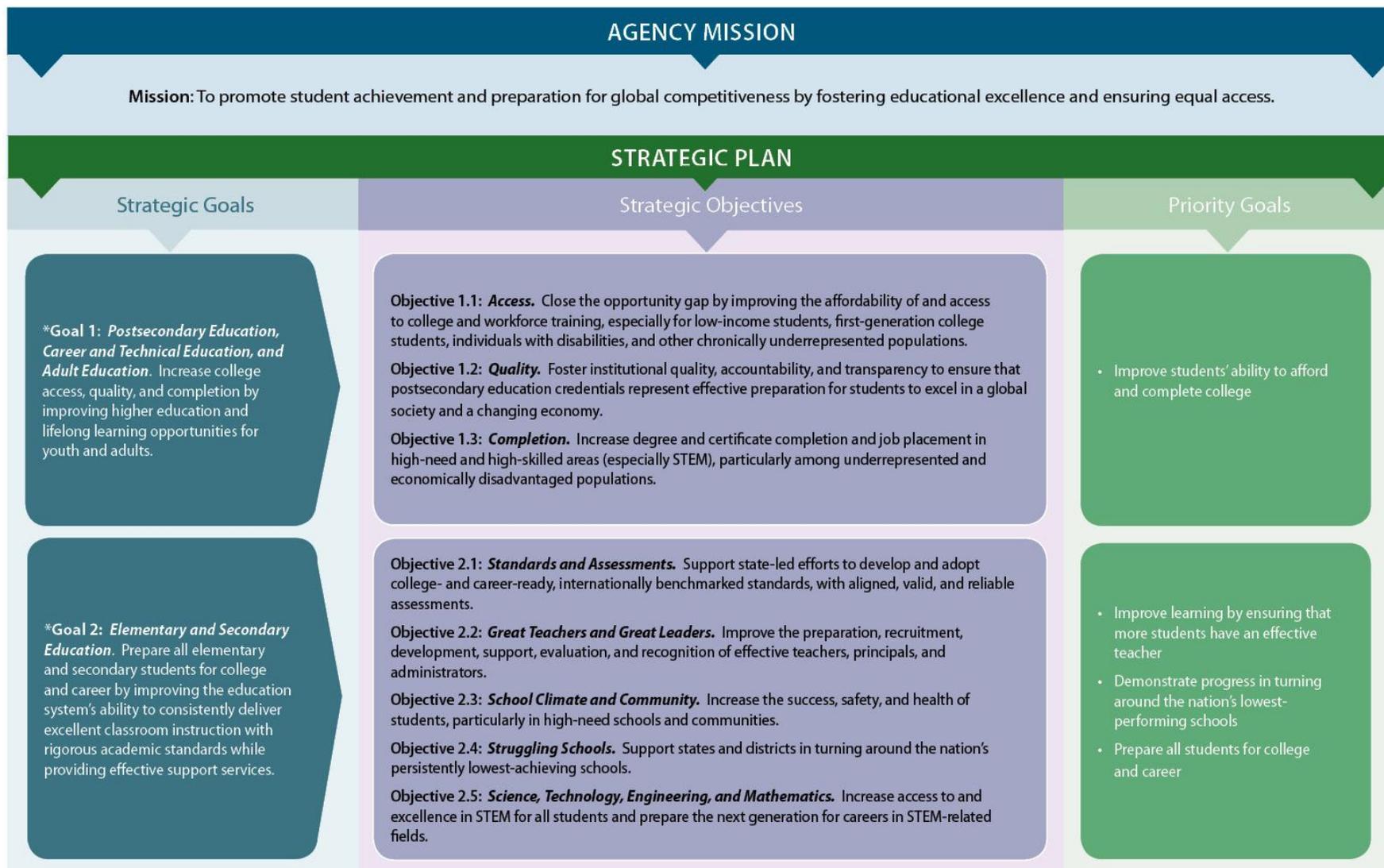
**Cross-Agency Priority Goal: Veteran Career Readiness**

**Improve career readiness of veterans.** By September 30, 2013, the federal government will help to increase the percentage of eligible service members who will be served by career readiness and preparedness programs from 50 percent to 90 percent in order to improve their competitiveness in the job market.

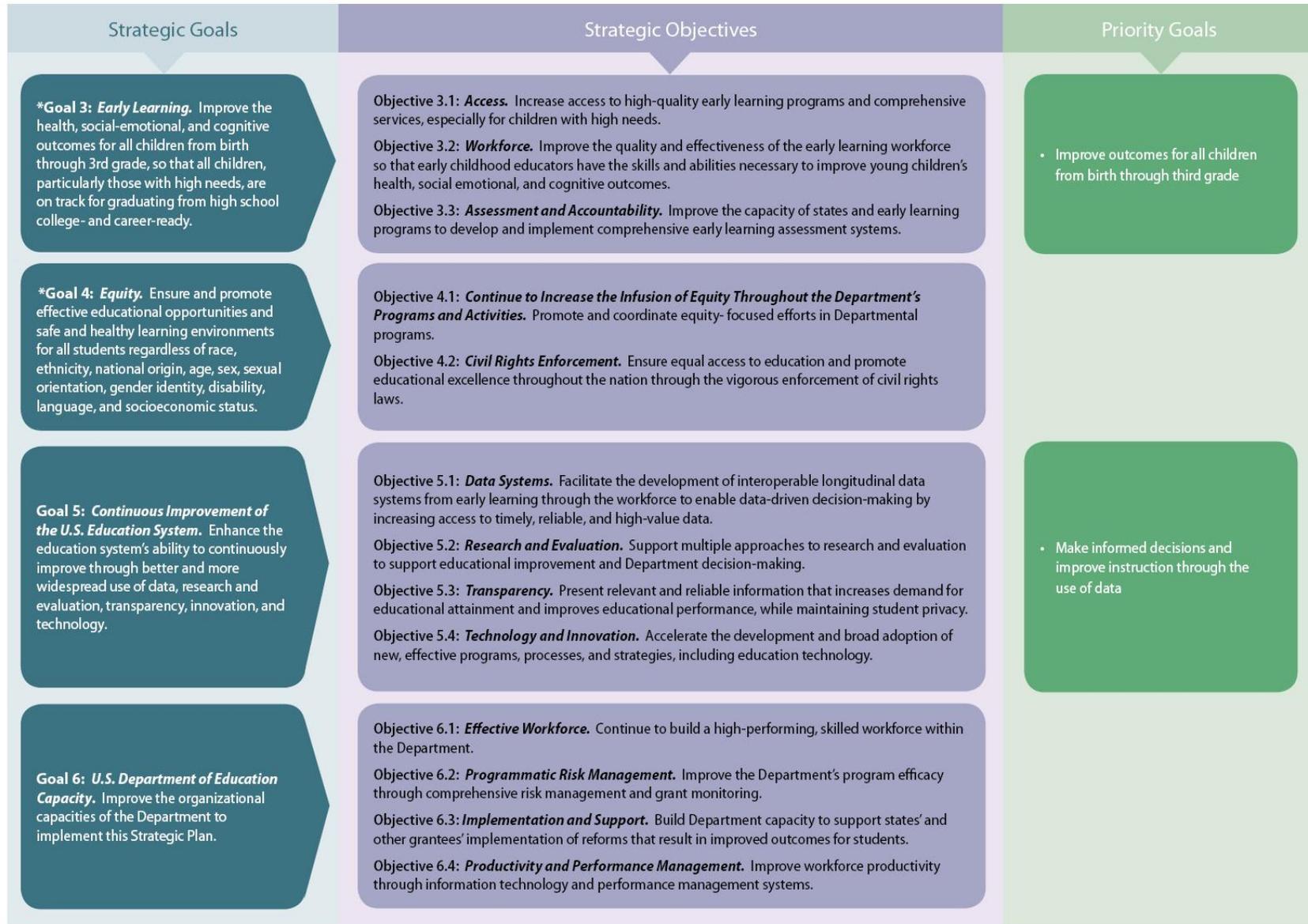
**Cross-Agency Priority Goal: Job Training**

**Ensure our country has one of the most skilled workforces in the world.** Federal agencies will prepare 2 million workers with skills training by 2015 and improve the coordination and delivery of job training services.

For additional information on the Cross-Agency Priority Goals, please go to [http://goals.performance.gov/goals\\_2013](http://goals.performance.gov/goals_2013).



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## The Department's Organizational Performance Review Process

To manage agency performance, the Department has established quarterly performance reviews to assess and improve agencywide performance with a focus on the Department's Agency Priority Goals and other key policy priorities. At these reviews, senior leaders conduct real-time data-driven decision making, identify issues and best practices with significant inter-office implications, and ensure that the Department maintains a consistent focus on strategic priorities.

The Department engages individual principal operating components in organizational performance reviews to promote and focus on continuous operational improvement and capacity-building in key priority areas, including their core processes, people/organizational development, administrative management, and contributions to the department above and beyond expectations. The organizational reviews also provide a mechanism for identifying promising practices that can be applied to other areas of the agency to continuously improve and leverage the Department's internal capacity to deliver on its mission.

## Challenges Linking Performance to Resources

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 2012 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.

## Assessing the Completeness, Reliability, and Quality of Our Data

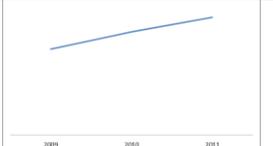
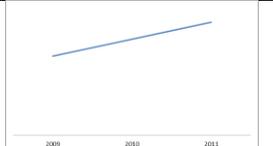
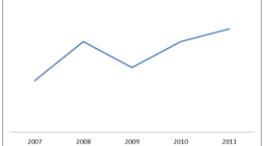
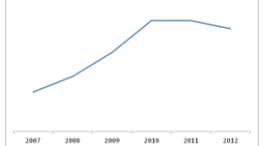
Ensuring that accurate and complete data are reported is critical in supporting transparency of management and budgetary decisions. The Department has established controls to ensure that data used by the Department to make funding decisions, evaluate program performance, and support a number of management and budgetary decisions are as accurate as possible. The Department has designed a procedure for ensuring that the best quality data are available for its planning and reporting purposes. The Department has developed guidance and a framework for principal offices to identify issues in data validation and verification for its strategic and program performance goals and measures prior to data reporting. In addition, limitations of data collected by the Department are noted and actions are planned to correct shortfalls in data completeness, accuracy, and reliability.

## Selected Outcome Measures for FY 2012

In support of the FY 2011–14 Strategic Goals, the table below presents trend information for selected performance measures for FY 2007–12.

Performance Results Summary		FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Trend*
<b>Student Achievement</b>								
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	78%	91%	89%	87%	Target: 89%	
	Teachers	NA	70%	80%	78%	79%	Target: 81%	
Increase the percentage of adult education students obtaining a high school credential***,†		61.5%	64.1%	52.4%††	60.2%	Target 56.0%‡	Target: 57.0%	
Increase the percentage of public high school students who graduate four years after starting 9th grade (Averaged Freshman Graduation Rate)***		74%	75%	76%	Target: 76%‡	Target: 76%‡	Target: 77%	
Increase the percentage of 4th-grade students at or above proficient on the NAEP in reading****,‡‡		32%	NA	32%	NA	32%	NA	
Increase the percentage of 8th-grade students at or above proficient on the NAEP in reading****,‡‡		29%	NA	30%	NA	32%	NA	

Performance Results Summary	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Trend*
Increase the percentage of 4th-grade students at or above proficient on the NAEP in mathematics****#	39%	NA	38%	NA	40%	NA	
Increase the percentage of 8th-grade students at or above proficient on the NAEP in mathematics****#	31%	NA	33%	NA	34%	NA	
<b>Postsecondary</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%	Target: 3.6%	
Increase in the number of undergraduate credentials/degrees (in millions)	2.3	2.3	2.4	2.5	2.7	Target: 2.7	
Increase in the number of STEM undergraduate degrees awarded***	NA	313,911	297,555	337,946	Target: 344,705 ‡	Target: 351,599	
Increase the percentage of 25- to 34-year-olds who attain an associate's or higher degree***	40.4%	41.6%	41.1%	42.3%	43.1%	Target: 44%	
Increase the percentage of students who complete a bachelor's degree within 6 years from their initial institution***	57%	57%	57%	58%	Target: 61% ‡	Target: 63%	

Performance Results Summary		FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Trend*
<b>State Activities</b>								
Increase in the number of states implementing comprehensive statewide longitudinal data systems***	Link students with teachers	NA	NA	30	36	41	Target: 47	
	Link P-12 with college	NA	NA	28	34	40	Target: 46	
<b>Department Management</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	Target: 27	No trend displayed due to differences in the numbers of agencies ranked in FY 2007–11.	
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%	Target: 62%		
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%	Target: 58%		
Increase in the Department's American Customer Satisfaction Index rating and states and other grantees reporting satisfaction with support provided by the Department	63	65	68	72	72	71		

\* Trend lines display only years with actual data available. \*\* Data are a sum of "Important" and "Very Important" responses to the Project Tomorrow Teacher Survey. In the FY 2011 AFR, only "Important" responses were included. \*\*\* National Outcome Goal. † Data were recalculated and corrected from previous reporting year. †† The percentage of adults who earned a high school diploma was down in program year 2009–10 due to a reporting anomaly in one large state that resulted from an issue with goal setting in some of its programs. The state has provided technical assistance to these programs. An adjustment that omits this state's data from the two most recent years indicates that the national performance on the high school completion remains relatively the same at approximately 65 percent. ‡ Data not yet available for this fiscal year. ‡‡ NAEP data are collected biennially. Data reported for the NAEP measures in the FY 2012 AFR reflect public school students only. In previous AFRs, national totals that included both public and private school data were reported. ‡‡‡ Data from National Center for Education Statistics, Integrated Postsecondary Education Data System. For the FY 2011 AFR, National Science Foundation, National Center for Science and Engineering Statistics data were reported.