



# U.S. Department of Education FY 2012 Annual Performance Report and FY 2014 Annual Performance Plan

**U.S. Department of Education**

Arne Duncan  
*Secretary*

**Office of the Chief Financial Officer**

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*Delegated to perform the functions and duties of Chief Financial Officer*

April 10, 2013

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This report is available on the Department's website at: <http://www.ed.gov/about/reports/annual/index.html>, and the *FY 2011–14 Strategic Plan* is available at: <http://www.ed.gov/about/reports/strat/index.html>.

On request, this publication is available in alternative formats, such as Braille, large print, compact disc. For more information, please contact the Department's Alternate Format Center at (202) 260-0852 or (202) 260-0818.

Department annual plans and annual reports are available on the web at:  
<http://www.ed.gov/about/reports/annual/index.html>.

The Department welcomes all comments and suggestions on both the content and presentation of this report. Please forward them to: [PARcomments@ed.gov](mailto:PARcomments@ed.gov).

Office of the Chief Financial Officer  
U.S. Department of Education  
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## Foreword

As required by the *Government Performance and Results Act (GPRA) Modernization Act of 2010*, each federal agency must report annually on its progress in meeting the goals and objectives established by its *Strategic Plan*. The United States Department of Education's (the Department's) *Fiscal Year (FY) 2012 Annual Performance Report and FY 2014 Annual Performance Plan* presents to Congress, the President, and the American people detailed information about progress in meeting the Department's strategic goals and objectives and key performance measures. This report accompanies the Administration's budget request to Congress. The complete budget request for the Department will be available at <http://www.ed.gov/about/overview/focus/performance.html>.

This year, the Department is consolidating its *FY 2012 Annual Performance Report* and the *FY 2014 Annual Performance Plan* into one document which is one of three integrated reports that provide a more meaningful, transparent, and accountable approach to inform Congress, the President, and the American people about our progress in meeting our strategic and priority goals and objectives.

The Department's FY 2012 annual reporting includes these three documents:

### **Summary of Performance and Financial Information**

[published February 14, 2013]

This document provides an integrated overview of performance and financial information that consolidates the *Agency Financial Report (AFR)* and the *FY 2012 Annual Performance Report (APR) and FY 2014 Annual Performance Plan (APP)* into a user-friendly format.

### **FY 2012 Annual Performance Report and FY 2014 Annual Performance Plan**

[available April 2013]

This report is produced in conjunction with the FY 2014 President's Budget Request and provides more detailed performance information and analysis of performance results.

### **Agency Financial Report (AFR)** [published November 16, 2012]

The AFR is organized into three major sections:

- The Management's Discussion and Analysis section provides executive-level information on the Department's history, mission, organization, key activities, analysis of financial statements, systems, controls and legal compliance, accomplishments for the fiscal year, and management and performance challenges facing the Department.
- The Financial Details section provides a Message From the Chief Financial Officer, consolidated and combined financial statements, the Department's notes to the financial statements, and the Report of the Independent Auditors.
- The Other Accompanying Information section provides improper payments reporting details and other statutory reporting requirements.

**All three annual reports will be available on the Department's website at <http://www2.ed.gov/about/reports/annual/index.html>.**

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**FY 2012 Annual Performance  
Report and FY 2014 Annual  
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## Mission and Organizational Structure

### Our Mission

The U.S. Department of Education's mission is *to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

**History.** In 1867, the [federal government](#) created a federal education agency to collect and report statistical data. The U.S. Department of Education was established as a cabinet-level agency in 1979. More information on the history of the Department and the federal role in education is available at <https://www2.ed.gov/about/overview/fed/role.html>.

**What We Do.** The [Department](#) engages in four major types of activities: executing administrative responsibilities related to federal education funding, including the distribution of funds and monitoring their use; supporting data collection and research on America's schools; identifying major issues in education and focusing national attention on them; and enforcing federal laws prohibiting discrimination in programs that receive federal funds.

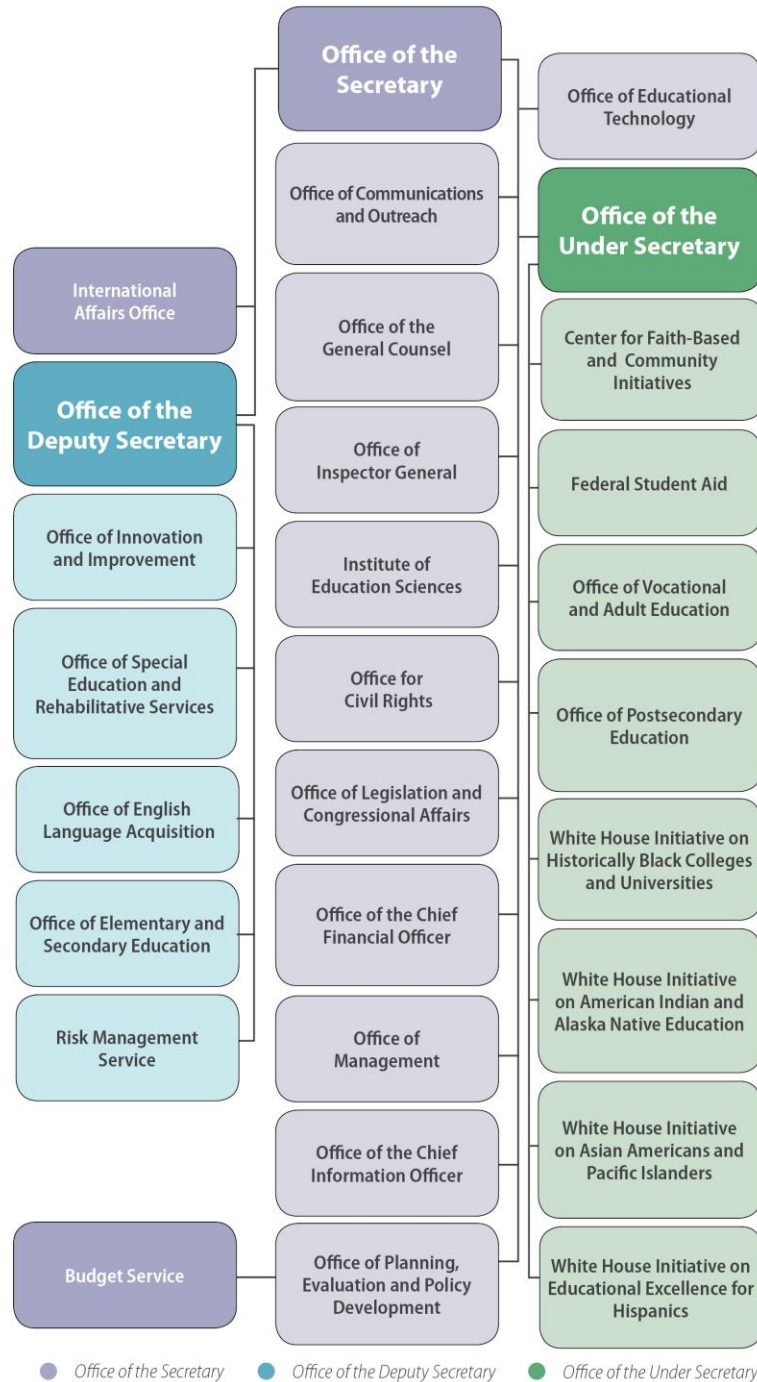
**Who We Serve.** America's schools and colleges are serving an ever increasing number of students as the population increases and enrollment rates rise. As of the fall of 2012, more than 49.8 million students attend public elementary and secondary schools. In fall 2012, a record 21.6 million students attend the nation's 2-year and 4-year colleges and universities.

**Regional Offices.** The [Department has ten regional offices](#) that provide points of contact and assistance for schools, parents, and citizens. The primary role of the regional offices is that of communications and civil rights enforcement. In addition to enforcement offices in federal regions, enforcement offices are located in Washington, DC and Cleveland, OH.

**Web Presence.** The Department maintains a [comprehensive website](#) that focuses on most popular searches, latest news and events, and links to social media. A partial list of Education Resources of the Department and Selected Department Web Links can be found in the appendices of this report.

## Our Organization in Fiscal Year 2012

Links are provided to web pages that provide a detailed [description of the principal offices](#) of the Department and an [overview of Department activities](#). This chart reflects the Department organization as of September 30, 2012.



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## Overview

### About the Report

The United States Department of Education's *Annual Performance Report* (APR) for fiscal year (FY) 2012 and *Annual Performance Plan* (APP) for fiscal year (FY) 2014 provides information on the current status of the performance of the Department's strategic goals for its *FY 2011–14 Strategic Plan*. This is the second year in which we have tracked the progress of the measures for our strategic goals under this Strategic Plan. While there are substantial trend data for many of our national measures of success, the Department has established a number of new measures with new baselines under its *FY 2011–14 Strategic Plan*. Since we have a delay of at least one year in the collection of data for our annual performance measures, we are still working to establish trend data for some of the measures. This year we have consolidated our *FY 2014 Annual Performance Plan* with our *FY 2012 Annual Performance Report* in an effort to provide more complete and meaningful data on our past performance and our efforts to improve performance in coming fiscal years.

The Cuts, Consolidations, and Savings volume of the President's Budget identifies the lower-priority program activities, where applicable, as required under the *GPRRA Modernization Act*, 31 U.S.C. 1115(b)(10). The public can access the volume at: <http://www.whitehouse.gov/omb/budget>.

The *FY 2012 Agency Financial Report* (AFR), released in November 2012, provides detailed information on the Department's financial performance and stewardship over its financial resources. To review the full report, go to: <http://www2.ed.gov/about/reports/annual/2012report/index.html>.

The Secretary has outlined accomplishments, ongoing initiatives, and management challenges for the Department in FY 2012 and certified that the Department's performance data are fundamentally complete and reliable in his letter published in the AFR. For more information, go to <http://www2.ed.gov/about/reports/annual/2012report/1-message.pdf>.

### FY 2012 Financial Highlights and Information

For the eleventh consecutive year, the Department achieved an unqualified (clean) audit opinion on its annual financial statements. To read the full report of the independent auditors, please go to: <http://www2.ed.gov/about/reports/annual/2012report/4-report-independent-auditors.pdf>.

For an overview and analysis of the Department's sources of funds and financial position, please go to: <http://www2.ed.gov/about/reports/annual/2012report/2e-mda-financial-highlights.pdf>.



To review the Department's financial summary and complete financial statements—including required supplementary stewardship information and notes to the principal financial statements for the fiscal years ended September 30, 2012, and September 30, 2011—please go to: <http://www2.ed.gov/about/reports/annual/2012report/3-financial-details.pdf>.

For information on improper payments reporting details, which includes a risk assessment of certain programs, please go to: <http://www2.ed.gov/about/reports/annual/2012report/5a-other-info-improper-payments.pdf>.

## Office of Inspector General's (OIG) Management Challenges for Fiscal Year 2013 Highlights

The Department's Office of Inspector General (OIG) works to promote efficiency, effectiveness, and integrity in the programs and operations of the Department. Through its audits, inspections, investigations, and other reviews, the OIG continues to identify areas of concern within the Department's programs and operations and recommends actions the Department should take to address these weaknesses. The *Reports Consolidation Act of 2000* requires the OIG to identify and report annually on the most serious management challenges the Department faces. The *Government Performance and Results Modernization Act of 2010* requires the Department to include in its agency performance plan information on its planned actions, including performance goals, indicators, and milestones, to address these challenges.




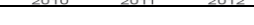

Last year the OIG presented four management challenges: improper payments, information technology security, oversight and monitoring, and data quality and reporting. While the OIG noted some progress by the Department in addressing these areas, each remains as a management challenge for Fiscal Year (FY) 2013.

The FY 2013 management challenges are:

- (1) Improper Payments,
- (2) Information Technology Security,
- (3) Oversight and Monitoring, and
- (4) Data Quality and Reporting.

The full report is published by the OIG. To view the full report, go to: <http://www2.ed.gov/about/offices/list/oig/managementchallenges.html>.

## Summary of Performance Results\*\*\*

Performance Results Summary	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Trend
<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>							
<b>Objective/Sub-Goal 1.1:</b>	<b>Access.</b> Close the opportunity gap by improving the affordability of and access to college and workforce training, especially for low-income students, first-generation college students, individuals with disabilities, and other chronically underrepresented populations.						
<b>Objective/Sub-Goal 1.2:</b>	<b>Quality.</b> 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.						
<b>Objective/Sub-Goal 1.3:</b>	<b>Completion.</b> Increase degree and certificate completion and job placement in high-need and high-skilled areas especially Science, Technology, Engineering, and Mathematics (STEM), particularly among underrepresented and economically disadvantaged populations.						
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%	63%	Trends only displayed for measures with 3 or more years of data available.
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%	3.7%	
C. Increase in the number of states that have adopted college completion plans	NA	NA	NA	31	38	37	
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	31	30	
E. Increase in the number of undergraduate credentials/degrees (in millions)	2.3	2.3	2.4	2.5	2.7	Target: 2.7*	
F. Increase in the number of STEM undergraduate degrees awarded**	302,211	306,160	313,227	329,186	353,603	Target: 351,599*	

\* Data not yet available for this fiscal year.

\*\* Data from National Center for Education Statistics, Integrated Postsecondary Education Data System. For the FY 2011 APR, National Science Foundation, National Center for Science and Engineering Statistics data were reported.

\*\*\* All data sources are included in the Performance Details section.

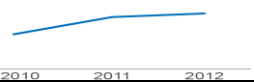
Key:

† 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

Performance Results Summary	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Trend
<b>Goal 2. Elementary and Secondary Education:</b>							
<b>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>							
<b>Objective/Sub-Goal 2.1:</b>	<b>Standards and Assessments.</b> Support state-led efforts to develop and adopt college- and career-ready, internationally benchmarked standards, with aligned, valid, and reliable assessments.						
<b>Objective/Sub-Goal 2.2:</b>	<b>Great Teachers and Great Leaders.</b> Improve the preparation, recruitment, development, support, evaluation, and recognition of effective teachers, principals, and administrators.						
<b>Objective/Sub-Goal 2.3:</b>	<b>School Climate and Community.</b> Increase the success, safety, and health of students, particularly in high-need schools and communities.						
<b>Objective/Sub-Goal 2.4:</b>	<b>Struggling Schools.</b> Support states and districts in turning around the nation's persistently lowest-achieving schools.						
<b>Objective/Sub-Goal 2.5:</b>	<b>Science, Technology, Engineering, and Mathematics (STEM).</b> Increase access to and excellence in STEM for all students and prepare the next generation for careers in STEM-related fields.						
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	45 states + DC & 3 territories	
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	45 states + DC & 3 territories	Trends only displayed for measures with 3 or more years of data available.
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	NA	NA	Trends only displayed for measures with 3 or more years of data available.
D. Increase in the number of school districts with comprehensive teacher evaluation and support systems <sup>†</sup>	NA	NA	NA	NA	6,347	Target: 6,480*	Trends only displayed for measures with 3 or more years of data available.
E. Increase in the number of states with statewide requirements for comprehensive teacher evaluation and support systems <sup>†</sup>	NA	NA	NA	NA	0	13 states + DC	Trends only displayed for measures with 3 or more years of data available.
F. Increase in the number of states with statewide requirements for comprehensive principal evaluation and support systems <sup>†</sup>	NA	NA	NA	NA	0	13 states + DC	Trends only displayed for measures with 3 or more years of data available.
G. Increase in the percentage of schools implementing initiatives that increase time for learning during or outside the school day**	NA	NA	NA	NA	NA	Estab. BL	Trends only displayed for measures with 3 or more years of data available.

\* Data not yet available for this fiscal year.

\*\* 2012 data will be used as the baseline. 2012 data will be available in 2013.

\*\*\* All data sources are included in the Performance Details section.

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Performance Results Summary	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Trend
<b>Goal 2. Elementary and Secondary Education:</b>							
<b>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>							
<b>Objective/Sub-Goal 2.1:</b>	<b>Standards and Assessments.</b> Support state-led efforts to develop and adopt college- and career-ready, internationally benchmarked standards, with aligned, valid, and reliable assessments.						
<b>Objective/Sub-Goal 2.2:</b>	<b>Great Teachers and Great Leaders.</b> Improve the preparation, recruitment, development, support, evaluation, and recognition of effective teachers, principals, and administrators.						
<b>Objective/Sub-Goal 2.3:</b>	<b>School Climate and Community.</b> Increase the success, safety, and health of students, particularly in high-need schools and communities.						
<b>Objective/Sub-Goal 2.4:</b>	<b>Struggling Schools.</b> Support states and districts in turning around the nation’s persistently lowest-achieving schools.						
<b>Objective/Sub-Goal 2.5:</b>	<b>Science, Technology, Engineering, and Mathematics (STEM).</b> Increase access to and excellence in STEM for all students and prepare the next generation for careers in STEM-related fields.						
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	NA	Estab. BL Trends only displayed for measures with 3 or more years of data available.
I.	Increase in the percentage of Race-to-the-Top grantees that achieve their targets for their performance measures	NA	NA	NA	NA	NA	Establish BL Trends only displayed for measures with 3 or more years of data available.
J.	Increase in the percentage of middle/high school math teachers who major in math or math education****	NA	72%	NA	NA	NA	Establish BL Trends only displayed for measures with 3 or more years of data available.
K.	Increase in the percentage of middle/high school science teachers who major in science or science education***	NA	84%	NA	NA	NA	Establish BL Trends only displayed for measures with 3 or more years of data available.

\* 2012 data will be used as the baseline. 2012 data will be available in 2013.

\*\* Data not yet available for this fiscal year.

\*\*\* All data sources are included in the Performance Details section.

\*\*\*\* 2012 targets based on 2008 actuals. 2011 data for this survey are not yet available.

Key:

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Performance Results Summary	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Trend
<b>Goal 3. Early Learning:</b>							
<b>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>							
<b>Objective/Sub-Goal 3.1: Access.</b> Increase access to high-quality early learning programs and comprehensive services, especially for children with high needs.							
<b>Objective/Sub-Goal 3.2: Workforce.</b> Improve the quality and effectiveness of the early learning workforce so that early childhood educators have the skills and abilities necessary to improve young children's health, social-emotional, and cognitive outcomes.							
<b>Objective/Sub-Goal 3.3: Assessment and Accountability.</b> Improve the capacity of states and early learning programs to develop and implement comprehensive early learning assessment systems.							
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	13	Trends only displayed for measures with 3 or more years of data available.
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	28	Target: 33*	Trends only displayed for measures with 3 or more years of data available.
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	NA	22	Trends only displayed for measures with 3 or more years of data available.
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	0	6	Trends only displayed for measures with 3 or more years of data available.
<b>Goal 4. Equity:****</b>							
<b>Ensure and promote effective educational opportunities and safe and healthy learning environments for all students regardless of race, ethnicity, national origin, age, sex, sexual orientation, gender identity, disability, language, and socioeconomic status.</b>							
<b>Objective/Sub-Goal 4.1: Continue to Increase the Infusion of Equity Throughout the Department's Programs and Activities.</b> Promote and coordinate equity- focused efforts in Departmental programs.							
<b>Objective/Sub-Goal 4.2: Civil Rights Enforcement.</b> Ensure equal access to education and promote educational excellence throughout the nation through the vigorous enforcement of civil rights laws.							
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	NA	38	Trends only displayed for measures with 3 or more years of data available.

\* Data not yet available for this fiscal year.

\*\* Includes the District of Columbia, Virgin Islands, American Samoa, Northern Mariana Islands, Guam, and Puerto Rico.

\*\*\* All data sources are included in the Performance Details section.

\*\*\*\* In addition to measure 4A, 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.



Key:

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

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Performance Results Summary		FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Trend
<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>								
<b>Objective/Sub-Goal 5.1:</b>	<b>Data Systems.</b> Facilitate the development of interoperable longitudinal data systems from early learning through the workforce to enable data-driven decision-making by increasing access to timely, reliable, and high-value data.							
<b>Objective/Sub-Goal 5.2:</b>	<b>Research and Evaluation.</b> Support multiple approaches to research and evaluation to support educational improvement and Department decision-making.							
<b>Objective/Sub-Goal 5.3:</b>	<b>Transparency.</b> Present relevant and reliable information that increases demand for educational attainment and improves educational performance, while maintaining student privacy.							
<b>Objective/Sub-Goal 5.4:</b>	<b>Technology and Innovation.</b> Accelerate the development and broad adoption of new, effective programs, processes, and strategies, including education technology.							
A. Increase in the number of states implementing comprehensive statewide longitudinal data systems <sup>†</sup>	Link students with teachers	NA	NA	30	36	41	48	
	Link P-12 with college	NA	NA	28	34	40	47	
B. Increase in the number of high-value datasets that are published through data.gov or ED.gov websites		NA	NA	NA	NA	72	122*	Trends only displayed for measures with 3 or more years of data available.
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	3	Target: 5**	Trends only displayed for measures with 3 or more years of data available.
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	Target: 9**	Trends only displayed for measures with 3 or more years of data available.

\* The FY 2012 actual is a total of the ED datasets available on data.gov and data.ed.gov, FSA, and IES websites.

\*\* Data not yet available for this fiscal year.

\*\*\* All data sources are included in the Performance Details section.



Key:

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

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Performance Results Summary		FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Trend
<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>								
<b>Objective/Sub-Goal 5.1:</b>	<b>Data Systems.</b> Facilitate the development of interoperable longitudinal data systems from early learning through the workforce to enable data-driven decision-making by increasing access to timely, reliable, and high-value data.							
<b>Objective/Sub-Goal 5.2:</b>	<b>Research and Evaluation.</b> Support multiple approaches to research and evaluation to support educational improvement and Department decision-making.							
<b>Objective/Sub-Goal 5.3:</b>	<b>Transparency.</b> Present relevant and reliable information that increases demand for educational attainment and improves educational performance, while maintaining student privacy.							
<b>Objective/Sub-Goal 5.4:</b>	<b>Technology and Innovation.</b> Accelerate the development and broad adoption of new, effective programs, processes, and strategies, including education technology.							
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	NA	NA	Trends only displayed for measures with 3 or more years of data available.
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	78%	91%	89%	87%	Target: 89%*	
	Teachers	NA	70%	80%	78%	79%	Target: 81%*	
G. Increase Departmental priorities to address equity-related issues in the Department's grants and awards		NA	NA	NA	NA	NA	Establish BL	Trends only displayed for measures with 3 or more years of data available.

\* Data not yet available for this fiscal year.

\*\* Data are a sum of "Important" and "Very Important" responses to the Project Tomorrow Teacher Survey. In the FY 2011 APR, only "Important" responses were included.

\*\*\* All data sources are included in the Performance Details section.

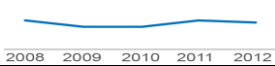

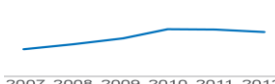
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Performance Results Summary	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Trend
<b>Goal 6. U.S. Department of Education Capacity: Improve the organizational capacities of the Department to implement this Strategic Plan.</b>							
<b>Objective/Sub-Goal 6.1:</b>	<b>Effective Workforce.</b> Continue to build a high-performing, skilled workforce within the Department.						
<b>Objective/Sub-Goal 6.2:</b>	<b>Programmatic Risk Management.</b> Improve the Department's program efficacy through comprehensive risk management and grant monitoring.						
<b>Objective/Sub-Goal 6.3:</b>	<b>Implementation and Support.</b> Build Department capacity to support states' and other grantees' implementation of reforms that result in improved outcomes for students.						
<b>Objective/Sub-Goal 6.4:</b>	<b>Productivity and Performance Management.</b> Improve workforce productivity through information technology and performance management systems.						
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	28 out of 33	No trend displayed due to differences in the numbers of agencies ranked in FY 2007–12.
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%	57%	
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%	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	91%	100%	Trends only displayed for measures with 3 or more years of data available.
E. Increase in the Department's American Customer Satisfaction Index rating and states and other grantees reporting satisfaction with support provided by the Department	CSI: 63	CSI: 65	CSI: 68	CSI: 72	CSI: 72	CSI: 71	
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	NA	Establish BL	Trends only displayed for measures with 3 or more years of data available.

\* Data shown for measure 6A include the Department of Education with large agencies. In FY 2012, the survey included a category for mid-size federal agencies. When included in this category, the Department's rank was 18 out of 22 agencies and its index score for FY 2012 was 56.8.

\*\* Data not yet available for this fiscal year.

\*\*\* All data sources are included in the Performance Details section.

Key:

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

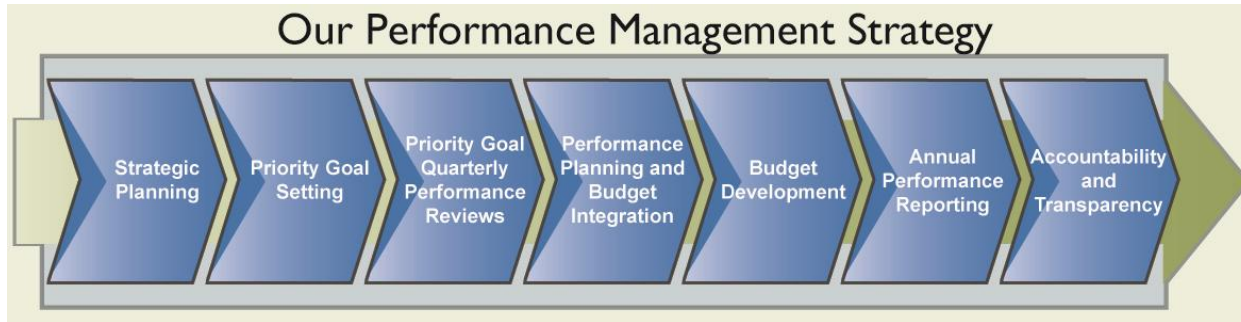
CSI = Customer Satisfaction Index

Estab. BL = Establish baseline

NA = No data available for the period



## Performance Management Initiatives at the Department



### Implementing the *GPRRA Modernization Act of 2010*

On January 4, 2011, President Obama signed into law the *GPRRA Modernization Act of 2010*. The Act improves on the *Government Performance and Results Act of 1993 (GPRRA)* and modernizes the federal government's performance management framework. The Department's approach to performance management to improve the effectiveness and efficiency of government is aligned with the *GPRRA Modernization Act of 2010* by requiring agency leaders to 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 *GPRRA 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.

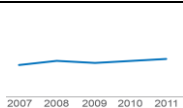
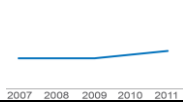
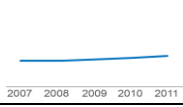
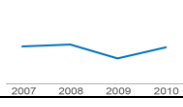
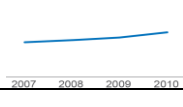
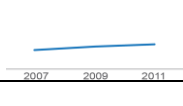
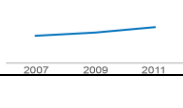
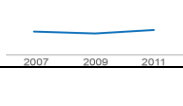
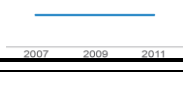
The Department's performance management approach links strategic goals and policy priorities to program activities and outcomes. The strategic planning and performance reporting cycle results in ongoing programmatic assessment and continuous operational improvement to deliver meaningful outcomes for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

### The Department's 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.

**National Outcome Goals**

National Outcome Goals	Actual						Target		Trend
	2007	2008	2009	2010	2011	2012	2013	2014	
A. Increase the percent of 25- to 34-year-olds who attain an associate's or higher degree	40%	42%	41%	42%	43%	Target: 44%*	46%	48%	
B. Increase the percentage of students who complete a bachelor's degree within 6 years from their initial institution	57%	57%	57%	58%	59%	Target: 63%*	65%	67%	
C. Increase the percentage of students who complete an associate degree or certificate within 3 years from their initial institution**	31%	31%	32%	33%	34%	Target: 38%*	40%	42%	
D. Increase the percentage of adult education students obtaining a high school credential***	62%	64%	52%†	61%	Target: 56%*	Target: 57%*	60%	62%	
E. Increase the percentage of public high school students who graduate four years after starting 9th grade (Averaged Freshman Graduation Rate)	74%	75%	76%	78%	Target: 78%*	Target: 79%*	79%	80%	
F. Increase the percentage of 8th-grade students at or above proficient on the National Assessment of Educational Progress (NAEP) in mathematics‡	31%	NA	33%	NA	34%	NA	35%	NA	
G. Increase the percentage of 8th-grade students at or above proficient on the NAEP in reading‡	29%	NA	30%	NA	32%	NA	33%	NA	
H. Increase the percentage of 4th-grade students at or above proficient on the NAEP in mathematics‡	39%	NA	38%	NA	40%	NA	42%	NA	
I. Increase the percentage of 4th-grade students at or above proficient on the NAEP in reading‡	32%	NA	32%	NA	32%	NA	33%	NA	

\* Data not yet available for this fiscal year.

\*\* Includes both 2-year and 4-year IHEs offering associate's degrees and certificates.

\*\*\*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.

‡ NAEP data are collected biennially. Data reported for the NAEP measures in the FY 2012 APR reflect public school students only. In previous APRs, national totals that included both public and private school data were reported.

NA = No data available for the period.

#### Sources

- A. U.S. Census Bureau, Current Population Survey.
- B. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey.
- C. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey.
- D. Office of Vocational and Adult Education, National Reporting System.
- E. U.S. Department of Education, National Center for Education Statistics, Common Core of Data.
- F. National Assessment of Educational Progress.
- G. National Assessment of Educational Progress.
- H. National Assessment of Educational Progress.
- I. National Assessment of Educational Progress.

### 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.

† Goals 4, 5, and 6 emphasize the impacts of internal processes on external goals 1, 2, and 3.

## 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 13 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 Recognizing Educational Success, Professional Excellence and Collaborative Teaching (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 (i3), 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 (RTT), *Elementary and Secondary Education Act of 1965* [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. 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 the Department has 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 made significant progress developing a college scorecard and anticipates a public release in February 2013. Successes to date include identifying a funding source, developing and releasing a prototype for public comment, and working with software developers to move the scorecard from a development website to the final production website. 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#Agency\\_Goals](http://goals.performance.gov/agency/ed#Agency_Goals).

The Department's FY 2014–2015 Agency Priority Goals are in development and will be released with the agency's FY 2014–17 Strategic Plan.

In addition to the Agency Priority Goals, the Department contributes to several Cross-Agency Priority (CAP) Goals as required by the *GPRA 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 mathematics (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 CAP Goals, please go to [http://goals.performance.gov/goals\\_2013](http://goals.performance.gov/goals_2013).

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## Performance Details

The Department has identified performance measures centered on desired outcomes for each of the six strategic goals established by the *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. While the Department has trend data for many of its performance measures, since the Department is in its second year of reporting on its *FY 2011–14 Strategic Plan*, we are continuing to establish baselines to collect data for a number of newly established performance measures.

### 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 small portion of a given fiscal year's appropriation is available to state, school, organization, or student recipients during a substantial portion of the fiscal year in which the funds are appropriated. The remainder is available at or near the end of the appropriation's fiscal year or in a subsequent year. For example, 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.

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

In FY 2012, the Department continued to support programs to help the education system, by facilitating the development of the infrastructure necessary to collect and disseminate high-value education information for the improvement of child and student outcomes.

**Streamlining Access to Data.** In FY 2012, the Department's public data repository was integrated with Data.gov to leverage the existing functionality of the Data.gov site and increase access by connecting to a growing community of developers and researchers already familiar with that platform. In FY 2013, both Data.gov and the Department's public data repository will be redesigned to have a consistent look and feel and include a variety of new features to help visitors discover the most useful data sets to meet their needs.

**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 contractor 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.

In 2009, the Department initiated a companion DQI contract to conduct data audits for selected programs to examine the quality and methods used to report program performance information. A second DQI technical assistance contract, awarded in September 2011, builds on prior work and provides direct assistance to program offices regarding the review, development, analysis, and reporting on the *GPR Modernization Act of 2010* and other measures to inform programmatic and budget decisions. This work also helps staff to identify key indicators, and guide their collection and use of data.

**Consolidating Data Collection Through ED*Facts*.** Complete and accurate data are essential for effective decision-making. [ED\*Facts\*](#) 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 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 reduces 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.

**Statewide Longitudinal Data Systems.** The [Statewide Longitudinal Data Systems \(SLDS\) grant program](#), as authorized by the *Educational Technical Assistance Act of 2002*, 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 activities include the Education Data Technical Assistance program, the Privacy Technical Assistance Center, and work on common education data standards. These initiatives 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.

**Data Strategy Team.** The Department's Data Strategy Team (DST) develops and promotes coordinated and consistent 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 matters related to the Department's collection of data. The DST supports states' use of education data through data websites and technical assistance to grantees and identifies best practices for the use and promotion of data policy.

**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 (OCR) 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/>.

## The Department's Evaluation Planning Initiatives

In May 2010, the Department launched a new agencywide evaluation planning process to better align its investments in knowledge building with the Department's *Strategic Plan* and its budget and policy priorities. This process, now in its second year, ensures that evaluation funds are used efficiently and effectively to advance the Department's goals. To determine the effectiveness of programs, policies, and strategies for improving education outcomes, funding is directed at evaluations that will yield reliable measures of effectiveness. For priority questions related to other issues, such as performance management and implementation support, the funding is directed to evaluations that use rigorous methods appropriate for answering those questions.

The evaluation planning team meets with the Department's policy and program offices and, based on their input, develops recommendations for future evaluation activities in the current fiscal year and beyond. Each office identifies its highest priority research, evaluation, and analysis needs, as well as other program-specific research questions they would like addressed. The evaluation team examines the extent to which these research questions are supported by existing research or are being addressed through ongoing evaluations and then develops recommendations based on current and prospective resources. In FY 2011, the Department developed and approved a set of priority research questions to inform future investments in knowledge building. Planning for FY 2012 investments was completed and planning for FY 2013 is underway, although final decisions are contingent on appropriations action.

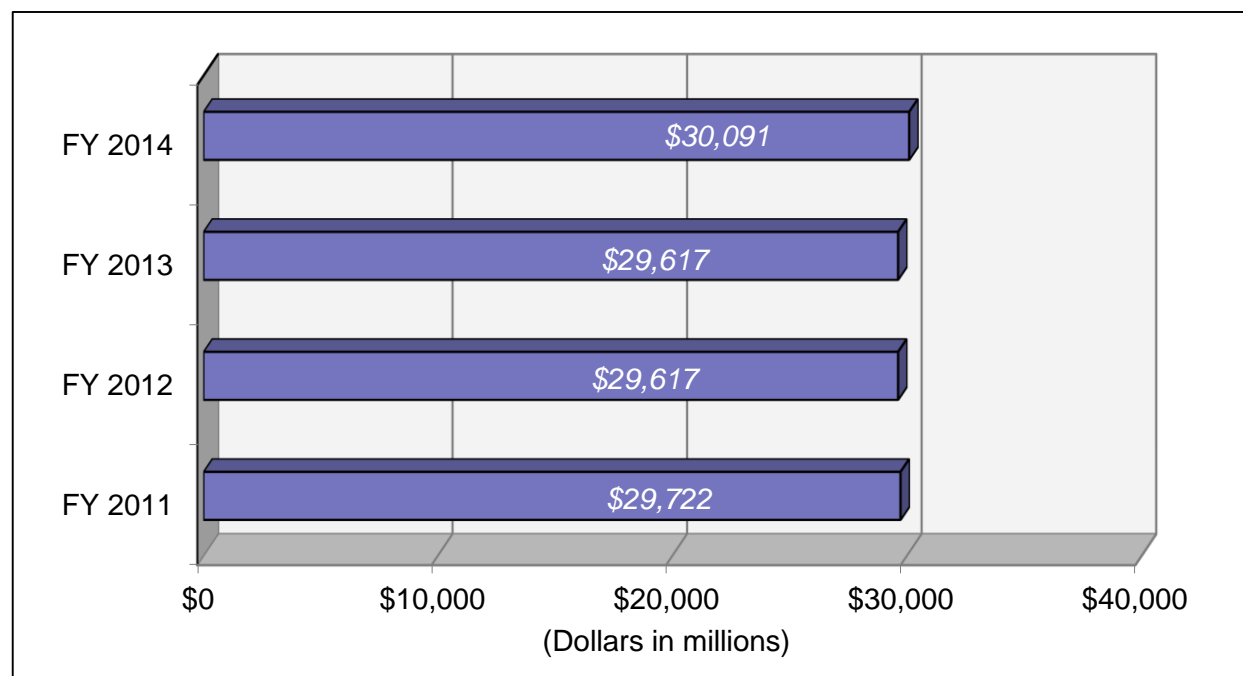
## Goal 1. Postsecondary Education, Career and Technical Education, and Adult Education: Increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.

**Objective/Sub-goal 1.1: Access.** Close the opportunity gap by improving the affordability of and access to college and workforce training, especially for low-income students, first-generation college students, individuals with disabilities, and other chronically underrepresented populations.

**Objective/Sub-goal 1.2: Quality.** 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.

**Objective/Sub-goal 1.3: Completion.** Increase degree and certificate completion and job placement in high-need and high-skilled areas (especially STEM), particularly among underrepresented and economically disadvantaged populations.

### Resources Supporting Goal 1



<http://www2.ed.gov/about/overview/budget/index.html?src=ct>

## Major Programs/Activities Supporting Goal 1<sup>1</sup>

POC/Account/Program (Dollars in millions)	FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Appropriation	FY 2014 President's Budget
FSA DM/SAA Student Aid Administration: Salaries and expenses	675	682	700	733
FSA DM/SAA Student Aid Administration: Servicing Activities	317	361	344	317
FSA SFA Federal Pell grants: Discretionary	22,956	22,824	22,824	22,824
OPE HE Federal TRIO programs	827	840	840	840
OVAE CTAE Career and technical education State grants	1,122	1,123	1,123	1,123
<b>Subtotal</b>	<b>25,897</b>	<b>25,830</b>	<b>25,830</b>	<b>25,837</b>
<b>Other Discretionary Programs/Activities</b>	<b>3,826</b>	<b>3,787</b>	<b>3,787</b>	<b>4,254</b>
<b>TOTAL, GOAL 1</b>	<b>29,722</b>	<b>29,617</b>	<b>29,617</b>	<b>30,091</b>

Note: Detail may not add to total due to rounding.

### Public Benefit

Boosting completion rates for bachelor' and associate's degrees is essential for Americans to compete in a global economy. 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. To meet this goal, the President has challenged every American to commit to at least one year of higher education or career training.

Postsecondary education access—and success—can only be achieved if students complete high school or its equivalent and if postsecondary education and training are relevant and affordable. Many of the nation's students are currently ill prepared for the academic rigor required for success at a postsecondary institution. Others lack the financial resources to pay for school. 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.

For the United States to remain educationally and economically competitive, our institutions must remain of the highest quality and ensure that the degrees and credentials that students earn are internationally competitive. An important part of our goal must be to ensure the value of a postsecondary credential. Improvements in how data are collected and used in higher education are critical, not only to accurately gauge our progress in achieving a better-educated workforce, but to determine what strategies work best to drive educational attainment.

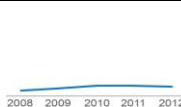
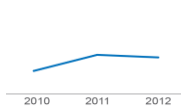

<sup>1</sup> Many programs may have sub-activities that relate to other goals.

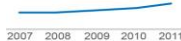

Programs that demonstrate data-driven evidence of success have the best chance of increasing student, institutional, and state outcomes and productivity. The Department must help strengthen data systems for higher education to sustain and improve quality. Accordingly, the Department will continue to encourage the development and use of statewide longitudinal data systems that include postsecondary and workforce information. We will continue to support teacher preparation initiatives that will further the transformation already underway in how we recruit and prepare teachers in this country. 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.

Ensuring that all Americans have the skills and knowledge they need to succeed in college, the workforce, and life will require higher standards of educational excellence, leading to dramatically improved high school and college completion outcomes. 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.

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	Actual						Target		Trend
	2007	2008	2009	2010	2011	2012	2013	2014	
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%	63%	59%	60%	Trends only displayed for measures with 3 or more years of data available.
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%	3.7%	4.1%	4.6%	
1.C. Increase the number of states that have adopted college completion plans	NA	NA	NA	31	38	37	45	47	
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	31	30	35	42	

Postsecondary Education, Career and Technical Education, and Adult Education Indicators of Success	Actual						Target		Trend
	2007	2008	2009	2010	2011	2012	2013	2014	
1.E. Increase in the number of undergraduate credentials/degrees (in millions)	2.3	2.3	2.4	2.5	2.7	Target: 2.7*	2.8	2.8	
1.F. Increase in the number of STEM undergraduate degrees awarded**	302,211	306,160	313,227	329,186	353,603	Target: 351,599*	358,631	365,804	

\* Data not yet available for this fiscal year.

\*\* Data from National Center for Education Statistics, Integrated Postsecondary Education Data System. For the FY 2011 APR, National Science Foundation, National Center for Science and Engineering Statistics data were reported.

NA = No data available for the period

Sources:

- 1.A. Central Processing System (CPS) database (Federal Student Aid data) and FSA annual report
- 1.B. CPS and U.S. Bureau of Labor Statistics (BLS) Labor Force Statistics and FSA annual report
- 1.C. U.S. Department of Education annual monitoring plans
- 1.D. U.S. Department of Education annual monitoring plans
- 1.E. Integrated Postsecondary Education Data System. Numbers reflect total associate’s degrees and bachelor’s degrees awarded.
- 1.F. Integrated Postsecondary Education Data System. Numbers reflect total associate’s degrees and bachelor’s degrees awarded.

**Explanation and Analysis of Progress:** Measure 1A exceeded its 2012 target of 58 by six points. Measure 1B exceeded its 2012 target but continues a marginal decline since 2010. Measure 1C did not meet its target of 41. For FY 2012, measure 1D dropped moderately from FY 2011, but exceeded its 2012 target of 27. Measure 1E improved moderately from FY 2010 to FY 2011. Data are not yet available for FY 2012. For measure 1F data are not yet available for FY 2012. Actuals for 1C and 1D have changed from previous years due to recalculation. Measure 1F cannot meet its projected goal of one million STEM degrees by the year 2020. Approximately 391,000 STEM degrees are produced each year: about 261,000 bachelor’s degrees, 76,000 associate degrees, and the rest in certificates. Enrollment is likely to increase by only 1–1.5 percent through 2020.

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 for all Goal 1 measures are collected annually.

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.

### Selected strategies to achieve Goal 1 include:

- improving the efficiency and effectiveness of the delivery of federal student aid;
- providing incentives to states and postsecondary institutions to contain or reduce the cost of providing education while ensuring and/or increasing quality;
- building capacity to link postsecondary institutions more closely with elementary and secondary schools, businesses, government, and labor to meet workforce needs, especially in STEM;
- improving the availability, quality, and use of data, data systems, and research to increase student and institutional performance and teacher preparation;
- providing incentives for institutions and states to publish and make transparent their efforts to increase the quality of their educational programs, the results of their college completion goals, and the improvement of their pathways to college and career;
- strengthening consumer protection and program integrity at institutions eligible for federal student aid under Title IV of the *Higher Education Act of 1965* (HEA);
- supporting programs that focus on first-year success and progression from the first to the second year of college through graduation, especially at community colleges and for low-income students;
- funding programs and services that meet the educational needs of adult learners (including those with the lowest reading, writing, and math skills, and lowest levels of English literacy), transitioning workers, and career changers, including immigrant professionals and previously incarcerated individuals;
- working with other agencies to develop a comprehensive and coherent federal STEM education strategy;
- maximizing opportunities to identify career pathways for adults interested in education programs, especially in such high-need fields as STEM; and
- modifying current data systems to better identify and track program completion outcomes.

For more information on FY 2012 updates on selected programs and activities by goal, see <http://www2.ed.gov/about/reports/annual/2012report/2c-mda-goals-objectives.pdf>.

## Goal 2. Elementary and Secondary Education:

**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.**

**Objective/Sub-goal 2.1: Standards and Assessments.** Support state-led efforts to develop and adopt college- and career-ready, internationally benchmarked standards, with aligned, valid, and reliable assessments.

### Objective/Sub-goal 2.2: Great Teachers and Great Leaders.

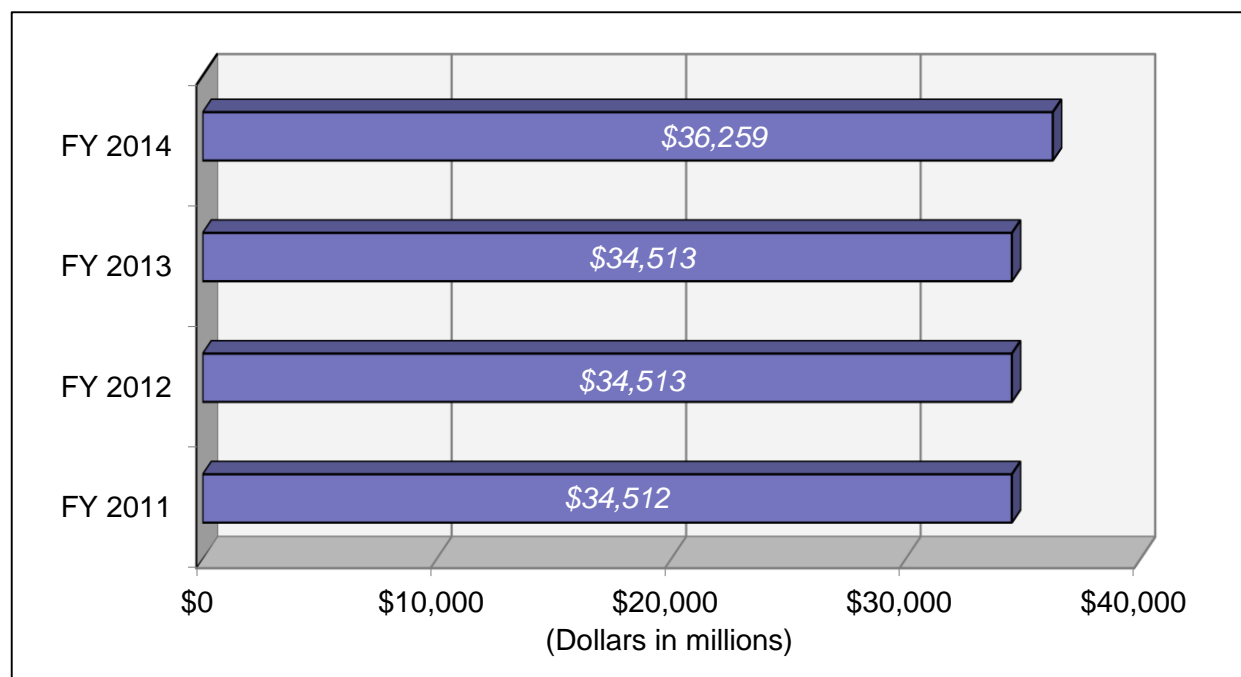
Improve the preparation, recruitment, development, support, evaluation, and recognition of effective teachers, principals, and administrators.

**Objective/Sub-goal 2.3: School Climate and Community.** Increase the success, safety, and health of students, particularly in high-need schools and communities.

**Objective/Sub-goal 2.4: Struggling Schools.** Support states and districts in turning around the nation's persistently lowest-achieving schools.

**Objective/Sub-goal 2.5: Science, Technology, Engineering, and Mathematics.** Increase access to and excellence in STEM for all students and prepare the next generation for careers in STEM-related fields.

**Resources Supporting Goal 2**



<http://www2.ed.gov/about/overview/budget/index.html?src=ct>



## Major Programs/Activities Supporting Goal 2<sup>1</sup>

POC/Account/Program			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Appropriation	FY 2014 President's Budget
<b>(Dollars in millions)</b>						
ISU/ OESE	IIT	Race to the Top <sup>2</sup>	699	549	549	1,000
OESE	AAEE	College- and career- ready students	14,443	14,516	14,516	14,516
OESE	AAEE	School turnaround grants	535	534	534	659
OESE	EIP	Assessing achievement	390	389	389	389
OESE	EIP	College pathways and accelerated learning (proposed legislation)	0	0	0	102
OESE	EIP	Effective teaching and learning for a well-rounded education (proposed legislation)	0	0	0	75
OESE	EIP	Effective teaching and learning: Literacy (proposed legislation)	0	0	0	187
OESE	IA	Impact Aid, Construction	17	17	17	17
OESE	IA	Impact Aid, Facilities maintenance	5	5	5	5
OESE	IA	Impact Aid, Payments for federally connected children: Basic support payments	1,136	1,154	1,154	1,154
OESE	IA	Impact Aid, Payments for federally connected children: Payments for children with disabilities	49	48	48	48
OESE	IIT	Effective teachers and leaders State grants (proposed legislation)	0	0	0	2,467
OESE	IIT	Teacher and leader innovation fund (proposed legislation)	0	0	0	400
OESE	SSS	21st century community learning centers	1,154	1,152	1,152	1,252
OESE	SSS	Successful, safe and healthy students (proposed legislation)	0	0	0	280
OII	IIT	Expanding educational options (proposed legislation)	0	0	0	295
OII	IIT	Magnet schools assistance	100	97	97	100
OII	IIT	STEM Innovation (proposed legislation)	0	0	0	415
OII	SSS	Promise Neighborhoods	30	60	60	300
OSERS	SE	Special Education grants to States	11,466	11,578	11,578	11,578
<b>Subtotal</b>			<b>30,022</b>	<b>30,099</b>	<b>30,099</b>	<b>35,238</b>
<b>Other Discretionary Programs/Activities</b>			<b>4,489</b>	<b>4,414</b>	<b>4,414</b>	<b>1,021</b>
<b>TOTAL, GOAL 2</b>			<b>34,512</b>	<b>34,513</b>	<b>34,513</b>	<b>36,259</b>

Note: Detail may not add to total due to rounding.

<sup>1</sup> Many programs may have sub-activities that relate to other goals.

<sup>2</sup> Race to the Top funds in fiscal years 2011–2013 also support Goal 3, Early Learning.

## Public Benefit

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

Since the 1990s, federal legislation has required states to develop their own standards as well as student assessments that are aligned with those standards. Today, every state has in place a set of elementary and secondary education standards for core subjects as well as an assessment system that measures student progress toward mathematics and reading/language arts standards in grades 3–8 and once in high school. However, existing federal accountability requirements, including a requirement to reach 100 percent proficiency by 2014, effectively create an incentive for states to lower rather than raise their academic standards. The result is that few states have standards that are sufficiently challenging to prepare students for the demands of college and today's workforce. There is a clear national consensus that the elementary and secondary education system should prepare every student for college and a career.

It is well established that teacher effectiveness contributes more to improving student academic outcomes than any other in-school characteristic and that a strong school leader can help teachers succeed as part of a supported instructional team. The Department intends to improve the quality of teaching and learning in America's schools by supporting efforts to increase the number of districts with comprehensive teacher and principal evaluation and support systems based on student growth in significant part, as well as other measures, that may be used to inform personnel decisions such as professional development, retention, tenure, promotion, and compensation decisions. In light of the importance of teachers and school leadership for student success, the nation has to do more to ensure that every student has an effective teacher in every classroom, every school has effective leaders, and every teacher and leader has access to the preparation, ongoing support, recognition, and collaboration opportunities he or she needs to succeed.

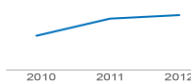
The Department will also focus on ensuring that students attending schools with high poverty rates and predominantly minority populations, students with disabilities, and English learners are taught by highly qualified and effective teachers and have effective leaders. Students can succeed despite being born into the most difficult of circumstances, and a school with dedicated teachers and leaders focused on teaching to high standards can be effective even when other services are lacking. Tackling a challenge as great as the academic achievement gap requires deploying every tool at our disposal and providing students with the support they need to succeed. Preparing students for success is made easier when students come to school well fed, healthy, and ready to learn, with families who are actively engaged in their children's academic life. It is also made easier by a positive school climate where students feel safe and supported in their classrooms and where adults and students can engage in meaningful ways. Unfortunately, too many schools continue to suffer from troubling rates of school violence and substance abuse, and too many students face poverty-related barriers to learning.

Particularly for students at risk for academic failure, success demands a comprehensive approach to meet a wide range of student needs. Developing these approaches and implementing appropriate interventions requires understanding the extent to which students are safe, healthy, and engaged in school and understanding the views of students, families, and teachers.

Few issues matter more to America’s vitality than continuing this nation’s tradition of leading advances in STEM fields. Our students need to do better in order to thrive as informed citizens and consumers and to contribute as workers, employers, and innovators. Over the long term, the nation’s ability to address key challenges, such as launching clean energy and other green industries and spurring advancements in health, medicine, and other areas that can revitalize the American economy, will depend on more students entering—and greater numbers persisting in—STEM fields.

Addressing these challenges means focusing on increasing traditionally underrepresented students’ access to high-quality STEM courses and teachers, and preparing students for careers in science, technology, engineering, and mathematics. The Department will work to restore and sustain America’s lead in the modern knowledge economy by seeking to improve the participation and performance of America’s students in STEM subjects and fields.

### Goal 2: Details

Elementary and Secondary Education Indicators of Success	Actual						Target		Trend
	2007	2008	2009	2010	2011	2012	2013	2014	
2.A. Increase in the number of states with adopted internationally benchmarked college- and career-ready standards*	NA	NA	NA	30 states + DC	45 states + DC	45 states + 3 territories and DC	52	52	
2.B. Increase in the number of states collaborating to develop and adopt high-quality assessments aligned to college- and career-ready standards	NA	NA	NA	NA	45 states + DC	45 states+ 3 territories and DC	52	52	Trends only displayed for measures with 3 or more years of data available.
2.C. Increase in the number of states in which institutions of higher education accept proficiency on state assessment as evidence that students do not need to enroll in remedial courses	NA	NA	NA	NA	NA	NA	NA	NA	Trends only displayed for measures with 3 or more years of data available.
2.D. Increase in the number of school districts with comprehensive teacher evaluation and support systems*	NA	NA	NA	NA	6,347	Target: 6,480**	6,616	6,755	Trends only displayed for measures with 3 or more years of data available.

Elementary and Secondary Education Indicators of Success	Actual						Target		Trend
	2007	2008	2009	2010	2011	2012	2013	2014	
2.E. Increase in the number of states with statewide requirements for comprehensive teacher evaluation and support systems*	NA	NA	NA	NA	0	13 states + DC	26	35	Trends only displayed for measures with 3 or more years of data available.
2.F. Increase in the number of states with statewide requirements for comprehensive principal evaluation and support systems*	NA	NA	NA	NA	0	13 states + DC	26	35	Trends only displayed for measures with 3 or more years of data available.
2.G. Increase in the percentage of schools implementing initiatives that increase time for learning during or outside the school day***	NA	NA	NA	NA	NA	Establish baseline	Baseline + 2%	Baseline + 4%	Trends only displayed for measures with 3 or more years of data available.
2.H. Increase the number of persistently lowest achieving schools identified as potential models by demonstrating improvement on indicators that schools are required to report through the School Improvement Grants program****	NA	NA	NA	NA	NA	Establish baseline	500	500	Trends only displayed for measures with 3 or more years of data available.
2.I. Increase in the percentage of Race-to-the-Top grantees that achieve their targets for their performance measures	NA	NA	NA	NA	NA	Establish baseline	Baseline + 2%	Baseline + 4%	Trends only displayed for measures with 3 or more years of data available.
2.J. Increase in the percentage of middle/high school math teachers who major in math or math education†	NA	72%	NA	NA	NA	Establish baseline	TBD	TBD	Trends only displayed for measures with 3 or more years of data available.
2.K. Increase in the percentage of middle/high school science teachers who major in science or science education†	NA	84%	NA	NA	NA	Establish baseline	TBD	TBD	Trends only displayed for measures with 3 or more years of data available.

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

\*\* Data not yet available for this fiscal year.

\*\*\* 2012 data will be used as the baseline. 2012 data will be available in 2013.

† 2012 targets based on 2008 actuals. 2011 data for this survey are not yet available.

NA = No data available for the period

TBD = To Be Determined

Sources

- 2.A. <http://www.corestandards.org/>
- 2.B. The Partnership for Assessment of Readiness for College and Careers (PARCC) at <http://www.achieve.org/PARCC> and SMARTER Balanced Assessment Consortium at <http://www.k12.wa.us/smarter/>
- 2.C. No known data source; measure will be dropped in the future.
- 2.D. State Fiscal Stabilization Fund annual performance report data
- 2.E. Race to the Top data from annual monitoring plans
- 2.F. Race to the Top data from annual monitoring plans
- 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 and monitoring plans
- 2.I. Race to the Top annual performance reports and monitoring plans
- 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:** Measure 2A (also a Priority Goal) met its 2012 target of 49 and is on target to ensure all states will adopt internationally benchmarked college- and career-ready standards. Measure 2B narrowly missed meeting its FY 2012 target of 50. Actuals for measures 2C have not been reported and the measure may be discontinued in the future due to difficulty in identifying an appropriate data source. For measures 2J–K, data for FY 2008 remain the most current data available. Using the number of school districts with student membership data as a proxy for the total districts in a state, we have evaluation data for measure 2D on 37 percent of districts. However, there is no uniform definition for “comprehensive.” For measures 2E and 2F, data were recalculated and totals may be different than reported previously. Additionally, baseline actuals exceeded expectations for FY 2011 and outyear targets were adjusted accordingly.

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.

### Selected strategies to achieve Goal 2 include:

- requiring all states to demonstrate that their standards lead to college- and career-readiness and encourage state-led efforts to develop and adopt internationally benchmarked college- and career-ready standards;
- supporting states in the development and implementation of high-quality assessment systems aligned to college- and career-ready standards;

- supporting continuing validation, benchmarking, and research on standards and assessments to ensure that they capture what students need to know to be ready for college and career, are evidence based, and appropriately address the needs of all students, including English learners and students with disabilities;
- eliminating incentives created by current law for states to set low standards that do not ensure that students are prepared for success;
- focusing on enhancing teacher and leader effectiveness as a means to improve student outcomes;
- elevating and strengthening the education profession through support for recruiting, preparing, developing, evaluating, rewarding, and retaining effective teachers and leaders;
- providing a structured program of technical assistance to states to improve teacher and leader quality and effectiveness;
- supporting community-wide approaches and increase the capacity of community-based and other organizations to increase success for children from the cradle through college to career;
- encouraging opportunities for families to engage actively and meaningfully in their children’s education;
- building state, district, and school capacity to collect and use school-level climate data and other metrics to tailor approaches that effectively address local needs, facilitating partnerships where appropriate to focus on common metrics across sites;
- promoting high-quality programs offered through an expanded school day and/or year;
- targeting significant funding toward the persistently lowest-achieving schools in return for commitments to implement an intensive intervention model that the school district and community identify as appropriate for the school;
- encouraging state and local policies that support effective school turnaround efforts;
- increasing the capacity of states, districts, and partner organizations, including teacher organizations and school management organizations, to turn around these schools;
- increasing the capacity of teachers, leaders, and schools by developing and deploying tools, training, and other resources that increase access to and advance STEM teaching, learning, and leading;
- inspiring and motivating all students and adults to focus on STEM activities, disciplines, and careers; and
- recruiting more highly effective STEM teachers, especially in the highest-need schools.

For more information on FY 2012 updates on selected programs and activities by goal, see <http://www2.ed.gov/about/reports/annual/2012report/2c-mda-goals-objectives.pdf>.

### Goal 3. Early Learning:

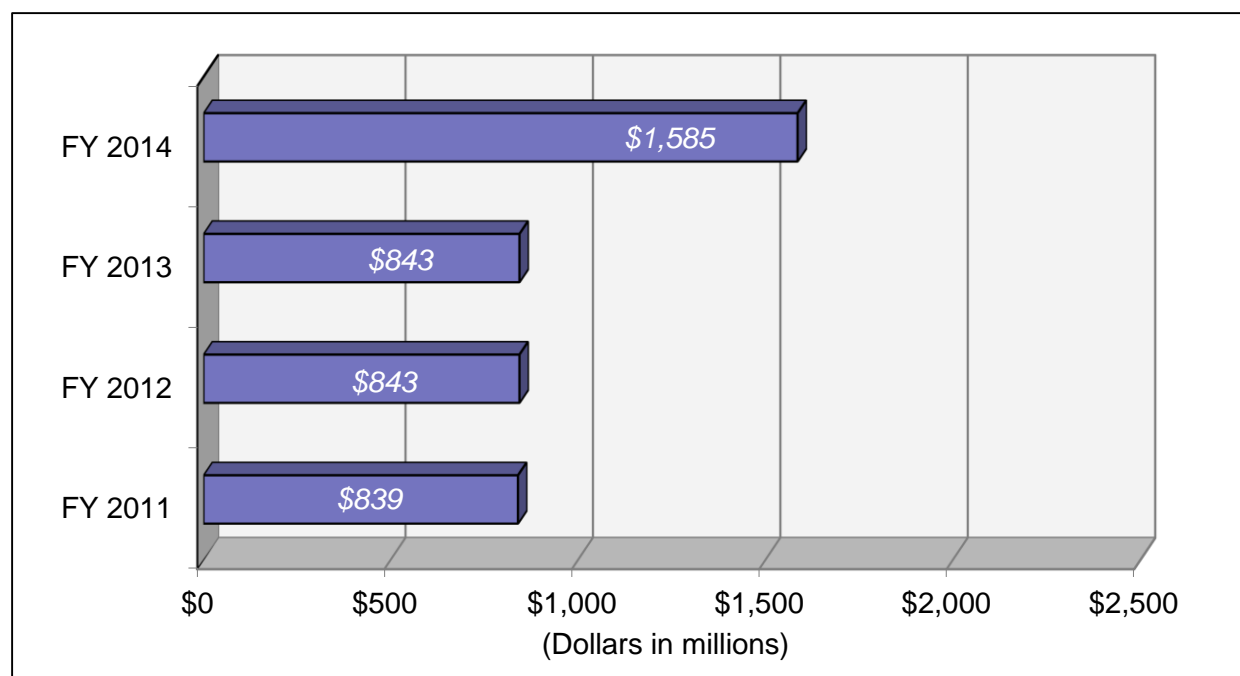
**Improve the health, social-emotional, and cognitive outcomes for all children from birth through 3rd grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready.**

**Objective/Sub-goal 3.1: Access.** Increase access to high-quality early learning programs and comprehensive services, especially for children with high needs.

**Objective/Sub-goal 3.2: Workforce.** Improve the quality and effectiveness of the early learning workforce so that early childhood educators have the skills and abilities necessary to improve young children's health, social-emotional, and cognitive outcomes.

**Objective/Sub-goal 3.3: Assessment and Accountability.** Improve the capacity of states and early learning programs to develop and implement comprehensive early learning assessment systems.

#### Resources Supporting Goal 3



<http://www2.ed.gov/about/overview/budget/index.html?src=ct>

## Major Programs/Activities Supporting Goal 3<sup>1</sup>

POC/Account/Program (Dollars in millions)			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Appropriation	FY 2014 President's Budget
OESE	SR	Preschool development grants	0	0	0	750
OSERS	SE	Grants for infants and families	439	443	443	463
OSERS	SE	Preschool grants	373	373	373	373
<b>Subtotal</b>			<b>812</b>	<b>815</b>	<b>815</b>	<b>1,585</b>
<b>Other Discretionary Programs/Activities</b>			<b>27</b>	<b>27</b>	<b>27</b>	<b>0</b>
<b>TOTAL, GOAL 3<sup>2</sup></b>			<b>839</b>	<b>843</b>	<b>843</b>	<b>1,585</b>

Note: Detail may not add to total due to rounding.

### Public Benefit

A major obstacle facing families with young children is the lack of access to high-quality early learning programs and services. Children who attend high-quality early learning programs and receive high-quality interventions across all domains of learning do measurably better in school than their peers who do not attend high-quality early learning programs. However, there is a large gap in access to high-quality, center-based early learning programs between children from low-income households and those from middle- and high-income homes. The Department can address these barriers to accessing high-quality early learning programs by helping to increase the number of high-quality center-based programs and by promoting the transparency of information around enrollment opportunities and the quality of programs.

Creating high-quality early learning programs depends in large part on having a high-quality workforce. Unfortunately, far too often, early learning professionals are not sufficiently prepared, supported, or compensated. Qualifications and education level required for the workforce vary greatly by state and program. In many early learning settings, the only educational requirement to enter the field is a high school diploma and a few hours of professional development. And, the professional development that does exist may be hampered by a lack of common professional competencies. The result is that most of the early learning workforce is not adequately trained on the full range of developmentally appropriate, evidence-based practices that improve the health, social-emotional, and cognitive outcomes of young children.

The federal government can address these workforce challenges by supporting more robust teacher preparation and professional development efforts and promoting common, statewide workforce knowledge and competency frameworks designed to support children's learning and development and improve outcomes. Developing and advancing common statewide workforce knowledge

<sup>1</sup> Many programs may have sub-activities that relate to other goals.

<sup>2</sup> Race to the Top funds in fiscal years 2011–2013, shown under Goal 2, also support Goal 3, Early Learning.



and competency frameworks will help states build unified professional development systems and concentrate their training efforts around what matters most.

Early childhood professionals, like all other education professionals, need evidence of positive learning outcomes in order to plan and implement appropriate instructional strategies. They can benefit from comprehensive early learning assessment systems that collect information about the process and context of young children’s learning and development. The major components of a comprehensive assessment system include a coordinated screening and referral system, ongoing formative assessments, kindergarten entry assessments, measures of environmental quality and adult-child interactions, descriptive data on program resources, and a system of continuous program evaluation. The Department will work with the Department of Health and Human Services (HHS) to promote the development of these systems and ensure that they include the appropriate screening, diagnostic, formative, and observational measures, as well as relevant descriptive data.

**Goal 3: Details**

Early Learning Indicators of Success	Actual						Target		Trend
	2007	2008	2009	2010	2011	2012	2013	2014	
3.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*	NA	NA	NA	NA	2	13	18	24	Trends only displayed for measures with 3 or more years of data available.
3.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	28	Target: 33**	35	38	Trends only displayed for measures with 3 or more years of data available.
3.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	NA	22	27	32	Trends only displayed for measures with 3 or more years of data available.
3.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	0	6	8	10	Trends only displayed for measures with 3 or more years of data available.

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

\*\* Data not yet available for this fiscal year.

NA = No data available for the period

Sources

- 3.A. U.S. Department of Education RTT-ELC annual monitoring plans
- 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–3C established a baseline using FY 2011 data. Measure 3A surpassed its original target for FY 2012 and adjusted its outyear targets upward based on additional information. Data for measures 3B and 3C are maintained by the Department of Health and Human Services. Data for measures 3A and 3D are collected from states or grantees. 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. A baseline of 28 was established in FY 2011 for measure 3B and outyear targets will be adjusted. A baseline was established in FY 2012 for measure 3C and outyear targets will be adjusted. A baseline was established in FY 2012 for measure 3D and targets will be reviewed.

**Selected strategies to achieve Goal 3 include:**

- encouraging and creating incentives for states and local educational agencies (LEAs) to increase the number of high-quality early learning programs, especially for children with high needs;
- raising awareness about the importance of high-quality early learning programs and services in underrepresented communities;
- working with HHS to increase access to high-quality early learning programs for young children and ensure their inclusiveness for children with disabilities and English learners;
- improving the preparation of the early learning workforce by supporting the development of common workforce knowledge and competency frameworks;
- promoting the use of federal funds for improving professional development for the early learning workforce;
- coordinating with adult education programs to create early learning career pathways;
- encouraging states' use of quality rating and improvement systems across all early learning programs that continuously monitor program effectiveness for accountability; and
- promoting the development and implementation of comprehensive early learning assessment systems whose data are used to improve quality and support program improvement.

For more information on FY 2012 updates on selected programs and activities by goal, see <http://www2.ed.gov/about/reports/annual/2012report/2c-mda-goals-objectives.pdf>.

## Goal 4. Equity:

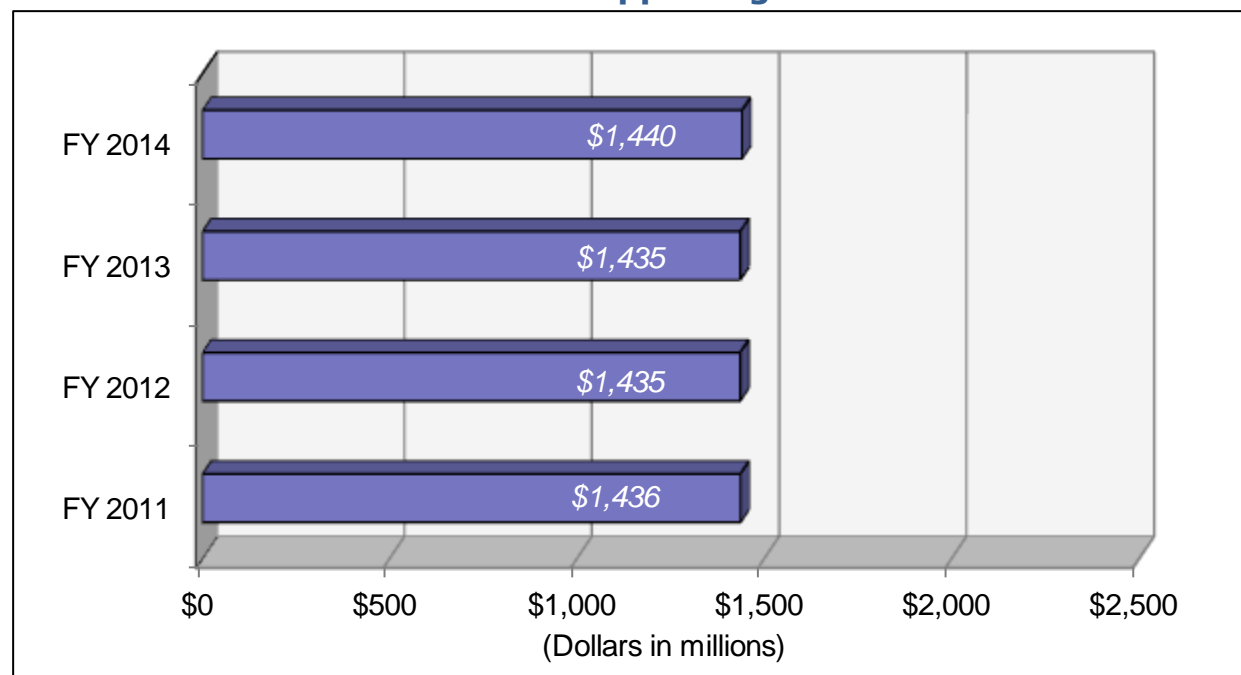
**Ensure and promote effective educational opportunities and safe and healthy learning environments for all students regardless of race, ethnicity, national origin, age, sex, sexual orientation, gender identity, disability, language, and socioeconomic status.**

**Objective/Sub-goal 4.1: Continue to Increase the Infusion of Equity Throughout the Department's Programs and Activities.**

Promote and coordinate equity-focused efforts in Departmental programs.

**Objective/Sub-goal 4.2: Civil Rights Enforcement.** Ensure equal access to education and promote educational excellence throughout the nation through the vigorous enforcement of civil rights laws.

**Resources Supporting Goal 4**



<http://www2.ed.gov/about/overview/budget/index.html?src=ct>

## Major Programs/Activities Supporting Goal 4<sup>1</sup>

POC/Account/Program (Dollars in millions)			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Appropriation	FY 2014 President's Budget
OCR	OCR	Office for Civil Rights	103	103	103	108
OESE	AAEE	State agency programs: Migrant	394	393	393	393
OESE	EIP	Alaska Native student education	33	33	33	33
OESE	EIP	Native Hawaiian student education	34	34	34	34
OESE	EIP	Training and advisory services	7	7	7	7
OESE	IE	Indian Education: Grants to local educational agencies	104	106	106	106
OESE	IE	Indian Education: Special programs for Indian children	19	19	19	19
OESE/ OELA	ELE	English Learner Education	734	732	732	732
OSERS	SE	Special Olympics education programs	8	8	8	8
<b>TOTAL, GOAL 4</b>			<b>1,436</b>	<b>1,435</b>	<b>1,435</b>	<b>1,440</b>

Note: Detail may not add to total due to rounding.

### Public Benefit

The United States is becoming increasingly diverse, in terms of both its workforce and its students. By 2030, a majority of the nation's school-age population is estimated to be of color, while in 2050, the nation's population as a whole will be majority minority. This demographic change gives increased urgency to closing the achievement gap and drives the Department's efforts to ensure educational equity.

To transform levels of achievement in an increasingly diverse nation, students must be free from discrimination and have equal access to a high-quality education. The Office for Civil Rights (OCR) is charged with the vitally important task of ensuring that recipients of federal funds comply with the federal civil rights laws, and that beneficiaries, including students participating in education programs from federally funded schools and colleges, are free from discrimination on the basis of race, color, national origin, sex (including gender-based harassment and sex stereotyping), disability, or age. This mandate embodies the nation's commitment to equity and is central to its long-term prosperity.

The Department has revitalized its use of civil rights enforcement to advance educational equity and aligned its compliance and enforcement activities for maximum impact. Through complementary activities that include proactive technical assistance, targeted compliance reviews, strong systemic remedies, aggressive monitoring of resolution agreements, policy guidance, intra-agency sharing of best practices, and inter-agency work groups, the Department is using an integrated approach to civil rights enforcement

<sup>1</sup> Many programs may have sub-activities that relate to other goals.

to address such priority issues as equal access to rigorous course curricula, racial disparities in school discipline, and disproportionate numbers of minority students in special education.

The Department’s proactive civil rights activities and policy guidance make the law clear and identify tangible enforcement standards so students, parents, and others can understand their rights and recipients can proactively comply with civil rights laws. The Department’s Civil Rights Data Collection has been expanded and made more accessible to strengthen transparency and accountability. The data can be used, not only by the Department, but also by school districts to make improvements and by parents to make informed choices about their children’s education.

### Goal 4: Details

Equity Indicators of Success*	Actual						Target		Trend
	2007	2008	2009	2010	2011	2012	2013	2014	
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	NA	38	42	44	Trends only displayed for measures with 3 or more years of data available.

\* 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

Sources

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

**Explanation and Analysis of Progress:** Measure 4A established a baseline of 38 in FY 2012: 6 new compliance reviews were opened, 6 new policy documents were released, and 26 proactive technical assistance activities were initiated. Since 1968, the Civil Rights Data Collection (CRDC), formerly the Elementary and Secondary School Survey, has collected data on key education and civil rights issues in our nation’s public schools for use by the Department’s Office for Civil Rights (OCR) in its enforcement and monitoring efforts, by other Department offices and federal agencies, and by policymakers and researchers outside of the Department. The CRDC collects information about school characteristics and about programs, services, and outcomes for students. Most student data are disaggregated by race/ethnicity, sex, limited English proficiency, and disability.

Below is a link to the data collected for the Civil Rights Data Collection. Data from the approximately 7,000 school districts that participated in the 2009–10 CRDC are available at <http://ocrdata.ed.gov>, and OCR’s newest reporting mechanism is available at <http://ocrdata.ed.gov/Downloads/CMOCRTheTransformedCRDCFINAL3-15-12Accessible-1.pdf>.

### Selected strategies to achieve Goal 4 include:

- closing the “comparability loophole” in ESEA so that state and local funding levels for high-poverty schools are comparable to what low-poverty schools receive;
- collaborating with federal, state, and local government agencies as well as parents and community organizations to maximize impact on underserved populations;
- increasing access to and the quality of early learning programs and services, particularly for high-poverty and underserved populations, including children with disabilities and English learners;
- supporting and enhancing the pipeline of effective teachers and leaders, and helping ensure their equitable distribution in low performing, high-poverty, and high-minority schools;
- promoting the development of comprehensive teacher and leader evaluation systems based in part on student achievement and growth;
- increasing access to and the affordability of postsecondary institutions, particularly for underserved populations;
- supporting White House Initiatives to improve educational quality and student access and completion at minority-serving institutions;
- tracking the progress made within key priorities and initiatives across the agency toward fostering greater educational equity among students;
- ensuring that postsecondary institutions are working to provide the best opportunity for students to be prepared for and have pathways into careers and that affordability is increased;
- funding programs and services that meet the educational needs of workers and career changers, including immigrants and previously incarcerated individuals;
- increasing educational institutions’ and the public’s understanding of their rights and obligations under federal civil rights laws and strengthening their capacity to resolve civil rights and equity issues in their communities; and
- focusing technical assistance, data collection, and enforcement activities on critical issues including: school culture, by working to ensure students are free from harassment and sexual violence; issues of access, by ensuring equitable distribution of resources; ensuring English learners get the services they need; ensuring schools, including charter schools, do not engage in discriminatory recruitment practices or segregate students; and disparate discipline rates.

For more information on FY 2012 updates on selected programs and activities by goal, see <http://www2.ed.gov/about/reports/annual/2012report/2c-mda-goals-objectives.pdf>.

**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.**

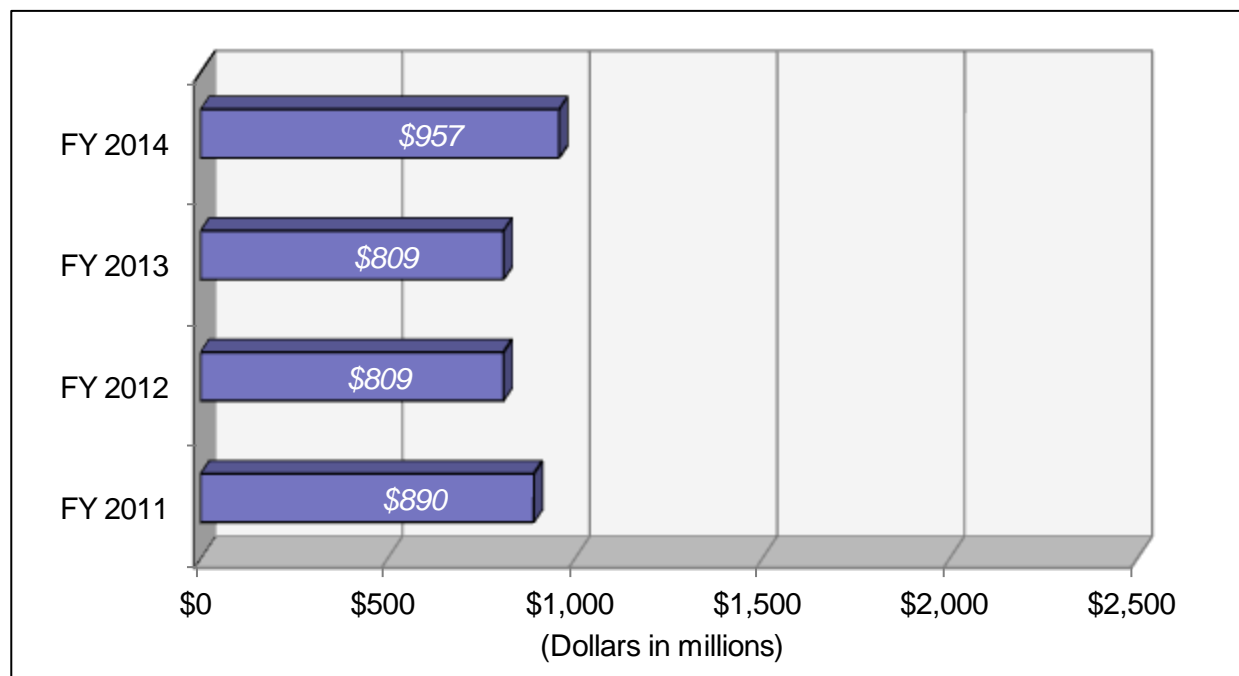
**Objective/Sub-goal 5.1: Data Systems.** Facilitate the development of interoperable longitudinal data systems from early learning through the workforce to enable data-driven decision-making by increasing access to timely, reliable, and high-value data.

**Objective/Sub-goal 5.2: Research and Evaluation.** Support multiple approaches to research and evaluation to support educational improvement and Department decision-making.

**Objective/Sub-goal 5.3: Transparency.** Present relevant and reliable information that increases demand for educational attainment and improves educational performance, while maintaining student privacy.

**Objective/Sub-goal 5.4: Technology and Innovation.** Accelerate the development and broad adoption of new, effective programs, processes, and strategies, including education technology.

**Resources Supporting Goal 5**



<http://www2.ed.gov/about/overview/budget/index.html?src=ct>

## Major Programs/Activities Supporting Goal 5<sup>1</sup>

POC/Account/Program (Dollars in millions)			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Appropriation	FY 2014 President's Budget
IES	IES	National assessment	130	130	130	125
IES	IES	Research, development, and dissemination	200	190	190	202
IES	IES	Statewide data systems	42	38	38	85
IES	IES	Statistics	108	109	109	123
OII	IIT	Investing in innovation (proposed legislation)	150	149	149	215
<b>Subtotal</b>			<b>630</b>	<b>616</b>	<b>616</b>	<b>750</b>
<b>Other Discretionary Programs/Activities</b>			<b>260</b>	<b>193</b>	<b>193</b>	<b>207</b>
<b>TOTAL, GOAL 5</b>			<b>890</b>	<b>809</b>	<b>809</b>	<b>957</b>

Note: Detail may not add to total due to rounding.

### Public Benefit

To bring about a culture of continuous improvement, teachers, leaders, and other stakeholders in the education community need timely access to high-value data that will enable them to see and understand the factors that impact student achievement and child development. However, for many, the infrastructure for this kind of data-driven decision-making is not readily accessible. While states are making significant progress in developing data systems, too often data are maintained only in a data system particular to one sector of the education community or are not shared in a timely manner with the people for whom they would be meaningful and actionable. The Department will continue to assist states in developing longitudinal data systems capable of sharing key data elements across the education continuum from early learning to the workforce.

Data are only valuable if they are usable and used. Thus, the Department will also provide support to the education community, including teachers and administrators, on how to understand data and appropriately use data to inform policies, instructional practices, and leadership decision-making. Currently, there is a lack of information on best practices for the use of data to improve instructional systems. While there is some capacity for using longitudinal data to improve outcomes for children and students, this capacity needs to be expanded.

While the Department will continue to focus on increasing the availability of rigorous research, now is the time to focus further on increasing the usability and relevance of Department-supported research and evaluation activities by making sure that they address the questions that matter most to practitioners and policymakers and guide improvement in the Department's programs and policies. One key approach in accomplishing this goal is the institution of a Department-wide evaluation planning process. Annually, the

<sup>1</sup> Many programs may have sub-activities that relate to other goals.



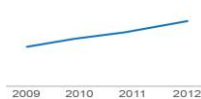
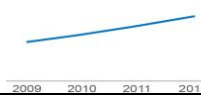
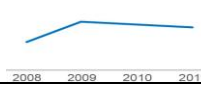
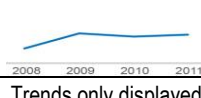
evaluation planning process will work with stakeholders throughout the Department to identify priority research, evaluation, and analysis needs and to implement data analyses, technical assistance, analyses, and research and/or evaluations of programs, policies, and practices, as appropriate, to address these needs. This process will also help ensure that the Department supports a mix of evaluation activities that address both the short- and long-term knowledge-building needs in the field. It will also be aligned with and designed to inform the Department's budget requests to Congress and its spending plans.

In addition to this internally focused process, the Department will continue to engage practitioners and policymakers external to the Department in its research and evaluation planning to ensure that the focus is on the current problems of practice. Furthermore, the Department will also work to ensure that it provides the education community the information that it needs to know about how interventions and programs interact with local conditions in schools and districts, and how to build capacity and learning among organizations.

Effective participation depends in large part on access to information that empowers students, families, and community members to demand excellence for their children. Not only can better information foster better decisions, it can also trigger consumer demand for improvement. However, currently families are often ill equipped to compare the performance of their children and schools to a high standard of excellence because many education agencies lack accessible portals with meaningful information, even where that information is readily publishable.

The Department will continue to focus on ways that technology can improve all students' opportunities to learn, including by providing engaging and personalized learning experiences, as well as digital content, resources, and assessments. Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the education system at all levels. Technology will also help districts and schools support every teacher in becoming more effective and better connected to the tools, resources, and expertise needed throughout the day. Innovative technology must be matched by innovative educational practices to maximize its potential to improve learning and instruction for all students, and it must be accessible to all students, including students with disabilities.

### Goal 5: Details

Continuous Improvement of the U.S. Education System Indicators of Success		Actual						Target		Trend
		2007	2008	2009	2010	2011	2012	2013	2014	
5.A. Increase in the number of states implementing comprehensive statewide longitudinal data systems*	Link students with teachers	NA	NA	30	36	41	48	52	52	
	Link P-12 with college	NA	NA	28	34	40	47	52	52	
5.B. Increase in the number of high-value datasets that are published through data.gov or ED.gov websites		NA	NA	NA	NA	72	122**	125	128	Trends only displayed for measures with 3 or more years of data available.
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	3	Target: 5***	7	9	Trends only displayed for measures with 3 or more years of data available.
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	Target: 9***	13	17	Trends only displayed for measures with 3 or more years of data available.
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	NA	NA	NA	Establish baseline	Trends only displayed for measures with 3 or more years of data available.
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	78%	91%	89%	87%	Target: 89%***	91%	92%	
	Teachers	NA	70%	80%	78%	79%	Target: 81%***	82%	84%	
5.G. Increase Departmental priorities to address equity-related issues in the Department's grants and awards		NA	NA	NA	NA	NA	Establish baseline	Baseline + 2%	Baseline + 4%	Trends only displayed for measures with 3 or more years of data available.

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

\*\* The FY 2012 actual is a total of the ED datasets available on data.gov and data.ed.gov, FSA, and IES websites.

\*\*\* Data not yet available for this fiscal year.

† Data are a sum of “Important” and “Very Important” responses to the Project Tomorrow Teacher Survey. In the FY 2011 APR, only “Important” responses were included.

NA = No data available for the period

#### Sources

- 5.A. SLDS Program Data. The number of states that can link students with teachers includes states that linked individual-level student data to a subset of individual-level teacher data; the number of states that can link P-12 with college includes all states that can link these data either through a vendor such as the National Student Clearinghouse or through in-state data sharing between the SEA and public institutions of higher education.
- 5.B. [www.data.gov](http://www.data.gov) and [www.ed.gov](http://www.ed.gov).
- 5.C. Search of report cards on state educational agency websites
- 5.D. Department of Education Program internal analysis
- 5.E. Investing in Innovation Fund grantee reports. 2011 data will be available in 2013.
- 5.F. Speak Up for K12, <http://www.tomorrow.org/speakup>; Project Tomorrow Teacher Survey
- 5.G. U.S. Department of Education, internal analysis; measure to be discontinued

**Explanation and Analysis of Progress:** Measure 5A had existing data prior to FY 2011 on which to establish a baseline and 5A moderately exceeded its target. Data for measure 5B have been recalculated and revised from any previous reports as have outyear targets. High-value data sets published through Data.gov or ED.gov websites include data sets that are available online for public use as a downloadable file, for example a .CSV (comma-separated values) or via application programming interfaces (APIs), for example a .JSON file. The data sets have been published on <http://www.data.gov>, Data.ed.gov, nces.ed.gov, studentaid.ed.gov, or other ed.gov subdomain websites. The Open Government Directive defined high value information as “information that can be used to increase agency accountability and responsiveness; improve public knowledge of the agency and its operations; further, the core mission of the agency; create economic opportunity; or respond to need and demand as identified through public consultation.” FY 2012 data are not yet available for measures 5C through 5F. For measure 5E, no data were collected on how many grants were made to applicants that applied under specified priorities. Baseline data for this measure will not be available until FY 2014. To date, the Investing in Innovation (i3) program has conducted three competitions and awarded 92 grants. The first i3 cohort recently completed the second year of their projects. As most of the i3 grants are five-year projects, it is too early to report on whether the interventions supported by i3 grants are being adopted by later cohorts. For measure 5F, data were recalculated to include “Important” and “very important” and actuals are not yet available for FY 2012.

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.

### **Selected strategies to achieve Goal 5 include:**

- facilitating the development of the infrastructure necessary to collect and disseminate high-value education information for the improvement of child and student outcomes, especially data disaggregated by student subgroups;
- supporting policies that encourage interoperability between data systems, both within education and across sectors, while also upholding the privacy, confidentiality, and security of personally identifiable information;
- continuing efforts to improve data analyses, evaluation, and research capacity at the state and local levels, including through supporting longitudinal and other data systems;
- supporting research on problems of practice guided by strong theories of action; examining how schools, districts, states, and institutions improve; and creating incentives for knowledge building and long-term sustained research programs;
- developing knowledge management tools and systems that foster abilities to better understand, apply, and replicate findings from research and evaluation studies;
- developing strategies to make research more meaningful and accessible for teachers, principals, and administrators, as well as for parents, families, school board members, and community members;
- increasing the involvement of educators, policymakers, and project directors in evaluation efforts;
- increasing the use of evidence to inform policy development and program implementation, including the use of performance measures, data analysis, research, and evaluation for program and policy design and improvement;
- enhancing Department policies and processes for transparency, including publication of school, district, and state data and information on Department programs, while protecting private, personally identifiable information;
- providing more robust and proactive technical assistance and guidance to states, districts, and educational entities on how to ensure that privacy is protected; and
- building the Department's internal capacity to accelerate the adoption of technology and other innovations as a model of an organization focused on continuous improvement.

For more information on FY 2012 updates on selected programs and activities by goal, see <http://www2.ed.gov/about/reports/annual/2012report/2c-mda-goals-objectives.pdf>.

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

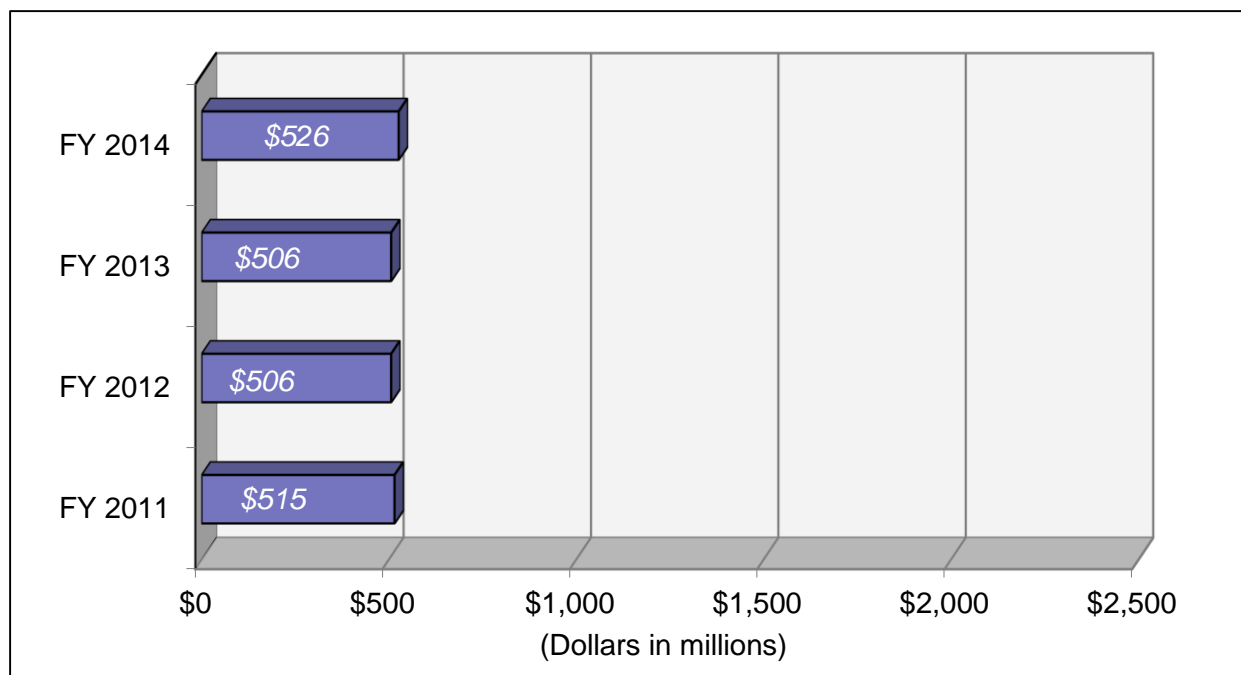
**Objective/Sub-goal 6.1: Effective Workforce.** Continue to build a high-performing, skilled workforce within the Department.

**Objective/Sub-goal 6.2: Programmatic Risk Management.** Improve the Department's program efficacy through comprehensive risk management and grant monitoring.

**Objective/Sub-goal 6.3: Implementation and Support.** Build Department capacity to support states' and other grantees' implementation of reforms that result in improved outcomes for students.

**Objective/Sub-goal 6.4: Productivity and Performance Management.** Improve workforce productivity through information technology and performance management systems.

**Resources Supporting Goal 6**



<http://www2.ed.gov/about/overview/budget/index.html?src=ct>

## Major Programs/Activities Supporting Goal 6<sup>1</sup>

POC/Account/Program (Dollars in millions)			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Appropriation	FY 2014 President's Budget
OIG	OIG	Office of Inspector General	60	60	60	62
	PA	Program Administration: Building modernization	8	0	0	2
	PA	Program Administration: Salaries and expenses	447	446	446	461
<b>TOTAL, GOAL 6</b>			<b>515</b>	<b>506</b>	<b>506</b>	<b>526</b>

Note: Detail may not add to total due to rounding.

### Public Benefit

Outstanding leaders and engaged employees are key drivers of organizational performance and results. Based on its own employees' views, the Department must improve its workforce capacity and leadership skills. These views are illustrated by the Department ranking on the 2012 *Best Places to Work (BPTW) in the Federal Government* report, a survey of federal government employees. Changes in the Department's BPTW rank are an indicator of effectiveness of the Department's leadership and the level to which staff feel engaged, both essential components of a highly effective organization. To improve employee engagement and build a higher-performing organization, the Department will implement programs and processes that encourage collaboration, professional development, and an improved performance culture. It will also invest in its leadership and management so that a cadre of experienced leaders can continue to coach other employees and drive innovation. The Department will also focus on ways to build skills and knowledge, improve communication, and enhance the hiring and promotion of high-performing employees. Finally, the Department will increase the diversity of its workforce, specifically by meeting the President's directive to improve the hiring of people with disabilities.

Risk mitigation plays a critical role in enhancing the capacity of grantees to implement needed reforms. It helps assess the ability of applicants to fulfill grant requirements, and it supports effective monitoring by identifying performance challenges that can be addressed through measures such as enhanced technical assistance.

States need strong support to effectively implement the programmatic reforms highlighted in their applications. The Department has an important role to play in providing this support and technical assistance. To do so, the Department is moving from being an organization more narrowly focused on compliance monitoring to an organization more adept at both supporting states in achieving their goals and at holding them accountable for meeting their financial and legal obligations under grants.



Similar to states and districts, the Department must continue to focus on ways to increase productivity, especially in this time of limited resources. The Department is focusing on enhancing performance management by focusing and aligning priorities and goals

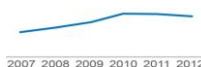
<sup>1</sup> Many programs may have sub-activities that relate to other goals.

at every level. The Department is also launching quarterly performance reviews to ensure progress toward achieving its strategic and priority goals and ensuring alignment with government-wide goals. To translate these broader aspirations to specific organizational goals, the Organizational Performance Review has been created as a tool for setting goals at the office level and assessing the building of critical organizational capacities. These goals are being cascaded down to the individual employee level through Senior Executive Service plans.

In addition to better-focused and aligned goals, better use of information technology is essential to improving productivity. The Department is focused on improving technology in areas critical to productivity, including collaboration, transparency, and document management. To improve employee collaboration, for example, the Department launched *engagED*, which is an internal tool that allows employees to suggest innovations, collaborate to develop those ideas, and elevate them to leaders for decisions and implementation. Also, the Department supports <http://www.data.gov/education/community/education>, which serves as a central guide for education data resources, including high-value data sets, data visualization tools, resources for the classroom, applications created from open data, and more. These data sets have been gathered from various agencies to provide detailed information on the state of education on all levels, from cradle to career and beyond.

### Goal 6: Details

U.S. Department of Education Capacity Indicators of Success	Actual						Target		Trend
	2007	2008	2009	2010	2011	2012	2013	2014	
6.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	28 out of 33	25	23	No trend displayed due to differences in the numbers of agencies ranked in FY 2007–11.
6.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%	57%	66%	70%	
6.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%	53%	63%	68%	
6.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	91%	100%	95%	97%	Trends only displayed for measures with 3 or more years of data available.

U.S. Department of Education Capacity Indicators of Success	Actual						Target		Trend
	2007	2008	2009	2010	2011	2012	2013	2014	
6.E. Increase in the Department's American Customer Satisfaction Index rating and states and other grantees reporting satisfaction with support provided by the Department	CSI: 63	CSI: 65	CSI: 68	CSI: 72	CSI: 72	CSI: 71	76	78	
6.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	NA	Establish baseline	Baseline + 4%	Baseline + 6%	Trends only displayed for measures with 3 or more years of data available.

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 <http://www.opm.gov/>
- 6.C. Federal Viewpoint Survey <http://www.opm.gov/>
- 6.D. U.S. Department of Education, Risk Management Service annual monitoring plans
- 6.E. Overall score on the Department's annual Grantee Satisfaction survey <http://www2.ed.gov/about/reports/annual/gss/index.html>
- 6.F. U.S. Department of Education, Civil Rights Data Collection

**Explanation and Analysis of Progress:** Actuals for measure 6A include the Department of Education with large agencies. In FY 2012, the survey included a category for mid-size federal agencies. When included in this category, the Department's rank was 18 out of 22 agencies and its index score for FY 2012 was 56.8. While this measure continues to exceed its target, its progress is essentially flat. While progress for measure 6B dipped slightly from 58 percent in FY 2011 to 57 percent in FY 2012, it still remains 5 points below its target for FY 2012. Progress for measure 6C remains flat and fails to meet its FY 2012 target of 58 percent by 5 points.

For measure 6D, the percentage is a calculation of Department discretionary grant awards made during the fiscal year that were subject to a pre-award risk assessment of the applicant entities. In FY 2011, the Department established a new policy that the program staff would review information on all grant applicants' past performance and grant management capabilities and take appropriate action to address any weaknesses or risks identified in the review. Program staff used a risk index that included findings from grant applicants' audits required by the *Single Audit Act* and OMB Circular A-133 and information on the applicants' past performance. In FY 2011, 91 percent of Department discretionary grant awards were made after the policy became effective and subject to a pre-award risk assessment. All 100 percent of Department discretionary grant awards are now subject to a risk assessment so that a new measure and baseline of grant risk management will be established for FY 2014.



For measure 6E, the American Customer Satisfaction Index (ACSI) score is a weighted average of three questions. While the Department score on the ACSI continues to trend upwards for the Department, the FY 2012 score fell slightly from FY 2011 and failed to meet its target for FY 2012 of 74 percent. However, the Department's score continued to exceed the average for grant-making federal agencies. For measure 6F, data collection for this measure has been problematic due to the disparate sources used to measure this civil rights measure. However, the Department's Office for Civil Rights has developed an improved and enhanced data collection that identifies particular components of the measure. It is available at <http://ocrdata.ed.gov/Downloads/CMOCRTheTransformedCRDCFINAL3-15-12Accessible-1.pdf>. This database and its ensuing publication reports on data for discipline, school-related arrests and referrals to law enforcement, students with disabilities, out-of-school suspensions, seclusion and restraints, college- and career-readiness, unequal access to rigorous coursework, early access, access to gifted and talented education programs, retention, and teacher assignments, salary differences, and absenteeism, among other data elements.

### **Selected strategies to achieve Goal 6 include:**

- improving engagement of employees and promoting creativity, innovation, and collaboration;
- improving knowledge sharing and learning opportunities, including sharing of best practices;
- developing an enhanced strategy for promoting within the Department and hiring outside the Department, including the hiring of individuals with disabilities, consistent with Presidential Executive Order 13548;
- enhancing the performance management system;
- investing in developing and supporting Department managers and leaders;
- refining management processes and structures that address financial and programmatic risk, and establish the appropriate balance of centralized and decentralized capabilities and staffing;
- expanding definitions of effective risk management to include grantee performance on outcomes-based measures set out in grant applications;
- supporting states' efforts to achieve significant improvements in student outcomes;
- facilitating the building of sustainable learning communities and systems within and across states and districts;
- helping scale effective systemic approaches and practices within and across states and nationwide; and
- encouraging transparency and ensuring appropriate, effective, and efficient use of funds.

For more information on FY 2012 updates on selected programs and activities by goal, see <http://www2.ed.gov/about/reports/annual/2012report/2c-mda-goals-objectives.pdf>.

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# Appendices

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## Appendix A: Additional Programs by Goal

### Goal 1: Postsecondary Education, Career and Technical Education, and Adult Education

Other discretionary Goal 1 programs/activities include the following:

POC	Account	Program
FSA	SFA	Federal supplemental educational opportunity grants
FSA	SFA	Federal work-study
OESE	HE	Special programs for migrant students
OPE	HE	Aid for institutional development: Strengthening institutions
OPE	HE	Aid for institutional development: Strengthening tribally controlled colleges and universities
OPE	HE	Child care access means parents in school
OPE	HE	College Housing and Academic Facilities Loans Program Account: Federal administration
OPE	HE	Developing Hispanic-serving institutions
OPE	HE	Fund for the Improvement of Postsecondary Education
OPE	HE	Gaining early awareness and readiness for undergraduate programs (GEAR UP)
OPE	HE	GPRA data/HEA program evaluation
OPE	HE	Graduate assistance in areas of national need
OPE	HE	Hawkins Centers for Excellence (proposed legislation)
OPE	HE	Historically Black College and University Capital Financing Program Account
OPE	HE	International education and foreign language studies: Domestic programs
OPE	HE	International education and foreign language studies: Overseas programs
OPE	HE	Javits fellowships
OPE	HE	Minority science and engineering improvement
OPE	HE	Model transition programs for students with intellectual disabilities into higher education
OPE	HE	Promoting postbaccalaureate opportunities for Hispanic Americans
OPE	HE	Race to the Top: College Affordability and Completion (proposed legislation)
OPE	HE	Strengthening Alaska Native and Native Hawaiian-serving institutions
OPE	HE	Strengthening Asian American- and Native American Pacific Islander-serving institutions
OPE	HE	Strengthening HBCUs
OPE	HE	Strengthening historically Black graduate institutions
OPE	HE	Strengthening Native American-serving nontribal institutions
OPE	HE	Strengthening predominantly Black institutions
OPE	HE	Training for realtime writers
OPE	HU	Howard University
OSERS	GU	Gallaudet University
OSERS	NTID	National Technical Institute for the Deaf
OVAE	CTAE	Adult basic and literacy education State grants
OVAE	CTAE	Adult education national leadership activities
OVAE	CTAE	Career Academies
OVAE	HE	Tribally controlled postsecondary career and technical institutions

Mandatory programs supporting Goal 1 include:

POC	Account	Program
FSA	ACG	Academic competitiveness and SMART grants
FSA	DM/SAA	Student Aid Administration: Not-for-profit servicers
FSA	DM/SAA	Student Aid Administration: Perkins loan servicing
FSA	FPL	Federal Perkins Loan Program
FSA	FDSL	Federal Direct Student Loans Program Account
FSA	SFA	Federal Pell grants: Mandatory
FSA	SFA	Iraq and Afghanistan Service Grants
OPE	HE	Aid for institutional development: Mandatory strengthening tribally controlled colleges and universities
OPE	HE	College access challenge grant program
OPE	HE	College Housing and Academic Facilities Loans Liquidating Account
OPE	HE	College Housing Loans Liquidating Account
OPE	HE	Higher Education Facilities Loans Liquidating Account
OPE	HE	Historically Black College and University Capital Financing Program Account
OPE	HE	Mandatory developing HSI STEM and articulation programs
OPE	HE	Mandatory funds for Upward Bound
OPE	HE	Mandatory promoting postbaccalaureate opportunities for Hispanic Americans
OPE	HE	Mandatory strengthening Alaska Native and Native Hawaiian-serving institutions
OPE	HE	Mandatory strengthening Asian American- and Native American Pacific Islander-serving institutions
OPE	HE	Mandatory strengthening HBCUs
OPE	HE	Mandatory strengthening Native American-serving nontribal institutions
OPE	HE	Mandatory strengthening predominantly Black institutions
OPE	HE	Master's degree programs at HBCUs and predominantly Black institutions

## Goal 2: Elementary and Secondary Education

Other discretionary Goal 2 programs/activities include the following:

POC	Account	Program
OESE	AAEE	Homeless children and youth education
OESE	AAEE	State agency programs: Neglected and delinquent
OESE	EIP	Advanced Placement
OESE	EIP	Comprehensive centers
OESE	EIP	High school graduation initiative
OESE	EIP	Rural education
OESE	EIP	Supplemental education grants
OII	IIT	Credit enhancement for charter school facilities
OII/OESE	IIT	Fund for the improvement of education: Programs of national significance
OSERS	APHB	American Printing House for the Blind
OSERS	SE	Parent information centers

POC	Account	Program
OSERS	SE	Personnel preparation
OSERS	SE	State personnel development
OSERS	SE	Technology and media services
OVAE	IIT	High school transformation (proposed legislation)

Mandatory programs supporting Goal 2 include:

POC	Account	Program
OESE	AJA	Teacher Stabilization (proposed legislation)
OESE/OII	IIT	Recognizing education success, professional excellence, and collaborative teaching (RESPECT) (proposed legislation)

### Goal 3: Early Learning

Other discretionary Goal 3 programs/activities include the following:

POC	Account	Program
OII	EIP	Ready-to-learn television

Mandatory programs supporting Goal 3 include:

POC	Account	Program
OESE	SR	Preschool for all

### Goal 4: Equity

No additional programs.

### Goal 5: Continuous Improvement of the U.S. Education System

Other discretionary Goal 5 programs/activities include the following:

POC	Account	Program
IES	IES	National Assessment Governing Board
IES	IES	Regional educational laboratories
IES	IES	Research in special education
IES	IES	Special education studies and evaluations
OESE	AAEE	Evaluation
OESE	IE	Indian Education: National activities
OSERS	SE	PROMISE: Promoting Readiness of Minors in SSI

OSERS	SE	Technical assistance and dissemination
OVAE	CTAE	Career and technical education innovation fund
OVAE	CTAE	Career and technical national programs

## Goal 6: U.S. Department of Education Capacity

Mandatory programs supporting Goal 6 include:

<b>POC</b>	<b>Account</b>	<b>Program</b>
		Contributions

### Other

Programs/activities supporting other performance measures include:

POC/Account/Program			FY 2011 Appropriation	FY 2012 Appropriation	FY 2013 Appropriation	FY 2014 President's Budget
<b>(Dollars in millions)</b>						
OSERS	RSDR	Assistive technology programs	31	33	33	31
OSERS	RSDR	Client assistance State grants	12	12	12	12
OSERS	RSDR	Demonstration and training programs	6	5	5	6
OSERS	RSDR	Helen Keller National Center for Deaf-Blind Youths and Adults	9	9	9	9
OSERS	RSDR	Independent living centers	80	80	80	80
OSERS	RSDR	Independent living services for older blind individuals	34	34	34	34
OSERS	RSDR	Independent living State grants	23	23	23	23
OSERS	RSDR	Migrant and seasonal farmworkers	2	1	1	0
OSERS	RSDR	National Institute on Disability and Rehabilitation Research	109	109	109	110
OSERS	RSDR	Protection and advocacy of individual rights	18	18	18	18
OSERS	RSDR	Supported employment state grants	29	29	29	0
OSERS	RSDR	Vocational rehabilitation, Grants to Indians	44	38	39	40
OSERS	RSDR	Vocational rehabilitation, state grants	3,041	3,084	3,192	3,262
OSERS	RSDR	Vocational rehabilitation, Training	36	36	36	30
<b>Subtotal</b>			<b>3,475</b>	<b>3,511</b>	<b>3,621</b>	<b>3,656</b>
<b>TOTAL, OTHER</b>			<b>3,475</b>	<b>3,511</b>	<b>3,621</b>	<b>3,656</b>



## Appendix B: Summary of Performance Evaluations Conducted During FY 2012

Included in this report are evaluations and studies that were published in FY 2012. For a complete list of program evaluations and studies from the Office of Planning, Evaluation and Policy Development, please visit <http://www.ed.gov/about/offices/list/opepd/ppss/reports.html>. For a complete list of evaluation studies of the National Center for Education Evaluation and Regional Assistance, please visit <http://ies.ed.gov/ncee/projects/evaluation/index.asp>.

### Evaluation Reports

#### National Center for Education Evaluation and Regional Assistance

##### *Academic Achievement*

##### **Impacts of Title I Supplemental Educational Services on Student Achievement**

1. *Study Purpose:* The Title I program, which began in 1965 as part of the *Elementary and Secondary Education Act*, targets resources primarily to high-poverty districts and schools to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state standards and assessments. Under Title I, districts with schools that miss Adequate Yearly Progress (AYP) for a third year are required to offer Supplemental Educational Services (SES) to students attending those schools. SES are additional academic instruction offered outside the regular school day by state-approved providers. Districts are required to make available up to 20 percent of their total Title I funds to support SES and transportation for students using the school-choice option. Priority for these academic support services is required to be given to the lowest-achieving students in identified Title I schools, particularly when the number of students participating in SES is large enough that costs reach the SES expenditure cap. Findings from prior non-experimental studies have shown differences in individual student achievement before and after enrollment in SES suggesting a positive achievement trajectory. This evaluation will assess the potential benefits of offering SES to applicants denied services due to limited district funds.

##### *2. Key Questions Addressed:*

- What is the average impact of offering Title I Supplemental Educational Services to eligible applicants who are on the cusp of having access to services, in school districts where services are oversubscribed?
- What are the characteristics of SES provided to students in oversubscribed districts? Are the characteristics of services, providers, or practices in the host school districts correlated with the estimated impacts?

3. *Design:* The impact study will use a regression discontinuity design with student achievement measures used as a quantitative eligibility variable for student applicants within each participating district. Participating districts had more applicants for SES than could be served by the funding required by the Title I program, and services were prioritized to the lower achieving students eligible

for SES. The study includes a sample of 6 oversubscribed districts and 24,113 students in grades 3–8 eligible for services across districts. Data collection included state student assessments in reading and math from 2006 to 2009, student participation in SES program information for the 2008–2009 school year, and SES service and staff characteristics information from provider surveys administered in spring 2009.

4. *Estimated or Actual Completion Date:* May 3, 2012

5. *Key Findings:*

- The study found no evidence of impacts on achievement of offering SES to students near the cusp of having access to services in six oversubscribed school districts. For grades 3–8, there were no statistically significant impacts of offering SES on student achievement in reading or in mathematics. Furthermore, the study found no statistically significant impact of participating in SES on student achievement in reading or mathematics.
- An average of 21 hours of SES per student for the school year were offered in either one-on-one or group sessions by providers that relied extensively on local school teachers to serve as SES instructors. Among students in the six districts who had received SES, 36 percent received tutoring in both reading and math, 55 percent received tutoring in only reading, and 9 percent received only math tutoring. Reading services in the study districts averaged 17.2 hours of tutoring for the school year, and math services averaged 12.5 hours for the school year. Teachers employed in the school district comprised, on average, 60 percent of the providers' instructional staff in the six study districts. On average, 44 percent of provider services in the study districts were offered in groups of 2–5 students, 34 percent in one-on-one sessions, and 21 percent in groups of 6–10.
- The study found no evidence that observed provider characteristics and practices, including intensity of services, were significantly associated with stronger impacts. Providers varied in the average number of hours of math and reading services their students received, ranging from 0 to 27 hours of math services and from 0 to 43 hours of reading services across providers. However, intensity of services was not significantly related to the estimated size of impacts on reading or math achievement.

6. *Link to Additional Information:* <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20124053>

### ***College and Career Readiness***

#### **A Study of Implementation and Outcomes in Upward Bound and Other TRIO Programs**

1. *Study Purpose:* Given new evaluation requirements in the 2008 reauthorization of the *Higher Education Act of 1965* (HEA) and the administration's emphasis on expanding access to college and improving the rate of college completion, policy makers would benefit from evaluations of implementation strategies in Upward Bound and other TRIO programs. With regard to Upward Bound, the 2008 HEA requires the Department to conduct an evaluation that would identify effective program or project practices while not relying on random assignment to Upward Bound program status in the evaluation design. The Institute of Education Sciences (IES) is planning

a rigorous quasi-experimental evaluation of implementation strategies in the Upward Bound program, and development of designs that could be used to assess implementation strategies in other TRIO programs.

2. *Key Questions Addressed:*

- Can a rigorous quasi-experimental evaluation of implementation strategies of Upward Bound be carried out?
- Can the rigorous quasi-experimental designs developed for Upward Bound be applied to other TRIO programs?
- Are the different kinds of implementation strategies used by Upward Bound projects associated with improved student outcomes?
- Does the association between implementation strategies and student outcomes differ for students and projects with different characteristics?
- To what extent do students who in enroll in Upward Bound and Upward Bound Math Science in high school participate in the Student Support Services and TRIO McNair programs in college?

3. *Design:* The design and feasibility report will examine several possible quasi-experimental designs and other designs for such an evaluation of Upward Bound, and the strengths and weaknesses of each. The report will examine the extent of meaningful variation in implementation strategies by the analysis of data collected via contractor site visits to communities served by UB projects. Given the similarity of program structures between Upward Bound and other TRIO programs and the overlapping data sets that would be used in evaluations of TRIO programs, the feasibility study will also examine the extent to which the evaluation designs developed for Upward Bound can be extended to other TRIO programs. In addition, the feasibility study will use Annual Performance Report data from TRIO grantees to examine the association between participation in Upward Bound or Upward Bound Math Science in high school and participation in Student Support Services or TRIO McNair undergraduate support programs in college.

4. *Estimated or Actual Completion Date:* August 2015

5. *Key Findings:* not yet available

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/other\\_trio.asp#](http://ies.ed.gov/ncee/projects/evaluation/other_trio.asp#)

### ***Literacy***

#### **Does a Summer Reading Program Based on Lexiles Affect Reading Comprehension?**

1. *Study Purpose:* The 2006-2011 Regional Educational Laboratory (REL) Southwest at Edvance conducted a large-scale, multidistrict randomized control trial to examine the effectiveness of a summer reading initiative for economically disadvantaged grade 3 students who scored below the 50th percentile nationally in reading. The program was designed to reduce summer reading loss, a well-documented decline in reading skills that occurs when students are not in school over the summer.

Students in the summer reading program received eight books in the summer before their grade 4 school year. Students and books were matched using the Lexile Framework<sup>®</sup> for Reading, and students were sent follow-up postcards during the summer to encourage reading. At the start of the next school year, students were tested to determine if the program had an impact on their reading levels.

2. *Key Questions Addressed:*

- For economically disadvantaged students reading below the 50th percentile nationally, does being sent eight free books in the first part of the summer (June/July 2009) matched to reading level and interest area, along with six reminder postcards, result in significantly better reading comprehension scores in the fall?
- Did students in the summer reading program (treatment group) report reading more books over the summer than did students in the control group?
- Did the summer reading program have differential effects on reading comprehension, depending on baseline reading proficiency?

3. *Design:* Four Texas school districts were recruited to meet the target sample size of 1,516 students needed to satisfy the power demands of the study. Three districts invited all schools to participate in the study; the fourth district invited a subset of schools. Students had to meet three criteria to be eligible for the study: (1) be enrolled in the Free and Reduced Price Lunch program (to identify economically disadvantaged students); (2) have a spring 2009 grade 3 English language reading assessment at or below the 50th percentile for grade 3 on national norms; and (3) be physically and mentally able to read independently (as determined by their teachers) since students were not going to receive support during the summer. Consent forms were distributed to students in participating schools who met the eligibility criteria, and students with parent consent participated in the study.

4. *Estimated or Actual Completion Date:* March 2012

5. *Key Findings:*

- The summer reading program did not have a statistically significant impact on student reading comprehension.
- There was a statistically significant effect of the summer reading program on the number of books students reported reading over the summer. On average, students in the treatment group reported reading 1.03 more books over the summer than did students in the control group.
- There was not a statistically significant differential effect of the program on reading comprehension for students at three different levels of baseline reading proficiency.

6. *Link to Additional Information:* <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=295>

## Effects of Curriculum & Instruction and Teacher Professional Development on the Language Proficiency of Elementary English Language Learner Students in the Central Region

1. *Study Purpose:* This study is a randomized controlled trial examining the impact on student English language proficiency of the On Our Way to English (OWE) curriculum, offered in combination with the Responsive Instruction for Success in English (RISE) teacher professional development. On Our Way to English was developed to provide students who are English language learners (ELLs) access to English oral language development, comprehensive literacy instruction, and standards-based content area information in science and social studies. Responsive Instruction for Success in English (RISE) complements the OWE classroom program with professional development to understand the content of OWE, the rationale for its structure, and practical strategies for its use.

### 2. *Key Questions Addressed:*

- Does implementation of OWE in conjunction with the use of RISE have a significant impact on the acquisition of English language skills for ELL students as measured by the IPT composite score (based on subsection scores for listening comprehension, reading/vocabulary comprehension, and writing)?
- Does the combination of OWE and RISE have a significant impact on teacher-reported student engagement with ELL-specific educational materials?
- Does the combination of OWE and RISE have a significant impact on teacher-reported instructional practices (differentiated instruction, sheltering instruction, receptive and expressive language instruction, reading instruction, and writing instruction)?
- Does the combination of OWE and RISE have a significant impact on teacher-reported instructional responsiveness and assessment practices (modification of instruction or teacher responsiveness, student-centered instruction, and use of assessments)?

3. *Design:* Schools in the Central Region states with the largest percentages of Spanish-speaking ELL students in the elementary grades—Colorado, Kansas, and Nebraska—were recruited and randomly assigned using a 2:1 ratio to the intervention group (34 schools) or the control group (18 schools). Teachers in the intervention group were provided with OWE and RISE training and materials. In schools in the control group, English as a second language teachers in grades 1–5 used their existing strategies and materials in teaching ELL students. Schools were blocked before random assignment to ensure that each participating district contained both intervention and control schools and that the distributions of schools across districts were similar.

Conducting this randomized controlled trial over the course of two school years ensured that intervention teachers would be trained in use of materials before the study year. This level of exposure supports extended implementation of OWE and RISE and reduces any effects associated solely with the introduction of a new program. During Year 1, the training year, the publisher provided professional development for teachers in the intervention group on the use of OWE in their classrooms and intervention teachers were trained in the use of RISE strategies. Materials for both programs were distributed during this year. During Year 2, the

implementation year, teachers in the intervention group were asked to use OWE each day for at least 30 minutes per class and implement the RISE techniques fully in their classrooms.

4. *Estimated or Actual Completion Date:* April 2012

5. *Key Findings:* The study found no statistically significant difference between the IPT scores of students in the intervention and control groups. Results of sensitivity analyses revealed that this finding was invariant to the inclusion of covariates in the analytic model, the method used to treat missing data, and the use of a composite score.

6. *Link to Additional Information:* <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=19>

### **National Title I Study of Implementation and Outcomes: Early Childhood Language Development**

1. *Study Purpose:* The National Assessment of Educational Progress (NAEP) found that 33 percent of fourth-grade students did not achieve a basic level of proficiency in reading in 2007. Differences between the reading skills of disadvantaged children and their more advantaged peers have been measured nationally as early as kindergarten entry in the Early Childhood Longitudinal Study. Recent efforts to improve reading instruction and achievement have centered on the use of scientifically based reading instruction. However, while the Institute of Education Sciences (IES) evaluations of these types of interventions (Reading First, Early Reading First, Even Start Classroom Literacy Interventions and Outcomes Study, Preschool Curriculum Evaluation Research) found some positive effects on letter knowledge and/or decoding skills, the studies did not find consistent positive effects on children's language and comprehension skills. Closing the gap in language development and background knowledge is critical if children are to comprehend text, because the research literature indicates that these areas of development are linked (National Early Literacy Panel 2008).

2. *Key Questions Addressed:*

- How do language development, background knowledge, and comprehension develop across preschool through grade 3?
- What school-wide programs are being used in the sample of schools, and what classroom practices are observed to support children's language development, background knowledge, and reading comprehension?
- What school-wide programs, teacher practices, and instructional approaches are associated with greater student progress in language development, background knowledge, and comprehension?
- How does the quality of the home literacy environment interact with teaching practices in predicting children's progress in language development, and reading achievement?

3. *Design:* The study includes 83 Title I schools to identify programs and practices associated with improved language development, background knowledge, and comprehension outcomes. The sample includes schools with high average reading achievement scores as well as schools with low average reading achievement scores. The study collected data for five grade cohorts (preschool,

kindergarten, first, second, and third grades) and classrooms and student samples were selected for each. Data collection included a battery of student assessments, classroom observations, and teacher and administrator questionnaires. Analyses will estimate the associations between instructional programs and practices and student outcomes to inform future rigorous evaluation of strategies to improve language and comprehension outcomes for disadvantaged children.

4. *Estimated or Actual Completion Date:* September 2004

5. *Key Findings:* Not yet available

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/literacy\\_lang.asp#](http://ies.ed.gov/ncee/projects/evaluation/literacy_lang.asp#)

### ***Math Education***

#### **An Evaluation of Number Rockets: A Tier-2 Intervention for Grade 1 Students at Risk for Difficulties in Mathematics**

1. *Study Purpose:* To increase the evidence base on remediation in early math, the 2006-2011 REL Southwest at Edvance Research conducted a rigorous experimental study of the impact of the Number Rockets small group tutoring program on grade 1 math achievement. Number Rockets is an early mathematics intervention targeted to students at risk of falling behind.

This study, Evaluation of Number Rockets: A Tier-2 Intervention for Grade 1 Students at Risk for Difficulties in Mathematics, found that the Number Rockets intervention had a positive effect on math achievement in grade 1, without having a negative effect on reading achievement. Comparison students received regular core mathematics instruction but no additional support.

2. *Key Questions Addressed:*

- Do grade 1 students at risk in mathematics who participate in Number Rockets perform better than at-risk control students on the Test of Early Mathematics Ability—Third Edition (TEMA–3; Ginsburg and Baroody 2003)?
- Does Number Rockets have a differential impact on grade 1 students at risk in mathematics, based on baseline mathematics proficiency?
- Do grade 1 students who participate in Number Rockets score differently than control students on the Woodcock-Johnson—Third Edition Letter/Word (WJ–III Letter/Word; Woodcock, McGrew, and Mather 2001) subtest?
- Do the impacts of Number Rockets vary significantly depending on the average number of lessons delivered within a school?

3. *Design:* This RCT was implemented in 76 schools in four urban districts across four of the five Regional Educational Laboratory Southwest states. Number Rockets is implemented at the school level; so schools were the unit of random assignment. They were matched within district on a composite score calculated from mean school achievement scores and the percentage of students receiving free or reduced-price lunch. One member of each school pair was then randomly assigned to the intervention condition; the

other, to the control condition. The target student population was grade 1 students at risk for mathematics difficulties who received mathematics instruction in English in a regular education classroom.

4. *Estimated or Actual Completion Date:* February 2012

5. *Key Findings:*

- This study's confirmatory finding was that at-risk grade 1 students participating in Number Rockets had significantly higher TEMA-3 scores than at-risk grade 1 students in the control group (effect size = 0.34,  $p < .001$ ). Six sensitivity analyses were conducted and found that the confirmatory impact estimate was robust to the analytic choices examined.
- The effect of Number Rockets did not depend on student baseline mathematics proficiency, as determined by screener composite score (not statistically significant; effect size=0.08,  $p = .564$ ).
- The intervention group students (who missed regular classroom instruction while participating in Number Rockets) did not score significantly different on the WJ-III Letter/Word subtest than control students who did not participate in Number Rockets (effect size = -0.01,  $p = .913$ ).
- There was no significant relationship between the average number of Number Rockets tutoring sessions delivered to each intervention school and the school-level intervention effect (effect=0.07,  $p = .667$ ). However, given that a greater portion of the variability in sessions delivered to student groups occurred within schools than between schools, this exploratory analysis is not sensitive enough to rule out the existence of a dosage-impact relationship at the school-pair level. Note that the study was not specifically designed or powered for the exploratory research question

6. *Link to Additional Information:* <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=80>

### **The Effects of Connected Mathematics 2 on Math Education Achievement in Grade 6 in the Mid-Atlantic Region**

1. *Study Purpose:* The 2006-11 Regional Educational Laboratory Mid-Atlantic at Penn State University has concluded a rigorous experimental study of the effect of the Connected Mathematics Project 2 (CMP2) on the mathematics achievement and engagement of grade 6 students. CMP2 is designed to encourage students to be responsible for their mathematics learning by exploring different solution pathways, sharing their ideas with other students, listening to the ideas of others, and questioning each other.

2. *Key Questions Addressed:*

- What is the impact of being in a school randomly assigned to adopt CMP2 on grade 6 student mathematics achievement?
- What is the impact of being in a school randomly assigned to adopt CMP2 on the value that grade 6 students place on mathematics?



3. *Design:* Prior to recruitment (2008), the Common Core of Data (CCD) was used to identify all public and charter schools enrolling grade 6 students in the Mid-Atlantic region. Beginning January 2008, invitations were sent to 989 districts comprising 2,597 schools. The incentive for schools randomly assigned to CMP2 included free curriculum materials for teachers and students and free PD (including trainer fees, teacher stipends, substitute costs, and transportation costs) for both study years. Control schools received \$1,000 for participating.

In May 2008, the 70 schools were randomly assigned within jurisdiction to study conditions, 36 to the intervention group and 34 to the control group. The imbalance in group size was due to chance. Between the point of random assignment and the start of the impact school year (2009/10), five schools were lost due to school-level administrator decisions to withdraw schools from the study and district-level decisions to close and merge campuses with low enrollment. The schools that dropped out or merged were not statistically significantly different from the remaining sample of 65 schools on any of the measured baseline school characteristics.

During the implementation year (2008/09), intervention teachers were offered the “typical” CMP2 PD administered by the publisher (two days before the school year and three days during; M. Baughman, personal communication, January 2007) and received all standard curriculum materials. Teachers in the control schools continued to use their schools’ mathematics curricula. The purpose of the implementation year was to give intervention teachers time to become accustomed to delivering a new curriculum; no student performance data were collected during the implementation year.

During the impact year (2009/10), intervention schools continued using the standard CMP2 curriculum materials they had received during the implementation year. New teachers in intervention schools were again offered the standard PD administered by the publisher. Control teachers continued using their respective school’s regular curriculum (business as usual). TerraNova and PTV data were collected at the beginning (pretest) and end (posttest) of the school year

4. *Estimated or Actual Completion Date:* March 2012

5. *Key Findings:*

- The impact of CMP2 on student TerraNova posttest scores was less than one point (0.60), and was not statistically significant.
- Results indicate that CMP2 was also no more effective than business as usual in improving students’ mathematics PTV.
- Sensitivity analyses found no changes in the direction or magnitude of the intervention effects.

6. *Link to Additional Information:* <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=25>

### **Effects of the Kentucky Virtual Schools’ Hybrid Program for Algebra I on Grade 9 Student Math Education Achievement**

1. *Study Purpose:* The 2006-11 Regional Educational Laboratory Appalachia conducted a rigorous evaluation of the Kentucky Virtual Schools hybrid algebra I curriculum. The curriculum combines traditional face-to-face instruction with an online program. This study

used a two-cohort sample with 25 high schools in year 1 (SY 2007/2008: 13 treatment and 12 control) and 22 in year 2 (SY 2008/2009: 11 and 11), the randomized sample included 6,908 students, 61.4 percent of whom were in rural schools.

2. *Key Questions Addressed:*

- What is the impact of the Kentucky Virtual Schools' hybrid program for algebra I on math achievement levels in pre-algebra/algebra in the fall of grade 10?
- What is the impact of the Kentucky Virtual Schools' hybrid program for algebra I on students' math course enrollment in grade 10?

3. *Design:* This study examined Kentucky public schools with grade 9 algebra I classes. A volunteer sample of 47 schools (30 of which are in rural areas) was randomly assigned to the treatment and control conditions. The intervention was applied in one school year and evaluated the next fall.

The study enrolled 25 schools in the 2007/08 school-year (13 treatment and 12 control) and 22 schools in 2008/09 (11 and 11). Randomization occurred at the school level. All algebra I teachers and students in a school were assigned to the school's treatment condition, and all algebra I teachers in a treatment school were asked to use the intervention. School-level randomization was chosen, as opposed to within-school randomization, because it minimizes the potential for spillover effects from the treatment to control classrooms, which could lead to underestimating the impacts of the hybrid program.

4. *Estimated or Actual Completion Date:* April 2012

5. *Key Findings:*

- Students in the treatment group did not achieve scores on the prealgebra/algebra portion of the PLAN that were significantly different (higher or lower) than did students in the control group.
- Students in the treatment group significantly more or less likely than students in the control group to enroll in a math course above algebra I the year after the intervention.
- Sensitivity analyses were conducted to help establish the robustness of the impact estimates, but none produced a change from the results of the confirmatory impact analysis.

6. *Link to Additional Information:* <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=8>

## Evaluation of Early Elementary Math Curricula

1. *Study Purpose:* The Title I, Part A program is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state standards and assessments. As the largest federal program supporting elementary and secondary education, these resources are targeted primarily to high-poverty districts and schools.

There has been very little reliable information available to educators and policy makers about which curricula are most likely to improve math performance. The evaluation is focused on early elementary grades since disadvantaged children are behind their more advantaged peers even before entering elementary school in basic math competencies.

### 2. *Key Questions Addressed:*

- What is the relative effectiveness of different math curricula on student achievement in early elementary schools?
- Under what conditions is each math curriculum most effective?
- What is the relationship between teacher knowledge of math content and pedagogy and the effectiveness of the math curricula?

3. *Design:* The evaluation questions are being addressed through an experimental design in which schools were randomly assigned to selected math curricula; there is no control group. Math curricula were selected for the evaluation through a competitive process. The math curricula being evaluated are widely-used and representative of different instructional approaches, and are appropriate for funding under Title I. The curricula are Investigations in Number, Data, and Space (Pearson Scott Foresman), Math Expressions (Houghton Mifflin), Saxon Math (Harcourt Achieve), and Scott Foresman-Addison Wesley (SFAW) Mathematics (Pearson Scott Foresman). Implementation of the math curricula and their impact on first-grade student achievement was measured in 4 districts and 39 schools during the 2006–07 school year. Programs were implemented in an additional 71 schools and also in second grade during the 2007–08 school year. The impact is the difference in math achievement between the groups using the selected math curricula.

### 4. *Estimated or Actual Completion Date:* Spring 2013

### 5. *Key Findings:*

- In first-grade classrooms, students taught using Math Expressions scored an average of 0.11 standard deviations higher on the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) math test than students taught using either Investigations or SFAW. This difference in test scores is equivalent to moving a student from the 50th to the 54th percentile.
- In second grade classrooms, students taught using Math Expressions and Saxon scored an average of 0.12 and 0.17 standard deviations higher respectively on the ECLS-K math test than students taught using SFAW. These differences are equivalent to

moving a student from the 50th to the 55th or 57th percentile respectively. Saxon teachers reported spending an average of one hour more per week on math instruction than teachers using the other curricula.

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/math\\_curricula.asp#](http://ies.ed.gov/ncee/projects/evaluation/math_curricula.asp#)

### ***Professional Development***

#### **Evaluation of the Effectiveness of the Alabama Math Education, Science Education, and Technology Initiative (AMSTI)**

1. *Study Purpose:* Partly motivated by the 1996 National Assessment of Educational Progress scores, which were below the national average for Alabama's grade 4-8 students in mathematics and grade 8 students in science, the Alabama State Department of Education (ALSDE) developed a statewide initiative to improve mathematics and science teaching and student achievement in kindergarten through grade 12 (K-12). The Alabama Math, Science, and Technology Initiative (AMSTI) is a two-year intervention intended to better align classroom practices with national and statewide teaching standards—and ultimately to improve student achievement—by providing professional development, access to materials and technology, and in-school support for teachers.

2. *Key Questions Addressed:*

- What is the effect of AMSTI on student achievement in mathematics problem solving after one year and on student achievement in science after one year?
- What is the effect of AMSTI on the use of active learning instructional strategies by mathematics teachers after one year and on the use of active learning instructional strategies by science teachers after one year?

3. *Design:* Because Alabama did not plan to introduce the program in the number of schools required by the experiment in one year, the experiment combined two “subexperiments,” one starting in 2006 and the other starting in 2007. The full sample combined the two samples from the two “subexperiments” and included 82 schools, with about 780 teachers and 30,000 students in grades 4–8 across the two subexperiments. In Subexperiment 1, the first set of 40 schools (within three regional AMSTI sites) was randomized to conditions in the winter of 2006. In Subexperiment 2, the second set of 42 schools (within two regional AMSTI sites) was randomized to conditions in the winter of 2007. To estimate the effects of AMSTI after one year (confirmatory analysis), data from both subexperiments were pooled and analyzed together after their respective first year. The integrity of the samples used in the confirmatory analysis was maintained, because the difference in attrition between the intervention and control groups was less than 5 percentage points and overall attrition was 2.5 percent or less for all outcomes. To estimate the effects of AMSTI after two years, data from both subexperiments were pooled and analyzed together after the respective second year.

4. *Estimated or Actual Completion Date:* February 2012

### 5. Key Findings:

- The effect of AMSTI on student achievement in mathematics after one year, as measured by end-of-the-year scores on the Stanford Achievement Test Tenth Edition (SAT 10) mathematics problem solving assessment of students in grades 4–8, was 2.06 scale score units, which is statistically significant but smaller than the effect the research team believed would be detectable by the experiment as designed. In these terms, the average estimated effect of AMSTI was equivalent to 28 days of additional student progress over students receiving conventional mathematics instruction
- AMSTI also had a positive and statistically significant effect on classroom practices in mathematics and science after one year. Based on multiple surveys in which teachers reported the number of minutes of active learning strategies used during the previous 10-day period, AMSTI mathematics teachers averaged 49.83 more minutes, and AMSTI science teachers averaged 40.07 more minutes than control teachers.

6. *Link to Additional Information:* <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL20124008>

### Evaluation of Program for Infant/Toddler Care (PITC): An On-site Training of Caregivers

1. *Study Purpose:* The PITC intervention approach combines direct caregiver training and on-site coaching or other tailored assistance. This study tested a specific implementation model of PITC, with delivery of 64 hours of training and 40 hours of on-site coaching and support, requiring an average of 14 months for full implementation.

#### 2. *Key Questions Addressed:*

- What is the impact of the PITC on a composite measure of children’s cognitive and language skills, at least 6 months after its full delivery to the children’s child care programs (within an average of 23 months after random assignment)?
- What is the impact of the PITC on a composite measure of children’s social and behavioral skills, at least 6 months after its full delivery to the children’s child care programs (within an average of 23 months after random assignment)?
- What is the impact of the PITC on global child care quality at least 4 months after the PITC ends (within an average of 21 months after random assignment)?
- What is the impact of the PITC on a composite measure of the quality of child care programs’ staff-child interactions at least 4 months after the PITC ends (within an average of 21 months after random assignment)?

3. *Design:* The study was implemented over 2007–2010 in six Southern California counties and four Arizona counties. The study sample of 251 childcare programs included 92 childcare centers and 159 licensed family child care homes.

4. *Estimated or Actual Completion Date:* March 2012

### 5. Key Findings:

- PITC did not have a statistically significant effect on a composite measure of children's cognitive/language scores, measured approximately six months (on average) after the caregiver training ended.
- PITC did not have a statistically significant effect on children's composite behavior scores, measured at six months after the caregiver training ended.
- PITC did not have a statistically significant effect on overall measures of program quality, as measured in the childcare sites by trained observers.
- PITC did not have a statistically significant effect on staff-child interactions

6. *Link to Additional Information:* <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=90>

### Evaluation of Quality Teaching for English Learners (QTEL) Professional Development

1. *Study Purpose:* To add to the evidence base on effective strategies for teaching English language learner students, the 2006–2011 REL West at WestEd conducted a rigorous study of the impact on middle grades student achievement of a teacher professional development program.

The program, Quality Teaching for English Learners (QTEL), is an approach to improving the teaching of English language learner students. The program aims to enhance the ability of teachers to work with English language learner students and increase the quality of instruction for all other students in the mainstream classroom. QTEL summer institutes consist of seven days of professional development to provide a foundation for using new tools and processes for the academic and linguistic development of adolescent English language learner students.

### 2. Key Questions Addressed:

- What is the impact of QTEL on students' standardized test scores in English language arts among all grade 8 students attending intervention schools at the end of Year 3 (2009/10)?
- What is the impact of QTEL on students' standardized test scores in English language arts among all grade 7 students attending intervention schools at the end of Year 3 (2009/10)?
- What is the impact of QTEL on English language learner students' standardized test scores in English language arts among all grade 8 English language learner students attending intervention schools at the end of Year 3 (2009/10)?
- What is the impact of QTEL on English language learner students' standardized test scores in English language arts among all grade 7 English language learner students attending intervention schools at the end of Year 3 (2009/10)?

- Focusing on the subgroup of English language learner students who were classified as limited English proficient in 7th grade in study Year 2 (2008/09) and who were still in intervention schools and took the CELDT in 8th grade (in the fall of study Year 3, 2009/10), what is the impact of QTEL on standardized test scores in English language proficiency (i.e., on 8th grade CELDT scores)?
- Within the subgroup of English language learner students who were classified as limited English proficient in 6th grade in study Year 2 (2008/09) and who were still in intervention schools and took the CELDT in 7th grade (in the fall of study Year 3, 2009/10), what is the impact of QTEL on standardized test scores in English language proficiency (i.e., on 7th grade CELDT scores)?

3. *Design:* The study is a school-level randomized controlled trial to test the effectiveness of QTEL using an intent-to-treat model. This model tests the effectiveness of offering an intervention rather than that of participating in it. Teachers eligible for the intervention included those of English language arts and English language development in the schools assigned to the intervention group. Teachers in the control group participated in non-QTEL professional development, as if not involved in the study.

4. *Estimated or Actual Completion Date:* March 2012

5. *Key Findings:*

- No significant effects were found on student achievement, as measured by the CST-ELA, or on English language development, as measured by the CELDT. That is, there were no meaningful or significant differences in academic performance or language proficiency skills, as measured by these assessments, between the intervention students and the control students.
- No significant effects were found on teacher attitudes, teacher knowledge, or teacher practice, as measured by the teacher survey, teacher knowledge assessment, and the SIOP, respectively.

6. *Link to Additional Information:* <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=88>

### **Effects of Making Sense of Science Education Professional Development on the Achievement of Middle School Students, Including English Language Learners**

1. *Study Purpose:* The Making Sense of Science Force and Motion course for teachers incorporates physical science content, analysis of student work and thinking, and classroom instruction to develop teacher expertise about force and motion and science instruction. The course emphasizes inquiry-based instruction practices.

2. *Key Questions Addressed:*

- What is the impact of the Making Sense of SCIENCE professional development course on students' content knowledge of force and motion and of physical science more generally?

- What is the impact of the Making Sense of SCIENCE professional development course on English language learners' content knowledge of force and motion and of physical science more generally?

3. *Design:* Using a cluster-randomized experimental design, the study tested the effectiveness of the Making Sense of SCIENCE professional development course on force and motion. The study was conducted from spring 2009 through spring 2010 in 137 schools served by 55 districts in Arizona and California. The study sample included 181 teachers who were randomly assigned to an intervention or control group (90 to intervention and 91 to control). Outcomes were measured for teachers during both the 2008/09 and 2009/10 school years and for students during the 2009/10 school year. The impact analyses included 133 teachers and 5,130 students in grade 8. The study's key outcome variables—teacher and student content knowledge in force and motion, student academic achievement in physical science, teacher confidence in teaching force in motion—were assessed with project administered tests (ATLAST's Test of Force and Motion), the California Standards Test in science, and teacher surveys.

4. *Estimated or Actual Completion Date:* March 2012

5. *Key Findings:*

- Results for the primary confirmatory analyses indicate that after adjusting for multiple comparisons, there were no statistically significant differences between the test results on science content of students in intervention group classrooms and students in control group classrooms.
- The intervention group students in neither the full sample (effect size = 0.03) nor the English language learner subsample (effect size = 0.09) scored higher on the physical science reporting clusters of the California Standards Test than did their control group counterparts.
- After adjusting for multiple comparisons, teachers who received the professional development course outscored their control group counterparts on the ATLAST Test of Force and Motion for Teachers (effect size = 0.38), as well as on their ratings of confidence in their ability to teach force and motion (effect size = 0.49).

6. *Link to Additional Information:* <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=87>

### ***School Organization and Governance/School Choice***

#### **What Are Districts' Written Policies Regarding Student Substance-Related Incidents?**

1. *Study Purpose:* Recent events have increased interest in district policies relating to student substance use and whether they best serve the needs of their communities and students. To better understand the nature of the policies that may be in use around the country, the Institute of Education Sciences commissioned a study to examine the features of the written substance-related policies for the 100 largest school districts in the country.



2. *Key Questions Addressed:* What are the features of the written substance-related policies for the 100 largest school districts?

3. *Design:* Using information from the IES' National Center for Education Statistics' 2007 Common Core of Data, the study team identified the 100 school districts in the United States with the largest number of students enrolled. Between January and March 2011, the team visited each district's website and searched for documents containing information on the district's alcohol and drug policies. Each of the 100 districts had a relevant policy document on its website; 81 districts had policy documents with dates pertaining to the 2010–2011 school year, while policy documents for the remaining 19 districts had no specified date or an earlier date.

The study team developed codebooks to guide systematic coding of district documents and to construct indicators of the districts' policy responses to student possession, use, sale and/or distribution of alcohol or other drugs.

4. *Estimated or Actual Completion Date:* February 1, 2012

5. *Key Findings:*

- A large majority of districts indicate that students may or will be reported to law enforcement for incidents involving the possession or use (86 percent of districts) or sale or distribution (87 percent of districts) of alcohol or drugs.
- Other responses include principal-determined suspensions (98 percent of districts indicate that students may or will be subject to a principal-determined suspension for possession or use; 84 percent of districts indicate that students may or will be subject to a principal-determined suspension for sale or distribution), recommendation for an expulsion hearing (90 percent for possession or use; 94 percent for sale or distribution), placement in an alternative schooling program (80 percent for possession or use; 71 percent for sale or distribution), and parent conference or notification (85 percent for possession or use; 82 percent for sale or distribution).
- Nearly one-third of districts (30 percent) report having graduated sanctions for repeat offenses. For example, 15 percent of districts explicitly allow principals to increase the duration of a suspension for possession or use if it is the student's second offense.

6. *Link to Additional Information:* <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20124022>

### **A Study of the Effectiveness of a School Improvement Intervention (Success in Sight)**

1. *Study Purpose:* Schools have used Success in Sight over the past 11 years to facilitate school improvement efforts. However, there have been no cluster randomized trials to provide causal evidence regarding its effectiveness in improving student and teacher outcomes. Therefore, the main purpose of this study was to provide unbiased estimates of the impact of Success in Sight on student academic achievement in reading or mathematics. The achievement outcome areas of reading and mathematics were chosen for this study based on the NCLB mandate that all students should be proficient in reading and mathematics by 2014. Additionally, all

states assess reading and mathematics achievement in grades 3–5, which are the focus of this study. The study also sought to provide an unbiased estimate of the effects of Success in Sight on teacher capacity for school improvement practices related to data-based decisionmaking, purposeful community, and shared leadership.

2. *Key Questions Addressed:*

- Does implementation of Success in Sight have a significant impact on student achievement in reading?
- Does implementation of Success in Sight have a significant impact on student achievement in mathematics?
- Does implementation of Success in Sight have a significant impact on teacher capacity for data-based decisionmaking?
- Does implementation of Success in Sight have a significant impact on teacher capacity for purposeful community practices?
- Does implementation of Success in Sight have a significant impact on teacher capacity for shared leadership?

3. *Design:* School recruitment efforts yielded 52 participating schools (26 treatment schools and 26 control schools) in eight districts. Researchers assigned participating schools to matched pairs based on their 2006 mean school reading scores and the percentage of students qualifying for free or reduced-price lunch. Within each matched pair, one school was randomly assigned to participate in the Success in Sight intervention (as a treatment school), and the other school was assigned to conduct business as usual (as a control school). Within participating schools at baseline, there were 8,467 students with reading achievement scores, 8,331 students with mathematics achievement scores, and 1,374 teacher participants. At posttest, there were 8,182 students with reading achievement scores, 8,213 students with mathematics achievement scores, and 1,516 teacher participants

4. *Estimated or Actual Completion Date:* February 2012

5. *Key Findings:* The results of the benchmark analyses revealed that Success in Sight did not have a statistically significant impact on student achievement in reading or mathematics or on teacher capacity for school improvement practices in data-based decisionmaking, purposeful community, or shared leadership.

6. *Link to Additional Information:* <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=20>

## **Evaluation of Conversion Magnet Schools**

1. *Study Purpose:* Since the mid-1970s, magnet schools have been critical to school districts' efforts to implement voluntary desegregation plans and, in some cases, court desegregation orders. More recently, they have become an important component of public school choice as well as a strategy used by districts aiming to improve the achievement of all students, particularly students who are disadvantaged. Since 1985, the Office of Innovation and Improvement's (OII) Magnet Schools Assistance Program (MSAP; funded at \$100,000,000 in FY 2010) has provided grants to school districts to support magnet programs with the specific goals of

reducing, eliminating, or preventing minority group isolation, improving student achievement, and promoting diversity and increasing choice in public schools through the development of innovative educational methods and practices.

Despite the popularity and longevity of this educational strategy, there have been few rigorous studies of the effects on important student outcomes, with mixed results. Drawing broad conclusions is particularly challenging because the structure and target population of magnet school programs are varied. This more targeted evaluation of magnet schools focuses on a single, common category of school receiving funding through MSAP: elementary schools that convert to become whole-school magnets.

2. *Key Questions Addressed:*

- What is the relationship between magnet school conversion and student achievement and other outcomes including minority group isolation in schools?
- How do the relationships to student achievement and other outcomes vary according to the characteristics of magnet schools and of the regular public schools in the same districts?

3. *Design:* A feasibility study determined that there was a sufficient number of conversion magnet schools funded in the two most recent grant cycles to conduct a quasi-experimental evaluation of approximately 25 magnet schools and 50 comparison schools. School records data (student achievement scores, demographic characteristics, and school attended) are being collected for the 2005–06 through 2010–11 school years, three years before and up to four years after the magnet school conversion. An interrupted time series (ITS) analysis will be used to compare the trajectory of student achievement and other outcomes before the conversion to the trajectory of these outcomes after the conversion to determine if there is a significant difference. This design is strengthened by conducting the same analysis with matched (non-magnet) comparison schools in the same districts and comparing the results for the magnet and non-magnets schools.

4. *Estimated or Actual Completion Date:* March 2013

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/choice\\_magnet.asp](http://ies.ed.gov/ncee/projects/evaluation/choice_magnet.asp)

### **Implementation of Title I/II Program Initiatives**

1. *Study Purpose:* The Title I and Title II programs are part of *the Elementary and Secondary Education Act (ESEA)* and are intended to help provide all students with equal access to education by providing financial assistance to schools and districts which have a high percentage of students from low-income families (Title I) and improving teacher and principal quality (Title II). The most recent reauthorization of ESEA, the No Child Left Behind (NCLB) Act of 2001, increased accountability through the use of assessments for students, requirements for all teachers to be highly qualified, and funding for supports and interventions for schools not achieving adequate yearly progress for the entire school population as well as for various subgroups of students. Historically,

there has been a Congressionally-mandated study of Title I which has also included information about Title II. In anticipation of the upcoming reauthorization of ESEA, this study is designed to provide relevant baseline data as well as follow-up data to evaluate the implementation of ESEA flexibility and a reauthorized Title I and Title II.

2. *Key Questions Addressed:*

- How are states, districts, and schools adopting standards and aligning assessments that reflect the goal of all students graduating from high school college- and career-ready, and to what extent are they implementing them?
- How are states, districts, and schools defining and evaluating "effective" and "highly effective" teachers and principals?
- What accountability systems have states implemented? How are students making progress on meeting state academic achievement standards within states, and how are students performing across states?
- How are states identifying the lowest-performing schools, and what types of assistance and interventions are states and districts using in the lowest-performing schools?

3. *Design:* Data will be collected from all 50 states, a nationally representative sample of districts and schools, and teachers within those schools through surveys in the 2012–2013 and 2014–2015 school years with an option to collect data in the 2016–2017 school year.

4. *Estimated or Actual Completion Date:* The contract was awarded in September 2011. Refinement of study design, sample selection, and survey instrument development will be underway during the 2011–2012 school year. Two interim reports and a final report on this study will be released at a later date.

5. *Key Findings:* To be determined.

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/other\\_title1.asp](http://ies.ed.gov/ncee/projects/evaluation/other_title1.asp)

### **Impact Evaluation of Race to the Top and School Improvement Grants**

1. *Study Purpose:* Race to the Top (RTT) is a Department-sponsored competitive grant program to states that has committed \$4 billion through ARRA to support comprehensive K–12 education reform in four major areas: teachers and leaders, standards and assessments, data systems, and school turnaround. School Improvement Grants (SIG) are authorized and funded through Title I of the *Elementary and Secondary Education Act*, with a supplement through the *American Recovery and Reinvestment Act of 2009* (ARRA), for a total of \$3.5 billion. Awards are given to state educational agencies (SEAs) in proportion to Title I funding, and schools receiving SIG must implement one of four school reform models: turnaround, transformation, closure, or restart. Although the award mechanisms and the state and district context of grantees under the two programs differ substantially, grantees under both programs are required to implement the same four turnaround models in their lowest-achieving schools. As part of OMB's FY 2010 Evaluation Initiative, IES proposed to conduct an impact evaluation of the Race to the Top and School Improvement Grant programs.

## 2. Key Questions Addressed:

- How are RTT and SIG implemented at the state, district, and school levels?
- Does receipt of RTT and/or SIG funding to implement a school turnaround model have an impact on outcomes for lowest-achieving schools?
- Are RTT reforms related to improvement in student outcomes?
- Is implementation of school turnaround models, and strategies within those models, related to improvement in student outcomes?

3. *Design:* States identified their lowest-achieving schools as eligible for funding to implement a school turnaround model (STM). To the extent that a consistent measure(s) and/or rules were used across the schools within states or districts, the study plans to use a regression discontinuity design to estimate the impact on student outcomes of receiving RTT and/or SIG funding to implement a STM. This sample will include about 525 schools in 60 districts from 22 states. The RTT sample will include all 50 states and DC for the implementation study component, and will utilize an interrupted time series design with state-level National Assessment of Educational Progress data to analyze the relationship between RTT and student outcomes. At least two and possibly three years of data collection are planned including state interviews, district interviews, school surveys, and extant data on student outcomes.

It is expected that RTT and SIG requirements will be implemented over a number of years. Therefore, the evaluation plans to focus on implementation at the state, district, and school levels in the early years of the study. We also anticipate that additional years of data collection beyond the scope of this contract will be needed to fully describe the implementation and impact of these efforts.

4. *Estimated or Actual Completion Date:* The contract was awarded in September 2010. The first year of implementation data collection has been completed, and collection of extant student outcomes data is currently underway. The first report is scheduled to be released in March 2014.

5. *Key Findings:* To be determined.

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/other\\_racetotop.asp#](http://ies.ed.gov/ncee/projects/evaluation/other_racetotop.asp#)

## Integrated Evaluation of the *American Recovery and Reinvestment Act of 2009*

1. *Study Purpose:* Race to the Top (RTT) is a Department-sponsored competitive grant program to states that has committed \$4 billion through *American Recovery and Reinvestment Act of 2009* (ARRA) to support comprehensive K–12 education reform in four major areas: teachers and leaders, standards and assessments, data systems, and school turnaround. School Improvement Grants (SIG) are authorized and funded through Title I of the *Elementary and Secondary Education Act*, with a supplement through the ARRA, for a total of \$3.5 billion. Awards are given to state educational agencies (SEAs) in proportion to Title I funding, and schools receiving SIG must implement one of four school reform models: turnaround, transformation, closure, or restart. Although the

award mechanisms and the state and district context of grantees under the two programs differ substantially, grantees under both programs are required to implement the same four turnaround models in their lowest-achieving schools.

2. *Key Questions Addressed:*

- How are RTT and SIG implemented at the state, district, and school levels?
- Does receipt of RTT and/or SIG funding to implement a school turnaround model have an impact on outcomes for lowest-achieving schools?
- Are RTT reforms related to improvement in student outcomes?
- Is implementation of school turnaround models, and strategies within those models, related to improvement in student outcomes?

3. *Design:* States identified their lowest-achieving schools as eligible for funding to implement a school turnaround model (STM). To the extent that a consistent measure(s) and/or rules were used across the schools within states or districts, the study plans to use a regression discontinuity design to estimate the impact on student outcomes of receiving RTT and/or SIG funding to implement a STM. This sample will include about 525 schools in 60 districts from 22 states. The RTT sample will include all 50 states and DC for the implementation study component, and will utilize an interrupted time series design with state-level National Assessment of Educational Progress data to analyze the relationship between RTT and student outcomes. At least two and possibly three years of data collection are planned including state interviews, district interviews, school surveys, and extant data on student outcomes.

It is expected that RTT and SIG requirements will be implemented over a number of years. Therefore, the evaluation plans to focus on implementation at the state, district, and school levels in the early years of the study. We also anticipate that additional years of data collection beyond the scope of this contract will be needed to fully describe the implementation and impact of these efforts.

4. *Estimated or Actual Completion Date:* The contract was awarded in September 2010. The first year of implementation data collection has been completed, and collection of extant student outcomes data is currently underway. The first report is scheduled to be released in March 2014.

5. *Key Findings:* To be determined.

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/other\\_arra.asp#](http://ies.ed.gov/ncee/projects/evaluation/other_arra.asp#)

### **Case Studies of the Implementation of School Turnaround Models**

1. *Study Purpose:* School Improvement Grants (SIG) are authorized by Title I, Section 1003(g) of the *Elementary and Secondary Education Act*. The purpose of the grants—awarded based on the Title I funding formula to SEAs, which then distribute the funds to schools in eligible LEAs—is to support the turnaround of the nation’s persistently lowest-achieving schools. To qualify for funds, schools must (among other requirements) be implementing one of four prescribed intervention models: turnaround, restart, closure,

or transformation. About \$550 million were allocated in FY 2009 for SIG with a supplemental \$3 billion in FY 2009 from ARRA. With the possibility of rollover funds, this amounts to at least a \$3.5 billion injection into the SIG program over the next three years.

2. *Key Questions Addressed:*

- What is the change process in a set of persistently lowest-achieving schools implementing school turnaround models funded by SIG?
- What are leading indicators of the successful implementation of school turnaround models?

3. *Design:* This study design focuses on a set of in-depth school-level case studies. A core sample of 25 SIG schools will be selected from six states (California, Florida, Minnesota, North Carolina, Ohio, and Pennsylvania). Data collection will include interviews with each state's SIG leaders, a teacher survey, as well as site visits to the case study schools that include analysis of fiscal records, as well as interviews and focus groups with district officials, principals, teachers, parents, union officials, external support providers, and students twice a year over the course of three years. There also will be two sets of approximately 10 schools selected for special case studies, with one set focused on SIG schools with a high proportion of English Language Learners and another focused on rural SIG schools. These case studies will examine the change process in schools implementing school turnaround models funded by SIG, leading indicators of successful implementation of the models, and a cross-site analysis to provide information to policymakers, schools that are implementing or considering implementing turnaround models, program staff, and other key stakeholders.

4. *Estimated or Actual Completion Date:* The contract was awarded in September 2009, and a report entitled "Baseline Analyses of SIG Applications and SIG-Eligible and SIG-Awarded Schools" was released on May 9, 2011 (see <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20114019>). A second report entitled "School Improvement Grants: Analyses of State Applications and Eligible and Awarded Schools" was released on October 24, 2012 (see <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20124060>). Two years of site visits have been completed, and the third year of site visits will begin in Fall 2012. A report detailing findings from the first-year site visits is anticipated to be released in Winter 2013.

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/other\\_schoolturnaround.asp#](http://ies.ed.gov/ncee/projects/evaluation/other_schoolturnaround.asp#)

## **Student Behavior**

### **Lessons in Character Impact Evaluation**

1. *Study Purpose:* This study examines the impact of the Lessons in Character (LIC) program—an English language arts-based character education program—on student academic achievement, social competence, and problem behaviors and, secondarily, on the school environment. The program consists of literature-based supplementary material aligned with California English language arts standards and designed to integrate easily into the current English language arts curricula. The LIC curriculum is designed to be

easy to implement in the classroom and to involve minimal teacher training, which distinguishes the program from other character education programs.

2. *Key Questions Addressed:*

- Do students in grades 4 and 5 who attend schools in the LIC intervention group exhibit higher scores on measures of academic achievement after two academic years of potential LIC exposure than their counterparts who attend schools in the control group?
- Do students in grades 4 and 5 who attend schools in the LIC intervention group exhibit higher scores on measures of social competence after two academic years of potential LIC exposure than their counterparts who attend schools in the control group?
- Do students in grades 4 and 5 who attend schools in the LIC intervention group exhibit fewer problem behaviors after two academic years of potential LIC exposure than their counterparts who attend schools in the control group?
- Do teachers and students in the LIC intervention group report greater levels of student belongingness after two years of program implementation than their counterparts in the control group?
- Do teachers and students in the LIC intervention group report greater levels of school expectations consistent with character development after two years of program implementation than their counterparts in the control group?

3. *Design:* Designed as an experimental trial, the study took place from spring 2007 to spring 2010 in 50 California elementary schools with teachers of grades 2–5. This implementation period corresponded with an economic recession in California (and the nation as a whole) and substantial school spending reductions and teacher layoffs due to state budget shortfalls in California.

4. *Estimated or Actual Completion Date:* March 2012

5. *Key Findings:*

- The impact analyses did not find that LIC improved student academic achievement, social competence, or problem behaviors on any of the analyzed measures.
- There were no statistically significant impacts on the school environment measures of expectations and student belonging detected.
- Analyses of teacher reports of program implementation indicated that 30 percent of teachers reported that, in year 1, they implemented the number of core lessons recommended by the developer and that, in year 2, 23 percent reported having done so.

6. *Link to Additional Information:* <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=91>



## ***Students with Disabilities***

### **The Inclusion of Students With Disabilities in School Accountability Systems**

1. *Study Purpose:* The *Individuals with Disabilities Education Improvement Act of 2004* (IDEA 2004) is the most recent authorization of a law passed in 1975 to promote a free appropriate public education for children with disabilities. Funded at \$12.6 billion in FY 2012, IDEA supports early intervention services for infants and toddlers, special education services for children ages 3 through 21, and early intervening services for students not in special education but in need of academic or behavioral support.

Under Section 664 of IDEA 2004, IES is conducting studies to assess the implementation and effectiveness of key programs and services supported under the law. The focus of this study is on the inclusion of students with disabilities in school accountability systems and the variation in school practices and student outcomes in schools accountable and schools not accountable for the performance of the students with disabilities (SWD) subgroup under the Elementary and Secondary Education Act.

#### *2. Key Questions Addressed:*

- To what extent are schools accountable for the performance of the SWD subgroup, and how does this accountability vary across schools and over time?
- To what extent have schools accountable for the SWD subgroup been identified as needing improvement?
- How does school accountability for the SWD subgroup relate to regular and special education practices for students with disabilities?
- How does school accountability for the SWD subgroup relate to student with disabilities' participation in, and performance on, academic assessments in mathematics and reading?

3. *Design:* The evaluation is relying on descriptive statistics and regression discontinuity methods to study how school practices and student outcomes vary with school accountability for the SWD subgroup. Data sources for the evaluation include extant data from the Department of Education's EDFacts database and the 2009 National Assessment of Educational Progress (NAEP), as well as 2011 surveys of principals and special education designees from elementary and middle schools in 12 states.

4. *Estimated or Actual Completion Date:* An interim report, relying on analysis of EDFacts data from the 2005–06 to 2008–09 school years from up to 40 states, was released in May 2012 (see <http://ies.ed.gov/ncee/pubs/20124056/>). A final report, relying on analysis of data from EDFacts, the 2009 NAEP, and 2011 surveys of school staff, is expected to be released by early 2014.

#### *5. Key Findings:*

- Across the 40 states with relevant data, 35 percent of public schools were accountable for the performance of the SWD subgroup in the 2008–09 school year, representing 58 percent of tested SWDs in those states. In those same 40 states, 62 percent of

middle schools were accountable for SWD performance, while 31 percent of elementary schools and 23 percent of high schools were accountable.

- In 20 states that had relevant data for all four school years studied, there was a steady increase in the percentage of SWD-accountable schools, from 25 percent in the 2005–06 school year to 34 percent in the 2008–09 school year.
- In the 32 states with relevant data, 55 percent of public schools were not accountable for the SWD subgroup in any of the 4 years examined, in comparison with 18 percent of schools that were consistently accountable in each of the 4 years.
- Nine percent of all public schools in 37 states failed to make adequate yearly progress in the 2008–09 school year because of SWD subgroup performance and other reason(s), and 5 percent missed it solely because of SWD subgroup performance. Together these schools represented 28 percent of tested SWDs in all public schools in these states.
- Among schools that were consistently accountable for the performance of the SWD subgroup during the 4 years across 27 states, 56 percent were never identified for school improvement over this time period. By comparison, among schools that were consistently not accountable for SWD subgroup performance in these states, 76 percent were never identified for improvement.

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/disabilities\\_students.asp#](http://ies.ed.gov/ncee/projects/evaluation/disabilities_students.asp#)

### **School Accountability Status and Outcomes for Students with Disabilities**

1. *Study Purpose:* The *Individuals with Disabilities Education Improvement Act of 2004* (IDEA 2004) is the most recent authorization of a law passed in 1975 to promote a free appropriate public education for children with disabilities. Funded at \$12.6 billion in FY 2012, IDEA supports early intervention services for infants and toddlers, special education services for children ages 3 through 21, and early intervening services for students not in special education but in need of academic or behavioral support.

Under Section 664 of IDEA 2004, IES is conducting studies to assess the implementation and effectiveness of key programs and services supported under the law. The focus of this study is on the inclusion of students with disabilities (SWDs) in school accountability systems and the variation in school practices and student outcomes in schools accountable and schools not accountable for the performance of the SWD subgroup under the *Elementary and Secondary Education Act*.

#### **2. Key Questions Addressed:**

- To what extent are schools accountable for the performance of the SWD subgroup, and how does this accountability vary across schools and over time?
- To what extent have schools accountable for the SWD subgroup been identified as needing improvement?

- How does school accountability for the SWD subgroup relate to regular and special education practices for students with disabilities?
- How does school accountability for the SWD subgroup relate to student with disabilities' participation in, and performance on, academic assessments in mathematics and reading?

3. *Design:* The evaluation is relying on descriptive statistics and regression discontinuity methods to study how school practices and student outcomes vary with school accountability for the SWD subgroup. Data sources for the evaluation include extant data from the Department's *EDFacts* database and the 2009 National Assessment of Educational Progress (NAEP), as well as 2011 surveys of principals and special education designees from elementary and middle schools in 12 states.

4. *Estimated or Actual Completion Date:* An interim report, relying on analysis of EDFacts data from the 2005–06 to 2008–09 school years from up to 40 states, was released in May 2012 (see <http://ies.ed.gov/ncee/pubs/20124056/>). A final report, relying on analysis of data from EDFacts, the 2009 NAEP, and 2011 surveys of school staff, is expected to be released by early 2014.

#### 5. *Key Findings:*

- Across the 40 states with relevant data, 35 percent of public schools were accountable for the performance of the SWD subgroup in the 2008–09 school year, representing 58 percent of tested SWDs in those states. In those same 40 states, 62 percent of middle schools were accountable for SWD performance, while 31 percent of elementary schools and 23 percent of high schools were accountable.
- In 20 states that had relevant data for all four school years studied, there was a steady increase in the percentage of SWD-accountable schools, from 25 percent in the 2005–06 school year to 34 percent in the 2008–09 school year.
- In the 32 states with relevant data, 55 percent of public schools were not accountable for the SWD subgroup in any of the 4 years examined, in comparison with 18 percent of schools that were consistently accountable in each of the 4 years.
- Nine percent of all public schools in 37 states failed to make adequate yearly progress in the 2008–09 school year because of SWD subgroup performance and other reason(s), and 5 percent missed it solely because of SWD subgroup performance. Together these schools represented 28 percent of tested SWDs in all public schools in these states.
- Among schools that were consistently accountable for the performance of the SWD subgroup during the 4 years across 27 states, 56 percent were never identified for school improvement over this time period. By comparison, among schools that were consistently not accountable for SWD subgroup performance in these states, 76 percent were never identified for improvement.

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/disabilities\\_students.asp#](http://ies.ed.gov/ncee/projects/evaluation/disabilities_students.asp#)

### Study of Transition Outcomes for Youth with Disabilities, Phase I

1. *Study Purpose:* This longitudinal survey of youth with disabilities (age 13 to 21 in December 2011) will inform policymakers and educators in understanding the extent to which youth with disabilities make transitions to postsecondary experiences such as college, work, and independent living, and how to make those experiences more successful. It is part of the congressionally mandated National Assessment of the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA 2004, P.L. 108-446) and is supported with funds authorized under Section 664 of the Act.

2. *Key Questions Addressed:*

- What are the personal, family, and school characteristics of youth with disabilities in public schools across the country?
- What regular education, career/technical education, special education, transition planning, vocational rehabilitation, and other relevant services and accommodations do youth with disabilities receive?
- What are key academic, social, and economic outcomes for youth with disabilities, including academic achievement, high school completion, postsecondary enrollment and persistence, family status and living arrangement, type of residence, employment, and earnings?
- How much have the services, accommodations, and outcomes of youth with disabilities changed over time?
- How do the services, accommodations, and outcomes differ from those of youth not served under IDEA, including those identified for services under Section 504 of the Rehabilitation Act?

3. *Design:* Phase I of the study will collect baseline (Spring 2012) and follow-up (Spring 2014) data on a nationwide sample of 15,000 youth, including 12,000 youth with IEPs and the remainder without IEPs. Data collection will include administrative records on youth and their schools, as well as surveys of youth, parents/guardians, school administrators, and teachers. The Department may exercise an option to administer youth performance assessments (including reading/language arts, mathematics, and functional and social/emotional behavior).

4. *Estimated or Actual Completion Date:* September 2015

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/disabilities\\_ideatrans.asp#](http://ies.ed.gov/ncee/projects/evaluation/disabilities_ideatrans.asp#)

### National Evaluation of the IDEA Technical Assistance and Dissemination Program

1. *Study Purpose:* The *Individuals with Disabilities Education Improvement Act of 2004* (IDEA 2004) is the most recent authorization of a law passed in 1975 to promote a free appropriate public education for children with disabilities. Funded at \$12.6 billion in

FY 2010, IDEA supports early intervention services for infants and toddlers, special education services for children ages 3 through 21, and early intervening services for students not in special education but in need of academic or behavioral support. IES is conducting studies under Section 664 of IDEA 2004 to assess the implementation and effectiveness of key programs and services supported under the law.

As specified in IDEA Part D, the Technical Assistance and Dissemination (TA&D) Program is to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research to meet the needs of children with disabilities. The National Evaluation of the IDEA TA&D Program is designed to describe the nature of the relationship between TA&D providers and their clients, client needs for technical assistance to support their implementation of IDEA 2004, and the extent to which TA&D services are associated with the implementation of recommended practices and policies and—to the extent possible—improved students outcomes.

2. *Key Questions Addressed:*

- Description of needs for and uses of TA&D services: What are the areas states and districts report needing and/or receiving technical assistance to support IDEA implementation across all education-levels? Which services are seen as most helpful in contributing to the improvement of key student outcomes and what are the perceived barriers to local level implementation?
- Description of TA&D grantee services: What are the TA&D Network objectives and provider areas of practice? How do TA&D grantees identify their clients, assess their needs, and develop and maintain their relationship with clients?
- Relationship between technical assistance, implementation of practices and policy, and student outcomes: To what extent does assistance from TA&D grantees relate to implementation of special education policies and practices? To what extent does assistance from TA&D grantees and/or implementation of TA&D Network supported practices relate to student academic, developmental, and functional outcomes?

3. *Design:* Data collection includes administering surveys to all TA&D Program grantees, all state IDEA Part B and Part C administrators, and a nationally representative sample of special education program directors in 2,500 districts. These data will be analyzed together with relevant extant data.

4. *Estimated or Actual Completion Date:* September 2014

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/disabilities\\_idea2004.asp#](http://ies.ed.gov/ncee/projects/evaluation/disabilities_idea2004.asp#)

## Study of Early Intervention and Special Education Personnel and Services

1. *Study Purpose:* The *Individuals with Disabilities Education Improvement Act of 2004* (IDEA 2004) is the most recent authorization of a law passed in 1975 to promote a free appropriate public education for children with disabilities. Funded at \$12.6 billion in FY 2010, IDEA supports early intervention services for infants and toddlers (IDEA Part C), special education and related services for children ages 3 through 21 (IDEA Part B), and early intervening services for students not in special education but in need of academic or behavioral support.

Under Section 664 of IDEA 2004, IES is conducting studies to assess the implementation and effectiveness of key programs and services supported under the law. This study is supporting the analysis of extant data for the National Assessment of IDEA to examine the characteristics of early intervention and special education personnel and the services children receive.

### 2. *Key Questions Addressed:*

- What are the patterns in the early intervention, special education, and related services that children with disabilities receive and the environments in which these services are provided?
- What is the variation in the characteristics of early intervention and special education personnel?
- What association is there, across States and over time, between the number of early intervention personnel and the environments or settings in which children are served under IDEA?
- What association is there, across States and over time, between the number of early intervention, special education, and related services personnel and the services children receive under IDEA?

3. *Design:* This study will include synthesis of existing evidence and new descriptive analysis of data available in public use or restricted formats. Among the extant data sources that will be used are cross-sectional data from the Section 618 data submitted by states to the Department and from the Schools and Staffing Survey, and longitudinal data gathered from national studies (Pre-Elementary Education Longitudinal Study, Early Childhood Longitudinal Studies—Kindergarten Class of 1998–1999, Special Education Elementary Longitudinal Study, and National Longitudinal Transition Study-2).

4. *Estimated or Actual Completion Date:* September 2013

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/disabilities\\_persserv.asp#](http://ies.ed.gov/ncee/projects/evaluation/disabilities_persserv.asp#)

## Evaluation of Response to Intervention Strategies

1. *Study Purpose:* The *Individuals with Disabilities Education Improvement Act of 2004* (IDEA 2004) is the most recent authorization of a law passed in 1975 to promote a free appropriate public education for children with disabilities. Funded at \$12.5 billion in FY 2011, IDEA supports early intervention services for infants and toddlers, special education services for children ages 3 through 21, and early intervening services for students not in special education but in need of academic or behavioral support. IES is conducting studies under Section 664 of IDEA 2004 to assess the implementation and effectiveness of key programs and services supported under the law.

Response to Intervention (RtI) is a multi-step approach to providing early and more intensive intervention and monitoring within the general education setting. In principle, RtI begins with research-based instruction and behavioral support provided to students in the general education classroom, followed by screening of all students to identify those who may need systematic progress monitoring, intervention, or support. Students who are not responding to the general education curriculum and instruction are provided with increasingly intense interventions through a “tiered” system, and they are frequently monitored to assess their progress and inform the choice of future interventions, including possibly special education for students determined to have a disability. IDEA 2004 (P.L. 108-446) permits some Part B special education funds to be used for “early intervening services” such as RtI, and also permit districts to use RtI to inform decisions regarding a child’s eligibility for special education.

### 2. *Key Questions Addressed:*

- What are the effects on academic achievement of providing intensive secondary reading interventions to elementary school children who have been identified as at risk for reading difficulties compared with children just above the cut point for providing intervention?
- How do academic outcomes, including reading achievement and special education identification, vary with elementary schools’ adoption of Response to Intervention practices for early grade reading?
- How do Response to Intervention practices for early grade reading vary across schools?

3. *Design:* The evaluation will rely on a combination of regression discontinuity methods, time series comparisons, and descriptive data collection from school staff to address the research questions.

4. *Estimated or Actual Completion Date:* March 2014

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/disabilities\\_rti.asp#](http://ies.ed.gov/ncee/projects/evaluation/disabilities_rti.asp#)

## ***Teacher Quality/Teacher Labor Market***

### **Moving Teachers: Implementation of Transfer Incentives in Seven Districts**

1. *Study Purpose:* Title II, Part A, the Improving Teacher State Formula Grants program, is the primary federal funding under the *Elementary and Secondary Education Act of 1965* as amended to support a high-quality teacher in every classroom. The program, funded at \$2.5 billion in FY12, targets high poverty districts and funds a broad array of allowable activities including recruitment, retention, and merit-based teacher pay strategies.

Research indicates that high-quality teachers are critical to raising student achievement in low-performing schools, but schools most in need often have difficulty in attracting and retaining high-quality teachers. Various policies of merit pay are a growing strategy to address this misdistribution of teacher quality. Therefore, this evaluation studies one form of merit pay that provides incentives to teachers to teach in low-performing schools with high-need students.

#### *2. Key Questions Addressed:*

- With a yearly bonus, will identified high-performing teachers transfer to teach in targeted low-performing schools?
- What is the impact on student achievement of high-performing teachers who move to low-performing schools?

3. *Design:* The study is being conducted in 10 school districts (168 school-grade teams in 112 schools) and the design consists of segmenting the schools within districts to those eligible and not eligible for the treatment (the pay incentive). The treatment eligible schools are randomly assigned to receive the treatment or not. Using value added, high-performing teachers teaching in the non-eligible schools are identified. The two-year treatment, conducted in school years 2009–10 and 2010–11 (in 7 of the districts) and 2010–11 and 2012 (in an additional 3 districts), consists of hiring among the pool of those identified as high performing and interested in teaching in the treatment schools. The control schools follow normal hiring practices. Program transfer teachers receive a transfer incentive of \$10,000 for each of the two years that they remain in the treatment school. Existing teachers in study eligible schools that meet program criteria and remain in their school receive a retention payment of \$5,000 a year. Data collection includes measures of teacher characteristics and hiring experiences, district/school hiring experiences and practices, and student achievement obtained from administrative records.

4. *Estimated or Actual Completion Date:* Analyses are underway for a final report expected to be released in the spring of 2013. An Evaluation brief was released in April 2011 (see <http://ies.ed.gov/ncee/pubs/20114016/index.asp>). The first report was released in April 2012 (see <http://ies.ed.gov/ncee/pubs/20124051/index.asp>).

#### *5. Key Findings:*

- Filling teacher vacancies using transfer incentives was shown to be feasible, but required a large candidate pool. Identification of highest-performing teachers using value added analysis followed by an intensive recruitment of teachers to respond to the



opportunity led to 90 percent of vacancies being filled. On average six percent of eligible candidates ultimately transferred to low-performing schools.

- Talent Transfer Initiative (TTI) transfer teachers came from sending schools and classrooms with significantly different characteristics, on average than the schools and classrooms to which they transferred. The average transfer teacher was from a school in the 60th percentile for average test scores and transferred to a school in the 18th percentile. For districts where data were available, the average student for these teachers before they transferred scored in the 48th percentile on prior math tests, but after the teachers transferred the average student scored in the 32nd percentile on prior math tests compared to the rest of the district.
- TTI transfer teachers were more experienced than teachers normally tapped to fill such positions. The average difference in teaching experience between treatment and control teachers was five years.
- TTI transfer teachers used less mentoring and provided more mentoring than their control-group counterparts. Thirty-nine percent of teachers who filled the vacancies designated as TTI transfer positions reported having a mentor compared to 66 percent of their control-group counterparts. In addition, TTI transfer teachers reported providing on average 25 more minutes per week in mentoring support to their colleagues than their control-group counterparts.

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/tq\\_recruitment.asp](http://ies.ed.gov/ncee/projects/evaluation/tq_recruitment.asp)

### **Impact Evaluation Of Moving High-Performing Teachers to Low-Performing Schools**

1. *Study Purpose:* Title II, Part A, the Improving Teacher State Formula Grants program, is the primary federal funding under the *Elementary and Secondary Education Act* to support a high-quality teacher in every classroom. The program, funded at \$2.5 billion in FY 2012, targets high poverty districts and funds a broad array of allowable activities including recruitment, retention, and merit-based teacher pay strategies.

Research indicates that high-quality teachers are critical to raising student achievement in low-performing schools, but schools most in need often have difficulty in attracting and retaining high-quality teachers. Various policies of merit pay are a growing strategy to address this misdistribution of teacher quality. Therefore, this evaluation studies one form of merit pay that provides incentives to teachers to teach in low-performing schools with high-need students.

#### *2. Key Questions Addressed:*

- With a yearly bonus, will identified high-performing teachers transfer to teach in targeted low-performing schools?
- What is the impact on student achievement of high-performing teachers who move to low-performing schools?

3. *Design:* The study is being conducted in 10 school districts (168 school-grade teams in 112 schools) and the design consists of segmenting the schools within districts to those eligible and not eligible for the treatment (the pay incentive). The treatment eligible

schools are randomly assigned to receive the treatment or not. Using value added, high-performing teachers teaching in the non-eligible schools are identified. The two-year treatment, conducted in school years 2009–10 and 2010–11 (in 7 of the districts) and 2010–11 and 2012 (in an additional 3 districts), consists of hiring among the pool of those identified as high performing and interested in teaching in the treatment schools. The control schools follow normal hiring practices. Program transfer teachers receive a transfer incentive of \$10,000 for each of the two years that they remain in the treatment school. Existing teachers in study eligible schools that meet program criteria and remain in their school receive a retention payment of \$5,000 a year. Data collection includes measures of teacher characteristics and hiring experiences, district/school hiring experiences and practices, and student achievement obtained from administrative records.

4. *Estimated or Actual Completion Date:* Analyses are underway for a final report expected to be released in the spring of 2013. An Evaluation brief was released in April 2011 (see <http://ies.ed.gov/ncee/pubs/20114016/index.asp>). The first report was released in April 2012 (see <http://ies.ed.gov/ncee/pubs/20124051/index.asp>).

5. *Key Findings:*

- Filling teacher vacancies using transfer incentives was shown to be feasible, but required a large candidate pool. Identification of highest-performing teachers using value added analysis followed by an intensive recruitment of teachers to respond to the opportunity led to 90 percent of vacancies being filled. On average six percent of eligible candidates ultimately transferred to low-performing schools.
- TTI transfer teachers came from sending schools and classrooms with significantly different characteristics, on average than the schools and classrooms to which they transferred. The average transfer teacher was from a school in the 60th percentile for average test scores and transferred to a school in the 18th percentile. For districts where data were available, the average student for these teachers before they transferred scored in the 48th percentile on prior math tests, but after the teachers transferred the average student scored in the 32nd percentile on prior math tests compared to the rest of the district.
- TTI transfer teachers were more experienced than teachers normally tapped to fill such positions. The average difference in teaching experience between treatment and control teachers was five years.
- TTI transfer teachers used less mentoring and provided more mentoring than their control-group counterparts. Thirty-nine percent of teachers who filled the vacancies designated as TTI transfer positions reported having a mentor compared to 66 percent of their control-group counterparts. In addition, TTI transfer teachers reported providing on average 25 more minutes per week in mentoring support to their colleagues than their control-group counterparts.

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/tq\\_recruitment.asp#](http://ies.ed.gov/ncee/projects/evaluation/tq_recruitment.asp#)

## Impact Evaluation of the Teacher Incentive Fund

1. *Study Purpose:* The Teacher Incentive Fund (TIF) is authorized by Title V, Part D of the *Elementary and Secondary Education Act* (ESEA) and annual appropriations acts. The purpose of the TIF program is to develop and implement performance-based compensation systems (PBCSs) for teachers, principals, and other personnel in high-need schools.

Research indicates that high-quality teachers are critical to raising student achievement in low-performing schools, but schools most in need often have difficulty in attracting and retaining high-quality teachers. Performance pay is a policy promoted by the TIF program to improve the quality of teachers in high-need schools. This evaluation studies performance pay that provides substantial and differentiated bonus pay to high-performing teachers in low-performing schools with high-need students.

### 2. *Key Questions Addressed:*

- What is the effect on student achievement of a performance based bonus compared to an across-the-board 1 percent annual bonus?
- Are there differences in the composition and effectiveness of teachers and principals between these two methods of paying teachers and principals? Are there any differential effects on recruitment and retention of teachers and principals?
- Is a particular type of performance based bonus model—for example, school- or individual-based or mixed programs—associated with greater gains in student achievement? Are other key program features correlated with student and educator outcomes?
- What are the experiences and challenges of districts when implementing these programs?

3. *Design:* The evaluation effort includes two separate teams: the implementation team to support fidelity of implementation to each grantee's proposed PBCS consistent with the evaluation study, and the evaluation team to rigorously study the PBCS policy. Study schools will be randomly assigned within a grant to either implement all components of the performance based compensation system (PBCS) or the PBCS with a 1 percent across-the-board bonus in place of the differentiated effectiveness incentive component of the PBCS. Data collection will include a grantee survey, a survey of teachers and principals, teacher and principal school assignment records, student Record Information (such as student demographics and student test scores), and grantee interviews to document implementation information as well as to conduct impact analyses.

4. *Estimated or Actual Completion Date:* December 2015

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/tq\\_incentive.asp#](http://ies.ed.gov/ncee/projects/evaluation/tq_incentive.asp#)

## Study of the Distribution of Effective Teaching

1. *Study Purpose:* The Department's *Elementary and Secondary Education Act (ESEA)* reauthorization framework, *Blueprint for Reform*, builds upon reform initiatives funded under the *American Recovery and Reinvestment Act of 2009 (ARRA)* and includes a focus on providing access to effective teachers for all students and particularly those in high-need schools. In order to provide information about this policy objective, this study describes the distribution of effective teaching within districts over time and any changes in that distribution which may be associated with district strategies to promote an equitable distribution effective teaching.

2. *Key Questions Addressed:*

- To what extent are disadvantaged students taught by less effective teachers than their non-disadvantaged peers within districts, and how does this change over time?
- What policies are districts implementing that could promote an equitable distribution of effective teachers?
- What is the relationship between district policies and the distribution of effective teachers?

3. *Design:* The study is descriptive. It will document the distribution of effective teaching, as measured by value added, and changes in the distribution of effective teaching across the 2008–2009 through 2012–2013 school years. The study will also describe district polices designed to address inequitable distribution of effective teaching implemented during those years. Data collection includes the annual collection of district administrative records including student achievement to conduct value added analyses as well as annual semi-structured interviews with district leadership to provide information on district policies. Data collection will also include district personnel data to examine teacher mobility within participating districts. The study will be conducted in up to 30 geographically dispersed school districts.

4. *Estimated or Actual Completion Date:* September 2015

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/tq\\_distribution.asp](http://ies.ed.gov/ncee/projects/evaluation/tq_distribution.asp)

## An Evaluation of the Impact on Secondary Student Math Achievement of Two Highly Selective Routes to Alternative Certification

1. *Study Purpose:* Title II, Part A, the Improving Teacher State Formula Grants program, is the primary federal funding under the *Elementary and Secondary Education Act* to support a high-quality teacher in every classroom. The program, funded at \$2.9 billion in FY08, targets high poverty districts and funds a broad array of allowable activities such as support for certification including alternative certification.

Highly selective programs that provide alternative routes to teacher certification are viewed by some policymakers as important tools for recruiting prospective teachers, particularly in critical subject areas like secondary school math in which teacher shortages are common. Little is known, however, about the effectiveness of teachers in those programs, especially at the secondary level. This study aims to fill that knowledge gap by focusing on secondary math teachers from the two largest highly selective routes to alternative certification: Teach For America (TFA) and the Teaching Fellows programs fostered by The New Teacher Project (TNTF).

2. *Key Questions Addressed:*

- What is the impact on student math achievement of secondary school math teachers who entered teaching through two highly selective alternative routes relative to other math teachers in the same schools?
- What is the impact on student math achievement of secondary school math teachers who entered teaching through Teach for America relative to other math teachers in the same schools?
- What is the impact on student math achievement of secondary school math teachers who entered teaching through the Teaching Fellows Programs relative to other math teachers in the same schools?

3. *Design:* This study uses an experimental design in which students are randomly assigned to either a teacher who entered through a highly selective route to alternative certification or another teacher who teaches the same math course at the same secondary school. The sample of teachers who entered through highly selective alternative routes will include both Teach For America teachers and Teaching Fellows.

Approximately 80 schools in 15 school districts will be recruited to take part in the study, with a focus on roughly 300 secondary school math teachers and approximately their 17,000 students. Student achievement will be measured by administering computer-adaptive math assessments to high school students and using scores from state- and district-administered math assessments for middle school students. A teacher survey will be used to collect information on demographic characteristics, educational background, pre-service teaching experience, teacher education courses taken during the current school year, and mentoring and other support services received during the current school year. Structured interviews of highly selective alternative certification program administrators will collect information on the strategies the programs use to recruit, screen, train, place, and support teachers.

4. *Estimated or Actual Completion Date:* August 2013

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/tq\\_alternative.asp#](http://ies.ed.gov/ncee/projects/evaluation/tq_alternative.asp#)

## Implementation and Impact Evaluation of Teacher Residency Programs

1. *Study Purpose:* For many teachers, the early years represent a difficult transition period—first-year teachers tend to be less effective classroom teachers than their experienced counterparts and newer teachers are more likely to leave the profession. These difficulties are often attributed to lack of adequate teacher preparation and support, issues that teacher residency programs (TRPs) are designed to address. TRPs involve a year-long “clinical” experience (the “residency”) shadowing and co-teaching with an experienced mentor. TRPs also provide continued support and mentoring after participants become teachers of record. Before and during their residencies, participants in TRPs take coursework, usually resulting in a master’s degree.

The evaluation of TRPs will provide important descriptive and implementation information on TRPs, as well as information on the teacher retention outcomes of teachers who participate in TRPs. The evaluation will focus on TRPs that have received grants from the Teacher Quality Partnership (TQP) Program. The evaluation is authorized in Title II, Part A of the *Higher Education Act*, as amended by the *Higher Education Opportunity Act* (Public Law 110-315, Section 201 – 204). The TQP program, funded in FY 2009 at \$43 million, received an additional \$100 million in funds as part of The *American Recovery and Reinvestment Act* (ARRA) of 2009.

### 2. *Key Questions Addressed:*

- What are the characteristics of Teacher Residency Programs (TRPs) (e.g., length of overall program, nature of required coursework and apprenticeship activities, criteria for selecting program participants)?
- What are the characteristics of participants in TRPs?
- What are the retention rates of novice TRP teachers and their novice colleagues who did not go through TRPs?

3. *Design:* Descriptive information concerning TQP grantees operating TRPs was collected through a survey administered in Spring 2012. More detailed implementation information was collected through TRP program director interviews and surveys of residents and mentors, conducted within a subset of TRPs during Spring 2012. Teacher mobility will be tracked through district records and teacher surveys in order to examine retention in the profession, district, and school, among novice TRP and novice non-TRP teachers in a subset of approximately six districts.

4. *Estimated or Actual Completion Date:* February 2015

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/tq\\_residency.asp](http://ies.ed.gov/ncee/projects/evaluation/tq_residency.asp)

## **Technical Assistance**

### **Impact Evaluation of Teacher and Leader Performance Evaluation Systems**

1. *Study Purpose:* Through the Race to the Top and Teacher Incentive Fund grant programs, as well as its proposal for the reauthorization of *the Elementary and Secondary Education Act*, the Department has emphasized the policy of evaluating educator effectiveness and providing educators useful and timely feedback that can be used for summative and formative purposes. Such feedback may lead to improvements in practice and, ultimately, student achievement. The current study is an intervention study designed to examine the implementation and impacts of a package of performance evaluation components that are consistent with federal evaluation system policy, including measures of student achievement growth and classroom observations. Teachers, leaders and districts will receive timely and constructive feedback on teacher and principal performance. The evaluation system will be implemented by the study's implementation team in a subset of schools in a sample of districts that do not already have an evaluation system similar to that being studied.

2. *Key Questions Addressed:*

- What is the impact of the performance evaluation system on student achievement? On teachers' classroom practices? On teacher mobility? On the nature and extent of professional development activities pursued by teachers and principals?
- What are district and school experiences with implementation?

3. *Design:* Approximately 10 districts will participate in the study. Within each district, a subset of approximately 12 to 14 schools will be randomly assigned to receive the study's evaluation system during 2012–2013 and 2013–2014 or to participate only in the district's usual performance evaluation system during the same time period. Data will be collected on teacher and principal professional development experiences during 2012–2013 and 2013–2014, as well as their perceptions of the usefulness of performance feedback received. Data will also be collected from districts regarding their uses of the principal and teacher performance information received. The study will collect student achievement data from district records for 2012–2013 and 2013–2014 and conduct classroom observations in 2013–2014. Teacher and principal mobility and retention will be measured through Fall 2014. Implementation data collected will include measures such as the frequency with which teachers were observed and received feedback, and the percentage of teachers who participated in a 360-degree assessment that is part of the principal performance evaluation system, in each of the two implementation years.

4. *Estimated or Actual Completion Date:* September 2016

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/tq\\_performance.asp](http://ies.ed.gov/ncee/projects/evaluation/tq_performance.asp)

## Evaluation of Investing in Innovation (i3)

1. *Study Purpose:* The Investing in Innovation (i3) Fund provides grants to entities with a record of improving student achievement (local educational agencies (LEAs) and nonprofits in partnership with LEAs or a consortium of schools) in order to expand the implementation of, and investment in, evidence-based practices, strategies, and programs to significantly improve student achievement or student growth, as well as to help close achievement gaps, decrease dropout rates, increase high school graduation rates, and increase college enrollment and completion rates.

The i3 program supports three types of grants that are differentiated by level of prior evidence for practices, strategies, or programs, the scope of the proposed scale up, and the level of funding to be provided. Scale-up and Validation grants require prior evidence of effectiveness, while Development grants support innovative strategies.

Grantees receiving funds under this program are required to conduct an independent evaluation of their project and must agree, along with its independent evaluator, to cooperate with evaluation technical assistance provided by the Department and its contractor. The purpose of this technical assistance is to maximize the strength of the impact studies and the quality of their implementation data and performance feedback.

### 2. *Key Questions Addressed:*

- To what extent are the i3 independent local evaluations well-designed and well-implemented?
- What are the results for different categories of key i3-funded practices, strategies, and programs?

3. *Design:* The contractor provides regular, proactive technical assistance to all i3 independent local evaluators. The technical assistance is facilitated by a one-on-one relationship with a technical assistance provider.

In addition to providing technical assistance, the contractor will characterize whether or not the evaluations meet the standards for a well-designed and well-implemented study and provide a report for the program office each year about the number of grantees meeting the i3 evaluation-related GPRA measures. The contractor will also summarize the results of the i3 evaluations, including the use of meta-analysis within key areas of practices, strategies, and programs where feasible.

4. *Estimated or Actual Completion Date:* September 2015

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/assistance\\_ita.asp#](http://ies.ed.gov/ncee/projects/evaluation/assistance_ita.asp#)



## Technical Assistance to Local Impact Evaluations of Striving Readers Projects—Part 2

1. *Study Purpose:* Striving Readers is a discretionary grant program focused on raising reading achievement of middle school and high school students through intensive interventions for struggling readers and enhancing the quality of literacy instruction across the curriculum. The program, funded at \$35 million in FY09, is a demonstration grant program designed to help build a strong scientific research base around reading strategies that improve adolescent literacy skills and requires each grantee to conduct a rigorous independent evaluation.

Grantees are required to implement intensive interventions targeted towards struggling readers. Because the program aims to build a strong, scientific research base around reading strategies that improve adolescent literacy skills, grantees must use independent researchers to conduct rigorous evaluations of their targeted intervention that use experimental designs. The 2006 grantees were also required to implement school-wide literacy-across-the-curriculum interventions, and to conduct evaluations of the school-wide interventions using experimental or quasi-experimental designs. The first eight Striving Readers grants were awarded in 2006, and an additional eight grants were awarded in 2009.

ED awarded two contracts to provide technical assistance to both cohorts of grantees and their evaluation partners to strengthen their experimental evaluation designs and successfully implement those designs. In addition, each year, the contractor will develop cross-site tables and project profiles that will summarize the key features of the interventions tested, and the designs and findings of the evaluations.

### 2. *Key Questions Addressed:*

- To what extent do intensive, targeted interventions improve reading proficiency among struggling adolescent readers?
- To what extent were the intensive, targeted interventions implemented with fidelity?
- To what extent do school-wide literacy-throughout-the-curriculum interventions improve reading proficiency among secondary students? (cohort 1 projects only)
- To what extent were the school-wide literacy-throughout-the-curriculum interventions implemented with fidelity? (cohort 1 projects only)

3. *Design:* Technical assistance is conducted through monthly phone calls and annual conferences of evaluators. The cross-site tables and project profiles will be updated annually.

4. *Estimated or Actual Completion Date:* January 2014

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/assistance\\_readers.asp#](http://ies.ed.gov/ncee/projects/evaluation/assistance_readers.asp#)

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4. *Estimated or Actual Completion Date:* January 2014

5. *Key Findings:* To be determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/assistance\\_readers.asp#](http://ies.ed.gov/ncee/projects/evaluation/assistance_readers.asp#)

## A Study of Promising Features of Teacher Preparation Programs

1. *Study Purpose:* The Department's Blueprint for Reform is focused on a comprehensive approach to improving teacher effectiveness at all points along the continuum, including teacher preparation. One way to affect teacher quality, and thus teacher effectiveness, is by improving teacher preparation in traditional university based settings where the majority of teachers are prepared. The purpose of this study is to provide information about promising teacher preparation program features (e.g., substantive clinical experience).

2. *Key Questions Addressed:*

- What is the impact on student achievement of teachers who choose to enter teaching through a traditional university-based teacher preparation program that includes promising preparation features versus those teachers who choose to enter teaching through university-based programs that have more typical features?
- What teacher preparation features (such as opportunities to teach throughout the preparation program, extent or nature of the clinical practice, and structured feedback during clinical practice) are associated with teacher effectiveness?
- What teacher preparation features are associated with teacher effectiveness for special populations (i.e., Special Education Students and English Language Learners)?

3. *Design:* The impact evaluation will form a pair of novice teachers in the same grade at each of the schools included in the study, with one teacher pursuing certification through a program with intensive clinical practice (including fieldwork and student teaching) and one prepared through a more typical program. Students will be randomly assigned to teachers in the pair. A comparison of the outcomes within the teacher pairs, informs the first research question. Exploiting the variation in program requirements within the study sample provides information about the second research question. The study also includes additional complementary analyses to provide more information about teaching special populations using state administrative data and teacher preparation program information. Data collection will begin in 2012 and includes documentation of the nature and extent of teacher preparation activities, student administrative record information, pre- and post-test scores, and measures of teacher practice.

4. *Estimated or Actual Completion Date:* September 2015

5. *Key Findings:* Not yet determined

6. *Link to Additional Information:* [http://ies.ed.gov/ncee/projects/evaluation/tq\\_teacherprep\\_us.asp](http://ies.ed.gov/ncee/projects/evaluation/tq_teacherprep_us.asp)

**Policy and Program Studies Service (PPSS)****National Evaluation of Title III Implementation: Report on State and Local Implementation**

1. *Study Purpose:* Title III of the *Elementary and Secondary Education Act* (ESEA) is designed to improve the education of English Learners (ELs) by helping them learn English and meet challenging state academic content standards. States must develop annual measurable achievement objectives (AMAOs) for ELs to help achieve these goals. The National Evaluation of Title III Implementation sought to provide an up-to-date, in-depth picture of implementation of the Title III provisions across the nation. The evaluation was designed to provide multiple lenses through which to view program implementation, placement and instruction of ELs; implementation of English language proficiency (ELP) standards; assessment of ELs; implementation of AMAOs; and capacity of states and districts to promote English language acquisition and academic achievement of ELs.

2. *Study Questions Addressed:* This report answers a range of questions about the implementation of the Title III program:

- What are state and district policies and practices for the identification of students as ELs and for exiting them from programs and the EL accountability subgroup?
- What are state and district policies and practices for the placement and instruction of ELs?
- How do states and districts report implementing their ELP standards and assessments?
- How are states implementing their AMAOs?
- What is the capacity of states and district to promote English language acquisition and academic achievement of ELs?

3. *Design:* This study collected data during the 2009–10 school year through telephone interviews with all state Title III directors, a survey of a nationally representative sample of 1,528 Title III subgrantees, and case studies of a purposive sample of 12 districts nested within five states. The study also analyzed extant data such as data from the Consolidated State Performance Reports.

4. *Completion Date:* May 2012

5. *Key Findings:*

- Title III districts varied in the criteria they used to determine which students were considered English learners (ELs), so a student who was identified as an EL according to one district's practices may or may not have been identified as such in another district.
- Due to variation in how states defined and measured their Annual Measurable Achievement Objectives (AMAOs), AMAOs in one state were not comparable to AMAOs in another state. Fifty-five percent of Title III districts nationwide reported meeting all three of their AMAOs in 2008–09.

- In 2009–10, English as a Second Language (ESL) was the most common type of EL service among Title III districts and instruction in the native language was the least common type of EL service.
- In 2009–10, officials in more than half of Title III districts reported difficulty recruiting some categories of teachers for ELs.

6. *Link to Additional Information:* <http://www2.ed.gov/rschstat/eval/title-iii/state-local-implementation-report.pdf>

### **The Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature**

1. *Study Purpose:* *The Elementary and Secondary Act of 1965*, currently reauthorized as the *No Child Left Behind Act (NCLB) of 2001*, provides that Title III's first purpose is to "ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet" (ESEA Section 3102(1)).

This literature review is intended to lay a foundation for the LIEP study. It provides literature-based summaries for a range of topics that may factor into LIEP designs and functions, and supports school districts in their decisions about how to choose appropriate LIEPs for their students' needs. The review summarizes critical ideas, findings, concepts, debates and practices that populate the literature on LIEP design, implementation and evaluation at present.

2. *Study Questions Addressed:* The research questions driving this review are as follows:

- Theories of second-language acquisition. How is second-language acquisition (SLA) theorized to occur, and how can or should this process inform or influence instruction or program design?
- The construct of academic English language. What is academic English language, and why does it matter? How can instructors support and encourage English learners (ELs) to acquire and use academic language?
- Models and considerations for LIEP design. What are the characteristics of different models, and how can or should these be actualized in implementation? What characteristics of a model may be variable, and which are critical to its success?
- Instructional practices and professional development. What specific practices and protocols can teachers adopt during their class instruction to support ELs' acquisition of English or mastery of academic content? What are the content and components of promising professional development (PD) for teachers in LIEPs? How should PD be implemented and evaluated?
- School district, school and community culture. What contextual and environmental factors in a school district, school or community may impact a LIEP's ability to meet the requirements of Title III? What cultural and demographic factors in a school district, school or community are important to consider in implementing a LIEP?

- Indicators and evaluation of success. What indicators might reflect whether a LIEP has been implemented successfully? How might these indicators vary in the initiation, scaling, and maintenance phases? What indicators would reflect effectiveness of the LIEP in terms of its own stated goals?
3. *Design*: Four reviewers read more than 200 articles and reports identified through a vetted search protocol determined in collaboration with the Department and members of the study's expert panel.
  4. *Estimated or Actual Completion Date*: May 2012
  5. *Key Findings*: The research reviewed for this study suggests that ELs who receive some kind of language support or specialized instruction show better outcomes on various academic measures than those who receive no special support. While multiple meta-analyses and large-scale research studies have found that models following the bilingual approach can produce better outcomes than ESL models, as measured by general academic content assessments or measures of reading comprehension or skills, other studies indicate that the quality of instructional practices matter as well as the language of instruction.

Researchers also found examples of high-quality programs that come from both bilingual and ESL approaches, which suggests that no single approach (e.g., ESL or bilingual) is effective at all times and under all circumstances.

6. *Link to Additional Information*: <http://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>

### **National Evaluation of Title III Implementation Supplemental Report: Exploring Approaches to Setting English Language Proficiency (ELP) Performance Criteria and Monitoring English Learner Progress**

1. *Study Purpose*: This document is intended to contribute to capacity development in setting ELP performance criteria and monitoring EL progress by illustrating several empirical methods to (1) determine a meaningful ELP performance standard; (2) establish a realistic, empirically-anchored time frame for attaining a given ELP performance standard; and (3) take into account an EL's ELP level when setting academic progress and proficiency expectations. This is, by design, a technical document intended to assist those charged with providing empirical information relevant to developing or revising EL accountability models using ELP and academic assessments.
2. *Study Questions Addressed*:
  - What analytical methods can be used to determine a meaningful and empirically based ELP performance standard?
  - What analytical methods can be used to establish a realistic, empirically anchored time frame for attaining a given ELP performance standard?
  - How can an English learner's ELP level be taken into account when setting academic progress and proficiency standards?

3. *Design*: This report uses data from several states to illustrate various methods that can be applied to longitudinal student-level achievement data in order to identify empirically based EL and academic achievement goals for EL students. Since this is a technical assistance document, the design primarily consists of demonstrating the results of these methods by type of task and comparing methods within particular types of tasks.

4. *Completion Date*: March 2012

5. *Key Findings*:

- Potential methods for analyzing empirical data in order to assist policymakers in determining an empirically-based ELP standard for English learners (ELs) include: (1) decision consistency analysis; (2) logistic regression analysis; and (3) descriptive box plot analysis. Taken together, these approaches provide multiple sources of evidence for investigating and corroborating the point at which an ELP performance standard might be set.
- Approaches for establishing a target time frame for ELs to attain a pre-identified ELP performance standard include: (1) descriptive longitudinal analysis, which follows EL students who start at a pre-specified date at varying English-proficiency levels until they attain the ELP criterion; and (2) event history analysis, which estimates the time required for an EL student to attain a given ELP performance standard.
- Approaches for taking a student's ELP level into account when setting academic progress and proficiency expectations include: (1) progressive benchmarking, which increases expected academic performance benchmarks and decreases score adjustments over time and/or as a student's ELP level increases ; (2) indexed progress, which uses an EL's ELP growth as a proxy for academic content performance on a weighted, time-sensitive basis; and (3) status and growth accountability matrix which sets a predetermined acceptable level of student growth toward academic proficiency ( a level "on track" to proficiency) in a reasonable time frame as an indicator of proficiency

6. *Link to Additional Information*: <http://www2.ed.gov/rschstat/eval/title-iii/implementation-supplemental-report.pdf>

### **National Evaluation of Title III Implementation – A Survey of States' English Language Proficiency Standards**

1. *Study Purpose*: This report summarizes a survey of states' ELP standards in order to describe the extent to which they define expectations for English language proficiency across language domains and grade levels, and provide a basis for curriculum, instruction and assessment to support ELs' English language proficiency and attainment of academic content standards.

## 2. Study Questions Addressed:

- Are states' ELP standards structured to address expectations from kindergarten through grade 12 in each of the reading, writing, speaking and listening domains, as required under ESEA?
- How are states' ELP standards designed to support the achievement of academic standards, as required under ESEA?
- How do states' ELP standards reflect the principles of academic English language acquisition?

3. *Design:* With the use of a survey protocol, English learner experts examined and rated ELP standards used by all states and the District of Columbia during the 2008-09 school year. In total, the study describes 32 sets of standards: the state-specific standards used in 31 states and the set of ELP standards developed by the World-class Instructional Design and Assessment Consortium (WIDA) used in 20 states. The survey did not include direct consideration of states' academic content standards, or any evaluation of the quality of alignment between states' ELP standards and their academic content standards.

4. *Completion Date:* August 2012

## 5. Key Findings:

- Twenty-eight of the 32 sets of ELP standards were structured to address grade-level or grade-cluster expectations from kindergarten through grade 12 in each of the reading, writing, speaking and listening domains.
- Nineteen of the 32 sets of ELP standards included explicit references to the state's academic content areas or standards in at least one content area.
- Twenty-nine sets of ELP standards made at least occasional reference (two or more times) to at least one of the four essential linguistic components of academic language identified for this study – the phonological, lexical, grammatical, and functional component.
- Six sets of standards (representing 25 states) provided support to aid educators in the form of specific instructional suggestions.

6. *Link to Additional Information:* <http://www2.ed.gov/rschstat/eval/title-iii/national-implementation-report.pdf>

## Providing Effective Teachers for All Students: Examples from Five Districts

1. *Study Purpose:* This report is designed to provide practical lessons for districts interested in using data on student achievement growth to identify effective teachers, implement human resource policies based on effectiveness, and seek to ensure an equitable distribution of effective teachers, particularly in high-need schools.



## 2. *Study Questions Addressed:*

- How did the districts identify effective teachers and what were some of the challenges associated with the measures that the districts used?
- How did the districts use information about teachers' effectiveness in human resource policies?
- How did the districts use information about teachers' effectiveness in their efforts to make the distribution of effective teachers more equitable?

3. *Design:* This report is based on case studies of five school districts that were recommended as using data on student achievement growth to identify effective teachers, implement performance pay initiatives or other human resource policies, and seek to ensure an equitable distribution of effective teachers, particularly in high need schools. Study team members visited each district to learn about their specific approaches to assessing teacher effectiveness. Study methods included interviews with district-level staff, teachers' association and union representatives, and principals, as well as analysis of district documents and materials.

## 4. *Completion Date:* June 2012

5. *Key Findings:* All five districts used student achievement growth as one measure of teacher effectiveness for some or all teachers. In addition, four districts used new or revised observation-based assessments in conjunction with achievement growth, or were in the process of developing them. All five districts used their measures of teacher effectiveness in some human resource policies. For example, four districts used effectiveness information in performance pay initiatives. Three of the five districts had policies that targeted high-need schools, drawing on effectiveness information. All three offered financial incentives to teachers to move to or stay in high-need schools. One district had hiring and transfer policies designed to provide principals in high-need schools additional opportunities to hire effective teachers. The five districts' efforts suggest a number of key challenges that other districts and states may need to address as they consider using measures of teacher effectiveness. For example, interviewees noted challenges in implementing classroom observation systems that were both rigorous and manageable in terms of scheduling complexity and time required.

6. *Link to Additional Information:* <http://www2.ed.gov/rschstat/eval/teaching/providing-effective-teachers/report.pdf>

## **Teacher Incentive Fund: First Implementation Report: 2006 and 2007 Grantees**

1. *Study Purpose:* This study describes several aspects of the implementation of the first two cohorts of Teacher Incentive Fund (TIF) grantees. It highlights the main characteristics or components of TIF performance pay plans in terms of strategies, targets and size of award. It also discusses system supports (planning, communication, program and funding stability, data systems, and relationship to other human resource policies) and broader contextual factors (e.g., educator satisfaction) that constitute challenges to implementation of performance pay systems. Finally, it indicates what the prospects are for sustainability of the programs beyond the life of the grant.

## 2. *Study Questions Addressed:*

- What are the main characteristics of TIF-supported performance pay systems in terms of goals, strategies, and the size and distribution of incentive awards?
- What challenges have grantees experienced in designing and implementing their performance pay systems? What strategies did grantees use to handle these challenges?
- How do participating educators perceive the fairness and effectiveness of the performance pay systems?
- What does the evidence indicate about prospects for sustainability beyond the life of the TIF grant?

3. *Design:* The primary source of data on implementation was interviews with project staff, state and district leaders, educators, and other stakeholders, such as union members and school board members. The study analyzed extant data on the 34 Cohort 1 and Cohort 2 grantees' individual projects by reviewing their proposals and annual performance reports. Additionally, it analyzed documentation about planned and existing local evaluations from the 20 grantees that submitted those evaluations to the Department. It gathered the most recent payout data on teacher and principal awards. Case studies of 12 TIF grantees (selected using a stratified random sample, where all grantees were assigned strata by grantee cohort, payment of awards based on teacher evaluations and prior experience with performance pay) provided additional qualitative data on grantee practices.

## 4. *Completion Date:* February 2012

## 5. *Key Findings:*

- Eligible teachers and administrators participated in the TIF projects at high rates; only four projects awarding teacher incentives had participation rates below 90 percent.
- Two-thirds of grantees provided awards for student performance at the group or individual teacher level.
- Sixteen of the 31 grantees that included teachers in their projects directly tied awards to measures of their teaching quality, typically assessed through classroom observations.
- In the majority of projects, almost all teachers and administrators received awards: during the 2008–09 school year, grantees paid approximately \$70 million in incentive awards to more than 20,000 educators. Eleven projects rewarding principals and seven rewarding teachers paid out awards constituting less than two percent of educators' current base salaries, while 11 projects rewarding principals and 16 projects rewarding teachers paid six percent of a base salary on average.
- Project implementation across TIF grantees was associated with several factors. Educators in TIF projects had concerns about fairness of their performance pay systems. For many grantees, communication about the program was a very difficult part of implementation. Project leaders asserted that educators paid little attention to attempts to communicate about the project before they received their first incentive award payments. Performance pay projects also had financial challenges.

- Grantees exhibited a range of models of sustainability plans. None included immediate pay cuts for educators (i.e., cuts in base pay so that money would be left over for compensation-based supplements), and all offered increased financial compensation for award recipients.

6. *Link to Additional Information:* <http://www2.ed.gov/rschstat/eval/teaching/tif/report.pdf>

### **Early Implementation of State Differentiated Accountability Plans Under the *No Child Left Behind Act***

1. *Study Purpose:* Under Title I, Part A, of the *Elementary and Secondary Education Act of 1965* (ESEA), states have been required to set targets for school and district performance leading to the goal of all students achieving proficiency on state reading and mathematics assessments by the 2013–14 school year. Schools and districts not making adequate yearly progress (AYP) toward this goal for two or more consecutive years are identified as in need of improvement and are subject to increasing levels of interventions designed to improve their performance.

In July 2008 and January 2009, the Department approved waivers to give nine states the flexibility to implement differentiated accountability pilot plans creating more nuanced systems for identifying and assisting Title I schools identified for Improvement, Corrective Action, or Restructuring. Under this pilot, participating states could change the structure of the school improvement categories used for schools that have missed AYP based on the lengths of time and reasons for missing AYP. In addition, each state was expected to clearly define its system of interventions to be applied to schools in each category or stage of school improvement, including interventions for the lowest-performing schools in the state. The Department approved waivers through the 2011–12 school year for Florida, Georgia, Illinois, Indiana, Maryland, and Ohio in July 2008, and through the 2012–13 school year for Arkansas, Louisiana, and New York in January 2009.

2. *Study Questions Addressed:* This report describes the early implementation of differentiated accountability in the nine pilot states, based on interviews at the state and local levels and on review of extant documents. The study was designed to address three central issues:

- How have states used their waivers to change their school improvement categories?
- How have states responded to their waivers in terms of proposed plans for school interventions?
- What challenges are states, districts, schools, and school support providers experiencing in implementing differentiated accountability?

3. *Design:* This report examines how the pilot states planned and began to implement differentiated accountability, both in terms of changing the school improvement categories and in terms of changing states' strategies for helping improve performance in targeted schools. This study gathered information on the implementation of the differentiated accountability pilot through interviews at the state and local levels and through review of extant documents, such as states' differentiated accountability plans, and other public

documents. Staff interviewed in each state included the state Title I director, a state support provider, a district Title I director, and an elementary or middle school principal.

The study reflects an early stage of implementation of states' differentiated accountability plans: 18 months at most (and, in some cases, much less). This report is based on interviews with a small number of purposively selected individuals in the pilot states (four per state). Many of the findings are based on self-reports from the state agency staff responsible for implementing the differentiated accountability plans, and there was often little supporting documentation for the information they reported (aside from the plans themselves). Although the study also conducted interviews with local educators in districts and schools that were affected by the differentiated accountability plans, in many cases the plans were in a relatively early stage of implementation, and local educators had limited experience with the new approaches being implemented under differentiated accountability. In addition, local educators often did not have a clear understanding of what state actions and changes were part of the state's differentiated accountability plan, particularly because these plans often sought to coordinate with and use resources from other programs.

4. *Estimated or Actual Completion Date:* March 2012

5. *Key Findings:* Eight of the nine participating states determined school improvement status based on both the percentage of AYP indicators the school had met and the number of years the school had been in school improvement. Although most changes enacted were allowable prior to the waiver, state respondents reported that the differentiated accountability pilot provided an impetus for their states to implement strategies intended to better coordinate, target, and expand their technical assistance services.

6. *Link to Additional Information:* <http://www2.ed.gov/rschstat/eval/title-i/early-implementation-accountability-plans/report.pdf>

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## Appendix C: Selected Department Web Links and Education Resources

### College Cost Lists

The Department provides college affordability and transparency lists under the *Higher Education Opportunity Act of 2008*. Each list is broken out into nine different sectors, to allow students to compare costs at similar types of institutions, including career and technical programs.

<http://collegecost.ed.gov/catc/>

### College Navigator

The Department provides a multi-dimensional review of higher education options for students and provides links to other sites.

<http://nces.ed.gov/collegenavigator/>

### College Preparation Checklist

This Departmental tool gives prospective college students step-by-step instructions on how to prepare academically and financially for education beyond high school. Each section is split into subsections for students and parents, explaining what needs to be done and which publications or websites might be useful to them.

<http://studentaid.ed.gov>

Additional resources within the checklist assist students in finding scholarships and grants.

<http://studentaid.ed.gov/students/publications/checklist/main.html>

<http://studentaid.ed.gov/students/publications/checklist/MoreSourcesOfStudentAid.html>

### Resources for Adult and Career and Technical Education

The Department, through the Perkins Collaborative Resource Network, offers resources and tools for the development and implementation of comprehensive career guidance programs. This includes guides for students, parents, teachers, counselors, and administrators across relevant topics, such as planning and exploring careers, selecting institutions, finances, and guidance evaluation. This source is an example of interdepartmental cooperation between the Department and the U.S. Department of Labor.

[http://cte.ed.gov/nationalinitiatives/gandctools.cfm?&pass\\_dis=1](http://cte.ed.gov/nationalinitiatives/gandctools.cfm?&pass_dis=1)

## Federal Resources for Educational Excellence

Federal Resources for Educational Excellence (FREE) provides easily accessible resources in a wide gamut of subjects for educators. The tool breaks resources into categories, ranging from art and music to science and mathematics. It also offers a wide variety of primary documents, photos, and videos. In addition, FREE allows educators to follow via Twitter, a social network, which facilitates the sharing of ideas. This tool acts as a depository of ideas and resources for educators to help them supplement their lessons.

<http://free.ed.gov/>

## College Completion Toolkit

The College Completion Toolkit provides information that governors and other state leaders can use to help colleges in their state increase student completion rates. It highlights key strategies and offers models to learn from, as well as other useful resources.

<http://www.ed.gov/sites/default/files/cc-toolkit.pdf>

## Practice Guides for Educators

The Department offers guides that help educators address everyday challenges they face in their classrooms and schools. Developed by a panel of nationally recognized experts, practice guides consist of actionable recommendations, strategies for overcoming potential roadblocks, and an indication of the strength of evidence supporting each recommendation. The guides themselves are subjected to rigorous external peer review. Users can sort by subject area, academic level, and intended audience to find the most recent, relevant, and useful guides.

[http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx)

## Performance Data

EDFacts is a Department initiative to put performance data at the center of policy, management, and budget decisions for all K-12 educational programs.

<http://www.ed.gov/about/inits/ed/edfacts/index.html>

## Condition of Education and Digest of Education Statistics

The *Condition of Education* is a congressionally-mandated annual report that summarizes developments and trends in education using the latest available statistics. The report presents statistical indicators containing text, figures, and data from early learning through graduate-level education.

<http://nces.ed.gov/programs/coe/>

The primary purpose of the *Digest of Education Statistics* is to provide a compilation of statistical information covering the broad field of American education from pre-kindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics.

<http://nces.ed.gov/programs/digest/>

## Projections of Education Statistics to 2019

For the 50 states and the District of Columbia, the tables, figures, and text in this report contain data on projections of public elementary and secondary enrollment and public high school graduates to the year 2019. The report includes a methodology section that describes the models and assumptions used to develop national and state-level projections.

<http://nces.ed.gov/programs/projections/projections2019/>

## Discretionary Grant Programs for FY 2012

This site lists Department grant competitions previously announced, as well as those planned for later announcement, for new awards organized according to the Department's principal program offices.

<http://www.ed.gov/fund/grant/find/edlite-forecast.html>

## Open Government Initiative

The Department's Open Government Initiative is designed to improve the way the Department shares information, learns from others, and collaborates to develop the best solutions for America's students.

<http://www2.ed.gov/about/open.html>

## **National Assessment of Educational Progress**

The National Assessment of Educational Progress (NAEP) assesses samples of students in grades 4, 8, and 12 in various academic subjects. Results of the assessments are reported for the nation and states in terms of achievement levels—basic, proficient, and advanced.

<http://nationsreportcard.gov/>

## **Government Accountability Office**

The Government Accountability Office supports Congress in meeting its constitutional responsibilities and helps improve the performance and accountability of the federal government for the benefit of the American people.

<http://www.gao.gov/docsearch/agency.php>

## **Office of Inspector General**

The Office of Inspector General conducts independent and objective audits, investigations, inspections, and other activities to promote the efficiency, effectiveness, and integrity of the Department's programs and operations.

<http://www.ed.gov/about/offices/list/oig/index.html>

For a list of recent reports, go to:

<http://www2.ed.gov/about/offices/list/oig/reports.html>



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## Appendix D: Glossary of Selected Acronyms and Abbreviations

AFR	<i>Agency Financial Report</i>
AMAO	Annual Measurable Achievement Objectives
AMSTI	Alabama Math Education, Science Education, and Technology Initiative
APP	<i>Annual Performance Plan</i>
APR	<i>Annual Performance Report</i>
ARRA	<i>American Recovery and Reinvestment Act of 2009 (Recovery Act)</i>
AYP	Adequate Yearly Progress
BLS	Bureau of Labor Statistics
BPTW	Best Places to Work
CAP	Cross-Agency Priority
CCDF	Child Care and Development Fund
CCR	College- and Career-Ready
CFO	Chief Financial Officer
CMP2	Connected Mathematics 2
CPS	Central Processing System
CRDC	Civil Rights Data Collection
DQI	Data Quality Initiative
DST	Data Strategy Team

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EDEN	Education Data Exchange Network
EL	English Learner
ELL	English Language Learner
ELP	English Language Proficiency
EMAPS	EDFacts Metadata and Process System
ESEA	<i>Elementary and Secondary Education Act of 1965</i>
ESL	English as a Second Language
ESRA	<i>Education Sciences Reform Act</i>
FAFSA	Free Application for Federal Student Aid
FREE	Federal Resources for Educational Excellence
FSA	Federal Student Aid
FY	Fiscal Year
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GEMS	Grant Electronic Monitoring System
GPRA	<i>Government Performance and Results Act of 1993</i>
GPRMA	<i>GPRMA Modernization Act of 2010</i>
GRADS 360°	Grantee Records and Assistance Database System
GSA	General Services Administration
HBCUs	Historically Black Colleges and Universities

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HEA	<i>Higher Education Act of 1965</i>
HHS	Department of Health and Human Services
HR	Human Resources
IDEA	<i>Individuals with Disabilities Education Act</i>
IES	Institute of Education Sciences
IPEDS	Integrated Postsecondary Education Data System
i3	Investing in Innovation Fund
LEA	Local Educational Agency
LIEPs	Language Instruction Educational Programs
MSAP	Magnet Schools Assistance Program
NAEP	National Assessment of Educational Progress
NCLB	<i>No Child Left Behind Act of 2001</i>
OCR	Office for Civil Rights
OELA	Office of English Language Acquisition
OESE	Office of Elementary and Secondary Education
OIG	Office of Inspector General
OII	Office of Innovation and Improvement
OMB	Office of Management and Budget
OPE	Office of Postsecondary Education

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OSERS	Office of Special Education and Rehabilitative Services
OVAE	Office of Vocational and Adult Education
OWE	On Our Way to English
PARCC	Partnership for Assessment of Readiness for College and Careers
PBCS	Performance-Based Compensation System
PDP	Personnel Development Program
PITC	Program for Infant/Toddler Care
POC	Principal Operating Component
PPSS	Policy and Program Studies Service
QTEL	Quality Teaching for English Learners
REL	Regional Educational Laboratory
RISE	Responsive Instruction for Success in English
Rtl	Response to Intervention
RTT	Race to the Top
RTT-ELC	Race to the Top-Early Learning Challenge
SASS	Schools and Staffing Survey
SEA	State Educational Agency
SES	Supplemental Educational Services
SGAM	Status and Growth Accountability Matrix

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SIG	School Improvement Grant
SLDS	Statewide Longitudinal Data Systems
STEM	Science, Technology, Engineering, and Mathematics
TA&D	Technical Assistance and Dissemination
TEACH	Teacher Education Assistance for College and Higher Education
TFA	Teach For America
TIF	Teacher Incentive Fund
TNTP	The New Teacher Project
TQP	Teach Quality Partnership
SY	School Year
VR	Vocational Rehabilitation



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