U.S. Department of Education FY 2013 Annual Performance Report and FY 2015 Annual Performance Plan

U.S. Department of Education
Arne Duncan
Secretary

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The following companies were contracted to assist in the preparation of the U.S. Department of Education
FY 2013 Annual Performance Report and FY 2015 Annual Performance Plan:

For general layout and web design: ICF Macro
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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) 2013 Annual Performance Report and FY 2015 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, in addition to providing information on Departmental efforts in FY 2015. 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 2013 Annual Performance Report* and the *FY 2015 Annual Performance Plan* to roll out its *U.S. Department of Education Strategic Plan for Fiscal Years 2014–2018.* This plan will build on the successes and improve on the Department's challenges from the *U.S. Department of Education Strategic Plan for Fiscal Years 2011–2014* to provide a more meaningful approach to inform Congress, the President, and the American people about our progress in meeting our strategic and priority goals and objectives. The baseline data for the *FY 2014–18 Strategic Plan* measures are the most current data available to the Department. Unless noted, targets are based upon the most current data the Department expects to have available at the time of the *Annual Performance Reports.* For example, if the baseline data from annual data sets are from FY 2012, the Department developed its FY 2014 target assuming that the Department will report FY 2013 data in its *FY 2014 Annual Performance Report.* The Department's FY 2013 annual reporting includes these three documents:

FY 2013 Summary of Performance and Financial Information [available March 2014]

This document provides an integrated overview of performance and financial information that consolidates the *FY 2013 Agency Financial Report* (AFR) and the *FY 2013 Annual Performance Report* (APR) *and FY 2015 Annual Performance Plan* (APP) into a user-friendly format.

FY 2013 Annual Performance Report and FY 2015 Annual Performance Plan
[available March 2014]

This report is produced in conjunction with the FY 2015 President's Budget Request and provides more detailed performance information and analysis of performance results.

FY 2013 Agency Financial Report **(AFR)** [published December 11, 2013]

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 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 2013 Annual Performance Report and FY 2015 Annual Performance Plan

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.*

Overview. In 1867, the federal government recognized that furthering education was a national priority and created a federal education agency to collect and report statistical data. The Department was established as a cabinet-level agency in 1979. Today, the Department supports programs that touch on every area and level of education. The Department has approximately 4,200 employees and manages a $65 billion discretionary appropriation. The Department is also setting high expectations for its own employees and working to improve management practices, ensure fiscal integrity, and develop a culture of high performance.

Our Public Benefit. The Department is committed to ensuring that students throughout the nation develop the skills they need to succeed in school, college, and the workforce, while recognizing the primary role of states and school districts in providing a high-quality education, employing highly qualified teachers and administrators, establishing challenging content and achievement standards, and monitoring students' progress against those standards. As a principal office of the Department, Federal Student Aid (FSA) provides billions of dollars in low-interest loans, grants, and work-study funds to cover expenses, such as tuition and fees, room and board, books and supplies, and transportation, which enables millions of students to further their education. The Department's early learning, elementary, and secondary programs annually serve approximately 56 million students in 14,000 school districts attending about 99,000 public and 31,000 private schools and early intervention and preschool programs. Department programs also provide grant, loan, and work-study assistance to approximately 14 million postsecondary students.

What We Do. The Department engages in four major types of activities: establishing policies related to federal education funding, including the distribution of funds, collecting on student loans, and using data to monitor the use of funds; 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.

Organizational Structure. Our staff is organized as shown in the organizational chart. Links are provided to Web pages that provide a detailed description of the principal offices and overview of the activities of the Department and its programs.

Regional Offices. The Department has 10 regional offices that provide points of contact and assistance for schools, parents, and citizens. The primary support within the regional offices is that of communications, civil rights enforcement, and federal student aid services to promote efficiency, effectiveness, and integrity in the programs and operations of the Department. In addition to enforcement offices in federal regions, enforcement offices are located in Washington, D.C. and Cleveland, Ohio.

Web Presence. The Department maintains a comprehensive website that focuses on most popular searches, latest news and events, and links to social media.

Our Organization

This chart reflects the statutory organizational structure of the U.S. Department of Education. An interactive and text version of the coordinating structure of the Department is available.

- Office of the Secretary
  - International Affairs Office
  - Office of the Deputy Secretary
    - Office of Innovation and Improvement
    - Risk Management Service
  - Office of Communications and Outreach
  - Office of the General Counsel
  - Office of Inspector General
  - Institute of Education Sciences
  - Office for Civil Rights
  - Office of Legislation and Congressional Affairs
  - Office of the Chief Financial Officer
  - Office of Management
  - Office of the Chief Information Officer
  - Budget Service
  - Office of Planning, Evaluation and Policy Development
  - Office of Special Education and Rehabilitative Services
  - Office of English Language Acquisition
  - Office of Elementary and Secondary Education
  - Federal Student Aid
  - Office of Career, Technical, and Adult Education
  - Office of Postsecondary Education
  - Office of Educational Technology
  - Office of the Under Secretary
    - White House Initiative on Historically Black Colleges and Universities
    - White House Initiative on American Indian and Alaska Native Education
    - White House Initiative on Asian Americans and Pacific Islanders
    - White House Initiative on Educational Excellence for Hispanics
    - White House Initiative on Educational Excellence for African Americans
    - Center for Faith-Based and Neighborhood Partnerships

Overview

About This Report

The United States Department of Education's *Annual Performance Report* for fiscal year (FY) 2013 and *Annual Performance Plan* for FY 2015 provides information relative to the closeout of the *FY 2011–14 Strategic Plan* and formulation of the *FY 2014–18 Strategic Plan*.

Since the Department has a delay of at least one year in the collection of data for its annual performance measures, it is still working to establish trend data for some of the measures. This year the Department has consolidated its *FY 2015 Annual Performance Plan* (APP) with the *FY 2013 Annual Performance Report* (APR) in an effort to provide a more complete and meaningful picture of the Department's past performance and efforts to improve performance in coming fiscal years.

About the Agency Financial Report

The [FY 2013 Agency Financial Report (AFR)](), released in December 2013, provides detailed information on the Department's financial performance and stewardship over its financial resources.

The Secretary has outlined accomplishments, ongoing initiatives, and management challenges for the Department in FY 2013 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/2013report/1-message-from-secretary.pdf.

FY 2013 Financial Highlights and Information

The Department significantly expanded information in the Financial Highlights section of the AFR to provide a more comprehensive depiction of its key financial activities for FY 2013 and to identify and explain significant trends.

As a nine-time recipient of the Association of Government Accountants Certificate of Excellence in Accountability Reporting and having earned unmodified[1] (or "clean") audit opinions for 12 consecutive years, the Department has demonstrated its commitment to continuous improvement in its financial management, operations, and reporting. To read the full report of the independent auditors, please go to http://www2.ed.gov/about/reports/annual/2013report/4-rpt-independent-auditors.pdf.

For an overview and analysis of the Department's sources of funds and financial position, including a new section on trend analysis, please go to http://www2.ed.gov/about/reports/annual/2013report/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, 2013, and September 30, 2012—please go to http://www2.ed.gov/about/reports/annual/2013report/3-financial.pdf.

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[1] "Unmodified" has the same meaning as the previous terminology, "unqualified."

Analysis of Controls, Systems, and Legal Compliance

The Department is the smallest of the 15 cabinet level agencies in terms of government staff, yet it has the third largest grant portfolio among the 26 federal grant-making organizations. The Department manages the second largest loan portfolio in the federal government. In order to demonstrate effective stewardship of these resources, the Department has to implement effective controls over operations, systems, and financial reporting as described in the Analysis of Controls, Systems, and Legal Compliance section of the *Agency Financial Report.*

The three objectives of internal controls are to ensure the effectiveness and efficiency of operations, reliability of financial reporting and systems controls, and compliance with applicable laws and regulations. The Department categorizes and assesses controls in three categories:

- internal controls over operations,

- internal controls over financial reporting, and

- internal controls over systems.

For more information on management assurances regarding compliance with the *Federal Managers' Financial Integrity Act of 1982* (P.L. 97-255) (FMFIA) and Office of Management and Budget (OMB) Circular A-123, *Management's Responsibility for Internal Control,* as well as an analysis of the Department's controls, systems, and legal compliance, go to http://www2.ed.gov/about/reports/annual/2013report/2f-mda-analysis.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/2013report/5a-otherinfo-improper-pymts.pdf.

Performance Results Details

Our Performance Management Strategy

Strategic Planning → Priority Goal Setting → Priority Goal Quarterly Performance Reviews → Performance Planning and Budget Integration → Budget Development → Annual Performance Reporting → Accountability and Transparency
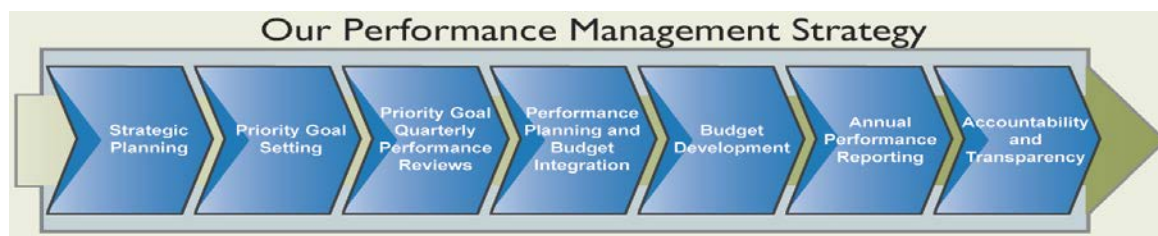
In accordance with the *GPRA Modernization Act of 2010*, the Department's framework for performance management starts with the *Strategic Plan,* including its priority goals, which serve as the foundation for establishing overall long-term priorities and developing performance goals, objectives, and measures by which the Department can gauge achievement of its stated outcomes. Progress towards the Department's strategic and priority goals is measured using data-driven review and analysis. This focus promotes active management engagement across the Department, which ensures alignment to the *Department's Annual Performance Plans and Annual Performance Reports.*

The Department is currently developing its annual strategic review approach to collectively review and evaluate the Department's progress, concentrating on the agency's mission and associated strategic objectives, priority goals, and milestones. The annual strategic review along with quarterly performance reviews will be used to inform long-term strategic planning, budgeting practices and fiscal management, staff capacity and effectiveness, and transparency around successes and challenges.

FY 2011–14 Strategic Plan Goals

The *U.S. Department of Education Strategic Plan for Fiscal Years 2014–2018* offers a framework for the key policy and operational priorities for the agency, in line with the administration's vision for education.

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 Department solicited input from Congress, state and local partners, other education stakeholders, and the public in the development of the plan. Public comments were solicited through the Department's website.

Because FY 2014 represents an overlap between two strategic plans, the Department is taking a forward-looking approach to reporting that emphasizes the continuity between the strategic plan that is being closed out this year and the plan that will be used to report in FY 2014 through FY 2018. As the Department closes out its *FY 2011–14 Strategic Plan* and migrates to the updated *FY 2014–18 Strategic Plan,* the Department's results are mixed—presenting both accomplishments and challenges moving forward.

Of the 35 metrics in the *FY 2011–14 Strategic Plan,* the Department has shown significant progress toward established goals on 13 of the metrics, including in such important areas as increased state commitments to high-quality outcome metrics for preschools and better use of data to evaluate teachers and colleges.

For more information on the FY 2011–14 goals, measures, and targets, please see the *FY 2012 Annual Performance Report* (published together with the *FY 2014 Annual Performance Plan*). A complete list of the discontinued measures from the *FY 2011–14 Strategic Plan,* along with the latest data available, is provided in appendix B.

FY 2012–13 Agency Priority Goals

The Department identified six Agency Priority Goals (APGs) for FY 2012–13 that served as a particular focus for its activities. The APGs reflect the Department's cradle-to-career education strategy and concentrate efforts on the importance of teaching and learning at all levels of the education system. Below is an overview of progress for each APG during the reporting period. For additional information on the Department's FY 2012–13 APGs, please go to http://goals.performance.gov/agency/ed.

Priority Goal: Improve students' ability to afford and complete college

Goal for FY 2012–13: 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 goals.

Supports Strategic Goal 1.

Metric: Number of states with college completion goals in place; **Target:** 50

Results (End of FY 2013): 40 states; Not Met

Note: In addition to increasing the number of states with college completion goals, this priority goal sought to develop and implement a College Scorecard. For that portion of the goal, results (end of FY 2013) were "Fully Implemented; Met."

Overview: As more and more jobs require postsecondary education and training, college is becoming a vital necessity for most Americans. Yet too many students fail to complete college and are burdened by high student loan debt. Institutions feel pressure to raise tuition and fees as states cut education funding for postsecondary institutions. Even with increased federal Pell grant funding, many Americans remain concerned about whether they can afford college. Many Americans do not know about or are confused by the maze of information that is available about colleges and how to pay for college. To help students and their families make decisions about college, the Department has developed a number of resources, such as College Navigator, the College Affordability and Transparency Center, and the Net Price Calculator. Even with the current resources available, there is still a need to improve and integrate key information about college and make information more user-friendly. Students and families need to be empowered with simplified information to make better choices in selecting a college that is affordable, provides good value, and is the right fit for them. In order to meet the national goal to increase the number of college graduates, the Department is committed to helping states and institutions increase the number and percentage of students who complete their postsecondary educations. On-time and/or accelerated degree completion can also decrease the amount of student debt after graduation, ensuring borrowers are able to manageably repay their federal student loans.

The Department will support college completion by identifying and promoting successful evidence-based practices and by highlighting noteworthy state efforts in key areas such as

transfer, performance-based funding, and college-and-career readiness. By assisting students and families, as well as states and institutions, the Department aims to improve not only access to postsecondary education and training, but also affordability and successful completion.

Progress: The Department has achieved the goal that was set to implement the College Scorecard. The only challenge that remains is that the Department must work with the federal Consumer Financial Protection Bureau to align its Paying for College tool and the Scorecard. Regarding State Completion Goals, the primary obstacle is that the Department has little influence over state's decisions to set goals.

Version 1.0 of the Scorecard was released in tandem with the President's State of the Union address in February 2013. That action effectively means that this goal has been achieved. Nonetheless, the Department plans to make regular improvements, with a version 2.0 anticipated by early 2014. Work is underway to obtain earnings data, working with the developer to incorporate that data into the Scorecard, and make other adjustments in the way information is displayed. The number of states with completion goals has grown from 38 to 40 since November 2012 (completion defined as either attainment, graduation, or degree production), with a variety of target dates and levels of specificity. The Department has little influence over state decisions to establish goals, although it continues to encourage and highlight states with goals by recognizing states that have adopted goals, in speeches and other venues.

> **Priority Goal: Improve learning by ensuring that more students have an effective teacher**
>
> **Goal for FY 2012–13:** 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.
>
> ***Supports Strategic Goal 2.***

Metric: States with approval for evaluation system guidelines; **Target:** 26

Results (End of FY 2013): 23 states and District of Columbia; Not Met

Metric: Participating school districts with qualifying evaluation systems for teachers; **Target:** 500

Results (End of FY 2013): Data forthcoming pending release of Race to the Top (RTT) state progress reports.

Metric: Participating school districts with qualifying evaluation systems for principals; **Target:** 500

Results (End of FY 2013): Data forthcoming pending release of RTT state progress reports.

Overview: The Priority Goal is based on the premise, supported by abundant research, that teachers are the single most critical in-school factor in improving student achievement. Principals are often cited as the second most influential in-school factor. Teacher and principal evaluation systems supported by the Department's contributing programs enable the development and identification of effective educators and provide the needed information to improve the educator workforce. Teachers and principals often lack meaningful evaluation,

feedback, and support for professional growth. Indeed, teachers are often dissatisfied with their preparation programs and their opportunities for professional development and advancement. Too often, effective teachers and leaders are not recognized, rewarded, or asked to share their expertise with colleagues. And most teacher compensation systems do not recognize effectiveness or provide incentives to teach in challenging schools or shortage areas. 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, 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 support state and district efforts that strengthen the profession by focusing on meaningful feedback, support, and incentives at every stage of a career, based on fair evaluation systems that look at multiple measures, including, in significant part, student growth.

The Department will support state and district efforts that provide time for teacher collaboration, on-the-job learning opportunities, and professional advancement. As states transition to new college- and career-ready standards, the Department will support opportunities for teachers to enhance their instructional expertise related to the new standards.

The Department continues to ensure adherence to timelines regarding development and adoption of state requirements for comprehensive teacher evaluation systems and for district development and implementation of comprehensive educator evaluation systems.

Current challenges center on maintaining momentum for reform, given districts' and states' current fiscal situation, potential changes in leadership, ongoing development of student growth measures in non-tested grades and subjects, and the scaling up of systems in a relatively short time frame. Another challenge relates to the coordination required of the Department's programs to ensure policy and communications consistency. With multiple programs interacting with the same grantees (e.g., states and districts), to a varying degree, it will take a significant shift in the Department's culture to break down silos to improve coordination.

Progress: The Department has made significant progress in leveraging its programs to support state- and district-led efforts to ensure that more students have effective teachers by better training, recruiting, identifying, and retaining 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 grants);
- 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 grants; 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* (ESEA) Flexibility, School Improvement Grants (SIG), and other initiatives.

As a result of these efforts:

- ESEA Flexibility states plan to have all LEAs with qualifying teacher and principal evaluation systems ready to implement in the 2014–15 school year.

- 213 LEAs are implementing evaluation systems under the School Improvement Grants Transformation Model.

- 162 LEAs are implementing reformed educator evaluation systems as part of a TIF 3 (2010) grant. 159 LEAs plan to have reformed educator evaluation systems ready to implement in the 2013–14 school year as part of a TIF 4 (2012) grant.

> **Priority Goal: Demonstrate progress in turning around the nation's lowest-performing schools**
>
> **Goal for FY 2012–13:** By September 30, 2013, 500 of the nation's persistently lowest-achieving schools will have demonstrated significant improvement and serve as potential models for future turnaround efforts.
>
> *Supports Strategic Goal 2.*

Metric: Number of schools demonstrating significant improvement; **Target:** 500

Results (End of FY 2013): 489 (231 in reading, 258 in math); Not Met

Overview: The goal seeks to prepare all K–12 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.

Through Race to the Top (RTT), the School Improvement Grant (SIG) program, Elementary and Secondary Education Act (ESEA) Flexibility, and other federal programs, the Department is providing significant resources to dramatically improve the nation's lowest-achieving schools by using intensive turnaround models and identifying the low-achieving schools that are showing strong evidence of successfully turning around.

The Department is focused on supporting innovation, not just compliance monitoring, and is focused on spurring growth in achievement, not just absolute achievement measures as done in the past. Central to these efforts has been the creation of the [Office of School Turnaround](#) (OST). Through OST's monthly check-in calls with all 50 states, the School Turnaround Learning Community, and the many OST-facilitated peer-to-peer learning opportunities, states, districts, and schools are learning from each other and scaling up promising practices. In order to better provide technical assistance and support for what is working, OST has created a National Activities Plan to effectively use up to 5 percent of the more than $500 million annual SIG program.

Progress: The President and Congress have made significant investments in turning around the nation's persistently lowest-achieving schools, in large part though School Improvement Grants (SIG), Race to the Top (RTT), 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 1,500 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.
- Forty-two states, the District of Columbia, and Puerto Rico are carrying out plans to implement turnaround principals in their priority schools under their Department-approved ESEA Flexibility plan.

- Overall, from 2009–10 to 2011–12, 65 percent of Cohort 1 SIG schools increased their student proficiency rates in reading, and 69 percent increased their student proficiency rates in math. From 2010–11 to 2011–12, 62 percent of Cohort 2 SIG schools increased their student proficiency rates in reading, and 57 percent increased their student proficiency rates in math. The remaining SIG schools showed similar proficiency rates or decreases in proficiency rates over these two years. Because there are so many factors that contribute to student proficiency rates, and because these data are only based on one or two years of SIG implementation, the Department does not know for certain that it is attributable to the SIG program.

- OST is working to profile nearly 100 states, districts, and schools implementing promising school turnaround practices for internal purposes, and is using National Activities funds to profile and eventually share these practices publicly.

- In May 2013, six states convened to focus on developing Turnaround Leadership Pipelines. OST has commissioned white papers to address this topic. The papers will be shared with the public and will highlight promising practices.

- In June 2013, seven states convened to focus on the role of state educational agencies in supporting instruction in turnaround schools. OST has commissioned white papers to address this topic. The papers will be shared with the public and will highlight promising practices.

Priority Goal: Prepare all students for college and career

Goal for FY 2012–13: By September 30, 2013, all states will adopt internationally-benchmarked college- and career-ready standards.

Supports Strategic Goal 2.

Metric: States adopting internationally-benchmarked college- and career-ready standards; **Target:** 50

Results (End of FY 2013): 49 states and the District of Columbia; Met

Overview: The adoption of internationally benchmarked college- and career-ready standards is the foundation to improving educational outcomes for all students and a fundamental step toward meeting the President's goal of once again having the highest proportion of college graduates in the world by 2020. The Department is working to increase the number of states approved for *Elementary and Secondary Education Act* (ESEA) Flexibility by working with states that submitted ESEA Flexibility requests to meet the high bar for approval. The Department is developing and targeting technical assistance activities that will, in part, increase state capacity to leverage limited resources and continue to identify promising practices across multiple states.

The Department is working internally to coordinate the provision of technical assistance across Race to the Top (RTT), ESEA Flexibility, and other related programs. And, in the most recent Comprehensive Centers competition, the Department created a Center on Standards and Assessments Implementation that is helping build the capacity of state educational agencies to implement college- and career-ready standards.

Progress: Forty-nine states and the District of Columbia have adopted college- and career-ready standards that are either common to a significant number of states or certified by the state's institutions of higher education. The total number of states that submitted and that have been approved to date is significantly more than the Department initially anticipated, as nearly

all states have requested flexibility and states have been generally willing to revise their requests to meet ESEA flexibility principles.

Because of the iterative approach to approval, and the high bar set for states, the Department has worked with states individually to meet the high bar. Some states are unable to meet that bar at this time.

The Department developed a new monitoring process for states with approved ESEA Flexibility requests that is being conducted in phases over the course of the early years of implementation. The monitoring process includes discussions of the state's broader educational goals, highlighted the challenges the state is facing, and areas where additional support is needed to promote candid discussions to ensure successful implementation.

> ## Priority Goal: Improve outcomes for all children from birth through third grade
>
> **Goal for FY 2012–13:** 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.
>
> ### *Supports Strategic Goal 3.*

Metric: Number of states implementing a high-quality plan to collect and report disaggregated data on the status of children at kindergarten entry; **Target:** 9

Results (End of FY 2013): 24; Exceeded

Overview: To enhance the quality of early learning programs and improve outcomes for children from birth through third grade, including children with disabilities and those who are English learners, the Department will promote initiatives that improve the early learning workforce, build the capacity of states and programs to develop and implement comprehensive early learning assessment systems, and improve systems for ensuring accountability of program effectiveness.

The nine Race to the Top - Early Learning Challenge (RTT-ELC) FY 2011 grantees all have high-quality plans as evidenced by their winning an RTT-ELC grant and addressing these criteria in their applications and will collect and report disaggregated data on the status of children at kindergarten entry. With the addition of the RTT-ELC FY 2012, four states with high-quality plans to collect and report disaggregated data on the status of children at kindergarten entry were added. RTT-ELC states are just beginning to develop or enhance these instruments and are limited to using funds other than those provided under the program. Because of sequestration and a slow economic recovery, there are few state resources to support development of appropriate instruments and the implementation of the assessments. Grantees report that they may not meet their proposed implementation date. In addition, the Department would like to have a national picture, but there are currently no organizations that annually collect data on state activities around Kindergarten Entry Assessment (KEA) implementation.

Progress: The nine FY 2011 grantees' Annual Performance Reports (APRs), Summaries, and Response Letters have been posted on the RTT-ELC program page. These nine states, in their second year of RTT-ELC project implementation, have had a wide range of progress on their proposed Kindergarten Entry Assessment (KEA) plans. Rhode Island has indicated their KEA development will not begin until 2014. Washington State, on the other hand, accessed 21,911 incoming kindergartners this school year with their KEA (WaKIDS).

The Annual Performance Reports from grantees show their progress in developing KEAs that are 1) aligned with standards, 2) valid for the target population and purpose, 3) administered by the 2014–15 school year, 4) reported to the Statewide Longitudinal Data System, and 5) significantly funded outside of the RTT-ELC grant. All of the states are including a wide range of developmental domains as the areas to be assessed on their KEAs, including language and literacy development, cognition and general knowledge, approaches towards learning, physical well-being and motor development, and social emotional development.

> ### Priority Goal: Make informed decisions and improve instruction through the use of data
>
> **Goal for FY 2012–13:** By September 30, 2013, all states will implement comprehensive statewide longitudinal data systems (SLDS).
>
> ***Supports Strategic Goal 5.***

Metric: Number of states implementing K–12 Data Systems; **Target:** 50, District of Columbia

Results (End of FY 2013): 50 states, District of Columbia; Met

Metric: Number of states linking K–12 with early childhood data;[1] **Target:** 12

Results (End of FY 2013): 19 states;[2] Exceeded

Metric: Number of states linking K–12 with postsecondary data;[3] **Target:** 21

Results (End of FY 2013): 25 states;[4,5] Exceeded

Metric: Number of states linking K–12 and postsecondary data with workforce data;[6] **Target:** 10

Results (End of FY 2013): 12 states;[7,8] Exceeded

Overview: This priority goal seeks to enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, transparency, innovation, and technology.

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[1] Defined as the ability to track all public pre-K students into public K via the SLDS and by the inclusion of at least one additional source of early childhood data (e.g., Head Start, private pre-K) in the system.

[2] Three (ME, MI, and NY) of the six states that have newly established K–12 to early childhood linkages are Recovery Act grantees. Recovery Act grants are focused on P20 development, and are expected to conclude in June 2014.

[3] Defined as the ability to link state K–12 student data to state data from public 2- and 4-year IHEs.

[4] Six (KS, MA, ME, MN, OH, and UT) of the 11 states that have newly established K–12 to postsecondary linkages are Recovery Act grantees. Recovery Act grants are focused on P20 development and are expected to conclude in June 2014.

[5] Based on a review of IN's project plans and recent reports, their K–12 to postsecondary linkage was available only for one year of data (2010), so they have been removed from the list of states with active K–12 to postsecondary linkages.

[6] Defined as the ability to track all public 2- and 4-year postsecondary students to, at minimum, within-state employment records (e.g., state unemployment insurance systems).

[7] Three (ME, MN, and UT) of the four states that have newly established K–12 to postsecondary to workforce linkages are Recovery Act grantees. Recovery Act grants are focused on P20 development and are expected to conclude in June 2014.

[8] Based on a review of IN's project plans and recent reports, their K–12 to postsecondary linkage was available only for one year of data (2010), so they have been removed from the list of states with active K–12 to postsecondary to labor linkages.

The Department engages a variety of external stakeholders around the creation and use of data systems to improve education. During annual SLDS site visits, the Department meets with state leadership, including leaders in K–12, early childhood, and postsecondary education, and labor, in addition to representatives from local education agencies. The Department also regularly coordinates with its colleagues at the Department of Health and Human Services (HHS) and the Department of Labor (DOL) to ensure interagency coordination and sharing of resources between SLDS, Race to the Top - Early Learning Challenge (RTT-ELC), and DOL's Workforce Data Quality Initiative (WDQI).[9] The Department also provides information to Congressional staff, nonprofit organizations such as DQC (Data Quality Campaign) and CCSSO (Council of Chief State School Officers), and members of the public.

Progress: SLDS grants were awarded to 14 states in November 2005 (FY 2006 Grantees), 12 additional states and the District of Columbia in June 2007 (FY 2007 Grantees), 27 states— including 15 new states—in March 2009 (FY 2009 Grantees), 20 states in May 2010 (FY 2009 American Recovery and Reinvestment Act Grantees), and 24 states and territories—including 6 new states and 2 new territories—in June 2012 (FY 2012 Grantees). 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. At the end of FY 2013, the Department can report that all states and DC have a functioning K–12 SLDS, 19 states link with early childhood systems, 25 link with postsecondary data from state institutions, and 12 link with labor. Labor linkages have presented the largest challenges for states due to the lack of an accessible identifier, the need to comply with multiple privacy laws, and challenges of multi-agency coordination. The Department has increased coordination with DOL and their WDQI grant program, including ongoing communication with the WDQI staff, a joint site visit to Pennsylvania, and joint sessions at annual grantee conferences. The Department is creating a series of best practice materials in early childhood and held a privacy workshop for states on sharing early childhood data.

The Department will facilitate the development of interoperable state data systems from early learning through the workforce and will provide support to the education community, including teachers and administrators, on how to understand and appropriately use data to inform policies, instructional practices, and leadership decisions.

The Department is implementing new, targeted technical assistance to increase states' capacity to support statewide longitudinal data systems after federal funding. Additionally, the Department meets with state leadership to affirm their support for and commitment to use SLDS data to make educational improvements, but there is a need for the Department of Education and the Department of Labor to provide guidance and resources to states to encourage secure linking of education and workforce records.

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[9] WDQI supports the development of, or enhancements to, longitudinal administrative databases that will integrate workforce data and create linkages to education data. States will incorporate workforce information into longitudinal data systems to expand the scope and depth of data from programs, such as the Workforce Investment Act programs, Wagner-Peyser, Trade Adjustment Assistance, and Unemployment Insurance. The long-term WDQI and SLDS goal for States is to use their longitudinal data systems to follow individuals through school and into and through their work life. The WDQI also emphasizes promoting improvements and the level of quality of these systems, in addition to increasing the accessibility of performance data, including data reported by employment services and training providers. High quality and consistent data that is available from service providers about services offered, and how well their customers benefited as they enter or re-enter the labor market, are integral to informed consumer choices.

FY 2013 Cross-Agency Priority Goals

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

The government-wide goal leader for each CAP goal, the Performance Improvement Council (PIC), and OMB coordinated quarterly updates reflective of the action plans and included the Department's contributions to the CAP goals where applicable. For additional information on the CAP Goals, please go to http://goals.performance.gov/goals_2013.

Broadband: As part of expanding all broadband capabilities, ensure 4G wireless broadband coverage for 98 percent of Americans by 2016.

Veteran Career Readiness: Improve career readiness of veterans. By September 30, 2013, increase the percent 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.

Job Training: Ensure our country has one of the most skilled workforces in the world by preparing 2 million workers with skills training by 2015 and improving the coordination and delivery of job training services.

Science, Technology, Engineering, and Math (STEM) Education: In support of the President's goal that the U.S. have the highest proportion of college graduates in the world by 2020, the federal government will work with education partners to improve the quality of science, technology, engineering, and math (STEM) education at all levels to 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.

The Department's Approach to Data Collection and Analysis

Streamlining Access to Data Already Collected by Existing Laws. In FY 2013, the Department led the government in development of data collection inventories, as recognized by the Government Accountability Office (GAO). GAO found that the Department has followed a reasonable process to populate its inventory and has designed appropriate internal controls to ensure the accuracy of information included, such as reviewing and verifying data entered into the inventory. GAO found that the Department solicited input on its data inventory design from internal stakeholders through a team formed to address data coordination efforts across the various program offices.

The Department's inventory of data collections includes descriptive information, referred to as metadata, about the context of each data collection, as well as the specific data elements reported by respondents for each collection. The inventory is to eventually include all statistical and grant administration collections that meet the Department's definition of a data collection. The GAO report is Status of the Department of Education's Inventory of Its Data Collections, GAO-13-596R, http://www.gao.gov/products/GAO-13-596R.

Both Data.gov and the Department's public data repository were redesigned to have a consistent look and feel and to include a variety of new features to help visitors discover the most useful data sets to meet their needs. Launches of the new sites occurred early in FY 2014.

In FY 2013, 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 student outcomes.

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. ED*Facts* 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 ED*Facts* 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 (SEAs and LEAs), 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 SEAs 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. 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 Civil Rights Data Collection website displaying these data has been enhanced as well.

Enhancing Education Systems and Supports: The Department strives to leverage its data, evaluation, performance, and financial systems to meet four important aspects of its mission:

- To contribute to the Department's ability to build customer relations by providing timely responses to customer inquiries.

- To empower employees to make informed decisions by increasing their access to data.

- To increase accountability through improved financial management.

- To keep Department employees informed of the project status and ensure that all users receive proper training on the new system.

Finally, as the Department transitions to its new *FY 2014–18 Strategic Plan* during the coming year, as an organization it will have charted a roadmap for future success and will continue to evaluate how best to accomplish its strategic goals and objectives during these fiscally challenging times. The new plan is intended to help the Department refine its course and better focus performance within the framework of the *GPRA Modernization Act of 2010*.

The six Department *Strategic Plan* goals guide the day-to-day work of the Department's staff. Priorities are not intended to signify their relative importance; success on each will be necessary to ensure that the Department is maximizing its impact on the education system. This plan will help to align the administration's yearly budget requests and the Department's legislative agenda. Continuous improvement rests in large part on an ongoing cycle of assessing performance, examining data, and improving practices. Creating a culture of continuous improvement is at the heart of the Department's efforts to work with and support elementary, secondary, and postsecondary educators and policy makers at the federal, state, and local levels.

Accomplishing all of the new *Strategic Plan's* priorities will require strong coordination and collaboration from Department staff working with Congress, partners at the state and local levels, and all other stakeholders. This includes meeting numerous legislative challenges at the federal level, as well as continuing to work with national labor management partners to support districts and states in building the capacity to pursue reforms through active labor management collaboration. In addition, state and federal fiscal constraints may impact the Department's ability to provide the necessary incentives and resources to increase quality, transparency, and accountability.

The Department's Evaluation Planning Initiatives

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 and FY 2012, the Department developed and approved a set of priority research questions to inform future investments in knowledge building. Planning for FY 2013 and FY 2014 investments is completed. For a list of evaluations completed in FY 2013 and of those planned through FY 2015, see appendix D.

Performance Plan Summary

Looking Ahead and Addressing Challenges

Education is key to the nation's long-term economic prosperity and is an investment in its future. A highly educated workforce is necessary for American competitiveness in the global economy. The Department continues to maintain strong support for traditional state formula grant programs while continuing to fund competitive initiatives, including, but not limited to, Race to the Top, Promise Neighborhoods, Investing in Innovation (i3) grants, and a redesigned School Improvement Grants program. Almost every state is supporting higher standards that ensure students will be college- and career-ready.

The United States is seeing the highest high school graduation rate in three decades, and over the past four years, postsecondary financial assistance available to students and families has increased significantly. Moreover, the Department has seen an increase of more than 50 percent in the number of students accessing higher education on Pell Grants.

Finally, the Department's efforts to support and strengthen the teaching profession through improved teacher evaluation and professional development are predicted to pay long-term dividends.

Going forward, the Department will build on what it has already established:

- state-driven accountability that demands progress for all children;
- high-quality early education for more low-income children;
- more flexibility for state decision-making;
- more support for principals and teachers to apply high standards to practice;
- reforming career education in high schools and community colleges; and
- reforming and simplifying the application process for student aid to help drive college affordability and completion.

The Department cannot stop here, however. It needs to continue to strengthen the support systems necessary for all students to reach the middle class and beyond. Preschool should be accessible for all children. The Department needs to fund a set of pre-K–12 strategic reforms, including improving teaching for the benefit of students and making schools safer. The Department needs to ensure that college is more affordable. Ultimately, the Department looks to creating ladders of opportunity to support states and help students living in poverty advance beyond their means.

Data Verification and Validation

The *GPRA Modernization Act of 2010* requires agencies to prepare information on the reliability of data presented. OMB guidance indicates:

> Agencies may develop a single data verification and validation appendix used to communicate the agency's approaches, and/or may also choose to provide information about data quality wherever the performance information is communicated (e.g., websites). Agencies should discuss their verification and validation techniques with their respective OMB Resource Management Office, if necessary. The transmittal letter included in Annual Performance Reports must contain an assessment by the agency

head of the completeness and reliability of the performance data presented and a description of agency plans to improve completeness, reliability, and quality, where needed.[11]

The data presented in the Department's *FY 2014–18 Strategic Plan* are assessed based on the type of data and its source:

- statistical data,

- program and enforcement data collections,

- monitoring and grant applications,

- management information systems/business operations, and

- external (nonstatistical) data sources.

The full data verification and validation summary for the *FY 2014–18 Strategic Plan* metrics is provided in appendix A of this report. The appendix also includes known limitations of the data and the Department's plans to address those limitations. Improvement efforts include revising program and enforcement data collections and improving grantee monitoring processes.

Also in appendix A, the Secretary has provided a high-level assessment of the completeness and reliability of the performance data presented.

FY 2014–18 Strategic Plan Goals

The *U.S. Department of Education Strategic Plan for Fiscal Years 2014–2018* provides a framework for the key policy and operational priorities for the agency, in alignment with the administration's vision for education and in collaboration with Congress, state and local partners, and other education stakeholders. From its mission and core values, the plan was developed by building upon and updating the *FY 2011–14 Strategic Plan*. It comprises six foundational strategic goals and six priority goals. The updated plan for FY 2014–18 includes the same six strategic goals as the Department's previous plan. These six goals will help to align the administration's annual budget requests and the Department's legislative agenda.

The Department's *FY 2014–18 Strategic Plan* stands on a foundation of six strategic goals:

- Goal 1: Postsecondary Education, Career and Technical Education, and Adult Education. Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youths and adults.

- Goal 2: Elementary and Secondary Education. Improve the elementary and secondary education system's ability to consistently deliver excellent instruction aligned with rigorous academic standards while providing effective support services to close achievement and opportunity gaps, and ensure all students graduate high school college- and career-ready.

- 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.

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[11] OMB Circular A-11, Preparation, Submission, and Execution of the Budget, Part 6, Section 260.9, July 2013.

- Goal 4: Equity.
  Increase educational opportunities for underserved students and reduce discrimination so that all students are well-positioned to succeed.

- 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, evidence, transparency, innovation, and technology.

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

FY 2014–18 Strategic Plan

GOAL 5: Continuous Improvement of the U.S. Education System

GOAL 6: U.S. Department of Education Capacity

GOAL 1: Postsecondary Education, Career and Technical Education, and Adult Education

GOAL 3: Early Learning

GOAL 2: Elementary and Secondary Education

GOAL 4: Equity
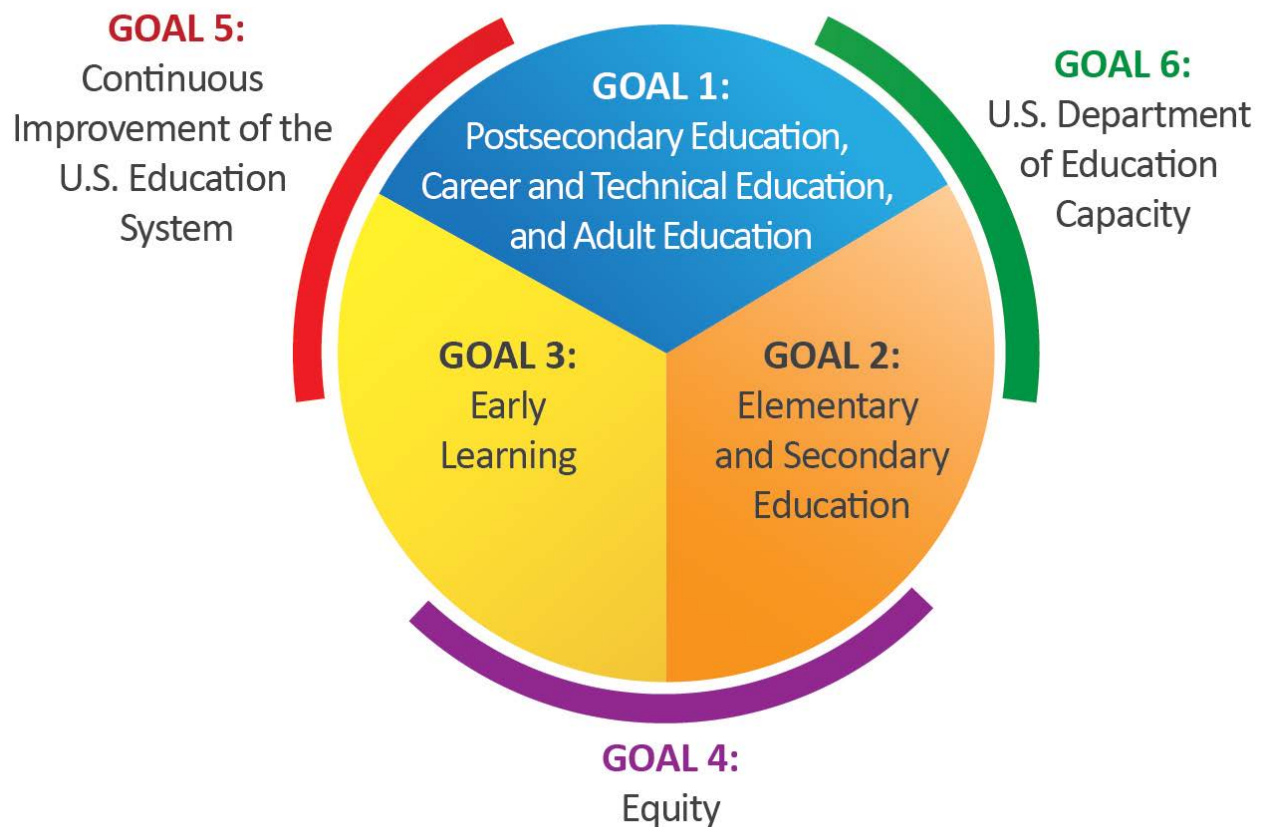
Reporting on Progress

The Department will continue to use tools such as quarterly reviews to ensure progress toward achieving strategic goals and outcomes. The Department's strategic goals align with government-wide goals and priorities and translate to specific organizational goals. The Department's annual Organizational Performance Review will continue to be a paramount process for setting goals and measuring accomplishments and improvements at the principal office level.

To support the tracking and reporting of progress against the *Strategic Plan's* goals and objectives, the Department has created and continues to develop its data profile on http://goals.performance.gov/agency/ed. It is also creating a set of information dashboards and data analysis tools to provide more relevance and context for senior leaders in gauging the impact of the agency's performance as a part of its ongoing strategic decision-making.

The effective implementation of the Department's priority and strategic goals will depend, in part, on the effective use of high-quality and timely data, including evaluations and performance measures, throughout the lifecycle of policies and programs. The Department is committed to increasing the number of programs and initiatives that are evaluated using methods that include those consistent with the What Works Clearinghouse Evidence Standards and incorporating cost-effectiveness measures into evaluations and program improvement systems.

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* and carried forward in the *FY 2014–18 Strategic Plan.* Each goal section provides insight into how the Department will work to achieve its strategic goals, including key resources and programs that support each goal and its objectives. Note that while the Department designates only one strategic goal for each program, many Department programs support more than one other strategic goal as well, but are not listed under those goals. For example, while the formula-based Title I College- and Career-Ready Students program is shown as a key contributor to Goal 2 (Elementary and Secondary Education), this $14.4 billion program also provides significant resources in support of Goal 4 (Equity). Similarly, the portion of the Race to the Top competitive grants program shown under Goal 5 also makes significant contribution to Goal 2.

Some performance measures are based on trend data over several years. The baseline data for the *FY 2014–18 Strategic Plan* measures are the most current data available to the Department. Unless noted, targets are based upon the most current data the Department expects to have available at the time of the *Annual Performance Reports.* For example, if the baseline data from annual data sets are from FY 2012, the Department developed its FY 2014 target assuming that the Department will report FY 2013 data in its FY 2014 *Annual Performance Report.*[12]

While the Department has trend data for many of its performance measures, since the Department is in its first year of reporting on its *FY 2014–18 Strategic Plan*, it is continuing to establish baselines to collect data for a number of newly established performance measures.

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[12] The Department includes program-specific measures and targets in its Congressional Budget Justification that are based on what the Department expects will occur in a given fiscal year. That is, the Congressional Budget Justification typically contains targets up to and including the budget year, but performance data often lag two or three years. The *FY 2011–14 Strategic Plan* included targets that were developed and reported on similar to the Department's process for its Congressional Budget Justification.

Summary of Performance Targets

Performance Targets Summary	Baseline	Target		
		FY 2014	FY 2015	FY 2016
Goal 1. Postsecondary Education, Career and Technical Education, and Adult Education: **Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youths and adults.***				
1.1: Access and Affordability. Close the opportunity gap by improving the affordability of and access to college and/or workforce training, especially for underrepresented and/or underprepared populations (e.g., low-income and first-generation students, English learners, individuals with disabilities, adults without high school diplomas, etc.).				
1.1.A. Rate of increase in net price of public four-year institutions	Year: 2011 1.7%	1.5%	1.3%	1.1%
1.1.B. Rate of increase in net price of public two-year institutions	Year: 2011 1.7%	1.5%	1.3%	1.1%
1.1.C. Percentage of high school seniors filing a FAFSA	Year: 2013 59.8%	58.8%–60.8% (within 1 percentage point (+/-) of the previous year's calculation)	Within 1 percentage point (+/-) of the previous year's calculation	Within 1 percentage point (+/-) of the previous year's calculation
1.1.D. Index of national aggregate annual earnings of VR consumers (based on the number of competitive employment outcomes, hours worked, and hourly wages of VR consumers)	Year: 2010 $1,862,346	$2,055,344	$2,091,313	$2,127,911
1.1.E. Index of national aggregate annual earnings of Transition-Age Youth (based on the number of competitive employment outcomes, hours worked, and hourly wages of VR Transition-Age Youth)	Year: 2010 $528,323	$626,883	$645,689	$665,060
1.1.F. Number of peer-reviewed publications resulting from NIDRR-supported grantee projects	Year: 2012 484	489	494	499
1.1.G. Number of VR state directors and other state VR personnel who express knowledge of NIDRR grantee research	Year: 2015 TBD	Baseline year (0 increase)	35%	47%
1.2: Quality. Foster institutional value to ensure that postsecondary education credentials represent effective preparation for students to succeed in the workforce and participate in civic life.				
1.2.A. Number of low-performing institutions with high loan default rates and low graduation rates**	Year: 2011 205	178	155	135
1.3: Completion. Increase degree and certificate completion and job placement in high-need and high-skill areas, particularly among underrepresented and/or underprepared populations.				
1.3.A. Degree attainment among 25–34-year-old age cohort***	Year: 2012 44.0%	44.7%	45.6%	46.8%
1.3.B. Retention rate of first-time degree-seeking undergraduates: Full-time	Year: 2011 71.7%	71.9%	72.0%	72.2%
1.3.C. Retention rate of first-time degree-seeking undergraduates: Part-time	Year: 2011 41.9%	42.2%	43.1%	43.6%
1.4: Science, Technology, Engineering, and Mathematics (STEM) Pathways. Increase STEM pathway opportunities that enable access to and completion of postsecondary programs.				
1.4.A. Number of STEM postsecondary credentials awarded	Year: 2011 532,000	560,000	595,000	638,000

* All data sources are included in the Goal 1 section.
** Low-performing institutions are defined as Title IV participating institutions—public, private nonprofit, and private for-profit—having a 3-year Cohort Default Rate (CDR) of 30% or greater and a 150% normal time graduation rate less than 26% (two-year institutions) or 34% (four-year institutions).
*** This measure is aligned with a priority goal.

TBD = To be determined.

Performance Targets Summary	Baseline	Target		
		FY 2014	FY 2015	FY 2016
Goal 2. Elementary and Secondary Education: **Improve the elementary and secondary education system's ability to consistently deliver excellent instruction aligned with rigorous academic standards while providing effective support services to close achievement and opportunity gaps, and ensure all students graduate high school college- and career-ready.***				
2.1: Standards and Assessments. Support implementation of internationally benchmarked college- and career-ready standards, with aligned, valid, and reliable assessments.				
2.1.A. Number of states that have adopted college- and career-ready standards**	Year: 2013 49, plus DC	50	50	50
2.1.B. Number of states that are implementing next-generation reading and mathematics assessments, aligned with college- and career-ready standards**	Year: 2013 0	0	50	50
2.2: Effective Teachers and Strong Leaders. Improve the preparation, recruitment, retention, development, support, evaluation, recognition, and equitable distribution of effective teachers and leaders.***				
2.2.A. Number of states that have fully implemented teacher and principal evaluation and support systems that consider multiple measures of effectiveness, with student growth as a significant factor**	Year: 2013 7	18	37	43
2.3: School Climate and Community. Increase the success, safety, and health of students, particularly in high-need schools, and deepen family and community engagement.				
2.3.A. Disparity in the rates of out-of-school suspensions for students with disabilities and youth of color (youth of color metric)[†]	Year: 2012 10.7% point disparity	8.7% point disparity	NA	6.7% point disparity
2.3.B. Disparity in the rates of out-of-school suspensions for students with disabilities and youth of color (SWD, IDEA only metric)[†]	Year: 2012 5.7% point disparity	4.2% point disparity	NA	2.7% point disparity
2.4: Turn Around Schools and Close Achievement Gaps. Accelerate achievement by supporting states and districts in turning around low-performing schools and closing achievement gaps, and developing models of next-generation high schools.				
2.4.A. Number of persistently low graduation rate high schools****	Year: 2012 766	5% annual reduction	5% annual reduction	5% annual reduction
2.4.B. Percentage of Cohort 1 priority schools that have met the state exit criteria and exited priority school status[†]	Year: 2013 NA	10%	15%	20%
2.4.C. Percentage of Cohort 1 focus schools that have met the state exit criteria and exited focus school status[†]	Year: 2013 NA	10%	15%	20%
2.5: STEM Teaching and Learning. Increase the number and quality of STEM teachers and increase opportunities for students to access rich STEM learning experiences.				
2.5.A. Percentage of high school and middle school teachers who teach STEM as their main assignment who hold a corresponding undergraduate degree[††]	Year: 2012 62.2%	NA	NA	NA
2.5.B. Number of public high school graduates who have taken at least one STEM AP exam[‡]	Year: 2012 497,922	536,810	581,419	632,642

* All data sources are included in the Goal 2 section.

** This measure is aligned with a priority goal.

*** States with approved *Elementary and Secondary Education Act* (ESEA) Flexibility requests are required to implement teacher and principal evaluation and support systems by 2014–15 or 2015–16, depending on the school year of initial approval. Under recently announced additional flexibility, personnel decisions based on those systems are not required until 2016–17.

**** Persistently low graduation rate high schools are defined as regular and vocational high schools with an average minimum cohort size of 65 or more, and an average adjusted cohort graduation rate (ACGR) of 60 percent or less over two years.

[†] Targets for this measure are based on what the Department expects will occur in a given fiscal year.

[††] Data are produced every four years; thus, the Department will only receive one set of data (collected in 2015–16) during this *Strategic Plan* cycle.

[‡] STEM AP fields include Biology, Calculus, Chemistry, Computer Science, Environmental Science, Physics, and Statistics.

NA = Not applicable.

Performance Targets Summary	Baseline	Target		
		FY 2014	FY 2015	FY 2016
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.***				
3.1: Access to High-Quality Programs and Services. Increase access to high-quality early learning programs and comprehensive services, especially for children with high needs.				
3.1.A. Number of states with Quality Rating and Improvement Systems (QRIS) that meet high quality benchmarks for child care and other early childhood programs***	Year: 2011 17	29	31	NA
3.2: Effective Workforce. Improve the quality and effectiveness of the early learning workforce so that early childhood educators have the knowledge, skills, and abilities necessary to improve young children's health, social-emotional, and cognitive outcomes.				
3.2.A. Number of states and territories with professional development systems that include core knowledge and competencies, career pathways, professional development capacity assessments, accessible professional development opportunities, and financial supports for child care providers***	Year: 2011 30	NA	38	NA
3.3: Measuring Progress, Outcomes, and Readiness. Improve the capacity of states and early learning programs to develop and implement comprehensive early learning assessment systems.				
3.3.A. Number of states collecting and reporting disaggregated data on the status of children at kindergarten entry using a common measure**,†	Year: 2010 2	2	9	14

* All data sources are included in the Goal 3 section.

** This measure is aligned with a priority goal.

*** This measure, including baseline and targets, is part of the Department of Health and Human Services' *FY 2015 Annual Performance Report and Performance Plan*.

†Targets for this measure are based on what the Department expects will occur in a given fiscal year.

NA = Not applicable.

Performance Targets Summary	Baseline	Target		
		FY 2014	FY 2015	FY 2016
Goal 4. Equity: **Increase educational opportunities for underserved students and reduce discrimination so that all students are well-positioned to succeed.***				
4.1: Equitable Educational Opportunities. Increase all students' access to educational opportunities with a focus on closing achievement gaps, and remove barriers that students face based on their race, ethnicity, or national origin; sex; sexual orientation; gender identity or expression; disability; English language ability; religion; socioeconomic status; or geographical location.				
4.1.A. National high school graduation rate**	Year: 2012 80.0%	81.5%	83.0%	84.5%
4.2: Civil Rights Compliance. Ensure educational institutions' awareness of and compliance with federal civil rights obligations and enhance the public's knowledge of their civil rights.				
4.2.A. Percentage of proactive civil rights investigations launched annually that address areas of concentration in civil rights enforcement	Year: 2013 7%	7%	10%	12%
4.2.B. Percentage of proactive civil rights investigations resolved annually that address areas of concentration in civil rights enforcement	Year: 2013 8%	8%	10%	12%

* All data sources are included in the Goal 4 section.

** This measure is aligned with a priority goal.

Performance Targets Summary	Baseline	Target		
		FY 2014	FY 2015	FY 2016
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, evidence, transparency, innovation, and technology.*				
5.1: Data Systems and Transparency. Facilitate the development of interoperable longitudinal data systems for early learning through employment to enable data-driven, transparent decision-making by increasing access to timely, reliable, and high-value data.				
5.1.A. Number of public data sets included in ED Data Inventory and thus linked to Data.gov or ED.gov websites**	Year: 2013 55	66	79	94
5.1.B. Number of states linking K–12 and postsecondary data with workforce data	Year: 2013 12	14	18	22
5.1.C. Number of states linking K–12 with early childhood data	Year: 2013 19	23	26	29
5.2: Privacy. Provide all education stakeholders, from early childhood to adult learning, with technical assistance and guidance to help them protect student privacy while effectively managing and using student information.				
5.2.A. Average time to close "cases" (PTAC + FPCO)***	Year: 2013 10 days	9 days	8 days	8 days
5.3: Research, Evaluation, and Use of Evidence. Invest in research and evaluation that builds evidence for education improvement; communicate findings effectively; and drive the use of evidence in decision-making by internal and external stakeholders.				
5.3.A. Percentage of select new[†] (non-continuation) competitive grant dollars that reward evidence[††]	Year: 2012 6.5%	9.0%	11.0%	14.0%
5.3.B. Number of peer-reviewed, full-text resources in the Education Resources Information Center (ERIC)	Year: 2013 23,512	24,712	25,912	27,112
5.3.C. Number of reviewed studies in the What Works Clearinghouse (WWC) database	Year: 2013 9,535	9,885	10,235	10,585
5.4: Technology and Innovation. Accelerate the development and broad adoption of new, effective programs, processes, and strategies, including education technology.				
5.4.A. Percentage of schools in the country that have actual Internet bandwidth speeds of at least 100 Mbps	Year: 2013 20%	30%	50%	70%

* All data sources are included in the Goal 5 section.

** The data sets have been published on Data.gov, www.ed.gov, NCES.ED.gov, studentaid.ed.gov, or other ED.gov subdomain websites.

*** Privacy Technical Assistance Center (PTAC) and Family Policy Compliance Office (FPCO).

[†] "New competitive grant dollars that reward evidence" includes all dollars awarded based on the existence of at least "evidence of promise" in support of a project, per the framework in the Education Department General Administrative Regulations (34 CFR Part 75). Consideration of such evidence appears through: eligibility threshold (e.g., in the Investing in Innovation program); absolute priority; competitive priority (earning at least one point for it); or selection criteria (earning at least one point for it). The percentage is calculated compared to the total new grant dollars awarded, excluding awards made by the Institute of Education Sciences, the National Institute on Disability and Rehabilitation Research, and technical assistance centers, with some exceptions.

[††] This measure is aligned with a priority goal.

Performance Targets Summary	Baseline	Target		
		FY 2014	FY 2015	FY 2016
Goal 6. U.S. Department of Education Capacity: Improve the organizational capacities of the Department to implement this *Strategic Plan.**				
6.1: Effective Workforce. Continue to build a skilled, diverse, and engaged workforce within the Department.				
6.1.A. Staffing gaps percentage	Year: 2013 15%	Establish baseline	TBD	TBD
6.1.B. EVS engagement index	Year: 2012 64.7%	66.0%	67.3%	68.7%
6.1.C. Time to hire**	Year: 2013 65%	66%	68%	69%

Performance Targets Summary		Baseline	Target		
			FY 2014	FY 2015	FY 2016
6.1.D.	Effective Communication Index	Year: 2012 48%	49%	50%	51%
6.2: Risk Management. Improve the Department's program efficacy through comprehensive risk management and grant and contract monitoring.					
6.2.A.	Percentage of A-133 Single Audits Overdue for resolution	Year: 2012 57%	50%	43%	37%
6.2.B.	Compliance rate of contractor evaluation performance reports	Year: 2013 85%	95%	100%	100%
6.3: Implementation and Support. Build Department capacity and systems to support states' and other grantees' implementation of reforms that result in improved outcomes, and keep the public informed of promising practices and new reform initiatives.					
6.3.A.	Percentage of states who annually rate the Department's technical assistance as helping build state capacity to implement education reforms	Year: 2013 54%	58%	67%	77%
6.4: Productivity and Performance Management. Improve workforce productivity through information technology enhancements, telework expansion efforts, more effective process performance management systems, and state-of-the-art leadership and knowledge management practices.					
6.4.A.	Number of ED IT security incidents[†]	Year: 2012 756	718	682	648
6.4.B.	EVS Results-Based Performance Culture Index	Year: 2012 53%	54%	56%	57%
6.4.C.	EVS Leadership and Knowledge Management Index	Year: 2012 60%	61%	62%	63%
6.4.D.	Total usable square footage	Year: 2014 1,525,937	1,525,937	1,525,937	1,459,937
6.4.E.	Rent cost[‡]	Year: 2014 $74.3M	$74.3M	$80.3M	$80.3M

* All data sources are included in the Goal 6 section.

** Time from posting to initial offer letter. The OPM standard for this is 80 days.

[†] An incident, as defined under federal guidelines, is a violation of computer (cyber) policy or practices. Some incidents, by nature, are significant and require reporting to the Department of Homeland Security (DHS) United States Computer Emergency Readiness Team (US-CERT). The significant reportable incidents are associated with unauthorized access; successful denial of service attacks; successful installation and execution of malicious code; and improper usage—i.e., personally identifiable information (PII) breaches. In calendar year 2012, the Department of Education experienced 756 incidents. Since January 1, 2013, the Department has experienced 511 incidents.

[‡] The Department of Education currently leases 27 buildings, occupying 1,525,937 usable square feet of space, costing $74.3M in FY 2014. By FY 2018, the Department will reduce its number of leases to 25 and its space footprint from 1,525,937 to 1,202,319 (21%). Without the above footprint reductions, the Department's FY 2018 rent costs would escalate to $91M; however, the Space Modernization Initiative reduces the FY 2018 cost by $23.5 million (25.7%) to $67.8M. Rent savings in FY 2015–17 are offset by rent escalations in those fiscal years. Assumptions: 1) All leased buildings: 2% is applied for anticipation of CPI (Consumer Price Index) annual increases on the anniversary date of the active lease/occupancy agreement (OA); and 2.5% is applied for anticipation of annual tax increases; 2) All federal buildings: 2.5% is applied for operating cost escalations on the anniversary date of the active OA; 3) 20% is applied to all federal buildings after an OA has expired and a new OA is unavailable. (Projected increase on the appraisal); 4) 40% is applied to all leased buildings after an OA has expired and a new OA is unavailable. (Projected increase on the market rent); 5) If a new OA is unavailable, 3 months early rent is applied to all buildings that are relocating due to possible Department delays. Example: Changes made to the designs after space specifications are completed; and 6) 3 months late rent is applied to all buildings that are relocating due to possible Department delays. Example: Delays in returning space back to rentable condition.

TBD = To be determined.

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

Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youths and adults.

Goal Leader: Jamienne Studley

Objective/Sub-goal 1.1: Access and Affordability. Close the opportunity gap by improving the affordability of and access to college and/or workforce training, especially for underrepresented and/or underprepared populations (e.g., low-income and first-generation students, English learners, individuals with disabilities, adults without high school diplomas, etc.). **Objective Leaders: Jon O'Bergh, Jim Runcie, and Michael Yudin**

> **Measure 1.1.A:** Rate of increase in net price of public four-year institutions
>
> **Measure 1.1.B:** Rate of increase in net price of public two-year institutions
>
> **Measure 1.1.C:** Percentage of high school seniors filing a FAFSA
>
> **Measure 1.1.D:** Index of national annual aggregate earnings of VR consumers (based on the number of competitive employment outcomes, hours worked, and hourly wages)
>
> **Measure 1.1.E:** Index of national annual aggregate earnings of Transition-Age Youth (based on the number of competitive employment outcomes, hours worked, and hourly wages)
>
> **Measure 1.1.F:** Number of peer-reviewed publications resulting from NIDRR-supported grantee projects
>
> **Measure 1.1.G:** Number of VR state directors and other state VR personnel who express knowledge of NIDRR grantee research

Objective/Sub-goal 1.2: Quality. Foster institutional value to ensure that postsecondary education credentials represent effective preparation for students to succeed in the workforce and participate in civic life. **Objective Leader: Jon O'Bergh**

> **Measure 1.2.A:** Number of low-performing institutions with high loan default rates and low graduation rates

Objective/Sub-goal 1.3: Completion. Increase degree and certificate completion and job placement in high-need and high-skill areas, particularly among underrepresented and/or underprepared populations. **Objective Leader: Jon O'Bergh**

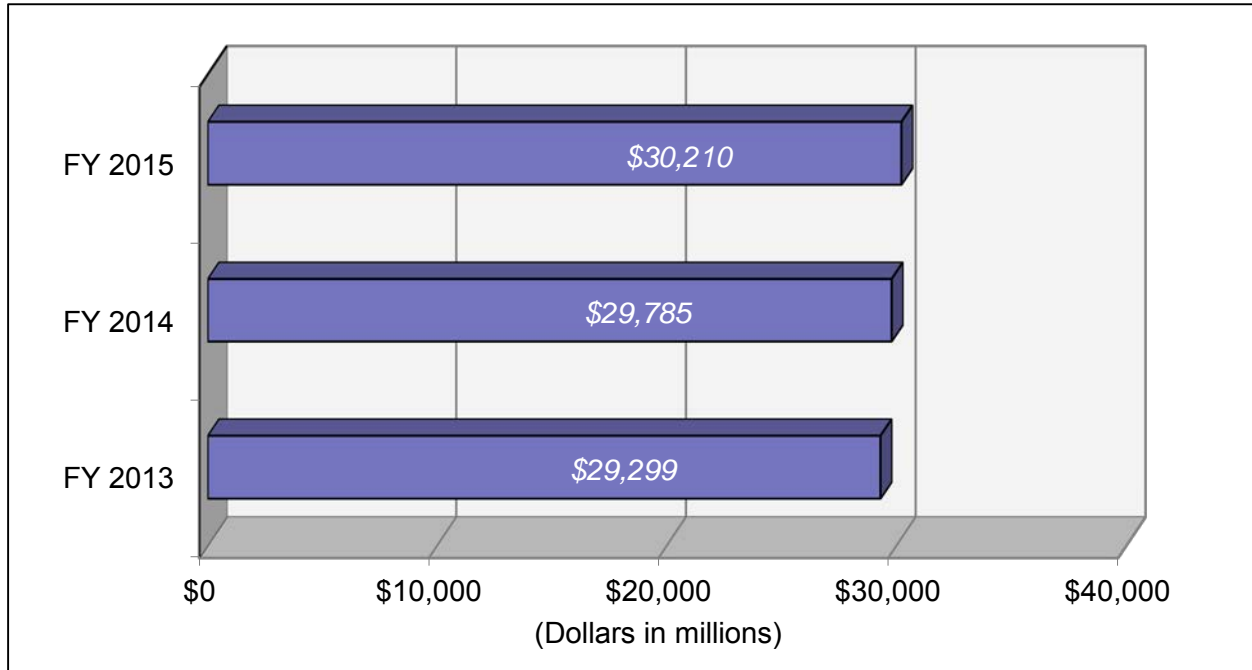> **Measure 1.3.A:** Degree attainment among 25–34-year-old age cohort
>
> **Measure 1.3.B:** Retention rate of first-time degree-seeking undergraduates: Full-time
>
> **Measure 1.3.C:** Retention rate of first-time degree-seeking undergraduates: Part-time

Objective/Sub-goal 1.4: Science, Technology, Engineering, and Mathematics (STEM) Pathways. Increase STEM pathway opportunities that enable access to and completion of postsecondary programs. **Objective Leader: Camsie McAdams**

Measure 1.4.A: Number of STEM postsecondary credentials awarded

Discretionary Resources Supporting Goal 1

FY 2015 $30,210
FY 2014 $29,785
FY 2013 $29,299

(Dollars in millions)

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

**Major Discretionary Programs/Activities Supporting Goal 1[13]
(Dollars in millions)**

POC	Account	Obj.	Program	FY 2013 Appropriation	FY 2014 Appropriation	FY 2015 President's Budget
FSA	DM/SAA	NA	Student Aid Administration: Salaries and expenses	642	663	675
FSA	DM/SAA	NA	Student Aid Administration: Servicing Activities	337	503	772
FSA	SFA	1.1	Federal Pell grants: Discretionary	22,778	22,778	22,778
FSA	SFA	1.1	Federal work-study	926	975	975
OCTAE	CTAE	1.1, 1.2, 1.3	Adult basic and literacy education State grants	564	564	564
OCTAE	CTAE	NA	Career and technical education State grants	1,064	1,118	1,118
OPE	HE	NA	College success grants for minority-serving institutions (proposed legislation)	0	0	75
OPE	HE	1.1, 1.3	Federal TRIO programs	796	838	838

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[13] Many programs may have sub-activities that relate to other goals.

POC	Account	Obj.	Program	FY 2013 Appropriation	FY 2014 Appropriation	FY 2015 President's Budget
OPE	HE	NA	First in the World	0	75	100
OPE	HE	1.1	Gaining early awareness and readiness for undergraduate programs (GEAR UP)	286	302	302
	Subtotal			**27,394**	**27,816**	**28,196**
	Other Discretionary Programs/Activities			**1,905**	**1,970**	**2,013**
TOTAL, GOAL 1				**29,299**	**29,785**	**30,210**

NA = Not applicable.
Note: Detail may not add to total due to rounding.

Public Benefit

Increasing college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youths and adults are matters that require equal parts information, motivation, and opportunity to be successful.

Prior to entering postsecondary education, prospective students need easily accessible information on the cost of attendance, career placement and graduation rates, college loan default rates, earnings of graduates, public-service and private-sector opportunities, loan management options, and other subjects crucial to understanding the affordability and value of the postsecondary institutions and/or programs of study that they are considering. Students deserve to know that, whether they enter a college, university, postsecondary career training program, or adult education program, the credential they earn will be affordable and its value will be recognized as an indication that they possess the necessary knowledge and skills for success in the workplace and in life.

Providing federal student aid in a simple, reliable, and efficient manner is the main way that the Department supports college access, affordability, quality, and completion. In FY 2013, the Department delivered nearly $138 billion in grants, work-study, and loan assistance to approximately 14 million postsecondary students and their families. These students attended approximately 6,200 institutions of postsecondary education accredited by dozens of agencies. In addition, the Department administers $2 billion annually in grants to strengthen postsecondary institutions and promote college readiness, and another $2 billion in grant funds for Career and Technical Education (CTE), adult education (including literacy and civics education), and correctional education to help adults secure the skills that equip them for work, civic participation, and lifelong learning.

The Department has already taken significant steps to increase college access, affordability, quality, and completion. Through the SAFRA Act, passed as part of the *Healthcare and Education Reconciliation Act of 2010* (HCERA), Congress ended student loan subsidies to banks, saving billions of dollars that are now used for financial aid through the Pell Grant program and for reducing borrowers' monthly repayment amounts. Resources developed by the Department, such as the College Affordability and Transparency Center, the Financial Aid Shopping Sheet, the College Scorecard, and a consolidated student aid website from the Department's Federal Student Aid office (www.studentaid.gov), now provide students and families with better tools for informed decision-making. In addition, the Department has simplified the Free Application for Federal Student Aid (FAFSA) so it is easier and faster for students to apply for aid.

The Department will build on these efforts to ensure that all Americans, regardless of background, will have the opportunity to access and complete an affordable postsecondary degree or other postsecondary credential.

Goal 1: Details

Postsecondary Education, Career and Technical Education, and Adult Education Indicators of Success	Baseline	Target		
		2014	2015	2016
1.1.A. Rate of increase in net price of public four-year institutions	Year: 2011 1.7%	1.5%	1.3%	1.1%
1.1.B. Rate of increase in net price of public two-year institutions	Year: 2011 1.7%	1.5%	1.3%	1.1%
1.1.C. Percentage of high school seniors filing a FAFSA	Year: 2013 59.8%	58.8%–60.8% (within 1 percentage point (+/-) of the previous year's calculation)	Within 1 percentage point (+/-) of the previous year's calculation	Within 1 percentage point (+/-) of the previous year's calculation
1.1.D. Index of national aggregate annual earnings of VR consumers (based on the number of competitive employment outcomes, hours worked, and hourly wages)	Year: 2010 $1,862,346	$2,055,344	$2,091,313	$2,127,911
1.1.E. Index of national aggregate annual earnings of Transition-Age Youth (based on the number of competitive employment outcomes, hours worked, and hourly wages)	Year: 2010 $528,323	$626,883	$645,689	$665,060
1.1.F. Number of peer-reviewed publications resulting from NIDRR-supported grantee projects	Year: 2012 484	489	494	499
1.1.G. Number of VR state directors and other state VR personnel who express knowledge of NIDRR grantee research	Year: 2015 TBD	Baseline year (0 increase)	35%	47%
1.2.A. Number of low-performing institutions with high loan default rates and low graduation rates**	Year: 2011 205	178	155	135
1.3.A. Degree attainment among 25–34-year-old age cohort*	Year: 2012 44.0%	44.7%	45.6%	46.8%
1.3.B. Retention rate of first-time degree-seeking undergraduates: Full-time	Year: 2011 71.7%	71.9%	72.0%	72.2%
1.3.C. Retention rate of first-time degree-seeking undergraduates: Part-time	Year: 2011 41.9%	42.2%	43.1%	43.6%
1.4.A. Number of STEM postsecondary credentials awarded	Year: 2011 532,000	560,000	595,000	638,000

* This measure is aligned with a priority goal.

** Low-performing institutions are defined as Title IV participating institutions—public, private nonprofit, and private for-profit—having a 3-year Cohort Default Rate (CDR) of 30% or greater and a 150% normal time graduation rate less than 26% (two-year institutions) or 34% (four-year institutions).

TBD = To be determined.

Sources:

1.1.A. Integrated Postsecondary Education Data System (IPEDS), NCES; annually; statistical collections

1.1.B. Integrated Postsecondary Education Data System (IPEDS), NCES; annually; statistical collections

1.1.C. Numerator (Applicants): FSA's Central Processing System, Denominator (Graduating Seniors): Projections of Education Statistics to 2021; annually; numerator: Department management information systems/business processes; denominator: statistical collections

1.1.D. Rehabilitation Services Administration-911 (RSA-911); annually; monitoring and grant applications

1.1.E. Rehabilitation Services Administration-911 (RSA-911); annually; monitoring and grant applications

1.1.F. NIDRR-supported grantee Annual Performance Reports (APRs); annually; monitoring and grant applications

1.1.G. ED survey of VR state directors and staff; biannually; Department management information systems/business processes

1.2.A. IPEDS Graduation Rate Survey and FSA Three-Year Cohort Default Rate (NSLDS); annually; statistical collections

1.3.A. NCES tabulations of data from the Current Population Survey, Census; annually; statistical collections

1.3.B. Integrated Postsecondary Education Data System (IPEDS), NCES; annually; statistical collections

1.3.C. Integrated Postsecondary Education Data System (IPEDS), NCES; annually; statistical collections

1.4.A. IPEDS, Completions Component; annually; statistical collections

Subpopulation Breakout for Measure 1.3.A: Degree attainment among 25–34-year-old age cohort, by race/ethnicity and disability status,* 2012

	White, Non-Hispanic	Black, non-Hispanic	Hispanic	Asian	Pacific Islander	American Indian	Two or More Races	Disability
Percentage	51.6%	32.6%	22.6%	68.7%	37.2%	29.3%	45.7%	20.9%

* Disability is defined as: deaf; blind; difficulty concentrating, remembering, or making decisions; difficulty walking or climbing stairs; difficulty dressing or bathing; difficulty doing errands alone.

Source: NCES tabulations of data from the Current Population Survey, Census; annually; statistical collections

Subpopulation Breakout for Measure 1.4.A: STEM* postsecondary credentials awarded by degree-granting institutions**, by gender and race/ethnicity, 2011

	Total	White	Black	Hispanic	Asian/Pacific Islander			American Indian/ Alaska Native	Two or More Races	Non-resident Alien
					Total	Asian	Pacific Islander			
Total	532,062	320,147	47,146	45,814	51,592	50,347	1,245	3,616	5,660	58,087
Male	371,766									
Female	160,296									

* STEM includes the following fields: Biological and biomedical sciences, Computer and information sciences, Engineering, Engineering technologies and engineering-related fields, Mathematics and statistics, Military technologies and applied sciences, Physical sciences and science technologies. Engineering technologies and engineering-related fields excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.

** Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS Fall survey: "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services.

Source: IPEDS, Completions Component; annually; statistical collections

***Note on performance measures and targets*:** The measures reflect baselines and targets established for the *FY 2014–18 Strategic Plan.*

Explanation and Analysis of Progress: The Department is working with stakeholders to improve educational opportunity, including increasing academic readiness, supporting adoption of internationally benchmarked college- and career-ready standards, and providing useful information on financial aid and institutional characteristics to facilitate sound decision-making by students and families.

The Department is encouraging the postsecondary community to focus on transparent and validated student learning. States and institutions of higher education must adopt instructional innovations that increase quality and affordability, if the nation is to improve quality for large numbers of students. The Department supports the education and training of individuals in high-need and high-skill career fields, such as health care, advanced manufacturing, clean energy, information technology, and STEM.

Results for measures 1.1.A, 1.1.B, 1.1.C, 1.1.D, 1.1.E, 1.1.G, 1.2.A, 1.3.A, 1.3.B, 1.3.C, and 1.4.A are influenced by actions taken by the Department, but are most influenced by factors that are beyond the control of the Department. Results for measures 1.1.A, 1.1.B, 1.1.F, and 1.4.A are most influenced by actions taken by postsecondary institutions, by funding decisions made at the state and local levels, and by market forces and jobs creation trends.

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:

The Department must ensure that all students—recent high school graduates and adult learners alike—are well prepared for college and careers, help more of them enroll in postsecondary education, and increase the number of those who complete programs of study with a degree or certificate.

To spur reforms at the state level and most effectively impact attainment rates, the Department will implement the President's College Value and Affordability Agenda. One central strategy promotes innovation and competition (such as in course redesign and student services, accelerating time to degree by fostering dual enrollment, pilot projects, and competency-based education), facilitated by a reduction in federal regulatory requirements that may constrain innovation. A second major strategy fosters better investment in college education, and holds institutions and students accountable for completion and postsecondary outcomes, through an improved College Scorecard and also a ratings system that will initially help students compare value (e.g., access, affordability, and student outcomes) and then tie financial aid to performance and improvement. The Department will continue to spotlight model state programs and draw on them to shape federal strategies. Furthermore, the Department is shifting to an evidence-based approach for institutional grants, and in FY 2013 began a pilot through the Strengthening Institutions Program which incorporates a competitive priority to implement evidence-based practices for improving student outcomes. The net effect of these strategies will be to boost completion rates and, by extension, educational attainment.

Goal 2. Elementary and Secondary Education:

Improve the elementary and secondary education system's ability to consistently deliver excellent instruction aligned with rigorous academic standards while providing effective support services to close achievement and opportunity gaps, and ensure all students graduate high school college- and career-ready.

Goal Leader: Deb Delisle

Objective/Sub-goal 2.1: Standards and Assessments. Support implementation of internationally benchmarked college- and career-ready standards, with aligned, valid, and reliable assessments. **Objective Leader: Alex Goniprow**

> **Measure 2.1.A:** Number of states that have adopted college- and career-ready standards

> **Measure 2.1.B:** Number of states that are implementing next-generation reading and mathematics assessments, aligned with college- and career-ready standards

Objective/Sub-goal 2.2: Effective Teachers and Strong Leaders. Improve the preparation, recruitment, retention, development, support, evaluation, recognition, and equitable distribution of effective teachers and leaders.[14] **Objective Leader: Alex Goniprow**

> **Measure 2.2.A:** Number of states that have fully implemented teacher and principal evaluation and support systems that consider multiple measures of effectiveness, with student growth as a significant factor

Objective/Sub-goal 2.3: School Climate and Community. Increase the success, safety, and health of students, particularly in high-need schools, and deepen family and community engagement. **Objective Leader: Alex Goniprow**

> **Measure 2.3.A:** Disparity in the rates of out-of-school suspensions for students with disabilities and youth of color (youth of color metric)

> **Measure 2.3.B:** Disparity in the rates of out-of-school suspensions for students with disabilities and youth of color (SWD, IDEA only metric)

Objective/Sub-goal 2.4: Turn Around Schools and Close Achievement Gaps. Accelerate achievement by supporting states and districts in turning around low-performing schools and closing achievement gaps, and developing models of next-generation high schools. **Objective Leader: Alex Goniprow**

> **Measure 2.4.A:** Number of persistently low graduation rate high schools

> **Measure 2.4.B:** Percentage of Cohort 1 priority schools that have met the state exit criteria and exited priority school status

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[14] States with approved *Elementary and Secondary Education Act* (ESEA) flexibility requests are required to implement teacher and principal evaluation and support systems by 2014–15 or 2015–16, depending on the school year of initial approval. Under recently announced additional flexibility, personnel decisions based on those systems are not required until 2016–17.
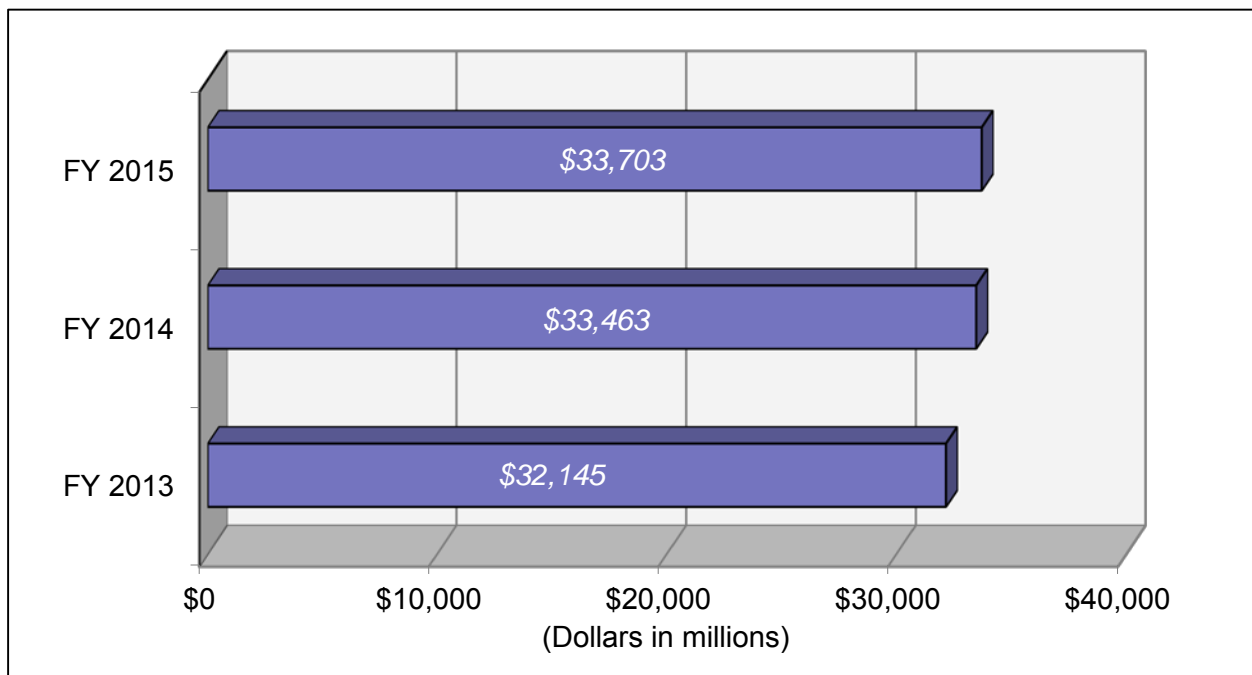
Measure 2.4.C: Percentage of Cohort 1 focus schools that have met the state exit criteria and exited focus school status

Objective/Sub-goal 2.5: STEM Teaching and Learning. Increase the number and quality of STEM teachers and increase opportunities for students to access rich STEM learning experiences. **Objective Leader: Camsie McAdams**

Measure 2.5.A: Percentage of high school and middle school teachers who teach STEM as their main assignment who hold a corresponding undergraduate degree

Measure 2.5.B: Number of public high school graduates who have taken at least one STEM AP exam

Discretionary Resources Supporting Goal 2

FY 2015 — $33,703
FY 2014 — $33,463
FY 2013 — $32,145

(Dollars in millions)

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

Major Discretionary Programs/Activities Supporting Goal 2[15]
(Dollars in millions)

POC	Account	Obj.	Program	FY 2013 Appropriation	FY 2014 Appropriation	FY 2015 President's Budget
OESE	AAEE	2.1, 2.2, 2.3, 2.4	College- and career-ready students	13,760	14,385	14,385
OESE	AAEE	2.4	School turnaround grants	506	506	506
OESE	EIP	2.1	Assessing achievement	369	378	378
OESE	EIP	NA	College pathways and accelerated learning (proposed legislation)	0	0	75
OESE	EIP	NA	Effective teaching and learning for a well-rounded education (proposed legislation)	0	0	25
OESE	EIP	NA	Effective teaching and learning: Literacy (proposed legislation)	0	0	184

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[15] Many programs may have sub-activities that relate to other goals.

POC	Account	Obj.	Program	FY 2013 Appropriation	FY 2014 Appropriation	FY 2015 President's Budget
OESE	IA	2.2, 2.3	Impact Aid	1,160	1,222	1,222
OESE	IIT	2.2	Effective teachers and leaders state grants (proposed legislation)	0	0	2,000
OESE	IIT	2.2	Teacher and leader innovation fund (proposed legislation)	0	0	320
OESE	SSS	NA	21st century community learning centers	1,092	1,149	1,149
OESE	SSS	2.3	Successful, safe, and healthy students (proposed legislation)	0	0	214
OII	IIT	2.1, 2.2, 2.3, 5.4	ConnectEDucators	0	0	200
OII	IIT	2.2, 2.3, 2.4	Expanding educational options (proposed legislation)	0	0	248
OII	IIT	2.1, 2.4, 2.5	High school redesign (proposed legislation)	0	0	150
OII	IIT	2.2, 2.3, 2.6	Magnet schools assistance	92	92	92
OII	IIT	2.2	School leadership	28	26	35
OII	IIT	2.5	STEM Innovation: STEM innovation network (proposed legislation)	0	0	320
OII	SSS	2.1, 2.2, 2.3	Promise Neighborhoods	57	57	100
OSERS	SE	2.1, 2.2, 2.3	Special Education grants to states	10,975	11,473	11,573
	Subtotal			**28,037**	**29,287**	**33,175**
	Other Discretionary Programs/Activities			**4,108**	**4,176**	**529**
TOTAL, GOAL 2				**32,145**	**33,463**	**33,703**

NA = Not applicable.
Note: Detail may not add to total due to rounding.

Public Benefit

The goal for America's educational system is clear: every student should graduate from high school ready for college and a career. Every student should have meaningful opportunities from which to choose upon graduation from high school. Over the past few years, states, districts, and schools have initiated groundbreaking reforms and innovations to try to meet this goal. For the first time, almost every state is supporting higher standards that will demonstrate that students are truly college- and career-ready. States are also coming together to develop the next generation of assessments that are not only aligned with these new standards, but also advance essential skills that promote critical thinking, problem solving, and the application of knowledge. At the same time, states, districts, and schools are working to meet the challenges of putting a highly qualified teacher in every classroom and a strong and effective leader in every school; building local capacity to support successful school turnarounds; redesigning high school education by building stronger connections among secondary education, postsecondary education, and the workplace; and improving teacher preparation and classroom instruction in STEM education.

However, while many schools are increasing the quality of instruction and improving academic achievement, there is also broad agreement that the U.S. education system fails to consistently provide all students with the excellent education necessary to achieve college- and career-readiness. The result is that too many U.S. students are failing to reach their full potential. Recent National Assessment of Educational Progress (NAEP) scores show that low-income students are "roughly two years of learning behind the average better-off student of the same age." Also, according to the 2009 McKinsey report The Economic Impact of the Achievement

Gap in American Schools, on average, "black and Latino students are roughly two to three years of learning behind white students of the same age."

Many children, particularly low-income children, students with disabilities, English learners, and children of color, confront not only an achievement gap, but also an opportunity gap. Today, a student in a school with high minority enrollment is much less likely to go to a school that offers calculus and physics than a student in a high school with low minority enrollment. Closing the opportunity gap will require that school resources, talent, and spending be targeted to the kids who need help the most.

The Department's elementary and secondary education reforms focus on the building blocks needed for schools, school districts, and states to more consistently deliver excellent classroom instruction for all students. The foundation of these reforms is a system for improving learning and teaching that aligns with internationally benchmarked college- and career-ready standards, high-quality formative and summative assessments, and engaging and effective instructional content. Ensuring that U.S. students have the critical thinking skills and other tools they need to be effective in the 21st-century economy means improving teaching and learning in all content areas—from literacy, science, technology, engineering, and mathematics to history, civics and government, geography, foreign languages, the arts, economics and financial literacy, environmental education, computer science, health education, and other subjects.

Goal 2: Details

Elementary and Secondary Indicators of Success	Baseline	Target		
		2014	2015	2016
2.1.A. Number of states that have adopted college- and career-ready standards*	Year: 2013 49, plus DC	50	50	50
2.1.B. Number of states that are implementing next-generation reading and mathematics assessments, aligned with college- and career-ready standards*	Year: 2013 0	0	50	50
2.2.A. Number of states that have fully implemented teacher and principal evaluation and support systems that consider multiple measures of effectiveness, with student growth as a significant factor*	Year: 2013 7	18	37	43
2.3.A. Disparity in the rates of out-of-school suspensions for students with disabilities and youth of color (youth of color metric)**	Year: 2012 10.7% point disparity	8.7% point disparity	NA	6.7% point disparity
2.3.B. Disparity in the rates of out-of-school suspensions for students with disabilities and youth of color (SWD, IDEA only metric)**	Year: 2012 5.7% point disparity	4.2% point disparity	NA	2.7% point disparity
2.4.A. Number of persistently low graduation rate high schools***	Year: 2011 TBD	5% annual reduction	5% annual reduction	5% annual reduction
2.4.B. Percentage of Cohort 1 priority schools that have met the state exit criteria and exited priority school status**	Year: 2013 NA	10%	15%	20%
2.4.C. Percentage of Cohort 1 focus schools that have met the state exit criteria and exited focus school status**	Year: 2013 NA	10%	15%	20%
2.5.A. Percentage of high school and middle school teachers who teach STEM as their main assignment who hold a corresponding undergraduate degree[†]	Year: 2011–12 62.2%	NA	NA	NA
2.5.B. Number of public high school graduates who have taken at least one STEM AP exam[‡]	Year: 2012 497,922	536,810	581,419	632,642

* This measure is aligned with a priority goal.

** Targets for this measure are based on what the Department expects will occur in a given fiscal year.

*** Persistently low graduation rate high schools are defined as regular and vocational high schools with an average minimum cohort size of 65 or more, and an average adjusted cohort graduation rate (ACGR) of 60 percent or less over two years.

†Data are produced every four years; thus the Department will only receive one set of data (collected in 2015–16) during this *Strategic Plan* cycle.

‡STEM fields include biology, calculus, chemistry, computer science, environmental science, physics, and statistics.

NA = Not applicable.

Sources:

2.1.A. ESEA Flexibility Monitoring; annually; monitoring and grant applications

2.1.B. ESEA Flexibility Monitoring; annually; monitoring and grant applications

2.2.A. ESEA Flexibility Applications and Monitoring; annually; monitoring and grant applications

2.3.A. Civil Rights Data Collection, ED/OCR; biennially; program and enforcement data collections

2.3.B. Civil Rights Data Collection, ED/OCR; biennially; program and enforcement data collections

2.4.A. ED*Facts* universe collection, annual reports; annually; program and enforcement data collections

2.4.B. ED*Facts* universe collection, annual reports; annually; program and enforcement data collections

2.4.C. ED*Facts* universe collection, annual reports; annually; program and enforcement data collections

2.5.A. Schools and Staffing Survey (SASS), NCES; quadrennially; statistical collections

2.5.B. College Board/AP administrative records; annually; external (nonstatistical) data sources

Subpopulation Breakout for Measure 2.5.B: Number of Graduates Taking an AP STEM Exam during High School: U.S. Public Schools, 2012

| | Race/Ethnicity | | | | | | | Gender | | Socioeconomic Status | | |
	American Indian/ Alaska Native	Asian, Asian American, Pacific Islander	Black or African American	Hispanic or Latino	White	Other	No Response	Female	Male	Low Income	Not Low Income	Total
Number of Graduates	2,363	73,503	36,689	64,237	298,859	15,001	7,270	256,705	241,217	114,658	383,264	497,922

Source: College Board/AP administrative records; annually; external (nonstatistical) data sources

> ***Note on performance measures and targets***: The measures reflect baselines and targets established for the *FY 2014–18 Strategic Plan.*

Explanation and Analysis of Progress: States have recognized the need to improve the rigor and quality of their standards and assessments. Since 2009, 49 states and the District of Columbia have partnered in a states-led effort to develop common, internationally benchmarked college- and career-ready standards in English, language arts, and mathematics. In addition, three states are implementing their own college- and career-ready standards that have been approved by their state's network of institutions of higher education. With such standards in place, educators are designing instructional strategies to engage students and implementing support systems to strengthen college- and career-ready skills for all students, including those with disabilities and English learners. The Department will leverage federal investments, including Titles I, II, and III of the *Elementary and Secondary Education Act* (ESEA), as well as the *Individuals with Disabilities Education Act* (IDEA), and provide guidance and technical assistance to states to ensure that teachers and principals are well prepared and students have the resources and support needed to graduate from high school ready for college and careers.

Results for measures in Goal 2 are most influenced by actions taken by LEAs or grantees in response to state and federal policy initiatives, but also are influenced by factors that are beyond the control of the LEAs, the states, or the Department. Developing appropriate

assessment instruments and approaches for young students 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:

The Department continues to use the ESEA Flexibility monitoring process to track state implementation and identify areas where technical assistance is needed. This monitoring approach follows on the different kind of relationship the Department built internally across its offices and externally with states during the ESEA Flexibility approval process, including the use of cross-Departmental teams (including staff from the ISU, OSEP, and the Office of School Turnaround), reducing burden and duplication, and reducing overlap between other Department programs and ESEA Flexibility.

A strong reauthorization of the *Elementary and Secondary Education Act* (ESEA) that reinforces and extends the progress already being made to strengthen the quality of elementary and secondary education would further this goal.

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.

Goal Leader: Deb Delisle

Objective/Sub-goal 3.1: Access to High-Quality Programs and Services. Increase access to high-quality early learning programs and comprehensive services, especially for children with high needs. **Objective Leader: Libby Doggett**

> **Measure 3.1.A:** Number of states with Quality Rating and Improvement Systems (QRIS) that meet high quality benchmarks for child care and other early childhood programs

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

> **Measure 3.2.A:** Number of states and territories with professional development systems that include core knowledge and competencies, career pathways, professional development capacity assessments, accessible professional development opportunities, and financial supports for child care providers

Objective/Sub-goal 3.3: Measuring Progress, Outcomes, and Readiness. Improve the capacity of states and early learning programs to develop and implement comprehensive early learning assessment systems. **Objective Leader: Libby Doggett**

> **Measure 3.3.A:** Number of states collecting and reporting disaggregated data on the status of children at kindergarten entry using a common measure

Discretionary Resources Supporting Goal 3
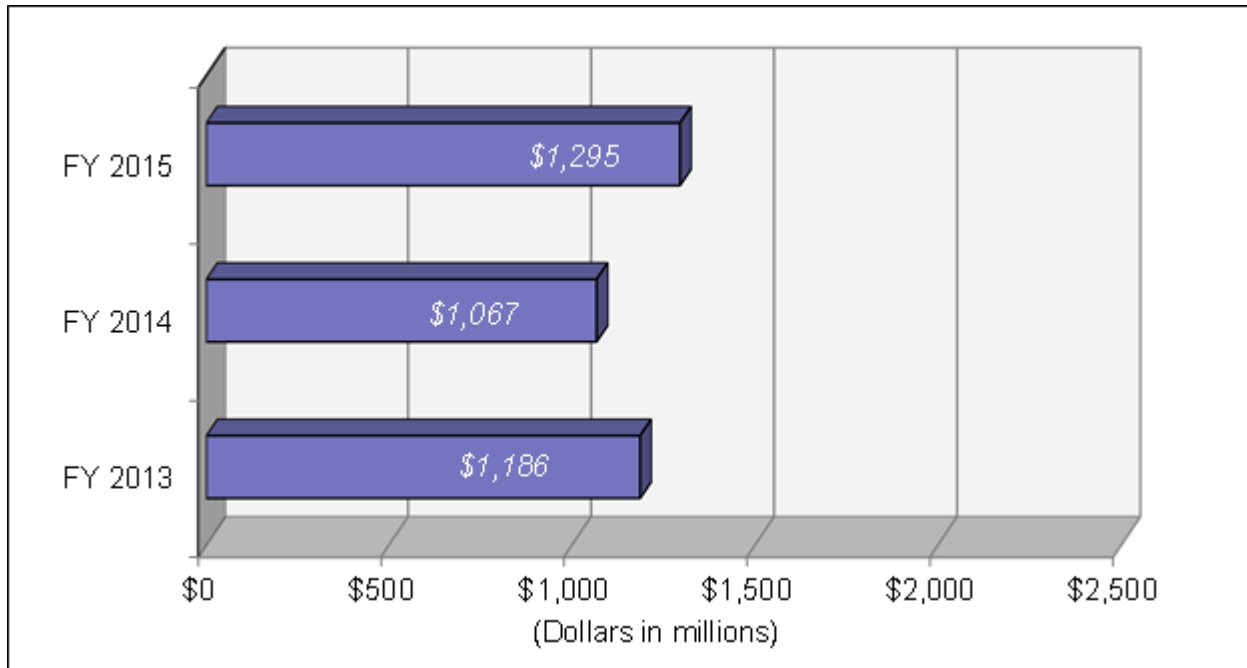
Major Discretionary Programs/Activities Supporting Goal 3[16]
(Dollars in millions)

POC	Account	Obj.	Program	FY 2013 Appropriation	FY 2014 Appropriation	FY 2015 President's Budget
ISU/OESE	ITT	2.1, 2.2, 2.3, 3.1, 3.2, 3.3	Race to the Top[17]	387	0	0
OESE	SR	3.1	School Readiness: Preschool development grants	0	250	500
OSERS	SE	3.1, 3.2, 3.3	Grants for infants and families	420	438	442
OSERS	SE	3.1, 3.2, 3.3	Preschool grants	353	353	353
	Subtotal			1,160	1,042	1,295
	Other Discretionary Programs/Activities			26	26	0
TOTAL, GOAL 3				1,186	1,067	1,295

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

Public Benefit

Children from low-income families, on average, start kindergarten 12 to 14 months behind their peers in pre-reading and language skills. Results from the "Early Childhood Longitudinal Study, Kindergarten Class of 2010–11," indicate scores on reading and math were lowest for kindergartners in households with incomes below the federal poverty level and highest for those in households with incomes at or above 200 percent of the federal poverty level. Additionally,

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[16] Many programs may have sub-activities that relate to other goals.
[17] FY 2013 funds for Race to the Top that support Early Learning Challenge grants are part of the 2013 appropriation for Race to the Top, the rest of which is shown in Goal 4, Equity.

children with a primary home language of English scored higher in reading and math than those coming from homes with a primary home language other than English. High-quality early learning provides the foundation for children's success in school and helps to mitigate educational gaps that exist for children with high needs before they enter kindergarten. By increasing access to high-quality early learning programs and services, the country can work to close, or even prevent, the achievement gap.

Preschool for All, a federal-state partnership that would provide voluntary, high-quality preschool to all 4-year-olds from low- and moderate-income families, would help eliminate that gap. The program would also create incentives for states to expand publicly funded preschool to middle-class families above 200 percent of the federal poverty level, and promote access to high-quality, full-day kindergarten and early learning programs for children under the age of 4. The administration is also proposing Preschool Development Grants to support state efforts to establish the infrastructure for high-quality preschool. This will enable more states with preschool systems at various stages of development to provide universal access to high-quality preschool for 4-year-old children from low- and moderate-income families. In addition, the administration has proposed an increase in funding for the *Individuals with Disabilities Education Act* (IDEA) Part C program to continue to support high-quality services for infants and toddlers with disabilities and their families.

These quality early learning efforts build on significant work from the administration's first term and ongoing federal investments in programs serving young children, including more than $5 billion invested in early childhood programs through the *American Recovery and Reinvestment Act* (Recovery Act), as well as Race to the Top – Early Learning Challenge (RTT-ELC), a program jointly administered by the Department of Education and the Department of Health and Human Services (HHS). The program has rewarded states that have agreed to raise the bar on the quality of their early learning programs; establish higher standards; and provide critical links with health, nutrition, mental health, and family support. RTT-ELC states serve as model early learning and development systems, and are part of a national technical assistance strategy to reach all states. Only by coordinating the patchwork of early learning programs and services, and better integrating them with the elementary and secondary education system, can an integrated early learning system be built that improves health, social-emotional, and cognitive outcomes for children from birth through third grade. A high-quality, coordinated early learning system includes program standards, comprehensive assessment systems, workforce and professional development systems, family and community engagement, health promotion, and data systems.

In supporting the alignment of these systems, the administration will focus its efforts on improving outcomes for children with high needs by ensuring that they have access to high-quality early learning programs with demonstrated success in closing achievement gaps and reducing grade retention rates in later years. To enhance the quality of these programs and services, and improve outcomes for children from birth through third grade, including children with disabilities and those who are English learners, the Department will promote initiatives that increase access to high-quality, effective programs; improve the quality of the early childhood workforce; and support comprehensive assessment systems.

Goal 3: Details

Early Learning Indicators of Success	Baseline	Target		
		2014	2015	2016
3.1.A. Number of states with Quality Rating and Improvement Systems (QRIS) that meet high quality benchmarks for child care and other early childhood programs**	Year: 2011 17	29	31	NA
3.2.A. Number of states and territories with professional development systems that include core knowledge and competencies, career pathways, professional development capacity assessments, accessible professional development opportunities, and financial supports for child care providers**	Year: 2011 30	NA	38	NA
3.3.A. Number of states collecting and reporting disaggregated data on the status of children at kindergarten entry using a common measure*,***	Year: 2010 2	2	9	14

* This measure is aligned with a priority goal.

** This measure, including baseline and targets, is part of the Department of Health and Human Services' *FY 2015 Annual Performance Report and Performance Plan*.

*** Targets for this measure are based on what the Department expects will occur in a given fiscal year.

NA = Not applicable.

Sources:
3.1.A. Biennial Child Care Development Fund (CCDF) Report of States Plans with annual updates from states and territories (HHS/Office of Childcare); annually; external (nonstatistical) data sources

3.2.A. Biennial Child Care Development Fund (CCDF) Report of State Plans (HHS/Office of Childcare); biannually; external (nonstatistical) data sources

3.3.A. Childtrends report, *A Review of School Readiness Practices in the States: Early Learning Guidelines and Assessments*; external (nonstatistical) data sources. Beginning in FY 2014, a Department contractor will collect these data annually.

Note on performance measures and targets: The measures reflect baselines and targets established for the *FY 2014–18 Strategic Plan.*

Explanation and Analysis of Progress: A major obstacle facing families with young children is the lack of access to, and knowledge about, high-quality early learning programs and services. High-quality early learning programs are based on nationally recognized standards such as: high staff qualifications; professional development for teachers and staff; low staff-child ratios and small class sizes; a full-day program; developmentally appropriate, evidence-based curricula and learning environments that are aligned with states' early learning standards; an inclusive program; employee salaries that are comparable to those for K–12 teaching staff; ongoing program evaluation to ensure continuous improvement; strong family engagement; and onsite comprehensive services for children.

Creating high-quality early learning programs also depends on having a high-quality early learning workforce. Qualifications, including education level, required for the workforce vary greatly by state and program. Early childhood professionals, like other education professionals, need information about the process and context of young children's learning and development in order to make informed instructional and programmatic decisions that improve educational outcomes. These data are generated through a comprehensive early learning assessment system, a coordinated and comprehensive system of multiple assessments that organizes information about the process and context of young children's learning and development. This system includes, at a minimum, a coordinated screening and referral system, ongoing formative assessments, measures of environmental quality and adult-child interactions, and a kindergarten entry assessment (KEA).

Measures in Goal 3 are influenced most by actions taken by SEAs or grantees in response to state and federal policy initiatives, but also are influenced by factors that are beyond the control of the LEAs, the states, or the Department. A baseline of 19 states was established in FY 2012 for measure 3.1.A and outyear targets have been adjusted. A baseline of 31 states was established in FY 2011 for measure 3.2.A and outyear targets have been adjusted. A baseline of two states was established in FY 2010 for measure 3.3.A.

Selected Strategies to Achieve Goal 3 Include:

The Department and its early childhood technical assistance center will support both RTT-ELC grantee states and non-grantee states by establishing learning communities and providing technical assistance webinars, briefs, and reports on KEAs. The Department will use an electronic grant monitoring tool, GRADS 360, and other means to monitor and report on KEA progress. Additionally, the Department will work with its Office of Elementary and Secondary Education's (OESE) newly funded national comprehensive center, the Center on Enhancing Early Learning Outcomes (CEELO), to provide targeted technical assistance on KEA development or enhancement.

In supporting the alignment of early childhood education delivery systems, the administration will focus its efforts on improving outcomes for children with high needs by ensuring that children from birth through third grade have access to high-quality early learning programs with demonstrated success in closing achievement gaps and reducing grade retention rates in later years. To enhance the quality of these programs and services, and improve children's outcomes, including children with disabilities and those who are English learners, the Department will promote initiatives that increase access to high-quality, effective programs, improve the quality of the early childhood workforce, and support comprehensive assessment systems.

Goal 4. Equity:

Increase educational opportunities for underserved students and reduce discrimination so that all students are well-positioned to succeed.

Goal Leader: Catherine Lhamon

Objective/Sub-goal 4.1: Equitable Educational Opportunities. Increase all students' access to educational opportunities with a focus on closing achievement gaps, and remove barriers that students face based on their race, ethnicity, or national origin; sex; sexual orientation; gender identity or expression; disability; English language ability; religion; socioeconomic status; or geographical location. **Objective Leader: Bob Kim**
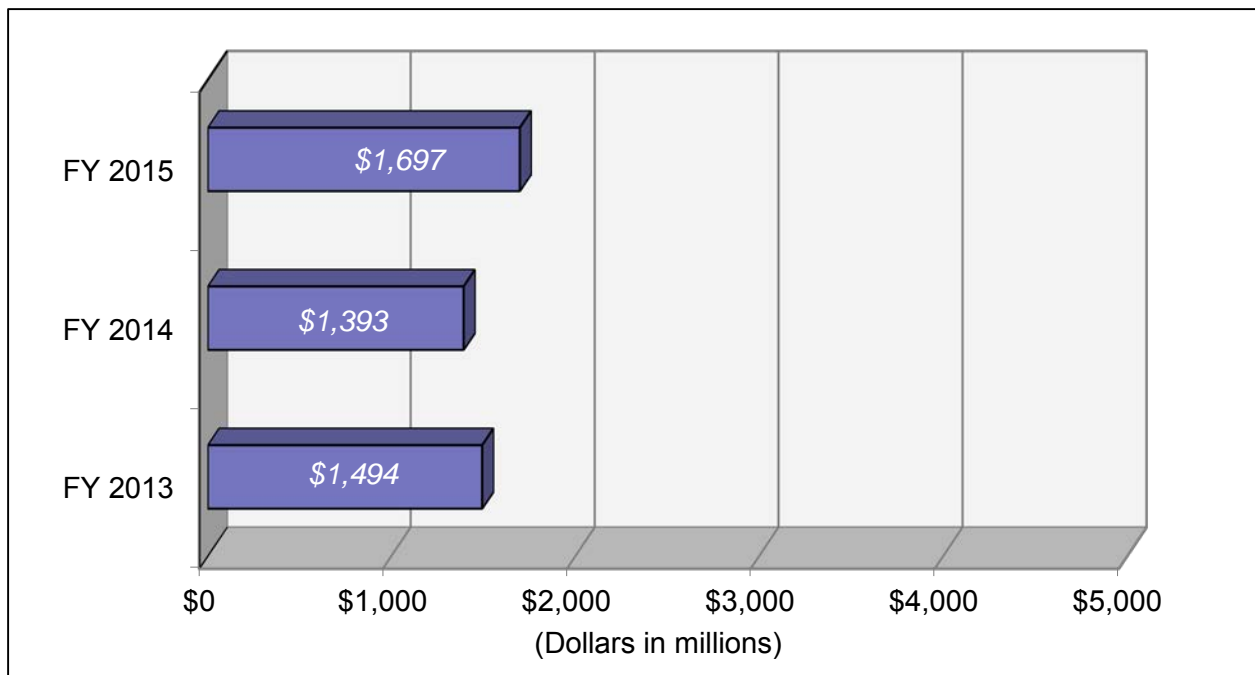
> **Measure 4.1.A:** National high school graduation rate

Objective/Sub-goal 4.2: Civil Rights Compliance. Ensure educational institutions' awareness of and compliance with federal civil rights obligations and enhance the public's knowledge of their civil rights. **Objective Leader: Bob Kim**

> **Measure 4.2.A:** Percentage of proactive civil rights investigations launched annually that address areas of concentration in civil rights enforcement

> **Measure 4.2.B:** Percentage of proactive civil rights investigations resolved annually that address areas of concentration in civil rights enforcement

Discretionary Resources Supporting Goal 4

FY 2015 — $1,697
FY 2014 — $1,393
FY 2013 — $1,494

(Dollars in millions)

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

Major Discretionary Programs/Activities Supporting Goal 4[18]
(Dollars in millions)

POC	Account	Obj.	Program	FY 2013 Appropriation	FY 2014 Appropriation	FY 2015 President's Budget
ISU/ OESE	IIT	2.1, 2.2, 2.3, 3.1, 3.2, 3.3	Race to the Top[19] (proposed legislation)	133	0	300
OCR	OCR	NA	Office for Civil Rights	98	98	102
OESE	AAEE	4.1	State agency programs: Migrant	373	375	375
OESE	EIP	NA	Alaska Native student education	31	31	31
OESE	EIP	NA	Native Hawaiian student education	32	32	32
OESE	EIP	4.1, 4.2	Training and advisory services	7	7	7
OESE	IE	NA	Indian Education: Grants to local educational agencies	100	100	100
OESE	IE	NA	Indian Education: Special programs for Indian children	18	18	18
OESE/OELA	ELE	4.1, 4.2	English Learner Education	694	723	723
OSERS	SE	NA	Special Olympics education programs	8	8	8
TOTAL, GOAL 4				**1,494**	**1,393**	**1,697**

NA= Not applicable.
Note: Detail may not add to total due to rounding.

Public Benefit

The Department is committed to pursuing equity at all stages of education, from birth through adulthood, in institutions of early learning, K–12 schools, career and technical and postsecondary education, adult education, workforce development, and independent living programs. The Department's goal is to ensure that all—not just a subset—of the nation's children, youths, and adults graduate high school and obtain the skills necessary to succeed in college, in the pursuit of a meaningful career, and in their lives.

The Department also recognizes the need to systemically increase educational opportunities for underserved populations, including by exploring ways to increase equitable access to resources and effective teachers within states and districts. While the federal government is not the primary supplier of school funding—contributing only roughly 10 percent of the total education cost at the school level—the Department is committed to exploring ways to encourage states and districts to act more vigorously to close funding and resource gaps. Moreover, studies show that having a strong teacher is the single most important in-school contributor to a student's success. Because of this, and regardless of how teacher effectiveness is defined, it is critical that the nation eliminate disparities between the effectiveness of teachers who serve high-need students—including low-income students, English learners, and students with disabilities—and those who do not. By fostering improved teacher evaluation systems and talent pipelines from recruitment to retention, the Department aims to elevate the teaching profession as a whole while also working to ensure that all students—no matter their ZIP codes—have equitable access to effective teachers.

Finally, civil rights enforcement is pivotal to ensuring that recipients of federal financial funding at the preschool, K–12, and postsecondary levels eliminate acts of discrimination that, left

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[18] Many programs may have subactivities that relate to other goals.
[19] Race to the Top funds contribute to the support of Goals 2 (Elementary and Secondary Education) and 3 (Early Learning) in 2013. In FY 2013, $387 million of Race to the Top funds are shown in Goal 3, Early Learning. The 2014 appropriations act provided $250 million, which is shown in Goal 3 for School Readiness: Preschool Development Grants.

unchecked, would otherwise negatively impact students' achievement and access to educational opportunities. The Department's Office for Civil Rights (OCR) uses a variety of tools to ensure compliance with federal civil rights laws, including issuing detailed policy guidance; conducting vigorous complaint investigations; procuring strong systemic remedies; pursuing aggressive monitoring of resolution agreements; launching targeted and proactive compliance reviews and technical assistance activities; collecting and publicizing school-level data on important civil rights compliance indicators; and participating in intra- and inter-agency work groups to share expertise and best practices. OCR also engages students, parents, recipients of federal funding, and other stakeholders to inform them about applicable federal civil rights laws and policies so that they are equipped to identify and address civil rights issues at the earliest stages.

Goal 4: Details

Equity Indicators of Success	Baseline	Target		
		2014	2015	2016
4.1.A. National high school graduation rate*	Year: 2012 80.0%	81.5%	83.0%	84.5%
4.2.A. Percentage of proactive civil rights investigations launched annually that address areas of concentration in civil rights enforcement	Year: 2013 7%	7%	10%	12%
4.2.B. Percentage of proactive civil rights investigations resolved annually that address areas of concentration in civil rights enforcement	Year: 2013 8%	8%	10%	12%

* This measure is aligned with a priority goal.
NA = Not applicable.

Sources:
4.1.A. ED*Facts* universe collection, annual reports; annually; program and enforcement data collections
4.2.A. Case Management System (CMS) and Document Management (DM) system; annually; Department management information systems/business processes
4.2.B. Case Management System (CMS) and Document Management (DM) system; annually; Department management information systems/business processes

Subpopulation Breakout for Measure 4.1.A: National high school graduation rate by race/ethnicity, other characteristics*: School year 2011–12

	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities
Percentage	80	67	88	73	69	86	72	59	61

* Data are reported based on the requirements for individual states in the Consolidated State Performance Report (CSPR).

Source: ED*Facts* universe collection, annual reports; annually; program and enforcement data collections

Note on performance measures and targets: The measures reflect baselines and targets established for the *FY 2014–18 Strategic Plan.*

Explanation and Analysis of Progress: Just as the Department is leveraging its resources to close achievement gaps between students in different subgroup populations, it is also committed to closing the opportunity gaps at every level of the educational system, from preschool and K–12 to postsecondary, that present barriers to learning or achievement. Such barriers include lack of access to challenging courses, effective teachers and school leaders, sufficient resources and other support, and safe and healthy learning environments. The

Department recognizes that these barriers may, depending on their nature, disproportionately affect one or more student subpopulations, including racial and ethnic minority students; low-income students; students of faith; English learners; students with disabilities; girls and women; lesbian, gay, bisexual, and transgender students; and students who live in geographical locations with greater barriers or fewer opportunities. The lack of student diversity may perpetuate inequitable access to opportunities and fail to prepare students for an increasingly diverse workplace and society.

As the Department pursues programs and activities designed to serve all students, it must ensure that the specific needs of these underserved student subpopulations are being met. The Department also recognizes the need to foster student diversity and to systemically increase educational opportunities for all students, by exploring ways to better research, measure, and support the efficient use and equitable distribution of resources within states and districts based upon what each student needs in order to achieve at a high level.

In addition, through complementary activities that include proactive technical assistance, complaint investigations, targeted compliance reviews, strong systemic remedies, aggressive monitoring of resolution agreements, policy guidance, and intra- and inter-agency sharing of best practices, the Department is using, and will continue to pursue in FY 2014–18, an integrated approach to civil rights enforcement to address key civil rights areas.

Below is a link to the Civil Rights Data Collection (CRDC), which the Department has expanded to include a wealth of new data to assist the Department, states, districts, teachers, administrators, researchers, students, and parents in identifying civil rights trends and issues at the local, state, and national levels: http://ocrdata.ed.gov.

Selected Strategies to Achieve Goal 4 Include:

The Department's Office for Civil Rights (OCR) will continue to use a variety of tools to ensure compliance with federal civil rights laws, including issuing detailed policy guidance; conducting vigorous complaint investigations; procuring strong systemic remedies; pursuing aggressive monitoring of resolution agreements; launching targeted and proactive compliance reviews and technical assistance activities; collecting and publicizing school-level data on important civil rights compliance indicators; and participating in intra- and inter-agency work groups to share expertise and best practices.

Additionally, the Department will continue to work with states towards implementing key reforms that will increase graduation rates and close gaps in graduation rates between student groups. In particular, the Department will continue to monitor states, through ESEA Flexibility, to ensure that schools in which subgroups are not meeting graduation rate targets receive interventions and supports.

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, evidence, transparency, innovation, and technology.

Goal Leader: Jim Shelton

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

> **Measure 5.1.A:** Number of public data sets included in ED Data Inventory and thus linked to Data.gov or ED.gov websites

> **Measure 5.1.B:** Number of states linking K–12 and postsecondary data with workforce data

> **Measure 5.1.C:** Number of states linking K–12 with early childhood data

Objective/Sub-goal 5.2: Privacy. Provide all education stakeholders, from early childhood to adult learning, with technical assistance and guidance to help them protect student privacy while effectively managing and using student information. **Objective Leader: Kathleen Styles**

> **Measure 5.2.A:** Average time to close "cases" (PTAC + FPCO)[20]

Objective/Sub-goal 5.3: Research, Evaluation, and Use of Evidence. Invest in research and evaluation that builds evidence for education improvement; communicate findings effectively; and drive the use of evidence in decision-making by internal and external stakeholders. **Objective Leaders: Sue Betka, Gabriella Gomez, and Marisa Bold**

> **Measure 5.3.A:** Percentage of select new[21] (non-continuation) competitive grant dollars that reward evidence

> **Measure 5.3.B:** Number of peer-reviewed, full-text resources in the Education Resources Information Center (ERIC)

> **Measure 5.3.C:** Number of reviewed studies in the What Works Clearinghouse (WWC) database

Objective 5.4: Technology and Innovation. Accelerate the development and broad adoption of new, effective programs, processes, and strategies, including education technology. **Objective Leader: Richard Culatta**
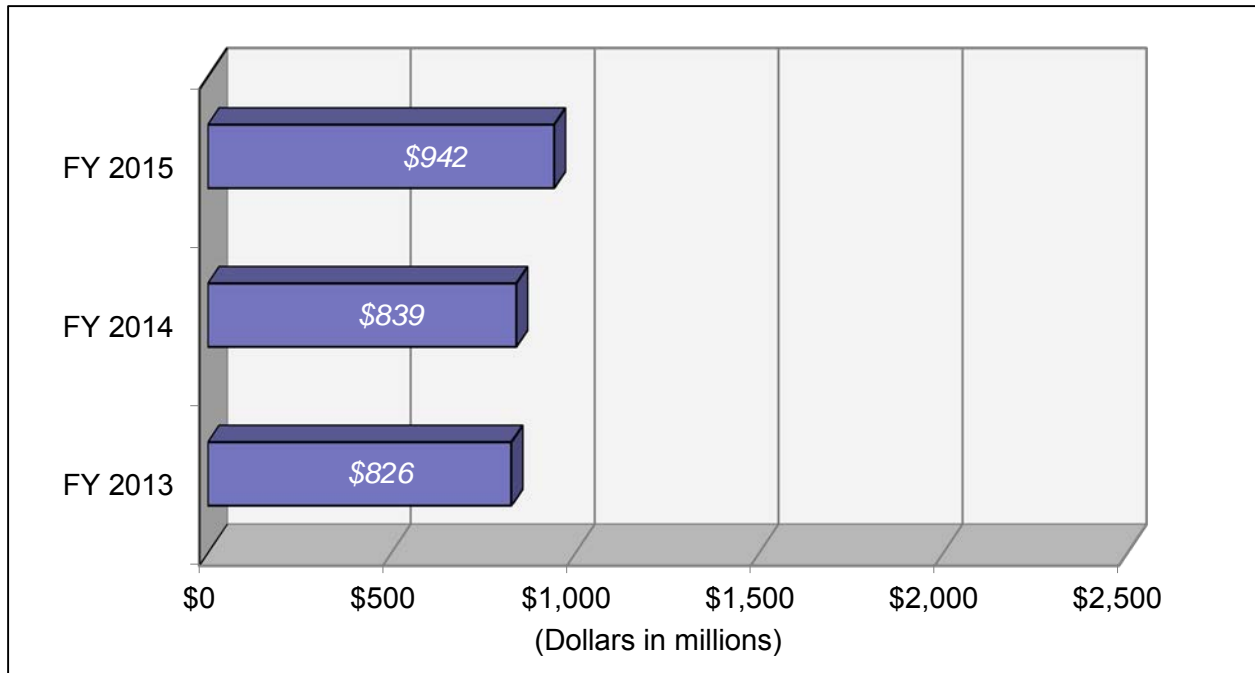
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[20] Privacy Technical Assistance Center (PTAC) and Family Policy Compliance Office (FPCO).

[21] "New competitive grant dollars that reward evidence" includes all dollars awarded based on the existence of at least "evidence of promise" in support of a project, per the framework in the Education Department General Administrative Regulations (34 CFR Part 75). Consideration of such evidence appears through: eligibility threshold (e.g., in the Investing in Innovation program); absolute priority; competitive priority (earning at least one point for it); or selection criteria (earning at least one point for it). The percentage is calculated compared to the total new grant dollars awarded, excluding awards made by the Institute of Education Sciences, the National Institute on Disability and Rehabilitation Research, and technical assistance centers, with some exceptions.

Measure 5.4.A: Percentage of schools in the country that have actual Internet bandwidth speeds of at least 100 Mbps

Discretionary Resources Supporting Goal 5

FY 2015 $942
FY 2014 $839
FY 2013 $826

$0 $500 $1,000 $1,500 $2,000 $2,500
(Dollars in millions)

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

Major Discretionary Programs/Activities Supporting Goal 5[22]
(Dollars in millions)

POC	Account	Obj.	Program	FY 2013 Appropriation	FY 2014 Appropriation	FY 2015 President's Budget
IES	IES	5.3	National assessment	123	132	125
IES	IES	5.3	Research, development, and dissemination	180	180	190
IES	IES	5.1, 5.2	Statewide longitudinal data systems	36	35	70
IES	IES	5.3	Statistics	103	103	123
OII	IIT	5.3	Investing in innovation (proposed legislation)	142	142	165
	Subtotal			**583**	**591**	**673**
	Other Discretionary Programs/Activities			**242**	**248**	**269**
TOTAL, GOAL 5				**826**	**839**	**942**

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

Public Benefit

The foundation for improving systemic capacity is an infrastructure that supports data-driven decision-making. Stakeholders must have access to relevant, useful data in a timely fashion, and the skills to better understand and make use of the data. With relevant and actionable data and the ability to use it, policymakers and educators will be able to appraise how states, districts, schools, and students are currently performing; measure progress; pinpoint gaps;

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[22] Many programs may have sub-activities that relate to other goals.

improve practice; better address student needs; and make sound decisions. States are developing systems that will yield the valid, reliable data that are essential to achieving these purposes, but there is much more work to do. The Department will continue ongoing efforts to develop effective statewide longitudinal data systems, design voluntary common data standards to increase interoperability, and develop the capacity of institutions and staff to utilize data to improve teaching and learning. These activities will help to generate an accurate picture of student performance and other critical elements, from early learning programs through postsecondary institutions and the workforce. At the same time, the Department will work through the government-wide Open Data Initiative to ensure that its own information and data are accessible to and usable by researchers, analysts, and developers in the general public.

Of course, the collection and use of data must be responsible and must appropriately protect student privacy. Stewards and users of data must remember that data describe real people and ensure that systems protect the rights of those people. The Department will help practitioners in the field ensure they are properly protecting privacy and communicating with parents and students about the proper use and management of student data.

Systemic improvement also requires research and evaluation so that decision makers at the national, state, and local levels have reliable evidence to inform their actions. The Department aims to support research that will make a difference by giving states, districts, and schools the information and evidence they need to identify the effective practices they need to adopt. This research will also help them focus scarce resources on investments most likely to have the greatest impact and become more dynamic learning organizations.

The Department's vision for 21st-century learning also requires that schools have a 21st-century technology infrastructure, anchored around high-speed Internet. States, districts, and schools must have such infrastructure to incorporate cutting-edge methods for strengthening curriculum quality and delivery to meet more rigorous college- and career-ready standards; improving student access and engagement; developing comprehensive, formative, and summative assessment systems; and enhancing data management systems.

Goal 5: Details

Continuous Improvement of the U.S. Education System Indicators of Success	Baseline	Target		
		2014	2015	2016
5.1.A. Number of public data sets included in ED Data Inventory and thus linked to Data.gov or ED.gov websites**	Year: 2013 55	66	79	94
5.1.B. Number of states linking K–12 and postsecondary data with workforce data	Year: 2013 12	14	18	22
5.1.C. Number of states linking K–12 with early childhood data	Year: 2013 19	23	26	29
5.2.A. Average time to close "cases" (PTAC + FPCO)***	Year: 2013 10 days	9 days	8 days	8 days
5.3.A. Percentage of select new**** (non-continuation) competitive grant dollars that reward evidence*	Year: 2012 6.5%	9.0%	11.0%	14.0%
5.3.B. Number of peer-reviewed, full-text resources in the Education Resources Information Center (ERIC)	Year: 2013 23,512	24,712	25,912	27,112
5.3.C. Number of reviewed studies in the What Works Clearinghouse (WWC) database	Year: 2013 9,535	9,885	10,235	10,585
5.4.A. Percentage of schools in the country that have actual Internet bandwidth speeds of at least 100 Mbps	Year: 2013 20%	30%	50%	70%

* This measure is aligned with a priority goal.

** The data sets have been published on Data.gov, www.ed.gov, NCES.ED.gov, studentaid.ed.gov, or other ED.gov subdomain websites.

*** Privacy Technical Assistance Center (PTAC) and Family Policy Compliance Office (FPCO).

**** "New competitive grant dollars that reward evidence" includes all dollars awarded based on the existence of at least "evidence of promise" in support of a project, per the framework in the Education Department General Administrative Regulations (34 CFR Part 75). Consideration of such evidence appears through: eligibility threshold (e.g., in the Investing in Innovation program); absolute priority; competitive priority (earning at least one point for it); or selection criteria (earning at least one point for it). The percentage is calculated compared to the total new grant dollars awarded, excluding awards made by the Institute of Education Sciences, the National Institute on Disability and Rehabilitation Research, and technical assistance centers, with some exceptions.

Sources:

5.1.A. Count provided by Department staff, based upon the data sets on ed.gov, and public use data identified in the ED Data Inventory; annually; Department management information systems/business processes

5.1.B. Grant monitoring; quarterly; monitoring and grant applications

5.1.C. Grant monitoring; quarterly; monitoring and grant applications

5.2.A. Case Tracking System (CTS); quarterly; Department management information systems/business processes

5.3.A. ED calculations based upon multiple Department-controlled data sources, including G5; annually; Department management information systems/business processes

5.3.B. Education Resources Information Center (ERIC); quarterly; Department management information systems/business processes

5.3.C. What Works Clearinghouse (WWC); quarterly; Department management information systems/business processes

5.4.A. Education Superhighway; annually; external (nonstatistical) data sources

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***Note on performance measures and targets*:** The measures reflect baselines and targets established for the *FY 2014–18 Strategic Plan.*

Explanation and Analysis of Progress: 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 related to 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 in a system particular to only one sector of the education community or are not shared in a timely manner with policymakers and practitioners. Time lags, data gaps, and difficulty accessing the information make it challenging for schools and districts to identify best practices, measure growth in student performance, and improve teaching and learning. Even when data are available and widely shared, in many cases they are not used to drive instructional practices or decision-making.

During the past decade, the Department has made significant progress in this area by supporting rigorous, independent evaluations of education initiatives; defining and promoting standards for research on effectiveness; funding long-term research projects in education, as well as short-term work in response to immediate practitioner needs; investing in a variety of types of research, ranging from design and development to large-scale impact studies; using innovative models for tiered-evidence grant-making; and promoting the use of evidence to drive decision-making.

Data sets published through the 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) file—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.

Results for measures 5.1.B, 5.1.C, and 5.4.A are most influenced by actions taken by LEAs or grantees in response to state and federal policy initiatives, but also are influenced by factors that are beyond the control of the LEAs, 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 SEAs and LEAs. 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:

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. Through these systems, for example, secondary schools can know how many of their students are enrolled in a postsecondary program, how many required remediation before actual courses for credit could be taken, and how many students continue in postsecondary education and obtain a postsecondary degree or credential.

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

Improve the organizational capacities of the Department to implement this *Strategic Plan.*

Goal Leader: Jim Shelton

Objective/Sub-goal 6.1: Effective Workforce. Continue to build a skilled, diverse, and engaged workforce within the Department. **Objective Leader: Pam Malam**

Measure 6.1.A: Staffing gaps percentage

Measure 6.1.B: EVS engagement index

Measure 6.1.C: Time to hire

Measure 6.1.D: Effective Communication Index

Objective 6.2: Risk Management. Improve the Department's program efficacy through comprehensive risk management, and grant and contract monitoring. **Objective Leaders: Phil Maestri and Jim Ropelewski**

Measure 6.2.A: Percentage of A-133 Single Audits Overdue for resolution

Measure 6.2.B: Compliance rate of contractor evaluation performance reports

Objective 6.3: Implementation and Support. Build Department capacity and systems to support states' and other grantees' implementation of reforms that result in improved outcomes, and keep the public informed of promising practices and new reform initiatives. **Objective Leader: Alex Goniprow**

Measure 6.3.A: Percentage of states who annually rate the Department's technical assistance as helping build state capacity to implement education reforms

Objective 6.4: Productivity and Performance Management. Improve workforce productivity through information technology enhancements, telework expansion efforts, more effective process performance management systems, and state-of-the-art leadership and knowledge management practices. **Objective Leaders: Danny Harris, Pam Malam, and Denise Carter**

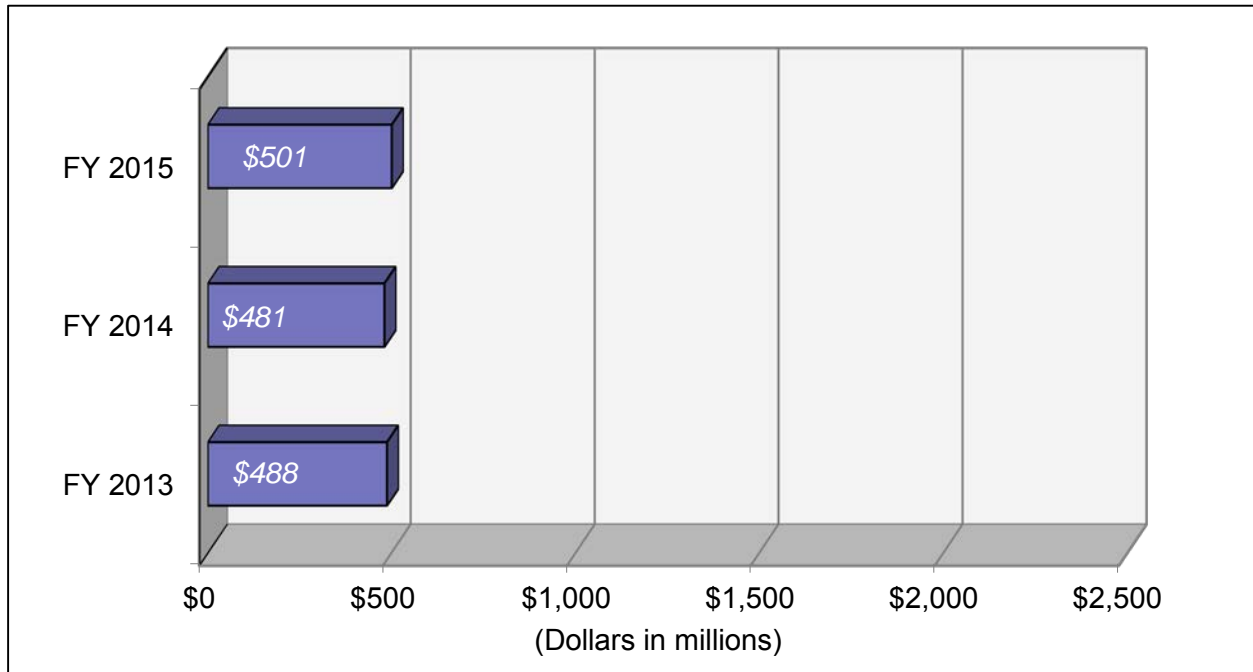**Measure 6.4.A:** Number of ED IT security incidents

Measure 6.4.B: EVS Results-Based Performance Culture Index

Measure 6.4.C: EVS Leadership and Knowledge Management Index

Measure 6.4.D: Total usable square footage

Measure 6.4.E: Rent cost

Discretionary Resources Supporting Goal 6

FY 2015 $501

FY 2014 $481

FY 2013 $488

$0 $500 $1,000 $1,500 $2,000 $2,500

(Dollars in millions)

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

Major Discretionary Programs/Activities Supporting Goal 6[23]
(Dollars in millions)

POC	Account	Obj.	Program	FY 2013 Appropriation	FY 2014 Appropriation	FY 2015 President's Budget
OIG	OIG	NA	Office of Inspector General	58	58	59
	DM/PA	NA	Program Administration: Building modernization	0	1	2
	DM/PA	NA	Program Administration: Salaries and expenses	431	422	440
TOTAL, GOAL 6				**488**	**481**	**501**

NA = Not applicable.
Note: Detail may not add to total due to rounding.

Public Benefit

The Department must retool its organizational capabilities and areas of expertise. In particular, transforming the Department means:

- developing a new approach to workforce and succession planning, and

- raising the competency levels of the employees using a strategic, disciplined, and structured approach.

To ensure the achievement of mission critical objectives, grants and contract management will be a strategic focus for improvement in long- and short-term initiatives. These initiatives will strive to support grantees better in achieving their educational goals while also continuing to hold grantees accountable for meeting financial requirements and legal obligations.

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[23] Many programs may have sub-activities that relate to other goals.

To do so, the Department will continue to build the skills and knowledge of its workforce; rethink how it monitors and intervenes with high-risk grantees, as well as contractors; enhance workforce productivity through information technology and performance management; and transform the way the Department interacts with states, districts, institutions of higher education, and other grantees across the country. The transformation will result in improved performance results, increased stakeholder collaboration, and higher employee engagement.

Goal 6: Details

U.S. Department of Education Capacity Indicators of Success	Baseline	Target		
		2014	2015	2016
6.1.A. Staffing gaps percentage	Year: 2013 15%	Establish baseline	TBD	TBD
6.1.B. EVS engagement index	Year: 2012 64.7%	66.0%	67.3%	68.7%
6.1.C. Time to hire*	Year: 2013 65%	66%	68%	69%
6.1.D. Effective Communication Index	Year: 2012 48%	49%	50%	51%
6.2.A. Percentage of A-133 Single Audits Overdue for resolution	Year: 2012 57%	50%	43%	37%
6.2.B. Compliance rate of contractor evaluation performance reports	Year: 2013 85%	95%	100%	100%
6.3.A. Percentage of states who annually rate the Department's technical assistance as helping build state capacity to implement education reforms	Year: 2013 54%	58%	67%	77%
6.4.A. Number of ED IT security incidents**	Year: 2012 756	718	682	648
6.4.B. EVS Results-Based Performance Culture Index	Year: 2012 53%	54%	56%	57%
6.4.C. EVS Leadership and Knowledge Management Index	Year: 2012 60%	61%	62%	63%
6.4.D. Total usable square footage	Year: 2014 1,525,937	1,525,937	1,525,937	1,459,937
6.4.E. Rent cost***	Year: 2014 $74.3M	$74.3M	$80.3M	$80.3M

* Time from posting to initial offer letter. The OPM standard for this is 80 days.

** An incident, as defined under federal guidelines, is a violation of computer (cyber) policy or practices. Some incidents, by nature, are significant and require reporting to the Department of Homeland Security (DHS) United States Computer Emergency Readiness Team (US-CERT). The significant reportable incidents are associated with unauthorized access; successful denial of service attacks; successful installation and execution of malicious code; and improper usage—i.e., personally identifiable information (PII) breaches. In calendar year 2012, the Department of Education experienced 756 incidents. Since January 1, 2013, the Department has experienced 511 incidents.

*** The Department of Education currently leases 27 buildings, occupying 1,525,937 usable square feet of space, costing $74.3M in FY 2014. By FY 2018, the Department will reduce its number of leases to 25 and its space footprint from 1,525,937 to 1,202,319 (21%). Without the above footprint reductions, the Department's FY 2018 rent costs would escalate to $91M; however, the Space Modernization Initiative reduces the FY 2018 cost by $23.5 million (25.7%) to $67.8M. Rent savings in FY 2015–17 are offset by rent escalations in those fiscal years. Assumptions: 1) All leased buildings: 2% is applied for anticipation of CPI (Consumer Price Index) annual increases on the anniversary date of the active lease/occupancy agreement (OA); and 2.5% is applied for anticipation of annual tax increases; 2) All federal buildings: 2.5% is applied for operating cost escalations on the anniversary date of the active OA; 3) 20% is applied to all federal buildings after an OA has expired and a new OA is unavailable. (Projected increase on the appraisal); 4) 40% is applied to all leased buildings after an OA has expired and a new OA is unavailable. (Projected increase on the market rent); 5) If a new OA is unavailable, 3 months early rent is applied to all buildings that are relocating due to possible Department delays. Example: Changes made to the designs after space specifications are completed; and 6) 3 months late rent is applied to all buildings that are relocating due to possible Department delays. Example: Delays in returning space back to rentable condition.

TBD = To be determined.

Sources:

6.1.A. Mission Critical Occupation (MCO) Staffing Gap Report; quarterly; Department management information systems/business processes

6.1.B. Employee Viewpoint Survey (EVS); annually; Department management information systems/business processes

6.1.C. Workforce Transformation Tracking System (WTTS) and Entrance on Duty System (EOS); quarterly; Department management information systems/business processes

6.1.D. Employee Viewpoint Survey (EVS); annually; Department management information systems/business processes

6.2.A. OCFO's Audit Accountability & Resolution Tracking System (AARTS); annually; Department management information systems/business processes

6.2.B. Past Performance Information Retrieval System (PPIRS) Compliance Metric Report; annually; Department management information systems/business processes

6.3.A. Baseline is from the Race to the Top State Lead Survey, n=19. Future data will come from the Annual Grantee Satisfaction Survey; annually; Department management information systems/business processes

6.4.A. Operational Vulnerability Management Solution (OVMS) system; quarterly; Department management information systems/business processes

6.4.B. Employee Viewpoint Survey (EVS); annually; Department management information systems/business processes

6.4.C. Employee Viewpoint Survey (EVS); annually; Department management information systems/business processes

6.4.D. Department's Master Space Management Plan; annually; Department management information systems/business processes

6.4.E. Department's Master Space Management Plan; annually; Department management information systems/business processes

> ***Note on performance measures and targets***: The measures reflect baselines and targets established for the *FY 2014–18 Strategic Plan.*

Explanation and Analysis of Progress: The agency's strategic goals must support postsecondary education, career and technical education, adult education, elementary and secondary education, early learning, equity, and continuous improvement of the U.S. education system. To accomplish this, the Department's workforce must be in the right position, at the right time, with the right skills, and at the right cost, led by skilled and engaging supervisors and managers. The Department is focusing on enhancing employee productivity and aligning performance management practices with Departmental strategic objectives by aligning priorities and goals at every level in the organization.

The Department has an important role to play in providing differentiated support and technical assistance to those pursuing this challenging work—even while continuing to improve the quality and reduce the burden of its fundamental stewardship function. To do so, the Department is moving from being an organization narrowly focused on one-size-fits-all compliance monitoring to an organization dedicated to progress and outcomes, and adept at both differentiating support to states and holding them accountable for meeting their programmatic, financial, and legal obligations.

Risk management 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, focus grant monitoring efforts, and identify performance challenges that can be addressed through measures such as enhanced technical assistance. Risk management is also an essential aspect of contract monitoring, achieved by actively assessing program and performance risk inherent in contracts through oversight and support, and issuance of policy and guidance to program and contract officials.

Selected Strategies to Achieve Goal 6 Include:

The Department must continue to prioritize and support the learning and development of its leaders to become more adept at assessing employee competency gaps and developmental needs, distinguishing performance versus conduct issues, and providing meaningful and ongoing feedback and coaching to achieve planned outcomes so that employees will better understand and fulfill their roles, and be accountable for producing the expected results.

FY 2014–15 Agency Priority Goals

The Department of Education has identified a limited number of priority goals that will comprise a particular focus over the next two years. These goals, which will help measure the success of the Department's cradle-to-career education strategy, reflect the importance of teaching and learning at all levels of the education system. These goals are consistent with the Department's five-year strategic plan, which will be used to regularly monitor and report progress. To view information on all Department programs, please visit www.ed.gov.

The effective implementation of the Department's priority and strategic goals will depend, in part, on the effective use of high-quality and timely data, including evaluations and performance measures, throughout the lifecycle of policies and programs. The Department is committed to increasing the number of programs and initiatives that are evaluated using methods that include those consistent with the What Works Clearinghouse Evidence Standards, and incorporating cost-effectiveness measures into evaluations and program improvement systems.

For more information, go to http://www.performance.gov.

Department of Education's FY 2014–15 Agency Priority Goals
Increase college degree attainment in America By September 30, 2015, 45.6 percent of adults ages 25–34 will have an associate degree or higher, which will place the nation on track to reach the president's goal of 60 percent degree attainment by 2020.
Support implementation of college- and career-ready standards and assessments By September 30, 2015, at least 50 states/territories[24] will be implementing next-generation assessments, aligned with college- and career-ready standards.
Improve learning by ensuring that more students have effective teachers and leaders By September 30, 2015, at least 37 states will have fully implemented teacher and principal evaluation and support systems that consider multiple measures of effectiveness, with student growth as a significant factor.
Support comprehensive early learning assessment systems By September 30, 2015, at least nine states will be collecting and reporting disaggregated data on the status of children at kindergarten entry using a common measure.
Ensure equitable educational opportunities By September 30, 2015, the number of high schools with persistently low graduation rates[25] will decrease by 5 percent annually. The national high school graduation rate will increase to 83 percent, as measured by the Adjusted Cohort Graduation Rate, and disparities in the national high school graduation rate among minority students, students with disabilities, English learners, and students in poverty will decrease.
Enable evidence-based decision making By September 30, 2015, the percentage of select new[26] (non-continuation) competitive grant dollars that reward evidence will increase by 70 percent.

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[24] In addition to the 50 states, the District of Columbia, Puerto Rico, and other territories are candidates for implementing these assessments.

[25] Consistent with the ESEA Flexibility definition, *persistently low graduation rate* is defined as a less than 60 percent graduation rate. Persistently low graduation rate high schools are defined as regular and vocational high schools with an average minimum cohort size of 65 or more, and an average ACGR of 60 percent or less over two years.

[26] "New competitive grant dollars that reward evidence" includes all dollars awarded based on the existence of at least "evidence of promise" in support of a project, per the framework in the Education Department General Administrative Regulations (34 CFR Part 75). Consideration of such evidence appears through: eligibility threshold (e.g., in the Investing in Innovation program); absolute priority; competitive priority (earning at least one point for it); or selection criteria (earning at least one point for it). The percentage is calculated compared to the total new grant dollars awarded, excluding awards made by the Institute of Education Sciences, the National Institute on Disability and Rehabilitation Research, and technical assistance centers, with some exceptions.

Cross-Agency Priority Goals and Collaborations

In accordance with the *GPRA Modernization Act of 2010*, interim Cross-Agency Priority Goals (CAP Goals) were published concurrent with the FY 2013 President's budget on Performance.gov in February 2012 and will be active until February 2014 when they will be revised with the FY 2015 budget. Performance.gov is updated on a quarterly basis for each CAP Goal. The website will include the information required by law, such as goal leader(s), contributing agencies, organizations, programs, targets, key milestones, major management challenges, and plans to address these challenges. Quarterly Performance Updates (QPUs) for the website on progress will be provided by the goal leader in coordination with the PIC, OMB, corresponding government-wide management (CXO) council and contributing agencies. (A-11, part 6, 220.5)

Each Cross-Agency Priority Goal has a goal leader(s) and deputy goal leader(s) who will manage the processes by which goals are executed. Goal leaders are given flexibility in how to manage CAP Goals and are encouraged to leverage existing structures as much as practicable, (e.g., existing working groups, interagency policy committees, councils). Every CAP Goal will have a governance team chaired by the goal leader and deputy goal leader and consisting of representatives from agencies contributing to the goal, OMB, and others as determined by the goal leader.

Each governance team will develop an action plan explaining how the Federal Government will execute on the goal, including agencies' contributions, areas where cross-agency coordination is needed, and anticipated risks or obstacles. The action plan will be updated as experience is gained and new information is learned. (A-11 Part 6, 220.9)

Management Priorities and Challenges

The Department is delivering greater impact through innovation, increasing effectiveness and efficiency, and better customer service. Management priorities and progress to address challenges are noted throughout this report, along with performance goals, indicators and/or milestones, and other measurements of progress. Data-driven reviews and analysis is used to identify areas of success and challenge.

In summary, as reported in the closeout of the *FY 2011–14 Strategic Plan,* the Department results are mixed—presenting both accomplishments and challenges moving forward. The Department has shown progress toward established goals in such important areas as increasing state commitments to high-quality outcome metrics for preschools and better use of data to evaluate teachers and colleges and to help students identify their own strengths and remediate areas where they face challenges. The nation continues to face serious challenges in promoting high standards while at the same time increasing the number of students who successfully complete their formal education and find employment.

Accomplishments and Notable Progress

Education is key to the nation's long-term economic prosperity and is an investment in its future. A highly educated workforce is necessary for American competitiveness in the global economy. As such, the Department continues to maintain strong support for traditional state formula grant programs while continuing to fund competitive initiatives, such as the Race to the Top (RTT), Promise Neighborhoods, Investing in Innovation (i3) grants, and a redesigned School Improvement Grants program. Almost every state is supporting higher standards that ensure students will be college- and career-ready.

The United States is seeing the highest high school graduation rate in three decades, and over the past four years, postsecondary financial assistance available to students and families has increased significantly. Moreover, the Department has seen an increase of more than 50 percent in the number of students accessing higher education on Pell Grants. To help students and their families make decisions about college, the Department developed a number of resources, such as College Navigator, the College Affordability and Transparency Center, and the Net Price Calculator (See appendix E).

The Department has identified several priorities to reflect the focus on a cradle-to-career education strategy and to concentrate efforts on the importance of teaching and learning at all levels of the education system. In FY 2013, the Department made significant progress in leveraging its programs to support state- and district-led efforts to ensure that more students have effective teachers by better training, recruiting, identifying, and retaining effective teachers, especially in areas with high needs. Through RTT, the SIG program, *Elementary and Secondary Education Act* (ESEA) Flexibility, and other federal programs, the Department is providing significant resources to improve the nation's lowest-achieving schools dramatically by using intensive turnaround models.

On April 16, 2013, the Department and Health and Human Services (HHS) announced an investment of the majority of the 2013 Race to the Top funds ($370 million) for both a new competition and to provide supplemental awards for six state grantees—California, Colorado, Illinois, New Mexico, Oregon, and Wisconsin—who had only received 50 percent of their initial request. The Department is working to increase the number of states approved for ESEA Flexibility, those that have adopted college- and career-ready standards, by working with states that submitted ESEA Flexibility requests to meet the high bar for approval and developing and targeting technical assistance activities to leverage states' limited resources and continue to identify promising practices across multiple states. Further, the Department is facilitating the development of interoperable state data systems from early learning through the workforce and will provide support to the education community, including teachers and administrators, on how to understand and appropriately use data to inform policies, instructional practices, and leadership decisions. The Department has increased coordination with Department of Labor and the Workforce Data Quality Initiative grants program, including joint sessions at an annual grantee conference.

Challenges and Risk Mitigation

The challenges to achieving the goals set forth in the new *Strategic Plan* lie in the Department's funding and capacity. Facing fiscal uncertainty, the Department has achieved savings in salaries and expenses and by reducing lease costs, utilities, travel, printing, supplies, and some contract costs. The Department continues to meet and address financial challenges with efficiency and responsibility and in compliance with the *Balanced Budget and Emergency Deficit Control Act*. Employing a comprehensive risk management and grant and contract monitoring, the Department ensures prudent use of public dollars and mitigates risk through oversight and support of grantees and contractors.

Supporting a skilled, diverse, and engaged workforce in a climate that is resource constrained continues to be a challenge. Through careful management of funds, the Department was able to avert furloughing employees in FY 2013 so that its customers and stakeholders continued to receive the best possible service. The Department is judiciously investing in continuous improvement, productivity, and communication.

Accomplishing all of the priorities outlined in the *FY 2014–18 Strategic Plan* will require strong coordination and collaboration from Department staff working with Congress, partners at the state and local levels, and stakeholders in the education community. This includes meeting numerous legislative challenges. In addition, state and federal fiscal constraints may impact the Department's ability to provide the necessary incentives and resources to increase quality, transparency, and accountability—and most of important of all—student achievement.

Office of Inspector General's (OIG) Management Challenges

OIG works to promote efficiency, effectiveness, and integrity in the programs and operations of the U.S. Department of Education. Through audits, inspections, investigations, and other reviews, OIG continues to identify areas of concern within the Department's programs and operations and recommend 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 OIG presented four management challenges: improper payments, information technology security, oversight and monitoring, and data quality and reporting. Although OIG noted some progress by the Department in addressing these areas, each remains as a management challenge for FY 2014 and a new challenge was added related to the Department's information technology system development and implementation.

The FY 2014 management challenges are:

(1) Improper Payments,
(2) Information Technology Security,
(3) Oversight and Monitoring,
(4) Data Quality and Reporting, and
(5) Information Technology System Development and Implementation.

These challenges reflect continuing vulnerabilities and emerging issues faced by the Department as identified though OIG's recent audit, inspection, and investigative work.

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.

OIG noted some progress by the Department in addressing the FY 2013 management challenges. The Department remains committed to improved governance and better business processes. Management has worked closely with OIG to gain its perspective about the Department's most significant management and performance challenges.

Lower-Priority Program Activities

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

Appendices

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Appendix A: Data Validity and Verification Assurance

The *Government Performance and Results Act Modernization Act of 2010* requires agencies to describe the accuracy and reliability of data presented. During 2013, the Department significantly strengthened its approach to data verification and validation. This revised process applies to FY 2014 and will be used as the basis for reporting performance results going forward. The data presented in the Department's *FY 2014–18 Strategic Plan* and *FY 2015 Annual Performance Plan* are assessed for completeness and reliability differently depending on the type of data and its source:

• statistical data,
• program and enforcement data collections,
• monitoring and grant applications,
• management information systems/business operations, and
• external (nonstatistical) data sources.

Details of this process, along with descriptions of each data type and how the Department assesses its completeness and reliability, are presented as part of this appendix. The appendix also includes known limitations of the data and the Department's plans to address those limitations. Improvement efforts include revising program and enforcement data collections and improving grantee monitoring processes.

Because FY 2014 represents an overlap between two strategic plans, the Department is taking a forward-looking approach to reporting that emphasizes the continuity between the strategic plan that is being closed out this year and the plan that will be used to report in FY 2014 through FY 2018. I am confident that our data verification and validation process and the data sources used provide, to the extent possible, complete and reliable performance data pertaining to goals and objectives in our *FY 2014–18 Strategic Plan*, including those goals and objectives that are continuing from the *FY 2011–14 Strategic Plan*.

Through a process of continuous improvement, the Department continues to assess its validation process and welcomes input from stakeholders.

/s/

Arne Duncan
March 10, 2014

The *GPRA Modernization Act of 2010* requires agencies to prepare information on the reliability of data presented. OMB guidance indicates:

> Agencies may develop a single data verification and validation appendix used to communicate the agency's approaches, and/or may also choose to provide information about data quality wherever the performance information is communicated (e.g., websites). Agencies should discuss their verification and validation techniques with their respective OMB Resource Management Office, if necessary. The transmittal letter included in Annual Performance Reports must contain an assessment by the agency head of the completeness and reliability of the performance data presented and a description of agency plans to improve completeness, reliability, and quality, where needed.[26]

The data presented in the Department's *FY 2014–18 Strategic Plan* are obtained from five basic sources. The text below outlines these types of data and how the Department will assess their completeness and reliability:

- statistical data,
- program and enforcement data collections,
- monitoring and grant applications,
- management information systems/business operations, and
- external (nonstatistical) data sources.

Statistical data collections contain documented studies' methodologies that provide evidence of data completeness and reliability and identify data limitations that arise from a variety of sources, including sampling error. To identify their completeness and reliability, the Department will rely upon associated methodology reports developed by the National Center for Education Statistics (NCES), Census, and other statistical agencies as applicable.

Strategic Plan data obtained from **program data collections** are submitted by grantees to program offices, or from **program data submitted to the Department through the ED***Facts* **Submission System.** The Department's ED*Facts* team works with ED program offices on protocols to assess the completeness, reliability, and overall quality of ED*Facts* data, identifying limitations specific to the data elements used to calculate public-facing metrics. Program offices were asked to identify procedures they follow to ensure the completeness and reliability of APR data, known limitations, and applicable plans for quality enhancement. To identify the completeness and reliability of **enforcement data collections** (such as the Civil Rights Data Collection), the Department will rely upon associated methodology notes.

Monitoring and grant applications data (such as Flex Applications) and **management information systems/business operations** (such as the Past Performance Information Retrieval System) are also used to calculate performance measures. Program offices were asked to identify the monitoring process, information system, or business operation that is the source of metric data; describe quality assurance of procedures in use; and identify data limitations.

Nonstatistical **data sources external to the Department** are used to support four public-facing performance indicators. The source for two metrics is the Department of Health and Human

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[26] OMB Circular A-11, Preparation, Submission, and Execution of the Budget, Part 6, Section 260.9, July 2013.

Services (HHS). The Department will consult with HHS on the limitations of its data. The other external data providers were asked to provide evidence of data quality and known data limitations.

Below is a list of metrics with associated data sources and information on data quality, limitations, and improvements.

FY 2014–18 Strategic Plan Public-Facing Metrics

Statistical Collections

#	Metric (Statistical Collections)	Data Source	Data Quality, Limitations, and Improvements
1.1.A, 1.1.B	Rate of increase in net price of public two- and four-year institutions	Integrated Postsecondary Education Data System (IPEDS), NCES	Data quality and limitations identified in IPEDS First Look Publications, "Data Collection Procedures" and IPEDS methodology available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012293.
1.1.C	Percentage of high school seniors filing a FAFSA	Projections of Education Statistics to 2021 (Denominator)	The denominator is the projected number of graduating seniors according to Projections of Education Statistics to 2021. Data quality and limitations documented at http://nces.ed.gov/programs/projections/projections2021/app_a1.asp.
1.2.A	Number of low-performing institutions with high loan default rates and low graduation rates	IPEDS Graduation Rate Survey and FSA Three-Year Cohort Default Rate (NSLDS)	Graduation rate data quality and limitation identified in IPEDS First Look Publications, "Data Collection Procedures" and IPEDS methodology available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012293. CDR data quality and limitations are available at http://ifap.ed.gov/DefaultManagement/finalcdrg.html.
1.3.A	Degree attainment among 25–34-year-old age cohort	NCES tabulations of data from the Current Population Survey, Census	Data quality and limitations documented in http://www.census.gov/cps/files/Source%20and%20Accuracy.pdf.
1.3.B, 1.3.C	Retention rate of first-time degree-seeking undergraduates	IPEDS, NCES	Data quality and limitations identified in IPEDS First Look Publications, "Data Collection Procedures" and IPEDS methodology available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012293.
1.4.A	Number of STEM postsecondary credentials awarded	IPEDS, NCES	Data quality and limitations identified in IPEDS First Look Publications, "Data Collection Procedures" and IPEDS methodology available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012293.
2.5.A	Percentage of high school and middle school teachers who teach STEM as their main assignment who hold a corresponding undergraduate degree	Schools and Staffing Survey (SASS), NCES	The methods report for the 2011–12 SASS is not yet released. Study documentation from the 2007–08 survey is available at http://nces.ed.gov/surveys/sass/methods0708.asp.

Program and Enforcement Data Collections

#	Metric (Program and Enforcement Data Collections)	Data Source	Data Quality, Limitations, and Improvements
2.3.A, 2.3.B	Disparity in the rates of out-of-school suspensions for students with disabilities and youth of color	Civil Rights Data Collection, ED/OCR	Data quality and limitations for the 2011–12 CRDC data set are not yet available. Data quality and limitations for the 2009–10 CRDC data set are available at http://ocrdata.ed.gov/DataNotes.
2.4.A	Number of persistently low graduation rate high schools	ED*Facts* universe collection, annual reports	Adjusted cohort graduation rate (ACGR) data for 2011–12 are not available for three states. Two states will report ACGRs beginning with the 2012–13 school year and the third will report ACGRs beginning with the 2013–14 school year. Additionally, ACGR is a new data element and as schools, LEAs, and SEAs refine their measurement of ACGR, the number of persistently low graduation rate high schools could change purely as a result of better measurement.
2.4.B	Percentage of Cohort 1 priority schools that have met the state exit criteria and exited priority school status	ED*Facts* universe collection, annual reports	ESEA Flexibility plans do not allow for one standard methodology to determine whether or not a school "met the state exit criteria." This will need to be looked at manually, state-by-state, once the list of schools exiting priority status has been identified.
2.4.C	Percentage of Cohort 1 focus schools that have met the state exit criteria and exited focus school status	ED*Facts* universe collection, annual reports	ESEA Flexibility plans do not allow for one standard methodology to determine whether or not a school "met the state exit criteria." This will need to be looked at manually, state-by-state, once the list of schools exiting focus status has been identified.
4.1.A	National high school graduation rate	ED*Facts* universe collection, annual reports	Adjusted cohort graduation rate data for 2011–12 are not available for three states. Two states will report ACGRs beginning with the 2012–13 school year and the third will report ACGRs beginning with the 2013–14 school year. NCES imputed data for those states to derive a national total.

Monitoring and Grant Applications

#	Metric (Monitoring and Grant Applications)	Data Source	Data Quality, Limitations, and Improvements
1.1.D	Index of national aggregate annual earnings of VR consumers (based on the number of competitive employment outcomes, hours worked, and hourly wages)	Rehabilitation Services Administration-911 (RSA-911)	All VR grantees submit a RSA-911, which includes information on employment outcomes. In addition to state VR agencies reviewing the data prior to submitting it to RSA, RSA reviews all submissions with a series of edit checks to identify suspect or potentially erroneous data. Every case from every agency for which RSA has a question is

#	Metric (Monitoring and Grant Applications)	Data Source	Data Quality, Limitations, and Improvements
1.1.E	Index of national aggregate annual earnings of Transition-Age Youth (based on the number of competitive employment outcomes, hours worked, and hourly wages)		returned to the agency for review and, following review and any needed correction, is resubmitted to RSA to start the process anew. Despite this process, some erroneous data likely exist in the database, due to the large quantity of data. However, because RSA is using only three data elements that are not subject to subjective interpretation, the likelihood of error is substantially reduced for these metrics. For FY 2014 and following years, RSA introduced a new RSA-911 data collection form with expanded definitions and, for guidance, issued a series of Questions and Answers to assist VR agencies in completing the new form. In addition to the new form, new instructions, and guidance, RSA is preparing a new edit program to review all new RSA-911 submissions that is more comprehensive than the prior edit program.
1.1.F	Number of peer-reviewed publications resulting from NIDRR-supported grantee projects	NIDRR-supported grantee Annual Performance Reports (APRs)	The main data limitation is that APR data are self-reported by grantees. To help ensure the reliability of the self-report data, an ED contractor conducts data quality checks and contacts grantees to resolve concerns with the data quality.
2.1.A	Number of states that have adopted college- and career-ready standards	ESEA Flexibility Monitoring	The Office of Elementary and Secondary Education's (OESE) Student Achievement and School Accountability (SASA) office will count the number of states that either (a) have a memorandum of understanding in place to implement the Common Core or (b) have a letter from an Institute for Higher Education in their state certifying that their state has college- and career-ready standards. There are no known data limitations.
2.1.B	Number of states that are implementing next-generation reading and mathematics assessments, aligned with college- and career-ready standards	ESEA Flexibility Monitoring	The Office of Elementary and Secondary Education's (OESE) Student Achievement and School Accountability (SASA) office monitors states that receive ESEA Flexibility waivers in three phases over the three-year waiver. Monitoring includes desk monitoring and on-site monitoring. SASA state leads use a monitoring protocol and rubric to ensure that monitoring is consistent across all states. SASA state leads work with their Group Leader to finalize monitoring reports. All reports are reviewed by both the Group Leader for Monitoring and Technical Assistance and the Director of SASA for consistencies across states. States have an opportunity to review the draft report before the final report is issued. There are no known data limitations.

#	Metric (Monitoring and Grant Applications)	Data Source	Data Quality, Limitations, and Improvements
2.2.A	Number of states that have fully implemented teacher and principal evaluation and support systems that consider multiple measures of effectiveness, with student growth as a significant factor	ESEA Flexibility Applications and Monitoring	ESEA Flexibility applications are signed and attested to by the Chief State School Officer. The Office of Elementary and Secondary Education's (OESE) Student Achievement and School Accountability (SASA) office monitors states that receive ESEA Flexibility waivers in three phases over the three-year waiver. Monitoring includes desk monitoring and on-site monitoring. SASA state leads use a monitoring protocol and rubric to ensure that monitoring is consistent across all states. SASA state leads work with their Group Leader to finalize monitoring reports. All reports are reviewed by both the Group Leader for Monitoring and Technical Assistance and the Director of SASA for consistencies across states. States have an opportunity to review the draft report before the final report is issued. There are no known data limitations.
5.1.B	Number of states linking K–12 and postsecondary data with workforce data	Grant Monitoring	SLDS grantee states submit annual progress reports and monthly update reports on system linkages, which are then validated by program staff through phone calls and site visits. Information is limited for non-grantee states, where program staff relies on information from technical assistance providers or state staff. NCES is moving to a survey on linkage status starting in FY 2015.
5.1.C	Number of states linking K–12 with early childhood data		

Department Management Information Systems/Business Processes

#	Metric (Department Management Information Systems/Business Processes)	Data Source	Data Quality, Limitations, and Improvements
1.1.C	Percentage of high school seniors filing a FAFSA	FSA's Central Processing System (Numerator)	The FAFSA does not ask filers for the year of high school graduation. As such, FSA creates a proxy for the numerator that includes number of applications during the first nine months of the application cycle that are complete (not rejected); first-time filers; incoming freshmen, with or without previous college attendance; age 18 or less as of April 30 of the first year of the application cycle; reporting high school diploma attainment; and attended a high school in the 50 states and DC. FSA improved how it captures the individuals who meet the specifications noted in the previous sentence in its FY 2014 collection.

#	Metric (Department Management Information Systems/Business Processes)	Data Source	Data Quality, Limitations, and Improvements
1.1.G	Number of VR state directors and other state VR personnel who express knowledge of NIDRR grantee research	ED survey of VR state directors and staff	This is a new collection for ED. The Department will work with a contractor to develop a survey and a data quality plan that addresses the completeness and reliability of the data. In addition to the data being self-reported, the Department acknowledges that a key limitation to these data may be low response rates due, in part, to the significant turnover of VR directors and staff.
4.2.A	Percentage of proactive civil rights investigations launched annually that address areas of concentration in civil rights enforcement	Case Management System (CMS) and Document Management (DM) system	The Office for Civil Rights (OCR) captures up-to-date information related to launching and resolving proactive investigations (including compliance reviews and directed investigations) in its Case Management System (CMS) and Document Management (DM) systems. In order to facilitate the ability to access important case data and documents, the staff in OCR's 12 enforcement offices are responsible for ensuring (and are regularly reminded to ensure) that case-related information is entered into the CMS/DM within 5 working days after an action occurs. For compliance reviews and other high-profile cases, updates must be made within 24 hours of significant case developments. OCR's Information Technology Specialist checks these databases on a regular basis to ensure the completeness of the data provided. OCR understands the need to continually monitor and improve the overall consistency and reliability of the data and documents in the CMS and DM systems, and will ensure that all data related to key priority cases are accurate and up to date.
4.2.B	Percentage of proactive civil rights investigations resolved annually that address areas of concentration in civil rights enforcement		
5.1.A	Number of public data sets included in ED Data Inventory and thus linked to Data.gov or ED.gov websites	Count provided by Department staff, based upon the data sets on ed.gov, and public use data identified in the ED Data Inventory	This list is maintained manually and could be subject to minor clerical errors. There are plans to automate as Data.gov continues to upgrade and enhance its online catalog.

#	Metric (Department Management Information Systems/Business Processes)	Data Source	Data Quality, Limitations, and Improvements
5.2.A	Average time to close "cases" (PTAC + FPCO)	Case Tracking System (CTS)	Privacy, Information and Records Management Service (PIRMS) will use EnterpriseWizard case tracking software (i.e., Case Tracking System or CTS). The Case Tracking System has been customized by a contractor to accurately calculate the average time to close all cases. For the purpose of this metric, cases include all non-complaint related inquiries received via email, phone call, or written correspondence that do not require a formal written response with official signature. The CTS is user-driven, thus is subject to user error. To curb user error, policies and procedures are being developed to better assure that Family Policy Compliance Office (FPCO) and Privacy Technical Assistance Center (PTAC) staff input data into the CTS in a consistent and reliable manner. Staff responsible for entering data into the CTS will be trained on policies and procedures. Quarterly monitoring of data entered will be conducted to assure completeness and reliability of data and to recommend any improvements to the CTS or modifications to the standard operating procedures.
5.3.A	Percentage of select new (non-continuation) discretionary grant dollars that reward evidence	Department calculations based upon multiple Department-controlled data sources, including G5	After the end of each fiscal year, the total amount of new discretionary grant dollars for the select programs addressed by the metric (i.e., the denominator) can be determined using G5, the Department's general grant management database. The specific grant awards that were awarded based on the existence of evidence (per EDGAR, evidence of promise, moderate evidence, or strong evidence) will be identified by each POC after such awards are made. Department senior leadership will ensure that the method and process of identifying specific eligible grant awards is reliable, consistent with existing practices, and not overly burdensome to Department staff.
5.3.B	Number of peer-reviewed, full-text resources in the Education Resources Information Center (ERIC)	Education Resources Information Center (ERIC)	For each reference included in the ERIC database, flags indicate whether the reference (1) is peer-reviewed and/or (2) provides the full text in ERIC. The ERIC contractor uses well-known resources in the library field to determine whether an article was published in a journal that used peer review. IES staff will filter on these two flags to determine the number of resources that meet this metric. There are no known data limitations.

#	Metric (Department Management Information Systems/Business Processes)	Data Source	Data Quality, Limitations, and Improvements
5.3.C	Number of reviewed studies in the What Works Clearinghouse (WWC) database	What Works Clearinghouse (WWC)	Without exception, any study reviewed by the What Works Clearinghouse (WWC) is included in the WWC database, which is publicly available on the Internet. Institute of Education Sciences staff will count the number of reviewed studies that are in the WWC database. There are no known data limitations.
6.1.A	Staffing gaps percentage	Mission Critical Occupation (MCO) Staffing Gap Report	The Department's Budget Service obtains the staffing gap data from the Department's Federal Personnel and Payroll System (FPPS) Datamart roster and separations reports. As FPPS is a user-driven system, the data used for the Mission Critical Occupation (MCO) Staffing Gap Report are only as reliable as the data that are entered into FPPS. Human Capital and Client Services (HCCS) intends to improve data in FPPS by updating standard operating procedures, implementing process maps, and training customers and HCCS staff to follow these new processes when entering data into the system.
6.1.B	EVS Engagement Index	Employee Viewpoint Survey (EVS)	The Federal Employee Viewpoint Survey (EVS) is conducted annually, government-wide, under the direction and oversight of the Office of Personnel Management (OPM) using rigorous, validated statistical survey methods. There are no known data limitations with respect to calculating the EVS indices. The Engagement Index is produced and provided by OPM. As the participation rate for the EVS in 2013 was 68.9%, the Department will work to increase the participation rate to reduce non-response bias in the data. All other aspects of the EVS are sound with regard to completeness, reliability, and quality.
6.1.C	Time to hire	Workforce Transformation Tracking System (WTTS) and Entrance on Duty System (EOS)	A Time to Hire report is generated by the Department's Workforce Transformation Tracking System (WTTS)/Entrance on Duty System (EOS). This report relies heavily on the data that are entered into the system by Department customers and Human Capital and Client Services (HCCS) staff, so quality of data is only as reliable as the information entered into the system. The Department does not have a standardized Workforce Planning Model in place, so there is little strategic planning when Principal Offices input their hiring action plan into WTTS at the beginning of the fiscal year, nor has it been strongly enforced for Principal Offices to plan for succession, attrition, and staff planning. HCCS intends to improve Time to Hire data by implementing a Workforce Planning Model that will allow Principal Offices to anticipate and integrate the human capital response into the Department's *Strategic Plan.*

#	Metric (Department Management Information Systems/Business Processes)	Data Source	Data Quality, Limitations, and Improvements
6.1.D	Effective Communication Index	Employee Viewpoint Survey (EVS)	The Federal Employee Viewpoint Survey (EVS) is conducted annually, government-wide, under the direction and oversight of the Office of Personnel Management using rigorous, validated statistical survey methods. There are no known data limitations with respect to calculating the EVS indices. The Effective Communication Index uses a consistent subset of EVS questions that allows for tracking trends and making comparisons across agencies and within ED. As the participation rate for the EVS in 2013 was 68.9%, the Department will work to increase the participation rate to reduce non-response bias in the data. All other aspects of the EVS are sound with regard to completeness, reliability, and quality.
6.2.A	Percentage of A-133 Single Audits Overdue for resolution	OCFO's Audit Accountability & Resolution Tracking System (AARTS)	A Quality Control reviewer initiates a weekly upload of A-133 audit data to OCFO's Audit Accountability & Resolution Tracking System (AARTS) through a file submission directly from the Federal Audit Clearinghouse (FAC). An AARTS administrator (separate from the Quality Control reviewer) must verify the uploaded data with the actual audits. Data from Office of Inspector General (OIG) audits are automatically loaded into the AARTS system through a feed directly from the Audit Tracking System (ATS), which is an OIG-owned system. Similar to the A-133 process, these data are also verified by a system administrator once uploaded. The AARTS system is regularly reviewed for updates and improvements to incorporate changed or streamlined processes and to take advantage of advances in technology. There are no current upgrades in development pertinent to the performance management process. There are no known data limitations that would impact this metric.

#	Metric (Department Management Information Systems/Business Processes)	Data Source	Data Quality, Limitations, and Improvements
6.2.B	Compliance rate of contractor evaluation performance reports	Past Performance Information Retrieval System (PPIRS) Compliance Metric Report	The Department conducts an analysis of the completed and pending past performance evaluations on a regular basis. The data used to conduct the analyses are extracted from the Contractor Performance Assessment Reporting System (CPARS), which is used government-wide to track and collect past performance evaluations for all awards that are in excess of the simplified acquisition threshold (SAT). Immediately following the issuance of an award that is in excess of the SAT, which is identified by means of the Federal Procurement Data System - Next Generation (FPDS-NG), the relevant award information is loaded into CPARS. Due to the direct linkage between FPDS-NG, CPARS, and PPIRS, as well as the detailed event tracking feature contained within CPARS, there are no known data limitations.
6.3.A	Percentage of states who annually rate the Department's technical assistance as helping build state capacity to implement education reforms	Annual Grantee Satisfaction Survey	The Grantee Satisfaction Survey will ask project directors a question on their opinion on the extent to which the Department's technical assistance helps build capacity around education reform. The Department will define key terms, such as "capacity" and "education reform," but respondents may interpret this question differently. In order to get as complete data as possible, a contractor initiates the survey, Program Offices send out reminders encouraging the target groups to complete the survey, and the contractor then follows up with calls. Data for state grant programs are based on a census, and missing responses do limit our level of confidence that the data are fully reliable and valid; but for customer satisfaction purposes, this is a tradeoff the Department has been willing to accept. The metric will require the Department to aggregate data, which may result in additional limitations.
6.4.A	Number of ED IT security incidents	Operational Vulnerability Management Solution (OVMS) system	The Office of the Chief Information Officer (OCIO), Information Assurance Services (IAS) Division is responsible for the Independent Verification and Validation (IV&V) of data entered in the Operational Vulnerability Management Solution (OVMS) system. IT security incidents are entered by Information System Security Officers (ISSO) in each principal office. The IV&V process is an internal review that validates the data in OVMS. There are no known limitations to data in the OVMS system.

#	Metric (Department Management Information Systems/Business Processes)	Data Source	Data Quality, Limitations, and Improvements
6.4.B	EVS Results-Based Performance Culture Index	Employee Viewpoint Survey (EVS)	The Federal Employee Viewpoint Survey (EVS) is conducted annually, government-wide, under the direction and oversight of the Office of Personnel Management (OPM) using rigorous, validated statistical survey methods. There are no known data limitations with respect to calculating the EVS indices. The Engagement and Results-Based Performance Culture Index is produced and provided by OPM. As the participation rate for the EVS in 2013 was 68.9%, the Department will work to increase the participation rate to reduce non-response bias in the data. All other aspects of the EVS are sound with regard to completeness, reliability, and quality.
6.4.C	EVS Leadership and Knowledge Management Index	Employee Viewpoint Survey (EVS)	The Federal Employee Viewpoint Survey (EVS) is conducted annually, government-wide, under the direction and oversight of the Office of Personnel Management using rigorous, validated statistical survey methods. There are no known data limitations with respect to calculating the EVS indices. As the participation rate for the EVS in 2013 was 68.9%, the Department will work to increase the participation rate to reduce non-response bias in the data. All other aspects of the EVS are sound with regard to completeness, reliability, and quality.

#	Metric (Department Management Information Systems/Business Processes)	Data Source	Data Quality, Limitations, and Improvements
6.4.D	Total usable square footage	Department's Master Space Management Plan	The data are derived from historic examples and relevant experience. Department leadership has agreed to a set of assumptions by which the data are based. Leadership has reached out to subject matter experts to broaden the scope of the data set, and lower risks of missing contingencies that may affect the data. At each step, the data are reviewed independently to double check the work of each team member and provide quality control. These processes help ensure the data's completeness and reliability. For the baseline data, the Department made the following assumptions: 1) All leased buildings: 2% is applied for anticipation of CPI (Consumer Price Index) annual increases on the anniversary date of the active lease/occupancy agreement (OA); and 2.5% is applied for anticipation of annual tax increases. 2) All federal buildings: 2.5% is applied for operating cost escalations on the anniversary date of the active OA. 3) 20% is applied to all federal buildings after an OA has expired and a new OA is unavailable. (Projected increase on the appraisal) 4) 40% is applied to all leased buildings after an OA has expired and a new OA is unavailable. (Projected increase on the market rent) 5) If a new OA is unavailable, 3 months early rent is applied to all buildings that are relocating due to possible Department delays. Example: Changes made to the designs after Scope of Work (SOW) is completed. 6) 3 months late rent is applied to all buildings that are relocating due to possible Department delays. For example, delays in returning space back to a rentable condition. *(continued on next page)*

#	Metric (Department Management Information Systems/Business Processes)	Data Source	Data Quality, Limitations, and Improvements
6.4.E	Rent cost	Department's Master Space Management Plan	*(continued from previous page)* The rent is based on the above assumptions. The actual rent may vary significantly if the Department relocates to a new leased building and/or signs short lease extensions. While the Department is leveraging the examples and experience of the mobility labs and building consolidations programs at General Services Administration, U.S. Agency for International Development, and U.S. Patent and Trade Office, little is known here about the cost and timing implications of the new space saving techniques planned for the Department of Education. Because the data are derived from historic examples and current experience, the Department recognizes the need to regularly update and adjust the data as the pool of examples and recent experience expands. Every six months, leadership will re-evaluate the data, the assumptions on which it is based, and incorporate actual costs and project schedules. These steps will become part of our quality assurance program and procedures. Leadership looks to improve completeness, reliability, and quality of the data at these milestones.

External (nonstatistical) Data Sources

#	Metric (External Data Sources)	Data Source	Data Quality, Limitations, and Improvements
2.5.B	Number of public high school graduates who have taken at least one STEM AP exam	College Board/AP administrative records	The College Board does not collect or report race/ethnicity based on the federal guidelines. Examinees are asked to select one of the options noted in the data. The College Board Public School List is updated annually by state DOEs; thus small changes to the list over time are to be expected as schools open, close, and/or merge. Students are assigned to graduating cohorts based on self-reported information (i.e., grade level and/or graduation year) provided at the time of registration (in the case of SAT) or test administration (in the case of AP and PSAT). The College Board matches students' data across programs to identify the most recent valid value when assigning students to cohorts.

#	Metric (External Data Sources)	Data Source	Data Quality, Limitations, and Improvements
3.1.A	Number of states with Quality Rating and Improvement Systems (QRIS) that meet high-quality benchmarks for child care and other early childhood programs	Biennial Child Care Development Fund (CCDF) Report of States Plans with annual updates from states and territories (HHS, Office of Childcare)	The CCDF State Plan preprint requires states to provide information about their progress in implementing the program components related to quality rating and improvement systems (QRIS). CCDF State Plans are submitted on a biennial basis. In order to collect data on years when CCDF State Plans are not submitted, updates are provided by states and territories using the same questions as included in the CCDF State Plan to ensure data consistency.
3.2.A	Number of states and territories with professional development systems that include core knowledge and competencies, career pathways, professional development capacity assessments, accessible professional development opportunities, and financial supports for child care providers	Biennial Child Care Development Fund (CCDF) Report of State Plans (HHS, Office of Childcare)	The CCDF State Plan preprint requires states to provide information about their progress in implementing the program components related to professional development and early learning. On a biennial basis, the information for this measure will be available through state plans.
3.3.A	Number of states collecting and reporting disaggregated data on the status of children at kindergarten entry using a common measure	Childtrends report, *A Review of School Readiness Practices in the States: Early Learning Guidelines and Assessments*	Department staff reviewed the Childtrends report to determine the number of states that collect and report disaggregated data on the status of children when they enter kindergarten using a statewide Kindergarten Entry Assessment across all the essential domains of school readiness. The report and its limitations is available at http://www.childtrends.org/Files/Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf. To improve data quality, beginning in 2014, the Department will develop a rubric for a contractor to use to determine whether a state meets this metric. At this time, the data limitations of this process are not known.

#	Metric (External Data Sources)	Data Source	Data Quality, Limitations, and Improvements
5.4.A	Percentage of schools in the country that have actual Internet bandwidth speeds of at least 100 Mbps	Education SuperHighway	Education SuperHighway measures the bandwidth available in schools using a widely accepted speed test methodology. Tests measure bandwidth availability at a moment in time and can be impacted by both the school's infrastructure, contemporaneous usage of the bandwidth by other users, and any latency in the connection to the test server. Tests are currently run on a voluntary basis by anyone connected to a school network. Each test session asks the user for positive confirmation that they are connected to the selected school's network, and Education SuperHighway also uses IP address filtering to eliminate suspect tests. Multiple tests are run during each test session in order to ensure data quality and batch data cleanup procedures are run to eliminate failed tests. Education SuperHighway plans to develop an automated speed test application that will eliminate the need for user intervention, and anticipates that the use of such an application will be mandated as part of the FCC's E-Rate program.

Appendix B: Performance Results for Discontinued Measures

Strategic Plan Comparison

FY 2011–14 Strategic Plan	FY 2014–18 Strategic Plan
Mission: Promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access	*Mission: Promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access*
Goal 1: Postsecondary Education, Career and Technical Education, and Adult Education Increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.	**Goal 1: Postsecondary Education, Career and Technical Education, and Adult Education** Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youths and adults.
Obj. 1: Access Obj. 2: Quality Obj. 3: Completion	Obj. 1: Access and Affordability Obj. 2: Quality Obj. 3: Completion Obj. 4: Science, Technology, Engineering, and Mathematics (STEM) Pathways
Priority Goals: • Improve students' ability to afford and complete college	**Priority Goals:** • Increase college degree attainment in America
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.	**Goal 2: Elementary and Secondary Education** Improve the elementary and secondary education system's ability to consistently deliver excellent instruction aligned with rigorous academic standards while providing effective support services to close achievement and opportunity gaps, and ensure all students graduate high school college- and career-ready.
Obj. 1: Standards and Assessments Obj. 2: Great Teachers and Great Leaders Obj. 3: School Climate and Community Obj. 4: Struggling Schools Obj. 5: STEM	Obj. 1: Standards and Assessments Obj. 2: Effective Teachers and Strong Leaders Obj. 3: School Climate and Community Obj. 4: Turn Around Schools and Close Gaps Obj. 5: STEM Teaching and Learning
Priority Goals: • Improve learning by ensuring that more students have an effective teacher • Demonstrate progress in turning around the nation's lowest-performing schools • Prepare all students for college and career	**Priority Goals:** • Support implementation of college- and career-ready standards and assessments • Improve learning by ensuring that more students have effective teachers and leaders
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.	**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.
Obj. 1: Access Obj. 2: Workforce Obj. 3: Assessment and Accountability	Obj. 1: Access to High-Quality Programs and Services Obj. 2: Effective Workforce Obj. 3: Measuring Progress, Outcomes, and Readiness

FY 2011–14 Strategic Plan	FY 2014–18 Strategic Plan
Priority Goals: • Improve outcomes for all children from birth through third grade	**Priority Goals:** • Support comprehensive early learning assessment systems
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.	**Goal 4: Equity** Increase educational opportunities for underserved students and reduce discrimination so that all students are well-positioned to succeed.
Obj. 1: Equity in Department Programs and Activities Obj. 2: Civil Rights Enforcement	Obj. 1: Equitable Educational Opportunities Obj. 2: Civil Rights Compliance
Priority Goals: • None	**Priority Goals:** • Ensure equitable educational opportunities
Goal 5: Continuous Improvement of the U.S. Education System Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, transparency, innovation, and technology.	**Goal 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, evidence, transparency, innovation, and technology.
Obj. 1: Data Systems Obj. 2: Research and Evaluation Obj. 3: Transparency Obj. 4: Technology and Innovation	Obj. 1: Data Systems and Transparency Obj. 2: Privacy Obj. 3: Research, Evaluation, and Use of Evidence Obj. 4: Technology and Innovation
Priority Goals: • Make informed decisions and improve instruction through the use of data	**Priority Goals:** • Enable evidence-based decision making
Goal 6: U.S. Department of Education Capacity Improve the organizational capacities of the Department to implement this *Strategic Plan.*	**Goal 6: U.S. Department of Education Capacity** Improve the organizational capacities of the Department to implement this *Strategic Plan.*
Obj. 1: Effective Workforce Obj. 2: Programmatic Risk Management Obj. 3: Implementation and Support Obj. 4: Productivity and Performance Management	Obj. 1: Effective Workforce Obj. 2: Risk Management Obj. 3: Implementation and Support Obj. 4: Productivity and Performance Management
Priority Goals: • None	**Priority Goals:** • None

Performance Results Summary for Discontinued Measures

Discontinued Measures	Fiscal Year	Target	Actual	Status
Goal 1: Postsecondary Education, Career and Technical Education, and Adult Education Performance Targets				
Increase in the percentage of individuals completing and filing the Free Application for Federal Student Aid form (FAFSA) who come from low-income households	FY 2012	58%	63%	Met
Increase in the percentage of individuals completing and filing the FAFSA who are non-traditional students (25 years and above with no college degree)	FY 2012	3.6%	3.7%	Met

Discontinued Measures	Fiscal Year	Target	Actual	Status
Increase the number of states that have adopted college completion plans	FY 2012	41	37	Not Met
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	FY 2012	36	30	Not Met
Goal 2: Elementary and Secondary Education Performance Targets				
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	No Data	No Data	No Data	No Data
Increase in the number of school districts with comprehensive teacher evaluation and support systems	FY 2011	NA	6,347	NA
Increase in the percentage of schools implementing initiatives that increase time for learning during or outside the school day	No Data	No Data	No Data	No Data
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	No Data	No Data	No Data	No Data
Increase in the percentage of Race-to-the-Top grantees that achieve their targets for their performance measures	No Data	No Data	No Data	No Data
Goal 3: Early Learning Performance Targets				
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	FY 2012	2	6	Met
Goal 4: Equity Performance Target				
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)	FY 2012	NA	38	NA
Goal 5: Continuous Improvement of the U.S. Education System Performance Targets				
Increase in the number of states implementing comprehensive statewide longitudinal data systems: Link students with teachers	FY 2012	47	48	Met
Increase in the number of states implementing comprehensive statewide longitudinal data systems: Link P-12 with college	FY 2012	46	47	Met
Increase in the percentage of state report cards that include student achievement, school climate, college enrollment, and teacher and school leader measures	FY 2011	NA	3	NA

Discontinued Measures	Fiscal Year	Target	Actual	Status
Increase in the number of Department programs, practices, or strategies that are adopted as a result of Scale Up, Validation, or Development grants	No Data	No Data	No Data	No Data
Increase in the percentage of parents who believe that the effective implementation of technology within instruction is important to student success	FY 2011	NA	87%	NA
Increase in the percentage of teachers who believe that the effective implementation of technology within instruction is important to student success	FY 2011	NA	79%	NA
Increase Departmental priorities to address equity-related issues in the Department's grants and awards	No Data	No Data	No Data	No Data
Goal 6: U.S. Department of Education Capacity Performance Targets				
Increase in the Department's rank in the report on the Best Places to Work (BPTW) in the Federal Government	FY 2012	27	28 out of 33	Not Met
Increase in the percentage of Department's positive responses that the Department receives on the Talent Management measure in the Federal Viewpoint Survey	FY 2012	62%	57%	Not Met
Increase in the percentage of positive responses that the Department receives on the Performance Culture measure in the Federal Viewpoint Survey	FY 2012	58%	53%	Not Met
Increase in the percentage of Department programs that use a risk index and corresponding solutions for identifying and mitigating grantee risk	FY 2012	93%	100%	Met
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	No Data	No Data	No Data	No Data

NA = Not applicable.

In addition, the Department also reported on several national outcome goals under the previous *Strategic Plan.* For more information on these measures, please see the following links:

A. Increase the percentage of students who complete a bachelor's degree within 6 years from their initial institution
http://nces.ed.gov/programs/coe/indicator_cva.asp

B. Increase the percentage of students who complete an associate degree or certificate within 3 years from their initial institution
http://nces.ed.gov/programs/coe/indicator_cva.asp

C. Increase the percentage of adult education students obtaining a high school credential
http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/reports/
On the first set of reports, "Reports of Aggregate NRS Tables," select table 5. Leave Region as "All regions" and then enter the same year for Program Year Start and End. Generate a table separately for each year.

D. Increase the percentage of 4th-grade students at or above proficient on the NAEP in reading
http://nationsreportcard.gov/reading_math_2013/#/

E. Increase the percentage of 8th-grade students at or above proficient on the NAEP in reading
http://nationsreportcard.gov/reading_math_2013/#/

F. Increase the percentage of 4th-grade students at or above proficient on the NAEP in mathematics
http://nationsreportcard.gov/reading_math_2013/#/

G. Increase the percentage of 8th-grade students at or above proficient on the NAEP in mathematics
http://nationsreportcard.gov/reading_math_2013/#/

H. Eliminate the achievement gap in reading/mathematics NAEP proficiency
http://nationsreportcard.gov/reading_math_2013/#/gains-by-group

Appendix C: Additional Programs by Goal

Most of the Department's 100-plus programs are funded through discretionary appropriation acts enacted each fiscal year. However, there are many education programs—some of them large—that are funded directly through their authorizing statutes. For many budgeting purposes, these programs are classified as mandatory. For the purposes of this document, resources by goal are discretionary funds only. Mandatory programs that contribute to each goal are listed below.

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

Other discretionary Goal 1 programs/activities include the following:

POC	Account	Objective	Program
FSA	DM/SAA	NA	Health Education Assistance Loans program (non-add)
FSA	SFA	1.1	Federal supplemental educational opportunity grants
OCTAE	HE	NA	Tribally controlled postsecondary career and technical institutions
OESE	HE	NA	Special programs for migrant students
OPE	HE	1.1, 1.2, 1.3	Aid for institutional development: Strengthening institutions
OPE	HE	1.1, 1.2, 1.3	Aid for institutional development: Strengthening tribally controlled colleges and universities
OPE	HE	1.1, 1.3	Child care access means parents in school
OPE	HE	NA	College Housing and Academic Facilities Loans Program Account: Federal administration
OPE	HE	1.1, 1.2, 1.3	Developing Hispanic-serving institutions
OPE	HE	1.1, 1.2, 1.3	Fund for the Improvement of Postsecondary Education
OPE	HE	1.1, 1.2, 1.3	GPRA data/HEA program evaluation
OPE	HE	1.3	Graduate assistance in areas of national need
OPE	HE	NA	Historically Black College and University Capital Financing Program Account: Federal administration
OPE	HE	NA	Historically Black College and University Capital Financing Program Account: Loan subsidies
OPE	HE	NA	Howard University Hospital
OPE	HE	1.2, 1.3	Howard University: General support
OPE	HE	NA	International education and foreign language studies: Domestic programs
OPE	HE	NA	International education and foreign language studies: Overseas programs
OPE	HE	1.1, 1.2, 1.3	Minority science and engineering improvement
OPE	HE	1.1, 1.2	Model transition programs for students with intellectual disabilities into higher education
OPE	HE	1.1, 1.2, 1.3	Promoting postbaccalaureate opportunities for Hispanic Americans
OPE	HE	1.1, 1.2, 1.3	Strengthening Alaska Native and Native Hawaiian-serving institutions
OPE	HE	1.1, 1.2, 1.3	Strengthening Asian American- and Native American Pacific Islander-serving institutions
OPE	HE	1.1, 1.2, 1.3	Strengthening HBCUs
OPE	HE	1.1, 1.2, 1.3	Strengthening historically Black graduate institutions
OPE	HE	1.1, 1.2, 1.3	Strengthening Native American-serving nontribal institutions
OPE	HE	1.1, 1.2, 1.3	Strengthening predominately Black institutions
OPE	HE	NA	Training for realtime writers
OSERS	GU	1.2, 1.3	Gallaudet University
OSERS	NTID	1.2, 1.3	National Technical Institute for the Deaf
OSERS	RSDR	1.1	National Institute on Disability and Rehabilitation Research

NA = Not available.

Mandatory programs supporting Goal 1 include:

POC	Account	Objective	Program
FSA		NA	CHAFL downward reestimate of loan subsidies
FSA		NA	FDSL downward modification/negative loan subsidies

POC	Account	Objective	Program
FSA		NA	FDSL downward reestimate of loan subsidies
FSA		NA	FFEL downward modification/negative loan subsidies
FSA		NA	FFEL downward reestimate of loan subsidies
FSA		NA	Perkins Institutional fund recall (mandatory)
FSA		NA	Perkins loan negative loan subsidies
FSA		NA	Student Financial Assistance debt collection
FSA		1.1	TEACH downward modification/negative loan subsidies
FSA	DM/SAA	NA	Student Aid Administration: Not-for-profit servicers
FSA	FDSL	1.1	Federal Direct Student Loans Program Account: Downward reestimate of existing loans (non-add)
FSA	FDSL	1.1	Federal Direct Student Loans Program Account: Net reestimate of existing loans (non-add)
FSA	FDSL	1.1	Federal Direct Student Loans Program Account: Net reestimate of existing loans (non-add)
FSA	FDSL	1.1	Federal Direct Student Loans Program Account: New net loan subsidy (non-add)
FSA	FDSL	1.1	Federal Direct Student Loans Program Account: Upward modification
FSA	FDSL	1.1	Federal Direct Student Loans Program Account: Upward reestimate of existing loans
FSA	FFEL	1.1	Federal Family Education Loans Liquidating Account: Pre-1992 student loans
FSA	FFEL	1.1	Federal Family Education Loans Program Account: Downward modification of existing loans (non-add)
FSA	FFEL	1.1	Federal Family Education Loans Program Account: Downward reestimate of existing loans (non-add)
FSA	FFEL	1.1	Federal Family Education Loans Program Account: Net modification of existing loans (non-add)
FSA	FFEL	1.1	Federal Family Education Loans Program Account: Net reestimate of existing loans (non-add)
FSA	FFEL	1.1	Federal Family Education Loans Program Account: Upward reestimate of existing loans
FSA	HEAL	1.1	Health Education Assistance Loans Liquidating Account
FSA	SFA	1.1	Federal Pell grants: Mandatory
FSA	SFA	1.1	Federal Pell grants: Mandatory funding for discretionary program costs
FSA	SFA	1.1	Iraq and Afghanistan Service Grants
FSA	TEACH	1.1	Teacher Education Assistance: Downward reestimate of existing loans (non-add)
FSA	TEACH	1.1	Teacher Education Assistance: Net reestimate of existing loans (non-add)
FSA	TEACH	1.1	Teacher Education Assistance: New loan subsidy
FSA	TEACH	1.1	Teacher Education Assistance: Upward reestimate of existing loans
OPE	HE	1.1, 1.2, 1.3	Aid for institutional development: Mandatory strengthening tribally controlled colleges and universities
OPE	HE	1.1	College access challenge grant program
OPE	HE	NA	College Housing and Academic Facilities Loans Liquidating Account
OPE	HE	NA	College Housing and Academic Facilities Loans Program Account Reestimate of existing loan subsidies
OPE	HE	NA	College Housing Loans Liquidating Account
OPE	HE	NA	College opportunity and graduation bonus (proposed legislation)
OPE	HE	NA	Higher Education Facilities Loans Liquidating Account
OPE	HE	NA	Historically Black College and University Capital Financing Program Account: Reestimate of existing loan subsidies
OPE	HE	1.1, 1.2, 1.3	Mandatory developing HSI STEM and articulation programs
OPE	HE	1.1, 1.2, 1.3	Mandatory promoting postbaccalaureate opportunities for Hispanic Americans
OPE	HE	1.1, 1.2, 1.3	Mandatory strengthening Alaska Native and Native Hawaiian-serving institutions
OPE	HE	1.1, 1.2, 1.3	Mandatory strengthening Asian American- and Native American Pacific Islander-serving institutions
OPE	HE	1.1, 1.2, 1.3	Mandatory strengthening HBCUs
OPE	HE	1.1, 1.2, 1.3	Mandatory strengthening Native American-serving nontribal institutions
OPE	HE	1.1, 1.2, 1.3	Mandatory strengthening predominantly Black institutions
OPE	HE	1.1, 1.2, 1.3	Masters degree programs at HBCUs and predominantly Black institutions
OPE	HE	1.1, 1.2	State Higher Education Performance Fund (proposed legislation)
OSERS	RSDR	1.1	Vocational rehabilitation, Grants to Indians
OSERS	RSDR	1.1	Vocational rehabilitation, state grants
SFA		NA	General receipts, not otherwise specified
SFA		NA	HBCU capital financing downward reestimate of loan subsidies

Goal 2: Elementary and Secondary Education

Other discretionary Goal 2 programs/activities include the following:

POC	Account	Objective	Program
OESE	AAEE	NA	Homeless children and youth education
OESE	AAEE	NA	State agency programs: Neglected and delinquent
OESE	EIP	NA	Advanced Placement
OESE	EIP	2.4	High school graduation initiative
OESE	EIP	2.2, 2.3, 2.4	Rural education
OESE	EIP	NA	Striving readers
OESE	EIP	NA	Supplemental education grants
OESE	IA	2.2, 2.3	Impact Aid, Payments for Federal property
OESE	IIT	2.2	Improving teacher quality State grants
OESE	IIT	2.2	Teacher incentive fund
OESE	SSS	2.3	Elementary and secondary school counseling
OESE	SSS	2.3	Physical education program
OESE	SSS	2.3	Safe and drug-free schools and communities national programs
OII	EIP	NA	Arts in Education
OII	EIP	2.5	Mathematics and science partnerships
OII	IIT	2.2, 2.3, 2.4	Charter schools grants
OII	IIT	2.2, 2.3, 2.5	Credit enhancement for charter school facilities
OII	IIT	2.2	Teacher quality partnership
OII	IIT	2.2	Transition to teaching
OII/OESE	IIT	NA	Fund for the improvement of education: Programs of national significance
OSERS	APBH	2.1	American Printing House for the Blind
OSERS	SE	2.3	Parent information centers
OSERS	SE	2.2	Personnel preparation
OSERS	SE	2.2	State personnel development
OSERS	SE	NA	Technology and media services

NA = Not available.

Mandatory programs supporting Goal 2 include:

POC	Account	Objective	Program
OII	IIT	2.2	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	Objective	Program
OII	EIP	NA	Ready-to-learn television

NA = Not available.

Mandatory programs supporting Goal 3 include:

POC	Account	Objective	Program
OESE	SR	3.1	School Readiness: 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	Objective	Program
IES	IES	5.3	National Assessment Governing Board
IES	IES	5.3	Regional educational laboratories
IES	IES	5.3	Research in special education
IES	IES	5.3	Special education studies and evaluations
OCTAE	CTAE	5.1, 5.3	Adult education national leadership activities
OCTAE	CTAE	5.3	Career and technical national programs
OESE	AAEE	5.3	Evaluation
OESE	EIP	5.1, 5.3, 5.4	Comprehensive centers
OESE	IE	5.2	Indian Education: National activities
OSERS	SE	5.4	PROMISE: Promoting Readiness of Minors in SSI
OSERS	SE	5.1, 5.2, 5.3, 5.4	Technical assistance and dissemination

Goal 6: U.S. Department of Education Capacity

Mandatory programs supporting Goal 6 include:

POC	Account	Objective	Program
		NA	Contributions

Other

Programs/activities supporting other performance measures include:

(Dollars in millions)

POC	Account	Program	FY 2013 Appropriation	FY 2014 Appropriation	FY 2015 President's Budget
OSERS	RSDR	Assistive technology programs	31	33	31
OSERS	RSDR	Client assistance state grants	12	12	12
OSERS	RSDR	Demonstration and training programs	5	6	6
OSERS	RSDR	Helen Keller National Center for Deaf-Blind Youths and Adults	9	9	9
OSERS	RSDR	Independent living centers	76	78	78
OSERS	RSDR	Independent living services for older blind individuals	32	33	33
OSERS	RSDR	Independent living state grants	22	23	23
OSERS	RSDR	Migrant and seasonal farmworkers	1	1	0
OSERS	RSDR	Protection and advocacy of individual rights	17	18	18
OSERS	RSDR	Supported employment state grants	28	28	0
OSERS	RSDR	Vocational rehabilitation, Training	34	34	30
TOTAL, OTHER			**266**	**274**	**240**

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

Appendix D: Summary of Performance Evaluations Conducted During FY 2013 and Expected During 2014–15

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 From FY 2013

National Center for Education Evaluation and Regional Assistance

Academic Achievement

The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement

1. *Study Purpose:* This study examined the impact of the Measures of Academic Progress (MAP) program on student reading achievement and teachers' use of differentiated instructional practices. The MAP program is one of the most widely used commercially available systems incorporating benchmark assessment and training in differentiated instruction. MAP includes computer-adaptive assessments administered to students three or four times a year and teacher training and access to MAP resources on how to use data from these assessments to differentiate instruction. The study used a randomized design and involved 32 elementary schools in five districts in Illinois.

2. *Key Questions Addressed:*

- Did the MAP program (that is, training plus formative testing feedback) affect the reading achievement of grade 4 students after Year 2 of implementation, as measured by the Illinois Standards Achievement Test (ISAT) reading scale scores or the MAP composite test scores in reading and language use?

- Were MAP resources (training, consultation, Web-based materials) delivered by the Northwest Evaluation Association (NWEA) and received and used by teachers as planned?

- Did MAP teachers apply differentiated instructional practices in their classes to a greater extent than their control counterparts?

- Did the MAP program affect the reading achievement of grade 5 students after Year 2 of implementation, as measured by the Illinois Standards Achievement Test (ISAT) reading scale scores or the MAP composite test scores in reading and language use?

3. *Design:* Thirty-two elementary schools in five districts in Illinois participated in a two-year randomized controlled trial to assess the effectiveness of the MAP program. Half the schools were randomly assigned to implement the MAP program in grade 4, and the other half were randomly assigned to implement MAP in grade 5. Schools assigned to grade 4 treatment served as the grade 5 control condition, and schools assigned to grade 5 treatment served as the grade 4 control.

4. *Estimated or Actual Completion Date:* This study was completed in December 2012.

5. *Key Findings:*

- The study found no statistically significant impacts of MAP on student reading achievement or on teachers' use of differentiated instructional practices.

6. *Link to Additional Information:*
http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf

Literacy

Evaluation of the Content Literacy Continuum: Report on Program Impacts, Program Fidelity, and Contrast

1. *Study Purpose:* This study examines impacts of the Content Literacy Continuum (CLC) on high school students' reading comprehension and accumulation of credits in core subject areas. The CLC combines whole-school and targeted approaches to supporting student literacy and content learning, using instructional routines and learning strategies developed by the University of Kansas Center for Research on Learning. The study used a randomized design and involved 33 high schools in nine school districts within four Midwestern states.

2. *Key Questions Addressed:*

- What are the impacts of the CLC program on grade 9 students' reading comprehension and accumulation of core credits in 2009/10, the second year of the study?

- What are the impacts of the CLC program on these outcomes for grade 10 students in the second year of the study?

- What are the impacts of the CLC program on other academic outcomes, such as vocabulary test scores and grade point average?

3. *Design:* To assess the impacts of CLC on these outcomes, the study team conducted a cluster randomized trial. That is, participating high schools within each district were randomly assigned either to implement CLC (CLC schools) or to continue with "business as usual" (non-CLC schools). Impacts were estimated by analyzing the outcomes of students at the CLC schools compared with those at the non-CLC schools.

4. *Estimated or Actual Completion Date:* This study was completed in December 2012.

5. *Key Findings:*

- The study found no statistically significant impacts of CLC on reading comprehension or accumulation of core credits.

- The CLC program had a statistically significant, positive impact on grade 9 students' reading vocabulary in the first year of the study. However, it did not affect their grade point average by a statistically significant amount, in either grade level or in either study year.

6. *Link to Additional Information:*
http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134001.pdf

Teacher Quality

Effects of the Pacific CHILD Professional Development Program

1. *Study Purpose:* This study examines the impact of the Pacific Communities with High Performance in Literacy Development (Pacific CHILD) professional development program on student achievement in reading comprehension and on teacher pedagogical knowledge and instructional practice in English language arts classes. Pacific CHILD is a two-year professional development program that trains fourth and fifth grade teachers in research-based reading comprehension strategies and instructional practices for enhancing student reading comprehension. The study used a randomized design and involved 45 elementary schools across three entities in the Pacific region.

2. *Key Questions Addressed:*

- Did grade 5 students at schools that were offered Pacific CHILD for two years perform differently on assessments of reading comprehension from grade 5 students at schools that were not offered Pacific CHILD?

- Did grade 4 and grade 5 teachers at schools that were offered Pacific CHILD for two years perform differently from teachers at schools that were not offered Pacific CHILD, as measured by either an assessment of their knowledge of theories and strategies related to effective reading instruction (including English language learner-focused theories and strategies), or an assessment of their instructional practices for enhancing student reading comprehension (including English language learner-focused practices)?

3. *Design:* To investigate these questions, the study conducted a multisite, cluster randomized experiment in which schools were the unit of random assignment and teachers and students at schools were the units of analysis. The treatment condition consisted of offering schools the opportunity for their grade 4 and grade 5 teachers to participate in the two-year Pacific CHILD professional development program. The control condition consisted of business as usual; schools in the control group were not offered Pacific CHILD during the two years while the treatment group schools were offered the intervention. The study estimated the intent-to-treat effects of Pacific CHILD as a school-level intervention, focusing on individuals who could have been potentially exposed to the full two-year intervention.

4. *Estimated or Actual Completion Date:* The study was completed in December 2012.

5. *Key Findings:*

- The study found positive impacts of Pacific CHILD on reading comprehension and on teachers' instructional practices and knowledge of theories and strategies related to effective reading instruction.

6. *Link to Additional Information:*
http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_20134002.pdf

The Effectiveness of Secondary Math Teachers from Teach For America and the Teaching Fellows Programs

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 FY 2008, 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 (TNTP).

2. *Key Questions Addressed:*

- How effective are TFA teachers at teaching secondary math compared with other teachers teaching the same math courses in the same schools?

- How effective are Teaching Fellows at teaching secondary math compared with other teachers teaching the same math courses in the same schools?

3. *Design:* This study uses an experimental design in which students are randomly assigned to a class taught by a math teacher from the program being studied (TFA or Teaching Fellows) or to a similar math class in the same school taught by a teacher who did not participate in either of the programs studied. The study plan includes recruitment of approximately 80 schools in 15 school districts to take part in the study, with a focus on roughly 300 secondary school math teachers and approximately 17,000 students. Student achievement is 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 is used to collect information on demographic characteristics, educational background, preservice 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 are used to collect information on the strategies the programs use to recruit, screen, train, place, and support teachers.

4. *Estimated or Actual Completion Date:* The final report was completed in September 2013.

5. *Key Findings:*

- Most TFA and Teaching Fellows teachers in the study taught in different schools and districts, and students were not randomly assigned between TFA and Teaching Fellows teachers. As a result, the study cannot directly compare these teachers' effectiveness. Instead, the two groups were studied separately.

- The study found that TFA teachers were more effective than their comparison teachers in the same schools regardless of the comparison teachers' route to certification.

- On average, students assigned to novice TFA teachers had higher math scores than students assigned to more experienced teachers from other routes to certification.

- Students of Teaching Fellows and comparison teachers had similar scores, on average, on the math tests they took at the end of the school year; however, Teaching Fellows were more effective than teachers from less selective alternative routes to certification, but neither more nor less effective than teachers from traditional routes to certification.

- Novice Teaching Fellows were more effective than novice comparison teachers; experienced Teaching Fellows teachers were neither more nor less effective than experienced comparison teachers.

6. *Link to Additional Information:* http://ies.ed.gov/ncee/pubs/20134015/pdf/20134015.pdf

Students with Disabilities

Improving Post-High School Outcomes for Transition-Age Students with Disabilities: An Evidence Review

1. *Study Purpose:* The National Longitudinal Transition Study 2012 (NLTS 2012), also referred to as the Study of Transition Outcomes for Youth with Disabilities, is the third in a series examining the characteristics and school experiences of a nationally representative sample of youth with disabilities. NLTS 2012 focuses on youth ages 13 to 21 (in December 2011), but also includes a small sample of students without disabilities to enable direct comparisons of students with and without individualized education programs (IEPs). It is part of the congressionally mandated National Assessment of the *Individuals with Disabilities Education Act* (IDEA) and is supported with funds authorized under Section 664 of IDEA. The supplemental product of the study was a systematic review of the research literature on program strategies designed to help students with disabilities transition from high school to employment, postsecondary education and training, or independent living.

2. *Key Questions Addressed:*

- What are promising program strategies to help students with disabilities make successful transitions beyond high school?

- Where are the primary gaps in the research, in both program approaches and research methods?

3. *Design:* The overall NLTS 2012 study will survey 12,000 youth, including 10,000 with IEPs, and their parent/guardians. The evidence review used a process similar to that of the What Works Clearinghouse (WWC) to systematically search for, code the quality of, and aggregate prior research related to the post-high school transitions of students with disabilities.

4. *Estimated or Actual Completion Date:* This report was released in August 2013.

5. *Key Findings:*

- Relatively few studies meet the What Works Clearinghouse standards for evidence of effectiveness. Culled from more than 10,000 relevant citations, a total of 43 eligible studies were reviewed and assigned a WWC standards rating, of which 16 studies met the WWC standards and provide support for two program approaches. Based on three studies that met WWC standards, community-based work programs were found to have mixed effects on students' employment outcomes and potentially positive effects on postsecondary education outcomes. Functional life skills development programs were found to have potentially positive effects on independent living outcomes, although the extent of evidence was small.

- The limited information available from high-quality intervention research in this area stems partly from the lack of tracking of students' experiences "post high school," but also from the wide use of research designs that preclude drawing conclusions with confidence about program effectiveness.

6. *Link to Additional Information:* http://ies.ed.gov/ncee/pubs/20134011/pdf/20134011.pdf

Other

Evaluation of the Regional Educational Laboratories: Interim Report

1. *Study Purpose:* The Regional Educational Laboratories (RELs) are a networked system of 10 organizations that serve the educational needs of 10 designated regions across the United States. The U.S. Department of Education is authorized by the *Education Sciences Reform Act* (ESRA) to award contracts to 10 RELs to support applied research, development, wide dissemination, and technical assistance activities. The REL program is administered by the Knowledge Utilization Division of the National Center for Education Evaluation and Regional Assistance (NCEERA) within the Department's Institute of Education Sciences (IES), which was established by ESRA in 2002. The FY 2012 appropriation for the REL program was $57.426 million.

2. *Key Questions Addressed:*

- What activities did the RELs undertake to fulfill the missions specified in ESRA?

- What were the technical quality and relevance of REL Fast Response Project reports published by IES and of the corresponding proposals?

- What were the technical quality and relevance of REL impact study reports published by IES and of the corresponding proposals?

- How relevant and useful were the REL technical assistance products to the needs of the states, localities, and policy makers in their regions?

3. *Design:* This descriptive study is relying on a combination of extant data, FY 2010 interviews with REL directors, and FY 2012 surveys of potential REL customers from state and local educational agencies. Panels of experts met during FY 2010 and FY 2012 and rated the quality and relevance of REL Fast Response Project proposals and final reports and REL impact study proposals and final reports.

4. *Estimated or Actual Completion Date:* The interim report was released in September 2013. The final report is scheduled for release in 2014.

5. *Key Findings:*

This report addresses the first two key questions:

- REL staff members reported activities under each of the 10 missions of the REL program specified in ESRA. The statement of work (SOW) for the REL contracts in place between 2006 and 2011 aligned explicitly with 6 of the 10 statutory missions for the REL program. Four additional statutory missions were not explicitly in the SOW for the RELs, but RELs reported activities under those missions as well.

- As of December 1, 2009, the 10 RELs had submitted 297 proposals to IES to conduct Fast Response Projects (FRPs), of which 46 percent (137) were accepted for performance under the REL contracts.

- The IES-published FRP reports received a mean quality rating of 3.81 on a 5-point scale, while the corresponding proposals received a mean quality rating of 3.24. Both of these means fell between the categories of "adequate" and "strong" quality.

- The IES-published FRP reports received a mean relevance rating of 3.64 on a 5-point scale, while the corresponding proposals received a mean relevance rating of 3.39. Both of these means fell between the categories of "adequate" relevance and "relevant."

6. *Link to Additional Information:* http://ies.ed.gov/ncee/pubs/20134014/

School Improvement Grants: Analyses of State Applications and Eligible and Awarded Schools

1. *Study Purpose:* School Improvement Grants (SIG) are authorized under Title I section 1003(g) of the Elementary and Secondary Education Act (ESEA) and provide funds to assist with turning around the nation's persistently lowest-achieving schools. Using publicly-available data, this report examines (1) the SIG policies and practices states intend to implement based on their Cohort 2 applications for federal SIG funds, (2) the characteristics of schools eligible for and awarded SIG in Cohort 2, and (3) how these intended policies, practices, and school characteristics compare between Cohort 1 and Cohort 2. The first cohort of grantees began implementing reforms in the 2010–11 school year, with a second cohort of grantees beginning reforms in the 2011–12 school year.

2. *Key Questions Addressed:*

- Based on states' Cohort 2 SIG applications to the U.S. Department of Education, what SIG-related policies and practices did states intend to implement, and how do they compare to the policies and practices in states' Cohort 1 SIG applications? (States were required to submit an application to obtain a formula-based share of federal SIG funds that they then awarded competitively to districts applying for SIG on behalf of their eligible schools.)

- What are the characteristics of the persistently lowest-achieving schools identified by states as eligible for SIG and of the schools awarded SIG funds in Cohort 2, and how do they compare to schools in Cohort 1?

3. *Actual Completion Date:* This report was released in October 2012.

4. *Key Findings:*

- Based on data from 45 states and the District of Columbia, 39 states and the District of Columbia developed new lists of SIG-eligible schools in Cohort 2.

- For Cohort 2, 25 states modified their Cohort 1 methods for determining district capacity.

- For Cohort 2, 42 states and the District of Columbia appeared to make revisions to their Cohort 1 plans for supporting SIG implementation.

- Based on data from 41 states and the District of Columbia for Cohort 2, 12,445 schools or 14 percent of all public elementary and secondary schools in these states were eligible for SIG; 81 percent of these schools had also been eligible for SIG in Cohort 1. Ultimately, 600 of the 12,445 eligible schools were awarded SIG in Cohort 2.

- As in Cohort 1, the transformation model followed by the turnaround model were the two most commonly adopted intervention models in Cohort 2, accounting for 75 percent and 19 percent of SIG-awarded Tier I and Tier II schools nationwide. As in Cohort 1, adoption of the turnaround model in Cohort 2 varied by urbanicity: 22 percent of urban SIG schools adopted the turnaround model while just 4 percent of rural SIG schools adopted it.

5. *Link to Additional Information:* http://ies.ed.gov/ncee/pubs/20124060/pdf/20124060.pdf

Policy and Program Studies Service (PPSS)

National Assessment of Career and Technical Education: Interim Report

1. *Study Purpose:* The reauthorization of the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) was intended to improve the quality of career and technical education (CTE) at the secondary and postsecondary levels. Perkins IV required a national assessment to evaluate the current status of state and local CTE programs. The interim report presents preliminary findings regarding CTE enrollment patterns, student outcomes, and international comparisons of CTE participation. A final report will provide a more comprehensive summary of findings.

2. *Study Questions Addressed:* The National Assessment of Career and Technical Education (NACTE) is designed to address the following questions:

- How have secondary and postsecondary student enrollments in CTE programs changed?

- Do students who participate in CTE realize any educational or workforce benefits?

- How are Perkins IV funds distributed and used?

- To what extent are Perkins IV accountability data valid, reliable, and comparable, and to what extent are decision makers using these data?

- Are grantees meeting the requirement to develop and implement programs of study that integrate academic and technical content?

3. *Design:* The NACTE is comprised of a set of studies of student participation in CTE, CTE student outcomes, and state and local implementation of key provisions of the Perkins IV legislation. NACTE findings are based on descriptive statistics, as well as econometric estimation of program effects using national, state, and local administrative data. The assessment also examines survey and case study data from program directors on the implementation of Perkins IV.

4. *Completion Date:* This study was completed in May 2013.

5. *Key Findings:*

- The percentage of students completing a sequence of CTE courses at the high school level declined between 1982 and 2004.

- High school graduates in the United States less frequently completed a CTE concentration than their counterparts in Europe and Asia.

- An analysis of national longitudinal data of high school students found that taking a concentrated sequence of CTE courses neither increased nor decreased math achievement or high school completion.

- Data from a natural experiment in one city found that students who chose to apply and were admitted to a CTE school by lottery were more likely to graduate on time and complete a sequence of college preparatory math courses than those who applied but were not admitted. However, the study did not find an effect on math or reading achievement.

6. *Link to Additional Information:* http://www2.ed.gov/rschstat/eval/sectech/nacte/career-technical-education/interim-report.pdf

Summary of Performance Evaluations Expected During FY 2014 and FY 2015

National Center for Education Evaluation and Regional Assistance

Literacy

Effectiveness of Interventions for Improving Reading Achievement of Struggling Adolescent Readers: An Assessment and Summary of the Evidence

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 2006 and 2009 cohorts of grantees were required to conduct rigorous, experimental evaluations. This study summarizes the evidence of the effectiveness of interventions aimed at struggling adolescent readers, including—but not limited to—the evaluations of the 16 Striving Readers grantees.

2. *Key Questions Addressed:*

- What is the evidence of the effectiveness of interventions aimed at struggling adolescent readers?

3. *Design:* The study is descriptive; it provided technical assistance to the local evaluations of Striving Readers grantees and also reviewed existing literature on interventions to raise reading achievement among struggling adolescent readers. The report will synthesize the evidence of the effectiveness of these interventions.

4. *Estimated or Actual Completion Date:* The final report is scheduled for completion in August 2014.

Evaluation of Response to Intervention Practices for Elementary School Reading

1. *Study Purpose:* The focus of this evaluation is the implementation and impact of Response to Intervention (RtI) practices for struggling readers in elementary school. Response to Intervention (RtI) is a multi-step approach to providing early and more intensive intervention and monitoring within the general education setting. The *Individuals with Disabilities Education Act* (IDEA) 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 under the category of specific learning disabilities.

2. *Key Questions Addressed:*

- How do RtI practices for early-grade reading vary across schools?

- How do schools experienced with RtI vary the intensity of reading instruction to children based on student benchmark reading performance?

- What are the effects on grade 1–3 reading achievement of providing intensive interventions to children who are on the margin of identification for reading difficulties?

3. *Design:* The evaluation is relying on a combination of descriptive data collection from school staff and regression discontinuity methods to address the research questions, and is focusing on practices in place during the 2011–12 school year.

4. *Estimated or Actual Completion Date:* The final report from this evaluation is scheduled for completion in 2014.

Early Childhood Language Development

1. *Study Purpose:* 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. The focus of this evaluation is the identification of classroom practices that are associated with improved student language development and comprehension. Such practices could be used in a future rigorous evaluation of these strategies.

2. *Key Question Addressed:*

- What classroom practices are associated with greater student progress in language development, background knowledge, and comprehension in prekindergarten through third grade?

3. *Design:* The evaluation will analyze the relationships between the study's observational measures of classroom practices and direct assessments of students collected during the 2011–12 school year in 83 Title I schools.

4. *Estimated or Actual Completion Date:* The final report is scheduled for completion in 2015.

School Choice

Evaluation of the DC Opportunity Scholarship Program: An Early Look at Applicants and Participating Schools Under the SOAR Act

1. *Study Purpose:* The federal *Scholarships for Opportunity and Results Act of 2011* (SOAR) mandated that IES conduct a study of the effectiveness of the program supported by those funds.

2. *Key Questions Addressed:*

- Private schools: How many participate in the Opportunity Scholarship Program (OSP) and what are their characteristics?

- Applicants: What is the nature of the demand being generated for the program among eligible students and families? What motivates families to apply to the OSP? How dissatisfied were they with schools before applying and what do they want most in a new school for their child?

- Scholarships: To what extent is the OSP enabling students to enroll in private schools?

3. *Design:* This descriptive report relies entirely on the application forms parents filled out when they applied to the OSP, school characteristics from the program operator's school directory and NCES databases, and scholarship award and use records from the program operator.

4. *Estimated or Actual Completion Date:* The final report is scheduled for completion in June 2014.

Students with Disabilities

National Evaluation of the IDEA Technical Assistance & Dissemination Program

1. *Study Purpose:* The *Individuals with Disabilities Education Act* (IDEA), which was most recently reauthorized in 2004, provides funds to assist states and local eduational agencies make available 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 and related 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 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 products and services provided by the TA&D Program grantees, state and local needs for technical assistance, and the role that the TA&D Program plays in meeting these needs and supporting implementation of IDEA.

2. *Key Questions Addressed:*

- This report examines (1) the primary technical assistance activities carried out by the TA&D Program national centers; (2) states' needs for technical assistance and the extent to which these needs are addressed by TA&D centers or other sources; and (3) within specific areas of special education, the extent to which states are satisfied with the products and services received from TA&D Program centers.

3. *Design:* Data collection included administering surveys to TA&D Program grantees, all state IDEA Part B and Part C administrators, and a sample of state-level special education program staff.

4. *Estimated or Actual Completion Date:* The final report is scheduled for completion in October 2014.

The Inclusion of Students with Disabilities in School Accountability Systems: An Update

1. *Study Purpose:* The focus of this study is on the inclusion of students with disabilities (SWDs) in school accountability systems and the variation in school practices 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 related to regular and special education practices for students with disabilities?

3. *Design:* The evaluation is relying on descriptive statistics to study patterns of school accountability across states and over time and to examine how school practices vary with school accountability for the SWD subgroup. Data sources for the evaluation include extant data from the Department of Education's ED*Facts* database and 2011 surveys of principals and special education designees from elementary and middle schools in 12 states.

4. *Estimated or Actual Completion Date:* This report, an update of the 2012 interim report, was released in October 2013.

5. *Key Findings:*

This report addressed the first two key questions listed above for this study:

- Across the 44 states with relevant data and DC, 35 percent of public schools were accountable for the performance of the SWD subgroup in the 2009–10 school year, representing 59 percent of SWDs in those states. In those same 44 states and DC, 62 percent of middle schools were accountable for SWD performance, while 32 percent of elementary schools and 23 percent of high schools were accountable.

- In 31 states with relevant data, 56 percent of public schools were not accountable for the SWD subgroup in any of the 4 years examined, in comparison with 23 percent of schools that were consistently accountable in each of the 4 years.

- Among schools that were consistently accountable for the performance of the SWD subgroup across 22 states during the 4 years, 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, 80 percent were never identified for improvement.

6. *Link to Additional Information:* http://ies.ed.gov/ncee/pubs/20134017/

Practices of Schools Accountable for the Students with Disabilities Subgroup

1. *Study Purpose:* The focus of this study is on the inclusion of students with disabilities (SWDs) in school accountability systems and the variation in school practices 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 SWD?

3. *Design:* The evaluation is relying on descriptive statistics to study patterns of school accountability across states and over time and to examine how school practices vary with school accountability for the SWD subgroup. Data sources for the evaluation include extant data

from the Department of Education's ED*Facts* database and 2011 surveys of principals and special education designees from elementary and middle schools in 12 states.

4. *Estimated or Actual Completion Date:* This report, which will address the third key question listed above, is scheduled for completion in 2014.

Evaluation of the Personnel Development Program to Improve Services and Results for Children with Disabilities

1. *Study Purpose:* This descriptive evaluation is of the Personnel Development Program (PDP) funded under the *Individuals with Disabilities Education Act,* Title I, Part D, Subpart 2, Sec. 662. Projects funded under the program are designed to help address state-identified needs for personnel in special education, and help ensure that special education personnel are highly qualified and that teachers have the necessary knowledge and skills to provide appropriate instruction to students with disabilities. A portion of PDP grants is awarded to National Centers, which are to provide national capacity-building and scientifically based products and services to a variety of audiences. Grants are also awarded to specific institutions of higher education to develop courses of study for special education teachers and other service providers. These training grants can be used to improve the quality of personnel preparation programs and for stipends that support students enrolled in the programs. The PDP was funded at $88.299 million in FY 2012.

2. *Key Questions Addressed:*

- What products were developed and services provided by the PDP National Centers funded between FY 2001 and FY 2007, and at what cost?

- What were the quality and relevance/usefulness of documented materials and technical assistance provided by PDP National Centers funded between FY 2001 and FY 2007?

- What were the characteristics of funded courses of study at IHEs awarded PDP training grants in FY 2006 or FY 2007?

- How did funded courses of study use PDP training grant funding?

- How many scholars enrolled in the funded courses of study, completed their programs, or dropped out before completion?

- What were the quality and relevance/usefulness of new or significantly modified components for funded courses of study?

- What became of courses of study that did not receive PDP training grant funding?

3. *Design:* The evaluation relied on a combination of extant data and surveys of PDP grantees and applicants. Panels of experts rated the quality and relevance/usefulness of products and services from 12 National Centers and course-of-study components developed or significantly modified by recipients of PDP training grants awarded in FY 2006 or FY 2007.

4. *Estimated or Actual Completion Date:* The report from this evaluation was released in January 2014.

5. *Key Findings:*

- For 15 products identified by national technical assistance center staff as their signature works and reviewed by independent panels of experts, the mean rating (on a scale of 1–5, with 5 being the highest) was 4.13 for quality and 4.25 for relevance/usefulness. For

86 nonsignature products, the mean rating was 4.11 for quality and 3.91 for relevance/usefulness.

- For 134 new or significantly modified components from 99 courses of study supported by PDP training grants, the mean quality rating (on a scale of 1–5, with 5 being the highest) was 3.71.

- Thirty-four percent of courses of study that were not funded through FY 2006 and FY 2007 training grant competitions were developed or maintained without PDP funding.

6. *Link to Additional Information:* http://ies.ed.gov/ncee/pubs/20144007/

Teacher Quality

Teaching Residency Programs: Description of a New Model for Preparing Teachers for High-Need Schools

1. *Study Purpose:* Teaching Residency Programs (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. The evaluation of TRPs, which focuses on residency programs that have received grants from the Teacher Quality Partnership (TQP) Program, will provide important descriptive and implementation information on TRPs, as well as information on the teacher retention outcomes of teachers who participate in TRPs.

2. *Key Questions Addressed:*

- What are the characteristics of TRPs (e.g., length of overall program, 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 six districts.

4. *Estimated or Actual Completion Date:* The first report is expected in summer 2014. A follow-up evaluation brief is expected by spring 2015.

Evaluation of the Teacher Incentive Fund: Implementation and Early Impacts of Pay-for-Performance After One Year

1. *Study Purpose:* This evaluation studies the Teacher Incentive Fund program with a particular focus on the performance pay component of the grants.

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:* Study schools were 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:* The first report is scheduled for release in fall 2014.

Transfer Incentives for High-Performing Teachers: Final Results from a Multisite Randomized Experiment

1. *Study Purpose:* This evaluation studies implementation of a policy, known to participating study school districts as the Talent Transfer Initiative (TTI), that provides incentives to identified high value-added teachers to teach in low-performing schools with high-need students.

2. *Key Questions Addressed:*

- What can we learn from the implementation of TTI? Specifically, what can we learn about timing and scale of implementation, who transfers, and from where they transfer?

- What were the intermediate impacts on participating schools? Specifically, how did TTI affect the dynamics within the school, such as the allocation of resources, staffing patterns, assignment of students to teachers and courses, and school climate?

- What was TTI's impact on student test scores?

- What was TTI's impact on teacher retention?

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 analysis, 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 seven of the districts) and 2010–11 and 2011–12 (in an additional three 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:* The final report was released in November 2013.

5. *Key Findings:*

The report examined the willingness of teachers to transfer when offered an incentive, teacher retention in the schools to which they transferred, and the impact on student achievement at the low-performing schools. The study found that:

- The transfer incentive successfully attracted high value-added teachers to fill targeted vacancies.

- The transfer incentive had a positive impact on teacher-retention rates during the payout period; retention of the high-performing teachers who transferred was similar to their counterparts in the fall immediately after the last payout.

- The transfer incentive had a positive impact on math and reading achievement at the elementary school level in each of the two years after transfer. These impacts were equivalent to raising achievement by between 4 and 10 percentile points relative to all students in their home state.

- There were no impacts—positive or negative—on achievement in middle schools.

- Author calculations suggest that this transfer incentive intervention in elementary schools would save approximately $13,000 per grade per school compared to the cost of class size reduction aimed at generating the same size impacts. However, overall cost effectiveness can vary depending on a number of factors such as teacher retention rates after the last installments of the incentive are paid out after the second year.

6. *Link to Additional Information:* http://ies.ed.gov/ncee/pubs/20144003/pdf/20144003.pdf

Access to Effective Teaching for Disadvantaged Students

1. *Study Purpose:* Recent Department of Education initiatives, such as Race to the Top, the Teacher Incentive Fund, and the flexibility policy for the *Elementary and Secondary Education Act,* are designed in part to ensure that disadvantaged students have equal access to effective teaching. This study provides information about the extent that disadvantaged students receive less-effective teaching than other students. The study also examines teacher mobility in participating districts and how patterns of mobility might contribute to unequal access.

2. *Key Questions Addressed:*

- To what extent do disadvantaged students have equal access to effective teaching within school districts, and how does this change over time?

- Is access to effective teaching related to different patterns of teacher hiring, retention, and mobility for high- and low-poverty schools?

- What policies are districts implementing that could promote an equitable distribution of effective teachers?

3. *Design:* The study is descriptive. It documents the distribution of effective teaching, as measured by value added, and changes in the distribution of effective teaching across the 2008–09 through 2012–13 school years. The study also describes district polices designed to address inequitable distribution of effective teaching implemented during those years. Lastly, the study will examine teacher mobility patterns within participating districts. Data collection

included 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 also included district personnel data to examine teacher mobility within participating districts. The study will be conducted in 29 geographically-dispersed school districts.

4. *Estimated or Actual Completion Date:* The report was released in November 2013.

5. *Key Findings:*

- On average, disadvantaged students had less access to effective teaching than relatively more advantaged students. Providing equal access to effective teaching for disadvantaged and other students would reduce the student achievement gap from 28 percentile points to 26 percentile points in English/language arts (ELA) and from 26 percentile points to 24 percentile points in math in a given year.

- Access to effective teaching patterns for disadvantaged students were similar over the three years studied, 2008–09 through 2010–11.

- Access to effective teaching varied across study districts. Access ranged from districts with equal access to districts with differences in access as large as 0.106 standard deviations of student test scores in ELA and 0.081 standard deviations of student test scores in math, favoring relatively more advantaged students.

- Access to effective teaching was more related to the school assignment of students and teachers than the way that students were assigned to teachers within schools.

6. *Link to Additional Information:* http://ies.ed.gov/ncee/pubs/20144001/pdf/20144001.pdf

Do Disadvantaged Students Get Less Effective Teaching? Key Findings from Recent Institute of Education Sciences Studies

1. *Study Purpose:* Recent Department of Education initiatives, such as Race to the Top, the Teacher Incentive Fund, and the flexibility policy for the Elementary and Secondary Education Act, are designed in part to ensure that disadvantaged students have equal access to effective teaching. This brief provides information about the extent that disadvantaged students receive less-effective teaching than other students by synthesizing findings from several IES-funded studies, including the report, "Access to Effective Teaching for Disadvantaged Students."

2. *Key Questions Addressed:*

- What do three IES-funded studies on teacher distribution conclude about equitable access to effective teaching?

3. *Design:* This evaluation brief synthesizes the descriptive findings from three IES-funded studies on teacher distribution that have been peer-reviewed. The brief presents the findings from each study using the same approach, measuring whether disadvantaged students had less effective teaching on average than other students. The sample, collectively, spans 17 states.

4. *Estimated or Actual Completion Date:* The evaluation brief was released in January 2014.

5. *Key Findings:*

- Disadvantaged students received less-effective teaching on average. Based on data from 29 districts in grades 4–8 and two states in grades 4 and 5, disadvantaged students received less-effective teaching in a given year than other students in those grades. The average disparity in teaching effectiveness was equivalent to about four weeks of learning for reading and two weeks for math. For context, the overall achievement gap for disadvantaged students in grades four through eight is equivalent to about 24 months in reading and 18 months in math. Study authors estimate differences in teaching effectiveness for one year represent 4 percent of the existing gap in reading and 2 to 3 percent in math.

- Access to effective teaching varied across districts. The size of the differences in effective teaching in a given year between disadvantaged and non-disadvantaged students varied across the 29 districts studied. The disparities for each district ranged from no statistically significant difference to a difference equivalent to 14 weeks of learning in reading and math in grades 4 through 8.

6. *Link to Additional Information:* http://ies.ed.gov/ncee/pubs/20144010/pdf/20144010.pdf

Other

Evaluation of the Regional Educational Laboratories: Final Report

1. *Study Purpose:* The Regional Educational Laboratories (RELs) are a networked system of 10 organizations that serve the educational needs of 10 designated regions across the United States. The U.S. Department of Education is authorized by the *Education Sciences Reform Act* (ESRA) to award contracts to 10 RELs to support applied research, development, wide dissemination, and technical assistance activities. The REL program is administered by the Knowledge Utilization Division of the National Center for Education Evaluation and Regional Assistance (NCEERA) within the Department's Institute of Education Sciences (IES), which was established by ESRA in 2002. The FY 2012 appropriation for the REL program was $57.426 million.

2. *Key Questions Addressed:*

- What activities did the RELs undertake to fulfill the missions specified in ESRA?

- What were the technical quality and relevance of REL Fast Response Project reports published by IES and of the corresponding proposals?

- What were the technical quality and relevance of REL impact study reports published by IES and of the corresponding proposals?

- How relevant and useful were the REL technical assistance products to the needs of the states, localities, and policymakers in their regions?

3. *Design:* This descriptive study is relying on a combination of extant data, FY 2010 interviews with REL directors, and FY 2012 surveys of potential REL customers from state and local educational agencies. Panels of experts met during FY 2010 and FY 2012 and rated the quality and relevance of REL Fast Response Project proposals and final reports and REL impact study proposals and final reports.

4. *Estimated or Actual Completion Date:* The final report is scheduled for completion in 2014.

State Implementation of Reforms Promoted Under the Recovery Act

1. *Study Purpose:* This report is part of the multi-year U.S. Department of Education evaluation Charting the Progress of Education Reform: An Evaluation of the Recovery Act's Role. The Department seeks to understand through this evaluation how states, districts, and schools are working to implement the education reforms promoted by the Recovery Act. The current report focuses on whether, and how, state education agencies (SEAs) were implementing the reforms that the Recovery Act emphasized one year after the act was passed and sets the stage for examination of implementation at the local level.

2. *Key Questions Addressed:*

• To what extent did SEAs report implementing key reform strategies promoted by the Recovery Act in the 2010–11 school year? How much of the 2010–11 school year implementation reflects progress since the Recovery Act? What were the greatest reform implementation challenges for SEAs in the 2010–11 school year?

3. *Design:* This report is primarily based on data from surveys of all 50 SEAs and the District of Columbia (DC) administered during spring 2011. Survey respondents were the chief state school officer or other state agency officials designated by the chief as most knowledgeable about the topics in the survey.

4. *Estimated or Actual Completion Date:* This report was released in January 2014. The final report is scheduled for completion in 2014.

5. *Key Findings:* Findings and additional information can be found at
http://ies.ed.gov/ncee/pubs/20144011/pdf/20144011.pdf.

Case Studies of Schools Receiving School Improvement Grants

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 states, which then competitively distribute the funds to districts applying on behalf of their eligible schools—is to support the turnaround of the nation's persistently lowest-achieving schools. To qualify for the three-year grant, schools must (among other requirements) be willing to implement one of four prescribed intervention models: turnaround, restart, closure, or transformation. About $546 million was allocated in FY 2009 for SIG with a supplement of $3 billion from the *American Recovery and Reinvestment Act of 2009.* With the possibility of rollover funds, this amounts to a $3.5 billion injection into the SIG program during the 2010–11, 2011–12, and 2012–13 school years. This study will provide descriptively rich, primarily qualitative information for a small set of schools receiving SIG in the first cohort to implement an intervention model beginning in the 2010–11 school year.

2. *Key Questions Addressed:*

• What is the background and context of these persistently lowest-achieving schools? How do the leadership and staff in these schools define the performance problem, and to what do they attribute their problems?

• What leadership styles do the principals of these persistently lowest-achieving schools exhibit? What actions do these schools engage in to try to improve their history of low performance?

- What is the change process in these persistently lowest-achieving schools, particularly in terms of school climate and staff capacity?

- What improvements do school stakeholders perceive during the three-year course of SIG, and do these improvements appear to be sustainable?

3. *Design:* This study employs a school-level case study design. A core sample of 25 SIG schools was purposively selected from six states to represent a range of geographic regions, urbanicities, school sizes, racial/ethnic compositions, socioeconomic statuses, SIG intervention models, and SIG funding levels, among other factors. Data collection took place over three school years, beginning in spring 2011 and concluding in spring 2013, and included interviews with each state's SIG leaders, a teacher survey, and site visits to the case study schools, which included analysis of fiscal records, as well as interviews and focus groups with district officials, principals, teachers, parents, union officials, external support providers, and students.

4. *Estimated or Actual Completion Date:* The first report, based on the first year of data, is scheduled for release in 2014. The final report, based on the second and third year of data, is scheduled for release in 2015.

A Focused Look at Rural Schools Receiving School Improvement Grants

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 states, which then competitively distribute the funds to districts applying on behalf of their eligible schools—is to support the turnaround of the nation's persistently lowest-achieving schools. To qualify for the three-year grant, schools must (among other requirements) be willing to implement one of four prescribed intervention models: turnaround, restart, closure, or transformation. About $546 million was allocated in FY 2009 for SIG with a supplement of $3 billion from the American Recovery and Reinvestment Act of 2009. With the possibility of rollover funds, this amounts to a $3.5 billion injection into the SIG program during the 2010–11, 2011–12, and 2012–13 school years. This report will provide descriptively rich, primarily qualitative information for a small set of rural schools receiving SIG in the first cohort to implement an intervention model beginning in the 2010–11 school year.

2. *Key Questions Addressed:*

- What are the context and challenges of these rural SIG schools that are trying to turn around a history of low performance?

- How did these rural SIG schools perceive their rural context to influence the recruitment and retention of teachers and the engagement of parents, and what improvement actions did they implement in these two areas?

3. *Design:* This study employs a school-level case study design. A sample of 9 SIG schools located in rural areas was purposively selected from four states to represent a range of geographic regions, school sizes, racial/ethnic compositions, socioeconomic statuses, SIG intervention models, and SIG funding levels, among other factors. Data were collected in spring 2012, and included interviews with each state's SIG leaders, a teacher survey, and site visits to the case study schools, which included analysis of fiscal records, as well as interviews and focus groups with district officials, principals, teachers, parents, union officials, external support providers, and students.

4. *Estimated Completion Date:* The report is scheduled for completion in spring 2014.

A Focused Look at Schools Receiving School Improvement Grants That Have High Percentages of English Language Learner Students

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 states, which then competitively distribute the funds to districts applying on behalf of their eligible schools—is to support the turnaround of the nation's persistently lowest-achieving schools. To qualify for the three-year grant, schools must (among other requirements) be willing to implement one of four prescribed intervention models: turnaround, restart, closure, or transformation. About $546 million was allocated in FY 2009 for SIG with a supplement of $3 billion from the *American Recovery and Reinvestment Act of 2009.* With the possibility of rollover funds, this amounts to a $3.5 billion injection into the SIG program during the 2010–11, 2011–12, and 2012–13 school years. This report will provide descriptively rich, primarily qualitative information for a small set of schools with high percentages of English Language Learner (ELL) students, that are receiving SIG in the first cohort to implement an intervention model beginning in the 2010–11 school year.

2. *Key Questions Addressed:*

- What are the context and challenges of these high-ELL SIG schools that are trying to turn around a history of low performance?

- How did these high-ELL SIG schools approach the improvement process, and what supports did they provide to their ELLs?

- What capacity did these high-ELL SIG schools have to address the unique needs of their ELLs?

3. *Design:* This study employs a school-level case study design. A sample of 11 SIG schools with high percentages of ELLs was purposively selected from four states to represent a range of geographic regions, urbanicities, school sizes, racial/ethnic compositions, socioeconomic statuses, SIG intervention models, and SIG funding levels, among other factors. Data were collected in fall 2011, and included interviews with each state's SIG leaders, a teacher survey, and site visits to the case study schools, which included analysis of fiscal records, as well as interviews and focus groups with district officials, principals, teachers, parents, union officials, external support providers, and students.

4. *Estimated Completion Date:* The report is scheduled for completion in spring 2014.

Implementation and 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 that funds states and districts planning to implement comprehensive education reform in one or more core areas. Since 2010, RTT has funded a general state competition, as well as a state competition focused on early learning and a district competition focused on personalized learning. With funds from the *American Recovery and Reinvestment Act of 2009* (Recovery Act), the general state competition awarded $4 billion to states in support of comprehensive K–12 education reform in four core areas: teachers and leaders, standards and assessments, data systems, and school turnaround. The School Improvement Grants (SIG) program is authorized through Title I of the Elementary and Secondary Education Act and provides three-year awards to support turnaround in the nation's persistently lowest-achieving schools. In FY 2009, the $546 million SIG appropriation was supplemented by $3 billion through the

Recovery Act, for a total of $3.5 billion. SIG funds are disbursed to states by formula based on Title I allocations. States then competitively award funds to districts applying on behalf of their eligible schools. Schools receiving SIG must implement one of four prescriptive intervention models: turnaround, transformation, closure, or restart. Both RTT and SIG received substantial funding through the Recovery Act. This study will examine the implementation and impacts of RTT and SIG, focusing on the initial general state competition for RTT and the first cohort of SIG schools implementing intervention models beginning in the 2010–11 school year.

2. *Key Questions Addressed:*

- Which policies and practices promoted by the RTT program do RTT states report adopting, and how do they compare to the policies and practices that non-RTT states report adopting?

- Is receipt of an RTT grant related to improvement in student outcomes?

- Are SIG-funded schools adopting the improvement or turnaround strategies promoted by the four SIG intervention models, and how do they compare to strategies in schools not implementing a SIG-funded intervention model? How are states and districts supporting such efforts?

- Does receipt of SIG funding to implement a school intervention model have an impact on outcomes for low-performing schools?

- Is implementation of the four school intervention models and the strategies prescribed by those models related to improvement in outcomes for low-performing schools?

3. *Design:* The RTT sample includes all 50 states and the District of Columbia (DC). Data from interviews with all states and DC will inform the first evaluation question. The second evaluation question will be addressed using a short interrupted time series design with state-level National Assessment of Educational Progress data. The SIG sample includes about 525 schools in 60 districts from 22 states, purposively selected to support a regression discontinuity design to address the fourth evaluation question. Data from state/district interviews and school surveys will inform the third and fifth evaluation questions. Administrative data on student and school achievement are being collected through the 2012–13 school year to inform the fourth and fifth evaluation questions.

4. *Estimated Completion Date:* The first report is scheduled for completion in 2014, and the final report is scheduled for completion in 2015.

Operational Authority, Support, and Monitoring of School Turnaround

1. *Study Purpose:* The federal School Improvement Grants (SIG) program, to which $3 billion were allocated under the *American Recovery and Reinvestment Act of 2009* (Recovery Act), supports schools attempting to turn around a history of low performance. This study of SIG focuses on a purposive sample of SIG-eligible schools, including (1) a group of schools that received SIG to implement one of four intervention models specified by the U.S. Department of Education and (2) a comparison group of schools from the same districts that were not implementing one of these four intervention models with SIG support.

2. *Key Questions Addressed and Design:* This report focuses on the implementation of SIG by examining three interrelated levers for school improvement: (1) school operational authority, (2) state and district support for turnaround, and (3) state monitoring of turnaround efforts. SIG principles emphasize that school leaders should be given the autonomy to operate on matters such as staffing, calendars, and budgeting, but then also be appropriately supported and

monitored by states and districts to ensure progress. It is thus of interest to document the actual policies and practices related to these three levers, and to see whether there are differences between study schools implementing a SIG-funded intervention model and comparison schools not implementing a SIG-funded intervention model. Findings are based on spring 2012 survey responses from 450 school administrators and interviews with administrators in the 60 districts and 21 of the 22 states where these schools are located.

3. *Actual Completion Date:* The report was completed in January 2014.

4. *Key Findings:*

- The most common area in which schools implementing and not implementing a SIG-funded intervention model reported having primary responsibility was their budgets (55 percent and 54 percent). Fewer than half of the schools in both groups reported primary responsibility in the other seven operational areas examined, such as student discipline policies (38 percent and 35 percent), staffing (37 percent and 46 percent), assessment policies (25 percent and 21 percent), and curriculum (18 percent and 16 percent).

- The most common technical assistance and other supports for turnaround that states reported providing related to developing school improvement plans (20 of the 21 states interviewed) and identifying effective improvement strategies (19 of the 21 states interviewed). These two supports were also the ones districts and schools most frequently reported receiving. Schools implementing a SIG-funded intervention model were no more likely than non-implementing schools to report receiving supports in nine of twelve areas examined, including working with parents, school improvement planning, and recruiting or retaining teachers.

- All 21 of the states interviewed reported being responsible for monitoring low-performing schools, although just 13 of them reported that districts were also responsible. State monitoring almost universally took the form of analyzing student data (21 states) and conducting site visits (20 states), and to a lesser extent having discussions with parents/community (16 states) and surveying school staff (12 states). Most states also reported that monitoring not only served accountability purposes, but also was used for formative purposes, such as to assess implementation fidelity (14 states) and identify additional supports for schools (14 states).

5. *Link to Additional Information:* http://ies.ed.gov/ncee/pubs/20144008/

Adoption of Teacher Evaluation Policies Promoted by Race to the Top

1. *Study Purpose:* Race to the Top (RTT) is a Department-sponsored competitive grant program that funds states and districts planning to implement comprehensive education reform in one or more core areas. Since 2010, RTT has funded a general state competition, as well as a state competition focused on early learning and a district competition focused on personalized learning. With funds from the *American Recovery and Reinvestment Act of 2009* (Recovery Act), the general state competition awarded $4 billion to states in support of comprehensive K–12 education reform in four core areas: teachers and leaders, standards and assessments, data systems, and school turnaround. This study will examine the implementation of RTT, focusing on the initial general state competition for RTT.

2. *Key Questions Addressed:*

- Which policies and practices promoted by the RTT program in the area of teacher evaluation do RTT states report adopting, and how do they compare to the policies and practices that non-RTT states report adopting in this area?

3. *Design:* The RTT sample includes all 50 states and the District of Columbia (DC). Data from interviews with all states and DC conducted in spring 2012 will inform the analysis.

4. *Estimated Completion Date:* The report is scheduled for completion in summer 2014.

Policy and Program Studies Service (PPSS)

Feasibility Study on Improving the Quality of School-Level Expenditure Data

1. *Study Purpose:* Concerns about the equitable distribution of school funding within school districts have led to new federal data collections on school-level expenditures, and proposed legislation would require that these data be used to demonstrate compliance with the comparability provision under Title I of the *Elementary and Secondary Education Act of 1965* (ESEA). The quality of these data is uncertain, and data quality issues appear to be most acute for non-personnel expenditures. Most school districts typically do not have accounting systems that systematically track expenditures at the school level, and therefore have to retroactively allocate expenditures to individual schools in order to comply with these data collection requirements. Some state and local staff have expressed concern about their ability to report these data accurately, and have also asked for clearer guidance about the specific categories of expenditures that should be included and excluded.

This feasibility study explores options for improving the completeness, consistency, and accuracy of school-level expenditures that would be most appropriate to include for the purpose of assessing equity, as well as technical and operational challenges for including certain types of expenditures. The study also examines the experiences of states and districts that currently track school-level expenditures, including variations in definitions and practices used in these jurisdictions, the types of changes to accounting systems and practices that are required, and the potential cost of implementing such strategies.

2. *Key Questions Addressed:*

- In states and districts that currently track expenditures at the school level, what types of personnel and non-personnel expenditures are included in the school-level data?

- What is the quality of existing school-level expenditure data? What specific steps could be taken to improve the completeness, consistency, and accuracy of these data?

- What changes would states and districts need to make to track expenditures at the school level if they do not currently do so? What costs have states and districts incurred to implement such data systems?

3. *Design:* The study will explore options for improving the completeness, consistency, and accuracy of school-level expenditure reporting by: (1) convening an expert panel to identify specific challenges and potential solutions; (2) interviewing fiscal staff in nine states and districts that have finance systems that track school-level finance data; and (3) collecting and analyzing available school-level expenditure data in the selected states and districts.

4. *Estimated Completion Date*: The final report is scheduled for completion in October 2014.

Appendix E: 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 Scorecards

College Scorecards in the Department's College Affordability and Transparency Center make it easier to find out more about a college's affordability and value. http://www.whitehouse.gov/issues/education/higher-education/college-score-card

One-Stop Shopping for Student Loans

The Department provides a site from which students can manage their loans. http://studentloans.gov/

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 sub-sections 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

College Completion Toolkit

The College Completion Toolkit provides information that governors and other state leaders can use to help colleges in their states 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

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

The Department, through the Literacy Information and Communications Systems (LINCS), offers resources and tools for the development and implementation of comprehensive adult education programs. The LINCS seek to expand evidence-based practice in the field of adult literacy through on-demand, web-based professional development opportunities; targeted training and high-quality resources; and an interactive online learning community that provides opportunities for networking and information sharing among adult educators.
https://lincs.ed.gov/

Program Inventory

The *GPRA Modernization Act of 2010,* P.L. 111-352, requires that OMB establish a single website with a central inventory of all federal programs, including the purpose of each program and its contribution to the mission and goals of the Department. In 2013, the Department describes each program within 27 budgetary accounts, as well as how the programs support the Department's broader strategic goals and objectives.
http://www2.ed.gov/programs/inventory.pdf

Grants Information and Resources

In addition to student loans and grants, the Department offers other discretionary grants, which are awarded using a competitive process, and formula grants, which use formulas determined by Congress with no application process. This site lists Department discretionary 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://www2.ed.gov/fund/grant/find/edlite-forecast.html

For more information on the Department's programs, see
http://www2.ed.gov/programs/gtep/gtep.pdf.

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/

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?f=All%20Publication%20and%20Review%20Types,3;#pubsearch

Performance Data

ED*Facts* 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 2022

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 2022. The report includes a methodology section that describes the models and assumptions used to develop national and state-level projections.
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014051

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

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Appendix F: Glossary of Acronyms and Abbreviations

21st CCLC   21st Century Community Learning Centers

AARTS   Audit Accountability & Resolution Tracking System

AFR   *Agency Financial Report*

AP   Advanced Placement

API   Application Programming Interface

APP   *Annual Performance Plan*

APR   *Annual Performance Report*

ATS   Audit Tracking System

BPTW   Best Places to Work

CDR   Cohort Default Rate

CFO   Chief Financial Officer

CLC   Content Literacy Continuum

CMS   Case Management System

CPARS   Contractor Performance Assessment Reporting System

CRDC   Civil Rights Data Collection

CSPR   *Consolidated State Performance Report*

CTE   Career and Technical Education

CTS   Case Tracking System

DHS   Department of Homeland Security

DM   Document Management

DOL   U.S. Department of Labor

DST   Data Strategy Team

EDEN   Education Data Exchange Network

ELL   English Language Learner

ELT   Expanded Learning Time

EOS   Entrance on Duty System

ERIC	Education Resources Information Center
ESEA	*Elementary and Secondary Education Act of 1965*
ESRA	*Education Sciences Reform Act of 2002*
EVS	Employee Viewpoint Survey
FAC	Federal Audit Clearinghouse
FAFSA	Free Application for Federal Student Aid
FASAB	Federal Accounting Standards Advisory Board
FFEL	Federal Family Education Loan
FMFIA	*Federal Managers' Financial Integrity Act of 1982*
FPCO	Family Policy Compliance Office
FPDS-NG	Federal Procurement Data System - Next Generation
FPPS	Federal Personnel and Payroll System
FREE	Federal Resources for Educational Excellence
FRP	Fast Response Project
FSA	Federal Student Aid
FY	Fiscal Year
G5	Grants Management System
GAO	Government Accountability Office
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GPRA	*Government Performance and Results Act of 1993*
GPRAMA	*GPRA Modernization Act of 2010*
HBCUs	Historically Black Colleges and Universities
HCCS	Human Capital and Client Services
HCERA	*Healthcare and Education Reconciliation Act of 2010*
HEA	*Higher Education Act of 1965*
HHS	Department of Health and Human Services
i3	Investing in Innovation Fund

IAS	Information Assurance Services
IASG	Iraq and Afghanistan Service Grant
IDEA	*Individuals with Disabilities Education Act*
IEP	Individualized Education Program
IES	Institute of Education Sciences
IPEDS	Integrated Postsecondary Education Data System
ISAT	Illinois Standards Achievement Test
ISSO	Information System Security Officer
IT	Information Technology
IV&V	Independent Verification and Validation
KEA	Kindergarten Entry Assessment
LEA	Local Educational Agency
MAP	Measures of Academic Progress
MCO	Mission Critical Occupation
MD&A	Management's Discussion and Analysis
NACTE	National Assessment of Career and Technical Education
NAEP	National Assessment of Educational Progress
NCEERA	National Center for Education Evaluation and Regional Assistance
NCES	National Center for Education Statistics
NLTS	National Longitudinal Transition Study
NSLDS	National Student Loan Data System
OCIO	Office of the Chief Information Officer
OCR	Office for Civil Rights
OCTAE	Office of Career, Technical, and Adult Education
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
OPEPD	Office of Planning, Evaluation, and Policy Development
OPM	Office of Personnel Management
OPR	Organizational Performance Report
OSERS	Office of Special Education and Rehabilitative Services
OSP	Opportunity Scholarship Program
OST	Office of School Turnaround
OVMS	Operational Vulnerability Management Solution
PBCS	Performance-Based Compensation System
PDP	Personnel Development Program
PII	Personally Identifiable Information
PIRMS	Privacy, Information and Records Management Service
PPIRS	Past Performance Information Retrieval System
PPSS	Policy and Program Studies Service
PSAT	Preliminary Scholastic Aptitude Test
PTAC	Privacy Technical Assistance Center
QPR	Quarterly Performance Report
QRIS	Quality Rating and Improvement Systems
REL	Regional Educational Laboratory
RESPECT	Recognizing Education Success, Professional Excellence, and Collaborative Teaching
RtI	Response to Intervention
RTT-ELC	Race to the Top-Early Learning Challenge
SAFRA	*Student Aid and Fiscal Responsibility Act of 2009* (SAFRA Act)
SASA	Student Achievement and School Accountability
SASS	Schools and Staffing Survey

SAT	Scholastic Aptitude Test
SEA	State Educational Agency
SIG	School Improvement Grant
SLDS	Statewide Longitudinal Data Systems
SOAR	Strategic Objectives Annual Review
SOW	Statement of Work
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SY	School Year
TA&D	Technical Assistance and Dissemination
TEACH	The Teacher Education Assistance for College and Higher Education Grant
TFA	Teach for America
TIF	Teacher Incentive Funds
TNTP	The New Teacher Project
TQP	Teacher Quality Partnership
TRP	Teaching Residency Program
TTI	Talent Transfer Initiative
VR	Vocational Rehabilitation
WTTS	Workforce Transformation Tracking System
WWC	What Works Clearinghouse

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