

Archived Information

End Outcomes for Goals 1 and 2

Congress appropriated approximately \$42 billion in fiscal year 2000 for various program activities administered by the Department of Education. Expenditures for these program activities represented about 2 percent of the federal government's annual \$1.8 trillion budget. Combining EDs expenditures with funding from all other federal agencies, the government contributes approximately 9 percent of total national expenditures on education; the remaining 91 percent comes from state, local, and private sources. More than half of the Department's budget supported elementary and secondary education. In addition to the many programs, the Department administers tax expenditures targeted for education benefits that also significantly support the objectives of the Department's Strategic Plan.

To measure the use of these resources, EDs Strategic Plan sets forth 7 performance indicators for elementary and secondary education. These indicators summarize the Nation's education progress across the wide variety of departmental programs and provide a picture of the state of U.S. elementary education as a whole.

Progress toward the 7 key outcome indicators is influenced by Federal programs and activities taking place under Goals 1 and 2 of the Strategic Plan:

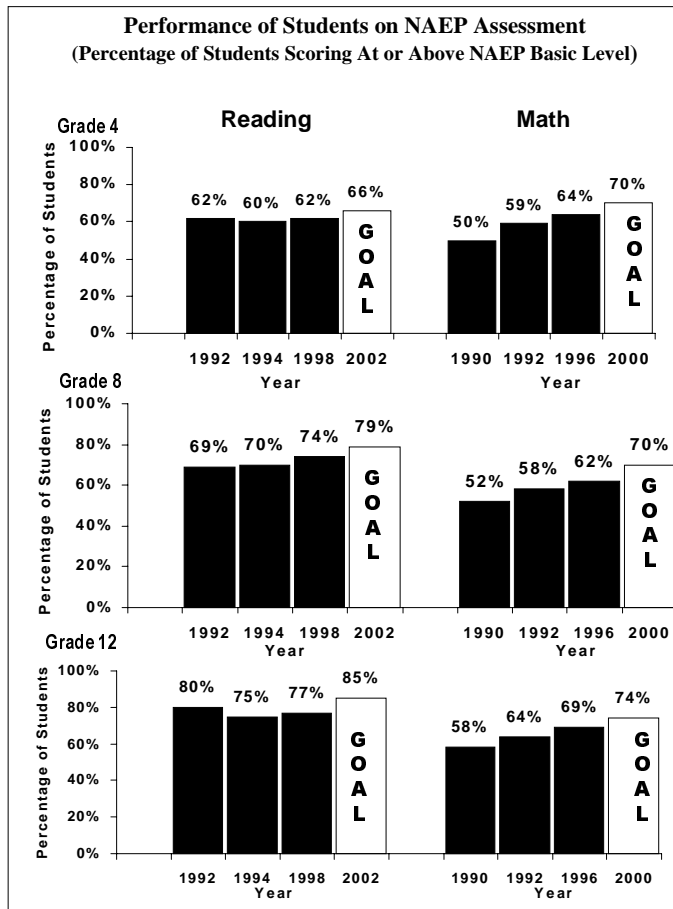
- Goal 1. Help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment.
- Goal 2. Build a solid foundation for the learning of all children.

The outcomes measured by these 7 indicators cannot be achieved by the Federal government all but constitute the shared responsibility of states, districts, schools, parents, communities, and society at large. The strategies described in Goals 1 and 2 show how we can work together with our non-federal partners to focus on results, minimize administrative burden, and use resources to the fullest to maximize student learning.

Indicator A. Increasing percentages of all students will meet or exceed basic, proficient, and advanced performance levels in national and state assessments of reading, math, and other core subjects.

Assessment of Progress. No new data. 2000 data for math are due in 2001. The percentage of 4th and 12th grade students performing at or above the basic level in reading has been stable since 1992. The small decline at the 12th grade level is not statistically significant. Eighth graders' reading performance has improved. Math performance improved substantially for students in all 3 grades (4, 8, and 12) from 1990 to 1996.

Figure A.1



Source: National Assessment of Educational Progress (NAEP) and the National Center for Education Statistics. *Frequency:* Every 4 years, alternating math and reading. *Next Update:* Math 2000 data are due in 2001. **Validation procedure:** Data verified and validated by the National Center for Education Statistics and the National Assessment Governing Board. **Limitations of data and planned improvements:** Reading data for 1990 are omitted because they are not comparable with those of later years.

Indicator B. Students in high-poverty schools will show continuous improvement in achieving proficiency levels comparable to those for the Nation.

Assessment of Progress. No new data; 1999 data for reading and math are due in fall 2000.

Reading. While students in low-poverty schools improved their reading scores from 1988 to 1996, scores of students in high-poverty schools only began improving in 1992. From 1992 to 1996, scores of 9-year-olds in high-poverty schools rose by 8 scale score points, or close to a grade level of improvement.

Low-poverty schools are defined as those in which fewer than 25 percent of the students are eligible for free or reduced-price lunches. High-poverty schools are defined as those in which more than 75 percent of the students are eligible for free or reduced-price lunches.

Math. Improvement in mathematics has occurred most appreciably for students in high-poverty schools since 1992, rising by 9 points, or about 1 grade level.

Figure B.1

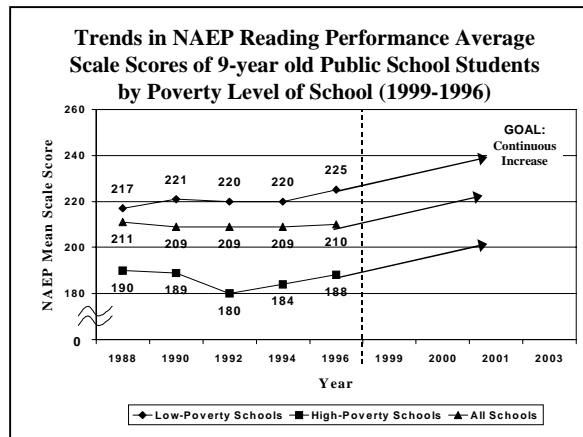
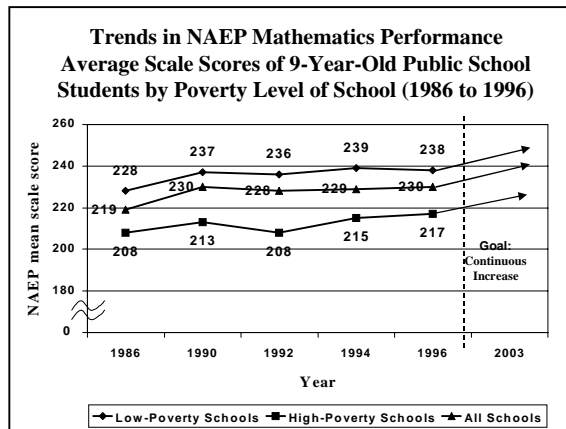


Figure B.2



Note: Low poverty schools are schools with 0-25% of students eligible for free or reduced price lunches, and high poverty schools are schools with 76 to 100% of students eligible for free or reduced price lunches.

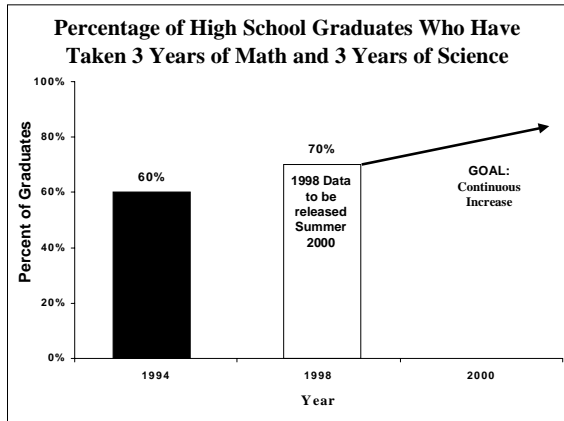
Source: Special analyses of data from National Assessment of Educational Progress (NAEP) and the National Center for Education Statistics. **Frequency:** Biennial from 1988 to 1996, decreasing to once every 4 years by 2003. **Next Update:** 1999 data for reading and math are due in fall 2000. The next update for both reading and math data will be in 2003, with the data becoming available in fall 2004. **Validation procedure:** Based on special analyses of NAEP reading and mathematics trend data. NAEP is reviewed according to *NCES Statistical Standards*. **Limitations of data and planned improvements:** Data on the percentage of students eligible for free and reduced-price lunches are not available for some schools, and definitions vary somewhat across years.

Indicator C. The proportion of high school graduates who complete at least 3 years of science and 3 years of math will increase 10 percent between 1994 and 1998.

Assessment of Progress. No new data; 1998 data are due in summer 2000. In 1994, 60 percent of all high school graduates had completed 3 years of mathematics and 3 years of science. In addition to the

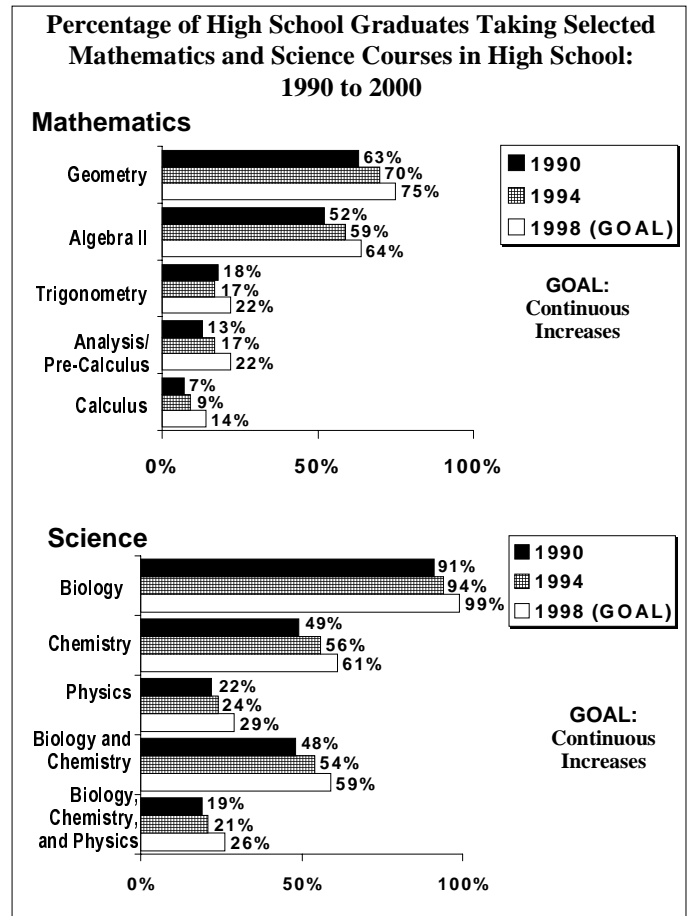
number of years of coursework, the level of difficulty of the courses students complete is also important. The percentage of students completing various courses in mathematics and science increased from 1990 to 1994 for all courses offered, including more challenging courses such as calculus and physics.

Figure C.1



Source: Based on 1994 High School Transcript Study and other surveys, National Center for Education Statistics (NCES).
Frequency: These data are available only once every 4 years, and the 1998 data are due in summer 2000. **Next Update:** 1998 data are due in summer 2000. **Validation procedure:** Special tabulations produced for and reviewed by the National Center for Education Statistics, according to the *NCES Statistical Standards*. **Limitations of data and planned improvements:** These data are collected only once every 4 years; 1998 data will be available in Summer 2000.

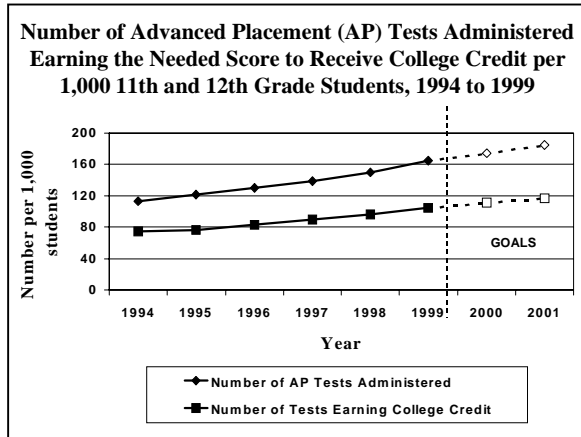
Figure C.2



Indicator D. Increasing numbers of high school students will successfully complete Advanced Placement Program courses each year.

Assessment of Progress. Since 1990, an increasing proportion of 11th and 12th grade students have been taking Advanced Placement (AP) Program courses, and an increasing number have passed at the level necessary to receive postsecondary credit. In 1999, 165 AP tests were administered per 1,000 students, and 105 of those tests resulted in postsecondary credit. This trend toward increased AP course-taking began in 1984 and has occurred among both sexes and all racial/ethnic groups.

Figure D.1



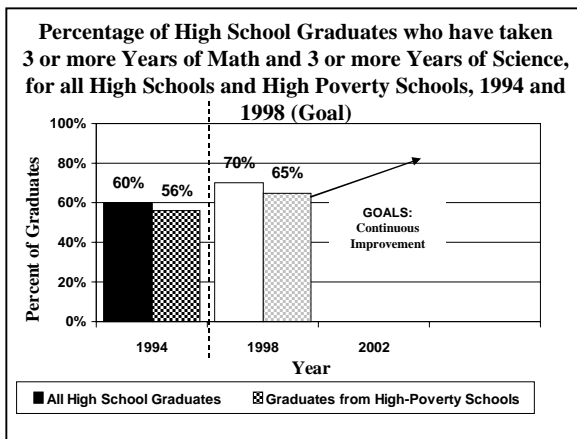
Source: Based on special analyses of data from the College Board AP Program, prepared for and reviewed by the National Center for Education Statistics. *Frequency:* Annual. *Next update:* 2000 data due in 2001. **Validation procedure:** Special analyses prepared for and reviewed by the National Center for Education Statistics according to *NCES Statistical Standards*. Data supplied by the College Board. **Limitations of data and planned improvements:** Because AP candidates often take more than 1 examination, there is not a 1-to-1 ratio between the number of examinations taken and the number of students.

Indicator E. Students in high-poverty schools will complete comparable amounts of challenging coursework – including Advanced Placement courses – which will enable them to pursue higher education or other options.

Assessment of Progress. No new data; unable to judge as the 1998 data will be available in summer 2000. As preparation for postsecondary study, students are encouraged to complete 3 years of mathematics and 3 years of science. In 1994, there was only a small gap between the percentage of all graduates and the percentage of graduates of high-poverty schools who had taken this coursework.

While the number of years of mathematics is important, the rigor of the coursework is also important (see Indicator C.2 in this series). Research shows that schools with a large proportion of high-poverty students are less likely to offer advanced courses than schools in which students come from affluent families.

Figure E.1



Source: Based on special analyses of data from the NAEP Transcript Study, prepared for the National Center for Education Statistics. *Frequency:* Every 4 years. *Next Update:* 1998 data due in summer 2000. **Validation procedure:** Special analyses prepared for the National Center for Education Statistics and reviewed according to *NCES Statistical Standards*. **Limitations of data and planned improvements:** Data collected only once every 4 to 6 years. Next data to be collected in 2000.

Indicator F. High school attendance and graduation rates will continually improve—particularly in high-poverty schools and among students with disabilities and others at risk of school failure.

Assessment of Progress. No new data; the 1999 data will be released in fall 2000. Between 1990 and 1998, the percentage of students who dropped out of high school increased slightly for all students and for students from low-income families. There are many ways to calculate dropout rates. The rate used in this indicator is the event dropout rate, which is the most sensitive to year-to-year changes in the percentage of students who leave school before graduating. The event dropout rate is defined as the percentage of 15-to-24-year-olds who were enrolled in high school 1 year but had not completed high school and were not enrolled in grades 10–12 in October a year later.

Figure F.1

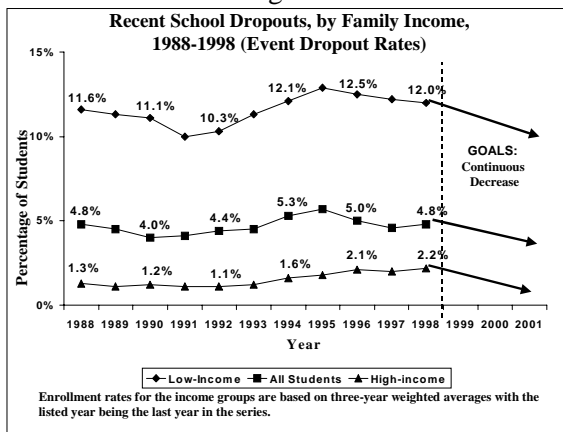
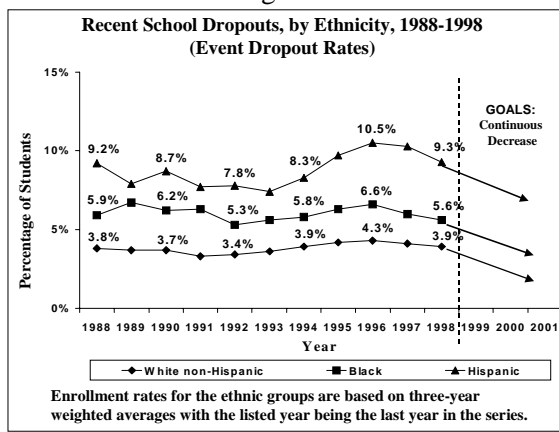


Figure F.2



Source: National Center for Education Statistics (NCES), Dropout Rates in the United States 1998, based on data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years). *Frequency:* Annual. *Next Update:* 1999 data due in fall 2000. **Validation procedure:** Data published by NCES and reviewed according to *NCES Statistical Standards*. Based on U.S. Department of Commerce, Bureau of the Census. **Limitations of data and planned improvements:** Dropout data for subgroups of students fluctuate considerably from year to year because of small sample sizes.

Indicator G. Increasing percentages of high school graduates will successfully transition into postsecondary education or employment.

Assessment of Progress. No new data; the 1999 data will be released in fall 2000. The percentage of graduates who are enrolled in postsecondary studies the October following graduation has risen steadily since the early 1990s. The percentage of graduates not in postsecondary studies who are employed has been fairly stable since the early 1990s.

Figure G.1

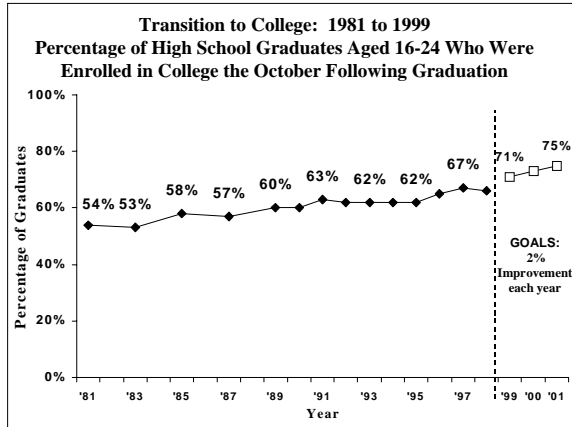
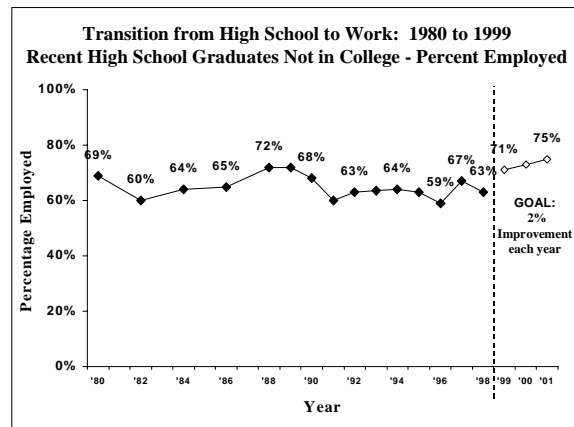


Figure G.2



Source: Based on special analyses of Census Bureau data and the October Current Population Surveys prepared for the National Center for Education Statistics. **Frequency:** Annual. **Next Update:** 1999 data due in 2000. **Validation procedures:** Data provided by the National Center for Education Statistics and reviewed according to *NCES Statistical Standards*. **Limitations of data and planned improvements:** None.

