
Performance Details

Performance Details Overview

The Department presents the key measures for each of the strategic goals, results, and Program Assessment Rating Tool reviews, where applicable. The Performance Details section provides an overview of the results for the key measures for each strategic goal.

Key Measures

For each strategic goal, the Department has selected key program measures that center around the desired outcomes. Each goal chapter provides specific details about the performance progress for each key measure.

How to Read This Report

Each chapter presents a description of the goal and objectives. Within the objective discussion is a table that describes the key measures, indicates the actual performance, and summarizes the results. The insert below describes the information that is presented for each key measure.

Explanation of Documentation for Key Measures

Table. Provides trend data including the latest reported data. Boldface entries represent data not previously reported in an annual performance report. Status row shows relationship between new actual values and targets as follows:

- *Exceeded* if the measure performance was better than the target.
- *Met* if the measure performance reached the target without exceeding it.
- *Made progress* if the measure performance was better than the prior reported data but fell short of the target.
- *Did not meet* if the measure performance fell short of the target and did not show progress.
- *Set baseline* if the Department collected data on the measure for the first time.

Source. Provides bibliographic information.

Analysis of Progress. Provides insights into the Department's progress, including explanations for unmet targets and actions being taken or planned.

Data Quality. Incorporates information such as the universe included in the measure; definitions; the way data were collected, calculated, and reviewed; data strengths and limitations; and plans for data quality improvement.

Target Context. Explains the rationale for targets, especially where anomalies exist.

Additional Information. Provides relevant background or other pertinent information about a measure.

Not all measures will have all data fields described above.

Program Assessment Rating Tool Analysis

The Program Assessment Rating Tool (PART) was developed and implemented by the Office of Management and Budget as a standardized process for determining program effectiveness in a consistent way across government agencies. Programs are assessed and receive scores on a scale of 0 to 100 in each of four weighted sections: program purpose and design (weighted 20 percent), strategic planning (10 percent), program management (20 percent), and program results and accountability (50 percent). Weighted scores are combined and translated into one of four ratings (effective, moderately effective, adequate, and ineffective); a rating of results not demonstrated is given if the program does not have agreed-upon performance measures or lacks baseline performance data. The Department has conducted 74 program reviews using the Program Assessment Rating Tool.

Programs

The Department administers 150 programs. Each program supports one of our strategic goals. In applicable goal chapters, a table provides a summary of each program's performance results for four years, its FY 2006 budget, and FY 2006 expenditures.

Methodology for Program Performance Summary

In keeping with the *Government Performance and Results Act*, the Department has established program-specific annual plans with measures and targets for the majority of the grant and loan programs and has provided the corresponding program performance reports in conjunction with the publication of the annual *Performance and Accountability Report*. Since 2002, these program performance plans and reports have been published on the Department's Web site at <http://www.ed.gov/about/reports/annual/index.html?src=pn>.

In the Program Performance Summary tables that are part of each goal chapter of this *FY 2006 Performance and Accountability Report*, we provide an overview of the performance results on the program measures for each of the past four years, from FY 2003 through FY 2006. For each year, we assess performance on the measures that were established for that year in the program's published plan and provide the percentage of measures whose targets were met (including exceeded), the percentage whose targets were not met, and the percentage for which we have no data.

The percentage with no data may include measures for which we were unable to collect data and measures with pending data. In some cases, the target was defined as the establishment of a baseline; this was necessary when *No Child Left Behind* created a new program environment and trend data were not available for many important concepts. In the case of these measures, if data were collected and a baseline established, then that measure was considered "met"; if we were unable to collect the data to establish the baseline, we counted that measure as "no data."

The tables also identify, by shading, those programs that did not have a performance plan for a particular year from FY 2003 through FY 2006.

The table includes the PART assessment rating for each program.

The full individual program performance reports for FY 2006 are available at <http://www.ed.gov/about/reports/annual/2006report/program.html>. The FY 2006 program performance reports also show the targets and actual values for prior years (except for measures that were discontinued prior to FY 2006).

Goal 1: Create a Culture of Achievement

Key Measures

The Department's first strategic goal is to create a culture of achievement in education. Achievement can only be determined if measures are identified and tracked, and accountability for results is required. Accountability for results is the foundation for the other five goals. We have not specified programs or funding streams directly supporting Goal 1—this goal is the foundation for all Department programs and activities. We have, however, identified 11 key measures that indicate our progress in meeting the objectives of Goal 1.

State Accountability Systems in Compliance

The *No Child Left Behind Act of 2001* placed specific requirements on state accountability systems, requirements designed to improve student achievement. The basic components of a state accountability system, as outlined in the law, are standards and assessments, goals of adequate yearly progress for schools and districts to have all students meet state standards, public school choice, supplemental services, and teacher quality.

The Department measured states' progress on implementing state accountability systems by calculating the number of states with approved assessment systems in reading and mathematics and the number of states that are field testing reading and mathematics assessments. In FY 2006, the Department added measures 1.1.C and 1.1.F, which address the number of states that have completed field testing for science and developed science assessments as required by *No Child Left Behind* by SY 2007–08.

1.1.A State Assessments.		1.1.B State Assessments.		1.1.C State Assessments.	
The number of states that have reading/language arts assessments that align with the state's academic content standards for all students in grades three through eight and in high school. [1201]		The number of states that have mathematics assessments that align with the state's academic content standards for all students in grades three through eight and in high school. [1202]		The number of states that have science assessments that align with the state's academic content standards for all students in grades three through eight and in high school. [1203]	
Fiscal Year	Actual	Fiscal Year	Actual	Fiscal Year	Actual
2004	0	2004	0	2004	NA
2005	0	2005	0	2005	NA
2006	51	2006	51	2006	0
Made progress in 2006 Target of 52 not met		Made progress in 2006 Target of 52 not met		New measure in 2006 2006 data expected Dec. 2007	

NA = Not applicable; measure is new.

Note. These measures refer to states with assessment systems that have been approved by the Department as meeting the requirements of *No Child Left Behind*.

U.S. Department of Education, Standards and Assessment External Peer Review Process, Title I review processes, staff recommendations, and decisions by the Secretary of Education.

Analysis of Progress. The Department did not meet established targets for the numbers of states that have approved reading/language arts and mathematics assessments at the requisite grade levels.

However, measures 1.1.A and 1.1.B showed significant improvement over FY 2005. Fifty-one states have been designated either fully approved, approved with recommendations, approval expected, or approval pending. One state is not approved.

States were required to have their reading/language arts and mathematics assessments in place by SY 2005–06. The state assessments for science are not required to be completed until the end of SY 2007–08 and no state has submitted a science assessment implementation plan at this time.

Data Quality. The universe for this measure is the 52 entities (50 states, the District of Columbia and Puerto Rico) that are required by *No Child Left Behind* to administer reading/language arts and mathematics assessments in grades three through eight and high school by SY 2005–06 and science assessments for grades three through eight and high school by SY 2007–08.

Target Context. The targets for these measures represent the 52 entities that are required to have their standards and assessments peer reviewed and approved. The 52 entities are required to have a science assessment plan in place by the end of SY 2007–08, and the target represents, for measure 1.1.C, the number of states that will have plans submitted and approved for FY 2006.

Additional Information. *No Child Left Behind* required state assessments for reading/language arts and mathematics to be implemented by SY 2005–06.

1.1.D State Assessments.	
The number of states that have completed field testing of the required assessments in reading/language arts. [1204]	
Fiscal Year	Actual
2003	16
2004	20
2005	47
2006	52
2006 target of 52 met	

1.1.E State Assessments.	
The number of states that have completed field testing of the required assessments in mathematics. [1205]	
Fiscal Year	Actual
2003	16
2004	20
2005	47
2006	52
2006 target of 52 met	

1.1.F State Assessments.	
The number of states that have completed field testing of the required assessments in science. [1206]	
Fiscal Year	Actual
2003	NA
2004	NA
2005	NA
2006	26
2006 target of 20 exceeded	

NA = Not applicable; measure not in place.

U.S. Department of Education, Consolidated State Performance Report, grantee submissions; state Web sites.

Analysis of Progress. The Department met the established targets for the numbers of states completing the field testing of reading/language arts and mathematics assessments. These measures were required for the completion of objectives 1.1.A and 1.1.B. This is the last year that measures 1.1.D and 1.1.E will be presented for reading/language arts and mathematics.

Measure 1.1.F requires that states complete field testing of the required assessments for science prior to the submission and approval of the state assessment plan. The target of 20 states completing field testing was exceeded in FY 2006. This measure will continue through FY 2008.

Data Quality. Fifty-two entities (50 states, the District of Columbia and Puerto Rico) are required by *No Child Left Behind* to have reading/language arts and mathematics assessments in grades three through eight and in high school by SY 2005–06. Each state developed a schedule by which its reading/language arts, mathematics and science assessments will be developed, field tested, and submitted to the Department for review and approval prior to implementation.

Target Context. The target of 52 was set for measures 1.1.D and 1.1.E with the knowledge that states were required by law to have standards and assessments for grades three through eight and high school by the end of SY 2005–06. The target of 20 states completing field testing for science was set based upon state schedules by which science assessments will be developed, field tested, and submitted to the Department for review and approval prior to implementation.

Additional Information. Field testing is one of the initial phases of establishing statewide reading/language arts, mathematics, and science assessments prior to the actual administration of the assessment. Field testing helps ensure the validity and reliability of test items and permits states to omit those test items that are deemed biased, too difficult, or too easy, thus affecting the rigor of the test.

Local Flexibility for Targeting Federal Funds

A collection of federal provisions gives states, school districts, and schools the authority to target identified federal program funds toward unique local education needs. These provisions include the following:

- Funding Transferability for State and Local Educational Agencies.
- State-Flexibility Demonstration Program.
- Local-Flexibility Demonstration Program.
- Rural Education Achievement Program.

States reported that in FY 2005 (the most recent year for which the Department has data), 4,780 local educational agencies were eligible to utilize the Rural Education Achievement Program flexibility authority, and 2,694 local educational agencies took advantage of the authority.

The Alternative Uses of Funds Authority under the Rural Education Achievement Program allows eligible local educational agencies the authority to combine funding under certain federal programs to carry out activities under other specified federal programs. Eligible districts are those that serve relatively small numbers of students and are located in rural areas (ESEA Section 6221(b)(1)).

The Department measured the use of flexibility authorities by collecting data on the percentage of eligible local educational agencies that used the Rural Education Achievement Program flexibility authority.

1.2.A Rural Education Program. The percentage of eligible school districts utilizing the Rural Education Achievement Program flexibility authority. [1473]	
Fiscal Year	Actual
2003	61
2004	59
2005	56
2006	Target is 65
2005 target of 65 not met 2006 data expected Apr. 2007	

U.S. Department of Education, Consolidated State Performance Report, grantee submissions.

Analysis of Progress. The flexibility authority offered in the Rural Education Achievement Program has been available for five years. Approximately 60 percent of the 4,700 districts eligible to use this authority have done so according to the latest reports from the states. The Department has provided extensive information about the availability of this authority over the past five years and considers that 60 percent is close to the percentage of districts that need this authority to allocate resources effectively.

Data Quality. Department staff reviewed Consolidated State Performance Reports submitted by state educational agencies in spring 2006 for SY 2004–05.

Target Context. The expectation is that less than 100 percent of eligible districts would use the authority. This is a desired outcome because it reflects that the normal allocation of federal resources, without the Rural Education Achievement Program, meets districts’ needs. Despite outreach, the Department has not seen an increase in the percentage of eligible school districts using the Rural Education Achievement program flexibility authority, suggesting that there does not appear to be an unmet need among the non-participating districts.



Customer Satisfaction With the Department

To measure how well the Department’s products and services meet the needs of the people we serve, we conduct several customer satisfaction surveys. The Grantee Satisfaction Survey queries the chief state school officers and nine groups of state-level education leaders who direct federal programs in their states. The questionnaire includes general questions about the Department’s performance in five areas: use of technology, online resources, documents, technical assistance provided by Department-funded providers, and technical assistance provided by Department staff. The questionnaire also includes custom questions for each grantee group. In the final section of the survey, respondents are asked to answer three culminating questions that provide the American Customer Satisfaction Index score. The index score allows the Department to benchmark customer satisfaction against that of businesses and other federal agencies.

Other major Department surveys include a biennial customer survey conducted by the National Center for Education Statistics and an annual survey conducted by Federal Student Aid. The results from the Federal Student Aid survey are reported in Goal 6, pp. 82-83, under Student Financial Assistance programs.



1.2.B The overall American Customer Satisfaction Index (ACSI) as scored by Department grantees. [2200]	
Fiscal Year	Actual
2005	63
2006	62
2006 target of 64 not met	

U.S. Department of Education, Grantee Satisfaction Survey.

Analysis of Progress. For perspective on how to interpret the Department’s American Customer Satisfaction Index score of 62, it is notable that the most recent average score for federal agencies was 71. It is important to note that federal agencies that serve grantees or interact in a regulatory role typically score in the low 60s. A score of 62, while below the federal agency average, is on a par with the typical scores of comparable grant-making

agencies. The scores of grant-making agencies range from the high 50s to the low 60s. In response to survey results, Department program offices that participated in the survey identified areas of greatest impact, which will guide their direction for making improvements.

Data Quality. The CFI Group, under contract to the Department, conducted the 2006 survey using the methodology of the American Customer Satisfaction Index. The index was developed by the University of Michigan Business School, the CFI Group, and the American Society for Quality and meets their standards for data quality. The CFI Group reports business and federal agency customer satisfaction indices quarterly in major news outlets, which allows for standardization of customer satisfaction information.

Grantee Satisfaction Survey respondents included the chief state school officers and the state-level directors and coordinators of the Early Intervention, Special Education, Education Data Exchange Network, Career and Technical Education, Adult Education and Literacy, English Language Acquisition (Title III), Improving the Academic Achievement for Disadvantaged Students Grants to Local Educational Agencies (Title I), and Educational Technology programs. The survey was e-mailed to 571 potential respondents; the response rate was 70 percent.

Target Context. The FY 2006 actual value of 62 is the American Customer Satisfaction Index score reported by our revised customer survey. It is not a percentage; rather, the score is best thought of as a weighted scale based on multiple responses to questions in the survey. Survey scores are indexed on a 100-point scale. Agencies that score in the 80s are ranked as world class.



Expansion of Choice Options for Parents

Parents of public school children who attend a Title I school that has been designated by the state to be in need of improvement have choices under the provisions of *No Child Left Behind*. They may send their child to another public school in the district, and, if the school's status remains "in need of improvement" for more than one year, families whose children stay in the home school may enroll their children in supplemental educational services (tutoring). Parents' options within the public school system have also increased with the growing numbers of public charter schools that create alternatives to the traditional public school.

Department data collected from the Center for Education Reform indicate that the number of charter schools in operation around the nation has increased 8 percent, from 3,344 in September 2005 to 3,997 in 2006. To help inform parents, the Department created a listserv whereby interested parents can automatically receive periodic notification of relevant charter school information posted on the Department's Web site, www.ed.gov.

As of May 2006, state lists posted online include 3,168 approved supplemental service providers, compared to 2,734 in May 2005. The number of students nationwide receiving services under the Supplemental Educational Services program grew from 245,267 in SY 2003–04 to 430,044 in SY 2004–05. In a May 15, 2006, letter to all chief state school officers, the Secretary directed states to help their districts become fully compliant with supplemental educational services in SY 2006–07 through monitoring and the provision of technical assistance.

Additionally, the Department has assigned to the Comprehensive Center on Innovation and Improvement the task of developing a technical assistance effort to respond to the needs of states, districts, and community-based organizations on supplemental education services issues. The center will be implementing this effort in sites around the country during SY 2006–07. During its meeting with state supplemental educational services directors in October 2006, the Department disseminated promising practices including information on successful state actions that ensure a diversity of providers and successful partnerships between districts, schools, and providers.



1.3.A Charter Schools Grants. The number of charter schools in operation. [1146]	
Fiscal Year	Actual
1996	255
1997	428
1998	790
1999	1,100
2000	1,700
2001	2,110
2002	2,431
2003	2,700
2004	2,996
2005	3,344
2006	3,997
2006 target of 3,600 exceeded	

Center for Education Reform, Annual Survey of America's Charter Schools.

Analysis of Progress. The number of charter schools increased at a rate of approximately 20 percent, surpassing Department expectations. The Department's Charter Schools Grants program will continue to increase national awareness of the charter schools model by funding national leadership activities that result in the dissemination of successful charter schools practices and policies.

Data Quality. Data are verified by Department program staff through on-site monitoring, data from the Center for Education Reform, technical assistance activities, and reviews of the Government Accountability Office and Office of Inspector General reports.

There are substantial differences in the definition of charter schools among states. Some states count a single charter with multiple sites as a single charter school, while other states count a single charter with

multiple sites as multiple charter schools, causing variability in the counts reported by state educational agencies. Reported data are based on each state's definition of charter schools.

Target Context. Targets are set based on previous growth trends, which have averaged 10 percent per year over the last five years. The Education Commission of the States compiles statistics, policy reviews, and case studies on charter schools as part of its public education issues data collection.

Additional Information. Growth in the number of charter schools is largely under the control of state legislatures, which maintain the authority to pass laws authorizing the creation and regulation of charter schools. While some states have reached capacity in terms of the number of charter schools allowed by their laws, other states have amended their statutes to allow for multiple authorizers and, therefore, greater flexibility. In addition, some states have used *No Child Left Behind* provisions that allow local educational agencies to convert low-performing Title I schools into charter schools.

1.3.B Credit Enhancement for Charter School Facilities. The amount of funding grantees leverage for the acquisition, construction, or renovation of charter school facilities. [1208]	
Fiscal Year	Actual
2003	\$66 million
2004	\$74 million
2005	\$109 million
2006	Target is \$100 million
2005 target of \$100 million exceeded	
Data for 2006 are expected Feb. 2007	

U.S. Department of Education, Credit Enhancement for Charter School Facilities Program Performance Reports.

Analysis of Progress. The Credit Enhancement for Charter School Facilities program helps charter schools with their facility needs typically by guaranteeing debt and some leases used to obtain their facilities. The program, which first issued grants in 2002, reported leveraging \$140 million in debt and leases as of the end of FY 2004. The total amount leveraged will be much greater over the 5- to 20-year lifespan of the grants.

Data Quality. Data are self-reported annually by grantees. Department program staff verifies these data during site visits to grantees and to the schools that grantees serve. The number of dollars leveraged consists of the dollar amount raised as a direct result of the guarantee.

Some grantees under the Credit Enhancement program have loan pools through which they work with a number of lenders to raise a given amount of funds for charter school facility loans. If the grantee received a non-Department of Education grant (such as a New Markets Tax Credit allocation¹) and is using it to provide additional leveraging for a school served by the federal grant, such leveraging may also be counted as funds leveraged by the federal grant. A grantee may count senior debt toward the total amount of funds leveraged if it uses grant funds to guarantee or insure subordinate debt. Likewise, grantees may count subordinate debt toward the total amount of funds leveraged if they only use grant funds to credit-enhance senior debt.

The Department originally computed the dollars pledged by lenders as the amount of dollars leveraged in the year the loan pool closed. After learning that these pledges have contingencies, the Department revised the methodology to reflect only the funds in loans that have closed. Trend data shown in the table reflect this revised approach.

Target Context. The Department modified the FY 2005 target to be more realistic based on the updated methodology.

Additional Information. Grantees for this program receive multiyear funding at the beginning of the first project period. The federal funds and earnings on those funds remain available until they have been expended for the grant's purposes or until financing facilitated by the grant has been retired, whichever is later. Most of the Department's grantees are required to report midyear performance data to qualify for continuation awards, but, because there are no continuation awards for this program, we allow these grantees to report after the end of each fiscal year to give them a full year of performance before reporting data.

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Evidence-Based Approaches to Instruction

The *No Child Left Behind* goal—all students proficient in reading and mathematics by SY 2013–14—has the best chance of being met if classroom instruction is built around what works. The What Works Clearinghouse (WWC) was established in 2002 by the Department's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. The WWC can be found at <http://www.whatworks.ed.gov>.

The WWC provides education consumers with high-quality reviews of the effectiveness of educational interventions (programs, products, practices, and policies) that are designed to improve student outcomes. The WWC promotes informed education decision-making through a set of easily accessible databases and user-friendly reports that provide education consumers with high-quality reviews of the effectiveness of replicable educational interventions. To do this, the WWC uses standards for reviewing and synthesizing research. The WWC is currently conducting systematic reviews of existing research, and producing intervention and topic reports. Topics being explored include character education, dropout prevention, early childhood education, English language learning, and mathematics and reading interventions.

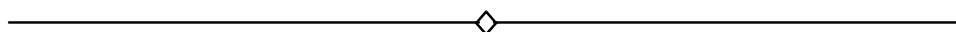
¹ The U.S. Treasury Department provides New Markets Tax Credits on a competitive basis. These tax credits are used to attract development in low-income communities. The credit provided to the investor totals 39 percent of the cost of the investment and is claimed over a seven-year credit allowance period. In each of the first three years, the investor receives a credit equal to 5 percent of the total amount paid for the stock or capital interest at the time of purchase. For the final four years, the value of the credit is 6 percent annually. Investors may not redeem their investments prior to the conclusion of the seven-year period.

1.4.A The proportion of school-adopted approaches that have strong evidence of effectiveness compared to programs and interventions without such evidence. [2201]	
Fiscal Year	Actual
2006	Establish Baseline
2006 data expected Dec. 2007	

U.S. Department of Education, Institute of Education Sciences, National Center for Education Research survey.

Analysis of Progress. Data on the use of evidence-based interventions cannot be collected until the clearinghouse has released more information on such interventions. To date, information is available only on middle school mathematics programs. The Department intends to retain this

measure and will collect data when more information is available to schools about a range of evidence-based approaches.



Discontinued Strategic Measures

The following measure was discontinued after FY 2004, but was reported as pending in the *FY 2005 Performance and Accountability Report*. The latest data are reported below.

Measure		Fiscal Year	Target	Actual	Status
1.3.3	Of eligible children, the percentage using supplemental educational services under the provisions of <i>ESEA</i> Title I	2003	Set baseline	7%	Target met Baseline set
		2004	Baseline + 5 PP	19%	Exceeded target

PP = percentage point

Sources

- 1.3.3 U.S. Department of Education, *Evaluation of Title I Accountability and School Improvement Efforts (TASSIE): Findings From 2002–2003 and 2003–2004*.