

## Goal 4: Transform Education Into an Evidence-Based Field

### Key Measures

*No Child Left Behind* grounds education improvement in the application of scientifically based research that is rigorous, systematic, and objective in order to obtain reliable and valid knowledge relevant to education activities and programs. In FY 2006, the Department administered five distinct programs supporting the objectives of Goal 4. Each program established measures and targets to assess its performance. From these measures, the Department identified four key measures that focus on the quality and relevance of its educational research.

See p. 30 for an explanation of the documentation fields for key measures.

#### Quality of Education Research

The Department has elevated the standards and methodologies for Department-sponsored education research. Funding of research proposals is based on clear criteria for research excellence. As in other scientifically based fields, rigorous research methods in education contribute to reliable and valid conclusions. The Department demonstrated a thorough commitment to research quality by expanding the use of scientifically based procedures for the evaluation of Department programs, training a new generation of education researchers in rigorous methodologies and improving the quality of data collections. In addition, the Department requires all research proposals to be reviewed by an independent panel of qualified scientists.



**4.1.A Research, Development, and Dissemination.** The percentage of new research proposals funded by the Department’s National Center for Education Research that receive an average score of excellent or higher from an independent review panel of qualified scientists.

[1022]

Fiscal Year	Actual
2003	88
2004	97
2005	100
2006	<b>94</b>
2006 target of 100 not met	

U.S. Department of Education, National Center for Education Research, independent external review panels.

**Analysis of Progress.** Data on this measure were first collected in FY 2003. Although there has been a steady increase in the percentage of proposals for newly funded education research that receive an average score of excellent or higher, the score decreased because the Department elected to fund two proposals that scored below excellent. These proposals addressed gaps in the research portfolio, and the deficiencies in the proposals noted by the review panel were problems that could be remedied prior to implementation.

**Data Quality.** The Department established a system of peer review that is similar in many ways to the peer review process used by the National Institutes of Health. Independent review panels of leading researchers evaluate the scientific and

technical merit of research proposals.

**Target Context.** The measure is calculated as the average review panel score for newly funded research proposals.

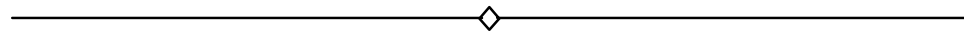
**4.1.B Research in Special Education.** The percentage of new research proposals funded by the Department’s National Center for Special Education Research that receive an average score of excellent or higher from an independent review panel of qualified scientists. [1940]

Fiscal Year	Actual
2006	89
2006 baseline established	

U.S. Department of Education, National Center for Education Research, independent external review panels.

**Analysis of Progress.** This is a new measure for FY 2006, and the target was to set a baseline.

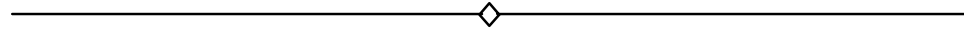
**Data Quality.** The Department has established a system of peer review that is similar in many ways to the process of peer review at the National Institutes of Health. Independent panels of leading researchers evaluate the scientific and technical merit of research proposals.



**Relevance of Education Research**

In addition to a focus on sound methodology, education researchers need to address practical problems in powerful ways. The Department aligns its priorities with the needs of education practitioners and policymakers to ensure that we are providing information that is relevant to the improvement of education. Too few high quality evidence-based studies have been done to provide education policymakers and practitioners with the level and type of information they need for educational decision-making. The Department supports research that contributes to improved academic achievement for all students, and particularly for those whose educational prospects are hindered by conditions associated with poverty, minority status, family circumstance, and inadequate educational services. The Department supports research that identifies, develops, and validates effective educational programs and practices.

The Department ensures the production of relevant education research by having all newly funded research reviewed by an independent panel of qualified practitioners. For FY 2006, grants were awarded on such topics as high school reform, cognition and student learning, reading and writing education, mathematics and science education, teacher quality, education finance, leadership and management, post-doctoral research training, and national research and development centers.



**4.2.A Research, Development, and Dissemination.**

The percentage of new research projects funded by the Department's National Center for Education Research and National Center for Education Evaluation and Regional Assistance that are deemed to be of high relevance to education practice as determined by an independent review panel of qualified practitioners. [1028]

Fiscal Year	Actual
2001	21
2002	25
2003	60
2004	50
2005	<b>Target is 65</b>
2006	<b>Target is 75</b>
2005 data are pending 2006 data expected Mar. 2007	

U.S. Department of Education, National Center for Education Research, independent external review panels.

**Analysis of Progress.** Data for FY 2005 are pending.

**Data Quality.** To evaluate the relevance of newly funded research projects, a panel of experienced education practitioners and administrators reviews descriptions of a randomly selected sample of newly funded projects and rates the degree to which the projects are relevant to education practice. These panels are convened after the close of the fiscal year to review the proposals of the prior year.

**Target Context.** The target of 75 percent recognizes that some important research may not seem immediately relevant, but will make important contributions over the long term.

**4.2.B Research in Special Education.** The percentage of new research projects funded by the Department's National Center for Special Education Research that are deemed to be of high relevance by an independent review panel of qualified practitioners. [1942]

Fiscal Year	Actual
2006	<b>Establish baseline</b>
2006 target to set baseline met Data are pending	

U.S. Department of Education, National Center for Education Research, independent external review panels.

**Analysis of Progress.** In FY 2006, the target was to set a baseline. At the time of the publication of this document, the FY 2006 data are not available.

**Data Quality.** To evaluate the relevance of newly funded research projects, a panel of experienced education practitioners and administrators reviews descriptions of a randomly selected sample of newly funded projects and rates the degree to which the projects are relevant to education practice.

These panels are convened after the close of the fiscal year to review the proposals of the prior year.

## Goal 4: Transform Education Into an Evidence-Based Field

### Program Performance Summary

Five of our grant programs most directly support Goal 4. These programs are listed below. In the table, an overview is provided for the results of each program on its program performance measures. (See p. 31 for the methodology of calculating the percentage of targets met, not met, and without data.) Individual program performance reports are available at <http://www.ed.gov/about/reports/annual/2006report/program.html>. Appropriation and expenditure data for FY 2006 are included for each of these programs.

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
				FY 2006			FY 2005			FY 2004			FY 2003		
				FY 2006 \$ in millions	FY 2006 \$ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met
ESEA: Indian Education National Activities	NA	4	6	0	0	100									
ESRA: Research, Development and Dissemination	NA	163	224	40	20	40	80	0	20	67	33	0	100	0	0
ESRA: Statistics	E	90	53	14	29	57	15	85	0	43	57	0	0	0	100
ESRA: Research in Special Education	RND	72	24	33	0	67	///			/// (not funded)			/// (not funded)		
RA: National Institute on Disability and Rehabilitation Research	A	107	104	18	10	72	25	12	63	0	100	0	42	29	29
Administrative and Support Funding for Goal 4#		19	9				#			#			#		
<b>TOTAL</b>		<b>455</b>	<b>*420</b>												

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2006 expenditures may include funds from prior years' appropriations.

■ A shaded cell denotes that the program did not have targets for the specified year.

/// Programs not yet implemented. (Programs are often implemented near the end of the year they are first funded.)

# The Department does not plan to develop performance measures for programs, activities, or budgetary line items that are administrative in nature or that serve to support other programs and their performance measures.

\* Expenditures by program do not include FY 2006 estimated accruals in the amount of \$2 million.

ESEA: *Elementary and Secondary Education Act*

ESRA: *Education Sciences Reform Act*

RA: *Rehabilitation Act*

**PART Rating**

E = Effective

A = Adequate

RND = Results not demonstrated

NA = Program has not been assessed