

Performance Results and Highlights

In FY 2007, the Department administered 138 programs that had established performance measures under the *Government Performance and Results Act of 1993*. The key measures provided in this report represent those measures that provide an overall assessment of the Department's progress in achieving improvements in the educational system.

The table below summarizes the Department's performance results for FY 2007 key measures. There are 65 key performance measures that support the Department's mission and strategic goals. Most data for FY 2007 will be available during FY 2008.

For the most recent data available, FY 2006, the Department met or exceeded targets for 25 key measures, did not meet 12, and is awaiting data for 19 measures. The remaining 9 have no targets or data for FY 2006. The delay in data for some measures is the result of a time lag of between 6 and 18 months from the end of the measurement

period. This is a six-month improvement over last year's 12- to 24-month lag.

Each year, the Department assesses key measures for that year's performance plan and evaluates the utility and appropriateness of those measures. As a result, key measures are continued, replaced, or completely removed from the objective key measurement process. This assessment process provides a method for continued improvement in Department programs.

Shown below are the results for each key measure. The table shows whether the result met, failed to meet, or exceeded the expected target. The shaded areas indicate that a measure was not in place during the time period. In some cases, establishing a baseline is the target and the target is recognized as met if the data are available and the baseline is established. For measures for which data are not currently available, the date the data are expected is indicated.

Legend

NA = No measure for period	✓ = Met target	⊕ = Exceeded target
□ = Measure ID code used in VPS data system	× = Less than target or prior year level	

<i>Performance Results Summary</i>	Cohort	FY 2007	FY 2006	FY 2005
Strategic Goal 1 – Create a Culture of Achievement				
1.1 – Link federal education funding to accountability for results				
A. 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]		Dec. 2008	Dec. 2007	NA
1.2 – Increase flexibility and local control				
A. Percentage of eligible school districts utilizing the Rural Education Achievement Program flexibility authority. [1473]		Aug. 2008	×	×
B. Overall American Customer Satisfaction Index as scored by Department grantees. [2200]		×	×	✓
1.3 – Increase information and options for parents				
A. Number of charter schools in operation around the nation. [1146]		⊕	⊕	⊕
B. Amount of funding program grantees' leverage for the acquisition, construction or renovation of charter school facilities. [1208]		Mar. 2008	⊕	⊕
1.4 – Encourage the use of scientifically based methods within federal education programs				
A. Proportion of school-adopted approaches that have strong evidence of effectiveness compared to programs and interventions without such evidence. [2201]		×	×	NA

Performance Results Summary	Cohort	FY 2007	FY 2006	FY 2005
Strategic Goal 2 – Improve Student Achievement				
2.1 – Ensure that all students read on grade level by the third grade				
A. The percentage of fourth-grade students with disabilities scoring at or above Basic on the National Assessment of Educational Progress in reading. [1521]		+	NA	x
B. The percentage of economically disadvantaged students in grades 3–8 scoring at the Proficient or Advanced levels on state reading assessments. [89a04b]		Sept. 2008	x	x
C. The percentage of limited English proficient students receiving Title III services who have attained English language proficiency. [1830]		Dec. 2008	NA	NA
2.2 – Improve mathematics and science achievement for all students				
A. The percentage of eighth-grade students with disabilities scoring at or above Basic on the National Assessment of Educational Progress in mathematics. [1523]		√	NA	x
B. The percentage of economically disadvantaged students in grades 3–8 scoring at the Proficient or Advanced levels on state math assessments. [89a04c]		Sept. 2008	x	NA
2.3 – Improve the performance of all high school students				
A. Percentage of students with disabilities with individualized education plans who graduate from high school with a regular high school diploma. [1527]		Oct. 2008	+	√
B. Percentage of students with disabilities who drop out of school. [1528]		Oct. 2008	+	+
C. Number of Advanced Placement tests taken by low-income public school students nationally. [1149]		Jan. 2008	+	NA
2.4 – Improve teacher and principal quality				
A. Percentage of core academic classes in elementary schools taught by highly qualified teachers. [1182]		Dec. 2008	Dec. 2007	+
B. Percentage of core academic classes in secondary schools taught by highly qualified teachers. [1183]		Dec. 2008	Dec. 2007	+
Strategic Goal 3 – Develop Safe Schools and Strong Character				
3.1 – Ensure that our nation's schools are safe and drug free, and that students are free of alcohol, tobacco, and other drugs				
A. Percentage of Safe Schools/Healthy Students grant sites that experience a decrease in the number of violent incidents at schools during the three-year grant period (by cohort). [1825 & 2019]	04	Dec. 2007	√	√
	05	Dec. 2007	√	NA
	06	Dec. 2007	NA	NA
B. Percentage of Safe Schools/Healthy Students grant sites that experience a decrease in substance abuse during the three-year grant period (by cohort). [1826, 2020, & 2103]	04	Dec. 2007	√	√
	05	Dec. 2007	√	NA
	06	Dec. 2007	NA	NA
C. Percentage of Safe Schools/Healthy Students grant sites that improve school attendance during the three-year grant period (by cohort). [1827, 2021, & 2104]	04	Dec. 2007	√	√
	05	Dec. 2007	√	NA
	06	Dec. 2007	NA	NA
D. Percentage of Student Drug Testing grantees that experience a 5 percent annual reduction in the incidence of past-month drug use by students in the target population (by cohort). [1828 & 2105]	03	Dec. 2007	√	√
	05	Dec. 2007	Dec. 2007	NA
	06	Dec. 2007	NA	NA
E. Percentage of Student Drug Testing grantees that experience a 5 percent annual reduction in the incidence of past-year drug use by students in the target population (by cohort). [1829 & 2106]	03	Dec. 2007	√	√
	05	Dec. 2007	Dec. 2007	NA

<i>Performance Results Summary</i>	Cohort	FY 2007	FY 2006	FY 2005
	06	Dec. 2007	NA	NA
3.2 – Promote strong character and citizenship among our nation's youth.				
Strategic Goal 4 – Transform Education into an Evidence-Based Field				
4.1 – Raise the quality of research funded or conducted by the Department				
A. 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]		x	x	√
B. 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]		+	√	NA
4.2 – Increase the relevance of our research in order to meet the needs of our customers				
A. Percentage of new research projects funded by the Department's National Center for Education Research that are deemed to be of high relevance to education practices as determined by an independent review panel of qualified practitioners. [0000000028]		Dec. 2007	NA	NA
B. 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 panel of qualified practitioners. [1942]		Dec. 2007	√	NA
Strategic Goal 5 – Enhance the Quality of and Access to Postsecondary and Adult Education				
5.1 – Reduce the gaps in college access and completion among student populations differing by race or ethnicity, socioeconomic status, and disability while increasing the educational attainment of all				
A. Percentage of TRIO Educational Opportunity Centers participants enrolling in college. [1612]		Dec. 2008	Dec. 2007	x
B. Percentage of TRIO Student Support Services participants persisting at the same institution. [1617]		Dec. 2008	Dec. 2007	+
C. Percentage of TRIO Student Support Services participants completing an associate's degree at the original institution or transferring to a four-year institution within three years. [1618]		Dec. 2008	Dec. 2007	NA
D. Percentage of TRIO Student Support Services first-year students completing a bachelor's degree at the original institution within six years. [1619]		Dec. 2008	Dec. 2007	x
E. Percentage of TRIO McNair participants enrolling in graduate school. [1614]		Dec. 2008	Dec. 2007	+
F. Percentage of TRIO McNair participants persisting in graduate school. [1615]		Dec. 2008	Dec. 2007	+
5.2 – Strengthen the accountability of postsecondary institutions				
5.3 – Establish funding mechanisms for postsecondary education				
5.4 – Strengthen Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities				
A. Percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Historically Black College or University. [1587]		Dec. 2007	x	NA
B. Percentage of students enrolled at four-year Historically Black Colleges and Universities graduating within six years of enrollment. [1589]		Dec. 2008	Dec. 2007	NA
C. Number of Ph.D., first professional, and master's degrees awarded at Historically Black Graduate Institutions. [1595]		Dec. 2008	Dec. 2007	NA
D. Percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Tribally Controlled College or University. [1569]		Dec. 2007	+	NA
E. Percentage of students enrolled at four-year Tribally Controlled Colleges and Universities graduating within six years of enrollment. [1571]		Dec. 2008	Dec. 2007	NA
F. Percentage of students enrolled at two-year Tribally Controlled Colleges and Universities who graduate within three years of enrollment. [1572]		Dec. 2008	Dec. 2007	NA
G. Percentage of full-time undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Hispanic-Serving Institution. [1601]		Dec. 2007	x	NA
H. Percentage of students enrolled at four-year Hispanic-Serving Institutions graduating within six years of enrollment. [1603]		Dec. 2008	Dec. 2007	NA
I. Percentage of students enrolled at two-year Hispanic-Serving Institutions who graduate within three years of enrollment. [1604]		Dec. 2008	Dec. 2007	NA

Performance Results Summary	Cohort	FY 2007	FY 2006	FY 2005
5.5 – Enhance the literacy and employment skills of American adults				
A. Percentage of general and combined state vocational rehabilitation agencies that assist at least 55.8 percent of individuals receiving services to achieve employment. [1681]		Apr. 2008	+	×
B. Percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent. [1386]		Dec. 2007	+	+
C. Percentage of adults enrolled in English literacy programs who acquire the level of English language skills needed to complete the levels of instruction in which they enrolled. [1384]		Dec. 2007	×	×
5.6 – Increase the capacity of U.S. postsecondary education institutions to teach world languages, area studies, and international issues				
A. Percentage of critical languages taught, as reflected by the list of critical languages referenced in the HEA, Title VI program statute. [1665]		Dec. 2009	Dec. 2008	Dec. 2007
B. Percentage of National Resource Center Ph.D. graduates who find employment in higher education, government and national security. [1664]		Dec. 2009	Dec. 2008	Dec. 2007
C. Average competency score of Foreign Language and Area Studies Fellowship Program recipients at the end of one full year of instruction minus the average score at the beginning of the year. [1671]		Dec. 2007	+	√
Strategic Goal 6 – Establish Management Excellence				
6.1 – Develop and maintain financial integrity and management internal controls				
A. Achieve an unqualified opinion. [2204]		√	√	√
6.2 – Improve the strategic management of the Department's human capital				
A. Index of quality human capital performance management activities. [2205]		Jan. 2008	×	√
6.3 – Manage information technology resources, using e-gov, to improve service for our customers and partners				
A. Percentage of grant programs providing online application capability. [2206]		+	√	+
6.4 – Modernize the Federal Student Assistance programs				
A. Customer service level for Free Application for Federal Student Assistance on the Web. [2207]		×	×	×
B. Customer service level for Direct Loan Servicing. [2208]		+	+	×
C. Customer service level for Common Origination and Disbursement. [2209]		+	+	+
D. Customer service level for Lender Reporting System. [2210]		√	×	×
6.5 – Achieve budget and performance integration to link funding decisions to results				
A. Percentage of Department program dollars associated with programs reviewed under the Program Assessment Rating Tool process that demonstrates Effectiveness. [2211]		+	+	+
6.6 – Leverage the contributions of faith-based and community organizations to increase the effectiveness of Department programs				
A. Percentage of applications in competitions of amenable discretionary programs that are faith-based or community organizations. [2212]		+	√	NA

Performance Achievements

This year, the Department celebrated the fifth anniversary of the *No Child Left Behind Act*. The achievement gap is finally beginning to close and student achievement overall is on the rise. All 50 states, the District of Columbia and Puerto Rico have accountability plans in place and assess students annually in grades three through eight and at least once in high school in reading and mathematics.

According to the Secretary's Fifth Annual Report on Teacher Quality, 95 percent of the new teachers

completing preparation programs passed their state licensing exams, and more than 97 percent of the nation's classroom teachers are now fully certified or licensed. More than 500,000 eligible students have received tutoring or school choice.

Elementary and Middle School. More reading progress was made by 9-year-olds in five years than in the previous 28 years combined. Reading and math scores for fourth-graders have reached all-time highs. Forty-six states and D.C. improved or held steady in all categories of students tested in reading and math. The Nation's Report Card results, released in September 2007, showed

across-the-board improvements in mathematics and reading.

- The percentage of fourth- and eighth-grade students at or above Basic in reading was higher in 2007 than in either 1992 or 2005.
- In mathematics, the percentages of students performing at or above Basic and Proficient were higher in 2007 than in all previous assessment years at grade four and grade eight.
- Scores were higher in 2007 than in all previous assessment years for white, African American, and Hispanic students at both grades four and eight in mathematics.
- African American and Hispanic students posted all-time highs in a number of categories.
- Overall, in science, fourth-graders scored higher in 2005 than in earlier years, with the percentage of students performing at or above Basic increasing from 63 percent in 1996 to 68 percent in 2005.

The Reading First program was created to provide grants to states to help schools and school districts improve children's reading achievement through scientifically proven methods of instruction. It is designed to help low-income students in kindergarten through third grade, while Early Reading First helps children in preschool. The findings of the National Evaluation of the Early Reading First Program indicate that the program showed improved outcomes on print and letter knowledge for preschool children.

Under *No Child Left Behind*, state educational agencies have received over \$4.8 billion in Reading First grants. Reading First and Early Reading First are among the largest federal early reading initiatives in our nation's history. New achievement data show that Reading First students from nearly every grade and subgroup have made impressive gains in reading proficiency.

Children in Reading First schools receive significantly more reading instruction than those in non-Reading First schools according to the Reading First Implementation Evaluation: Interim Report. Thanks to Reading First, teachers from kindergarten through grade three are being trained to implement high-quality, scientifically based reading programs.

Efforts to Improve High Schools. In this global economy, it is critical that high schools succeed in preparing students to enter college or the workforce with the skills they need to succeed. According to ACT, formerly known as American College Testing, a nonprofit organization offering educational and workplace measurement and research services, less than half of America's high school graduates are prepared for college-level math and science.

Rigorous coursework in high school is critical to ensuring that students are learning the skills they need to compete in the global economy. Low-income students who complete a rigorous program of study in high school are eligible for a federal Academic Competitiveness Grant (ACG) to help with college costs. The ACG program provides additional grant aid to low-income first- and second-year college students who complete a rigorous program of study in high school.

The goal is to increase academic rigor and the number of students who may receive ACG grants by making Advanced Placement and International Baccalaureate classes available to more students and by training teachers to lead them.

School Choice. Expanding educational options for parents is one of the hallmarks of the *No Child Left Behind Act*. Under *No Child Left Behind*, children in schools in need of improvement must be given the opportunity to transfer to other public schools in their district, including public charter schools, and school districts are required to tell parents about this option and pay transportation to the other schools.

Also, under *No Child Left Behind*, children from low-income families who attend schools in need of improvement for two or more consecutive years are given the opportunity to receive free supplemental educational services such as tutoring from a variety of state-approved providers.

As of May 2007, 3,234 providers were approved by states to offer supplemental services. During the 2005–06 school year, more than 500,000 students took advantage of the supplemental services option.

In 2007, more than a million students in 40 states and the District of Columbia are being educated in more than 4,000 charter schools, according to data gathered by the National Alliance for Public

Charter Schools and the Center for Education Reform. More families are making choices about what school to attend.

In addition, the Credit Enhancement for Charter School Facilities Program supports competitive grants to public and nonprofit entities to help charter schools finance their facilities; the Magnet Schools Program provides distinctive educational programs that attract diverse student populations; and the Voluntary Public School Choice Program offers grants to states and school districts to establish or expand innovative public school choice programs.

Higher Education. In September 2005, the Secretary announced the formation of a Commission on the Future of Higher Education to develop a comprehensive national strategy for postsecondary education to meet the needs of America's diverse population and to address the economic and workforce needs of the country's future. An Action Plan was developed to implement the commission's findings.

Implementation of the Secretary's Action Plan is designed to improve higher education's performance and make higher education more accessible, affordable, and accountable to students, parents, and taxpayers. Access to American higher education is limited by inadequate preparation, lack of information about college opportunities, and persistent financial barriers.

While about 34 percent of white adults have obtained bachelor's degrees by age 25–29, the same was true for just 18 percent of African American adults and 10 percent of Hispanic adults in the same age group according to the Commission on the Future of Higher Education.

More than 60 percent of the U.S. population between the ages of 25 and 64 has no postsecondary education.

While funding for Pell Grants has increased nearly 50 percent over the past five years, the U.S. college graduation rate has fallen to 12th among major industrialized countries according to the Organization for Economic Cooperation and Development.

Nearly half of all undergraduates received some federal financial aid in 2003–04, up from 40

percent in 2000–01. The President's fiscal year 2008 budget includes \$15.4 billion in Pell Grants, a 76 percent increase since 2001.

The National Science and Mathematics Access to Retain Talent Grants are available to students who maintain good grades and plan to major in math, science, technology, engineering, or a critical foreign language.

In March 2007, Secretary Spellings unveiled a new online tool to help students and families financially prepare and plan for college before a student's senior year of high school—the FAFSA4caster. The tool gives students an early estimate of their eligibility for federal financial aid.

Hurricane Relief

The federal commitment to the people of the Gulf Coast for recovery and rebuilding totaled more than \$110 billion, including nearly \$2 billion in federal education support under the *Hurricane Education Recovery Act*.

As part of the effort to assist students from Louisiana, Mississippi, Alabama, Texas, Florida, and elsewhere to sustain educational efforts in the aftermath of Hurricanes Katrina and Rita, the Secretary launched the 2007 Gulf Coast Summer Reading Initiative, which involved the distribution of 500,000 new books donated by Scholastic, Inc.

This initiative was a part of a yearlong Gulf Coast book distribution effort created by the Department and the nonprofit organization First Book and was designed to help replenish reading materials in the schools and communities devastated by the hurricanes. Overall 1.15 million books were distributed in the last year. The 2007 Gulf Coast Reading Initiative continues the Department's strong record of aid and support to children whose lives and educations were disrupted by the 2005 hurricanes. As of September 30, 2007, \$61 million in foreign aid has been obligated from the earmarked funds to assist in the relief and recovery efforts and \$22 million has been expended.

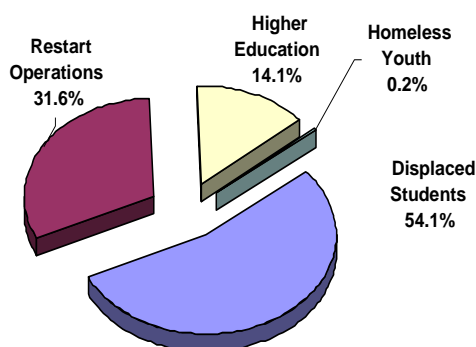
Recovery to Date. With assistance from the Department, the affected states continue to make significant progress toward recovery:

- More than 99 percent of K–12 schools have reopened in Mississippi.

- The number of schools open in Louisiana is at 95 percent of pre-Katrina levels.
- More than 50 percent of schools have reopened in New Orleans.
- All affected major institutions of higher education have reopened.
- The Department offered borrowers in federal student loan programs who were affected by the disaster six months of student loan-payment forbearance.
- Of the monetary contributions from other countries, the majority of funds boosted the reconstruction of libraries, science labs, and other physical assets.

As of September 30, 2007, a total of \$1.9 billion had been obligated for Hurricane Relief of which \$1.6 billion had been expended. Out of the \$750 million obligated for the Immediate Aid to Restart School Operations, \$492 million had been expended, and of the \$878 million obligated for the Emergency Impact Aid for Displaced Students program, \$842 million had been expended. For Higher Education, of the \$280 million obligated, \$220 million had been expended, and for Homeless Youth, of the \$5 million obligated, \$3 million had been expended, while zero funds out of the \$30 million obligated for Special Compensation for Education Personnel had been expended.

Expended Funds for Hurricane Relief



Civil Rights Enforcement

The enforcement of civil rights laws drives student outcomes by ensuring that discrimination does not deny or limit student access to education programs and activities at any educational level.

The Department of Education enforces five civil rights laws that protect students against discrimination on the basis of race, color, national origin, sex, disability and age, primarily in educational institutions that receive federal financial assistance from the Department.

In addition, the Department ensures that the Boy Scouts of America and other designated youth groups have equal access to meet in elementary and secondary schools that receive funds through the Department.

These anti-discrimination laws protect more than 49 million students attending public elementary and secondary schools and more than 17.9 million students attending both public and private colleges and universities.

The Office for Civil Rights (OCR), an enforcement agency within the Department, performs the Department's civil rights enforcement responsibilities in a variety of ways, including:

- Investigating complaints alleging discrimination.
- Conducting compliance reviews in educational institutions to determine if they are in compliance with the laws.
- Providing technical assistance to educational institutions on how to comply with the law and to parents and students on their rights under the law.

The Department also issues regulations on civil rights laws, develops policy guidance interpreting the laws, and distributes the information broadly.

In FY 2007, the Department received 5,894 complaints of discrimination and resolved 5,737.

The goal of each investigation is to address the alleged discrimination promptly and to determine if civil rights laws and regulations have been violated.

As shown in the chart on the following page, the majority of complaints received by the Department allege discrimination due to disability.

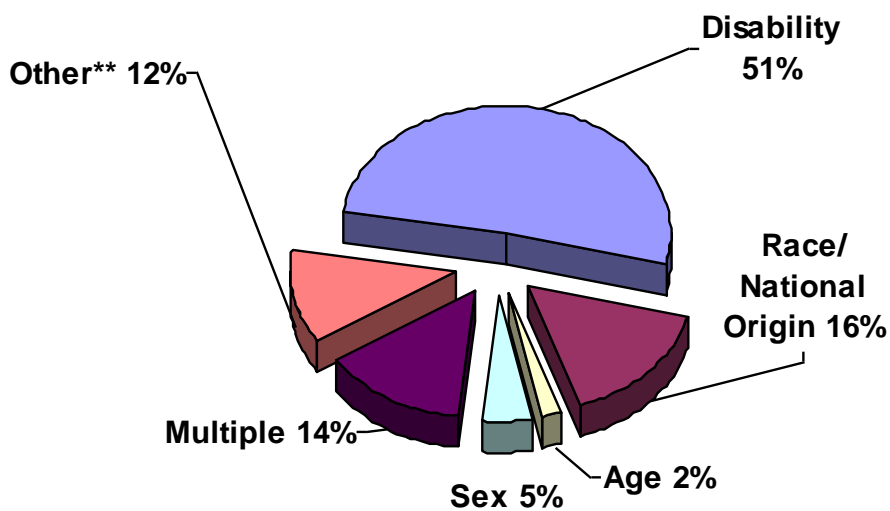
The Department's technical assistance deliveries take many forms, from responding to ad hoc phone calls to delivering formal presentations.

Through OCR's Internet site, <http://www.ed.gov/about/offices/list/ocr/index.html?src=oc>, the Department provides a wealth of civil rights information, including publications and policy guidance that can be used by educational

institutions to assess their own compliance and by students and parents to understand their rights.

OCR's site also offers an online complaint form, <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.

FY 2007 Discrimination Complaints



** Indicates no jurisdiction or jurisdiction not yet determined.