
Performance Details

Performance Details Overview

The Department presents the key measures and results for each of the strategic goals. The presentation for each strategic goal is followed by a summary chart providing an overview of the results for the goal's key measures along with any Program Assessment Rating Tool results.

Key Measures

For each strategic goal, the Department has selected key program measures centered on 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. The objective discussion includes 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 key measures.

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. The status row shows the relationship between the 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 particular measure.

Not all measures will include 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 performance data against an established target. For detailed information about the results of the Department's PARTed programs, please visit <http://www.whitehouse.gov/omb/expectmore/agency/018.html>.

Programs

In fiscal year (FY) 2007 the Department administered 138 programs that have performance measures under the *Government Performance and Results Act of 1993*. Each program supports one of our strategic goals. In applicable goal chapters, a table provides a summary of each program's performance results over four years, and FY 2007 budget and expenditures.

Methodology for Program Performance Summary

In keeping with the *Government Performance and Results Act of 1993*, 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 2007 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 2004 through FY 2007. For each year, the Department assesses performance on the measures that were established for that year in a program's published plan, and provides the percentage of measures whose targets were met or exceeded, the percentage whose measure targets were not met, and the percentage of measures that lack data.

The percentages with no data may include measures for which the Department was unable to collect data and/or 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 the Department was unable to collect the data to establish the baseline, that measure was counted as having "no data."

The tables also identify, by shading, those programs that did not have a performance plan for a particular year from FY 2004 through FY 2007.

The table includes the PART assessment rating for each program.

The full individual program performance reports for FY 2007 are available at <http://www.ed.gov/about/reports/annual/2007report/program.html>. The FY 2007 program performance reports also show the targets and actual values for prior years (except for measures that were discontinued prior to FY 2007).

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. While this goal is the foundation for all Department programs and activities, no specified programs or funding streams directly support Goal 1. However, six key measures are identified that indicate 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 that are designed to improve student achievement. The basic components of a state accountability system, as outlined in the law, are: standards and assessments, goals for adequate yearly progress for schools and districts to have all students meet state standards, public school choice, supplemental services, and teacher quality.

The Department originally 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 a key measure that addressed the number of states that developed science assessments as required by *No Child Left Behind* by school year (SY) 2007–08. For FY 2007, the measures for assessment systems in reading and mathematics and the number of states that field-tested reading and mathematics assessments were no longer considered as key measures because the actual data for these measures were, for the most part, 100 percent.

Analysis of Progress. Under NCLB, 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. However, five states have administered science assessments.

1.1.A State Assessments.	Fiscal Year	Actual
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]	2007	Target is 25
	2006	Target is 15
	2005	NA
	2004	NA
New key measure in 2006; 2006 data expected Dec. 2007; 2007 data expected Dec. 2008.		

U.S. Department of Education, Consolidated State Performance Reports, SEA Submissions

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 develop 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 targets represent the number of states that will have plans submitted and approved for FY 2006 and FY 2007.

Additional Information. Each state develops a schedule by which its science assessments will be developed, field-tested, and submitted to the Department for review and approval prior to implementation. States are required to complete field-testing of the assessments for science prior to the submission and approval of the state assessment plan. Field-testing is one of the initial phases of establishing statewide 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.

Note: This measure refers to states with assessment systems that have been approved by the Department as meeting the requirements of *No Child Left Behind*.



Local Flexibility for Targeting Federal Funds

A collection of federal provisions gives states, school districts, and schools the authority to target specified 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.

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 6211(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 (REAP-Flex) authority.

1.2.A Rural Education Program.	Fiscal Year	Actual
The percentage of eligible school districts utilizing the Rural Education Achievement Program flexibility authority. [1473]	2007	Target is 65
	2006	60
	2005	56
	2004	59
	2003	61
2006 target of 65 not met; 2007 data expected Aug. 2008.		

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

Analysis of Progress. Only districts eligible for the Small Rural Schools Achievement (SRSA) Program are allowed to use the Rural Education Achievement Program flexibility authority. In school year 2006-07, a total of 4,621 local educational agencies (LEAs) nationwide were eligible for REAP-Flex. The number of LEAs that made use of the REAP-Flex authority in school year 2006-07 will not be reported until February 2008 in the Consolidated State Performance Report, Part II. Despite outreach to states, professional education organizations, and districts, the Department has not been able to increase the percentage of eligible school districts utilizing the Rural Education Achievement Program flexibility authority, indicating that there is not a need among non-participating districts.

Data Quality. In the Consolidated State Performance Report, states reported the number of eligible LEAs that notified the state of their intention to use the Alternative Uses of Funding Authority under section 6211 during the 2006–2007 school year. As part of the OMB-approved annual Rural Education data collection, states provided data on their LEAs from which the Department calculated LEA eligibility.

Target Context. Despite outreach to states, professional education organizations, and districts, the Department has not been able to increase the percentage of eligible school districts utilizing the REAP-Flex authority, indicating that there is not an unmet demand among non-participating districts. Therefore, the Department is maintaining an ambitious and consistent annual target of 65 percent, and is continuing active outreach efforts targeting districts that could benefit from the REAP-Flex authority.



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 customized questions for each group. In the final section of the survey, respondents are asked to answer three culminating questions that provide the score for the American Customer Satisfaction Index. 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, under Student Financial Assistance programs.

1.2.B The overall American Customer Satisfaction Index (ACSI) as scored by Department grantees. [2200]	Fiscal Year	Actual
	2007	63
	2006	62
	2005	63
2007 target of 65 not met.		

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

Analysis of Progress. Overall, there has been no statistically significant change in aggregate score across the three years in which the survey was done. For perspective on how to interpret the Department’s American Customer Satisfaction Index score of 63,

it is notable that the most recent average score for federal agencies was in the low 70s. 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 63, while below the federal agency average, is on 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 reports business and federal agency customer satisfaction indices quarterly in major news outlets, which allows for standardization of customer satisfaction information. Under contract with the Department, CFI Group conducted the 2007 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. Grantee Satisfaction Survey respondents included the chief state school officers and the state-level directors and coordinators of the Education Data Exchange Network, and the Early Intervention, Special Education, Career and Technical Education, Adult Education and Literacy, English Language Acquisition (ESEA Title III), Improving the Academic Achievement for Disadvantaged Students Grants to Local Educational Agencies (ESEA Title I), and Educational Technology Programs. There were 357 respondents to the survey out of 556 contacted, giving a response rate of 69 percent. Data were collected between June 20, 2007 and August 31, 2007. Twenty respondents indicated they had not been affiliated with one of the programs in the last 12 months and were, therefore, disqualified.

Target Context. The FY 2007 actual value of 63 is the American Customer Satisfaction Index score reported by our 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 determined 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 (i.e., 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.

New evidence shows that more families are choosing charter schools and voucher programs to meet the educational needs of their children. According to data gathered by the National Alliance of Public Charter Schools, more families are making choices about what school to attend. More than 1.25 million students nationwide will be enrolled in charter schools as of September 2007.

Department data collected from the Center for Education Reform indicate that the number of charter schools in operation around the nation has increased from 3,997 in September 2006 to 4,147 in September 2007. 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 2007, state lists posted online included 3,234 approved supplemental service providers, compared to 3,168 in May 2006. Of the 3,685,241 eligible students for the SY 2005-06, the number of students nationwide receiving services under the Supplemental Educational Services Program

grew from 245,267 in SY 2003-04 to 515,522 by SY 2005-06, resulting in a participation rate of 14 percent.

In a 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 providing technical assistance to regional centers and states in the area of supplemental educational services. This includes assistance to help states with the approval, monitoring, and evaluations of providers, as well as to help states and districts with outreach to parents.

1.3.A Charter Schools Grants. The number of charter schools in operation. [1146]	
Fiscal Year	Actual
2007	4,147
2006	3,997
2005	3,344
2004	2,996
2003	2,700
2002	2,431
2001	2,110
2000	1,700
1999	1,100
1998	790
1997	428
1996	255
2007 target of 3,900 exceeded.	
Center for Education Reform	

Analysis of Progress. The number of charter schools continues to grow steadily at a rate of approximately 10-12 percent, meeting Department goals. The Department's Charter Schools Grants program will continue to enhance national awareness of the charter schools model by funding national leadership activities that result in the dissemination of successful charter schools practices and policies. In addition, the Charter Schools Program has conducted case studies and disseminated information through a series of coordinated publications about highly successful charter elementary, middle, and high schools with demonstrated results in closing the achievement gap and bringing all students closer to proficiency.

Data Quality. Data are verified by Department program staff through data collections, research, and studies conducted by the National Alliance of Public Charter Schools, National Association of Charter School Authorizers, the National Association of State Directors of Special Education, and the Center for Education Reform. Additional data are verified through site-monitoring visits, 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 in average per pupil funding and facilities provisions. 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 and the enactment of state charter law and policies.

Target Context. Targets are set based on previous growth trends. 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. Twenty-nine communities including New Orleans, Louisiana, Detroit, Michigan, Dayton, Ohio, Washington, D.C., and Kansas City, Missouri have at least 20 percent of

their student populations enrolled in charter schools. 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
	2007	Target is \$120 million
	2006	\$160 million
	2005	\$109 million
	2004	\$74 million
	2003	\$66 million
2006 target of \$100 million exceeded; 2007 data expected March 2008.		

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.

Data Quality. Data are self-reported annually by grantees. Department program staff verify 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 for Charter School Facilities 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.

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.

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.

Evidence-Based Approaches to Instruction

The *No Child Left Behind* goal that all students be 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 including 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, mathematics and reading interventions.

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
	2007	Target is baseline + 10%
	2006	Establish baseline
2006 and 2007 data will not be collected.		

Analysis of Progress.

Although the WWC released a large number of intervention and topic reports during FY 2007, very few reports were available during FY 2006. Given when adoption decisions are made, it is still too soon for WWC reports to have influenced schools’ adoption of particular

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

approaches. Data have not been collected on this measure. Data on the use of evidence-based interventions cannot be collected until the WWC has released more information on such interventions. Because reports from the WWC take significant time to affect schools’ adoption of identified scientifically proven approaches to learning, this measure will be dropped for FY 2008.

Discontinued Strategic Measures

The following measures were discontinued after FY 2006 and data were reported as pending in the *FY 2006 Performance and Accountability Report*. The information below reports the results of the 2007 established targets.

Measure		Fiscal Year	Target	Actual	Status
1.1.B	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]	2007	52	52	Target met

Measure		Fiscal Year	Target	Actual	Status
1.1.C	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]	2007	52	52	Target met
1.1.D	The number of states that have completed field-testing of the required assessments in reading/language arts. [1204]	2007	52	52	Target met
1.1.E	The number of states that have completed field-testing of the required assessments in mathematics. [1205]	2007	52	52	Target met
1.1.F	The number of states that have completed field-testing of the required assessments in science. [1206]	2007	20	26	Exceeded target

Goal 2: Improve Student Achievement

Key Measures

Improving student proficiency and closing the achievement gap are the cornerstones of the Department's work. In FY 2007, the Department administered 77 distinct programs that supported Goal 2, Improve Student Achievement. From the universe of measures that help determine these programs' effectiveness, the Department identified 10 key measures to report our progress. Results on these key measures are shown below. See page 34 for an explanation of the documentation fields for the key measures.

Reading Achievement

Research shows that students who fail to read well by the fourth grade have a greater likelihood of dropping out of school and encountering diminished life opportunities. Providing consistent support for reading success from the earliest age has critically important benefits. National reading initiatives support local efforts through competitive grants that enhance the school readiness of young children. Additional federal support for reading instruction goes to states through the large formula grants for disadvantaged students (Title I Grants to Local Educational Agencies), for special education (Special Education Grants to States), and for vocational education (Career and Technical Education State Grants).

2.1.A IDEA: Special Education Grants to States. The percentage of fourth-grade students with disabilities scoring at or above Basic on the National Assessment of Educational Progress (NAEP) in reading. [1521]	
Fiscal Year	Actual
2007	36
2005	33
2003	29
2002	29

2007 target of 35 exceeded.

U.S. Department of Education, National Assessment of Educational Progress.

2.1.B Title I Grants to Local Educational Agencies. The percentage of economically disadvantaged students in grades 3–8 scoring at the proficient or advanced levels on state reading assessments. [89a04b]	
Fiscal Year	Actual
2007	Target is 60.9
2006	55.3
2005	52.6
2004	49.7

2006 target of 57.9 not met; 2007 data expected Sept. 2008.

U.S. Department of Education, Consolidated State Performance Report (CSPR), EDEN/EDFacts.

Analysis of Progress. In measure 2.1.A, the 2007 target of 35 was exceeded. In measure 2.1.B, the 2006 target of 57.9 was not met. Measures 2.1.A and 2.1.B are new key measures for FY 2006, replacing measures targeting the number of states reporting an increase in the percentage of fourth-grade low-income students and the number of states reporting an increase in the percentage of fourth-grade students with disabilities meeting state performance standards by scoring at or above proficient on state assessments in reading/language arts.

In measures 2.1.A and 2.1.B, year refers to school year. For example, 2006 refers to school year 2005–06. For 2004 and 2005, the targets for measure 2.1.B were not in place because the measures were not developed until 2006 for the Program Assessment Rating Tool (PART) review of Title I, Part A. The new baseline (SY 2005–06) and future comparison year (SY 2006–07 and beyond) data used students tested within grades 3–8 during the given year to establish a national percentage of students at least proficient for each year. Prior to SY 2005–06, states tested a different number of grades because they were not required to test all students in grades 3–8 until SY 2005–06.

Data Quality. 2.1.A data are validated by the National Assessment of Educational Progress. 2.1.B data are self-reported by grantees and given a thorough review by Department staff who conducted follow-up as necessary. Beginning for SY 2004-05 reporting Consolidated State Performance Report data are submitted electronically by states.

Target Context. As planned and documented in the 2006 PART of ESEA, Title I, Part A, the Department calculated new baselines using SY 2005–06 data. The targets are based on the statutory goal of 100 percent proficiency by SY 2013–14.

Additional Information. For measure 2.1.A, the next national collection of data will be 2009. For measure 2.1.B, all states, except Nebraska, submitted SY 2005–06 performance data for students in grades 3–8. Nebraska provided data for grades 4 and 8 only.

2.1.C ESEA: English Language Acquisition	Fiscal Year	Actual
The percentage of limited English proficient students receiving Title III services who have attained English language proficiency. [1830]	2007	Target is 20
New key measure in 2007; 2007 data expected Dec. 2008.		

Analysis of Progress. Measure 2.1.C was a new key measure for FY 2007, replacing a measure targeting the number of states with programs that achieved English language proficiency.

Data Quality. Data for measure 2.1.C are self-reported by grantees.

U.S. Department of Education, Consolidated State Performance Report (CSPR)
EDEN/EDFacts

Additional Information. Beginning in FY 2007, data will be available through EDFacts.



Mathematics Achievement

American students’ performance on international mathematics assessments provides a compelling rationale for intensive, targeted initiatives designed to strengthen the mathematics skills of our students. Results from the 2003 Program for International Student Assessment suggest that American high school students continue to lag behind students in other countries in mathematics. The gap in mathematics learning between American students and students in other countries is widening. A second survey will be conducted in 2012.

On the Program for International Student Assessment, 15-year-old students in the United States scored lower than students in 20 other countries belonging to the Organization for Economic Cooperation and Development.

To raise the number of highly qualified teachers in mathematics and science, and to increase the number of students reaching proficiency in these subjects, school districts use federal resources from the Mathematics and Science Partnership program. The program connects university professors, business leaders, and staff from nonprofit or for-profit organizations with educators from high-need school districts to improve science and mathematics learning. The results from a descriptive analysis of successful applications to the program indicate that this partnership program is on track in meeting its goals.

Highlights of the descriptive analysis show that 90 percent of the partnership projects link content to state mathematics and science standards. Ninety-two percent offer teachers summer institutes with an average of 64 hours of instruction and 48 hours of follow-up instruction. Two-thirds administer content knowledge tests to teachers, conduct observations, and make pretest and posttest comparisons, and 92.2 percent include partnerships with professors from mathematics or science departments in key planning or oversight roles. The preliminary evaluation pointed to one potential problem area for many of the projects: the quality of project evaluation plans. In response to this

finding, the Department enlisted the Coalition for Evidence-Based Policy to produce “How to Solicit Rigorous Evaluations of Mathematics and Science Partnerships Projects” for state coordinators of the programs.

2.2.A IDEA: Special Education Grants to States. The percentage of eighth-grade students with disabilities scoring at or above Basic on the National Assessment of Educational Progress (NAEP) in mathematics. [1523]

Fiscal Year	Actual
2007	33
2005	31
2003	29

2007 target of 33 met.

U.S. Department of Education, National Assessment of Educational Progress.

2.2.B Title I Grants to Local Educational Agencies. The percentage of economically disadvantaged students in grades 3–8 scoring at the proficient or advanced levels on state math assessments. [89a04c]

Fiscal Year	Actual
2007	Target is 58.3
2006	52.3
2005	50.7
2004	47.6

2006 target of 56.2 not met; 2007 data expected Sept. 2008.

U.S. Department of Education, Consolidated State Performance Report (CSPR) EDEN/EDFacts.

Analysis of Progress. In measure 2.2.A, the 2007 target of 33 was met. In measure 2.2.B, the 2006 target of 56.2 was not met. Measures 2.2.A and 2.2.B are new key measures for FY 2006, replacing measures targeting the number of states reporting an increase in the percentage of eighth-grade low-income students and the number of states reporting an increase in the percentage of eighth-grade students with disabilities meeting state performance standards by scoring proficient or above on state assessments in mathematics.

In measure 2.2.B, the 2006 target of 56.2 was not met. Measure 2.2.B is a new key measure for FY 2006, replacing a measure of targeting the number of states reporting an increase in the percentage of eighth-grade students with disabilities meeting state performance standards by scoring at or above proficient on state assessments in mathematics.

For measures 2.2.A and 2.2.B, year refers to school year. For example, 2006 refers to school year 2005–06. For 2004 and 2005, the targets for the measure 2.2.B were not in place because the measure was not developed until 2006 for the PART review of Title I, Part A. The new baseline (SY 2005–06) and future comparison year (SYs 2006–07 and beyond) data used students tested within grades 3–8 during the given year to establish a national percentage of students at least proficient for each year. Prior to SY 2005–06, states tested a different number of grades because they were not required to test all students in grades 3–8 until that year.

Data Quality. Data in measure 2.2.A are validated by the National Assessment of Educational Progress. Data in measure 2.2.B are self-reported by grantees and given a thorough review by Department staff who conducted follow-up as necessary. Beginning with SY 2004–05 reporting, Consolidated State Performance Report data are submitted electronically by states.

Target Context. For measure 2.2.B, all states, except Nebraska, submitted SY 2005–06 performance data for students in grades 3–8. Nebraska provided data for grades 4 and 8 only. As indicated in the 2006 PART, the Department calculated new baselines using SY 2005–06 data because this was the first year that states were required to test all students in the grades 3–8 range.

Additional Information. For measure 2.2.A, the next national collection of data will be 2009. For measure 2.2.B, of the states for which SY 2003–04 estimates were developed, the District of

Columbia, Kentucky, Missouri, New Hampshire, Puerto Rico, Vermont, and Washington had submitted data through EDEN. The math and reading/language arts data (reading only for Missouri, Vermont, and Washington), however, appeared inaccurate compared with the SY 2003–04 and SY 2004–05 collections, so the SY 2003–04 estimates were used instead of the submitted data.



High School Completion

There is a consensus for high school reform among governors, business leaders, for-profit and nonprofit leaders, and the Department. This reform must start with an honest calculation of graduation rates. Accurate graduation rates are crucial to meeting the requirements of *No Child Left Behind*. States are required to set high school graduation rate targets as one indicator for measuring a high school's progress.

One of the major complications for states to accurately calculate high school graduation rates is the lack of a comprehensive data collection system that tracks students over time. Until states have the capacity to collect these data, the Department has committed to publishing two sets of state graduation rates: state-reported rates and standardized rates prepared by the Department. According to a Government Accountability Office report, as of July 2005, 12 states used a graduation rate definition referred to as the cohort definition, which tracks students from when they enter high school to when they leave. Thirty-two states used a definition based primarily on the number of dropouts over a four-year period and the number of graduates. For its calculation, the Department uses enrollment and other data found in the Common Core of Data at the National Center for Education Statistics.

Additional effort to reform our nation's high schools is evident in the Department's initiative to support formula grants to state educational agencies that reserve a portion of the funds to support the development of additional reading/language arts and mathematics assessments as part of their state assessment systems and award the remaining funds competitively to local educational agencies to implement targeted interventions in high-need secondary schools to increase student achievement and narrow achievement gaps.

2.3.A Special Education Grants to States. The percentage of students with disabilities that graduate from high school with a regular high school diploma. [1527]

Fiscal Year	Actual
2007	Target is 57
2006	56.5
2005	54
2004	54
2003	52
2002	51
2001	48
2000	46
1999	47
1998	45
1997	43
1996	42

2006 target of 56 exceeded; 2007 data expected Oct. 2008.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, section 618 state-reported data.

2.3.B Special Education Grants to States. The percentage of students with disabilities who drop out of school. [1528]

Fiscal Year	Actual
2007	Target is 28
2006	26.2
2005	28
2004	31
2003	34
2002	38
2001	41
2000	42
1999	42
1998	44
1997	46
1996	47

2006 target of 29 exceeded; 2007 data expected Oct. 2008.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, section 618 state-reported data.

Analysis of Progress. For measure 2.3.A, the FY 2006 target of 56 has been exceeded. The nation is continuing to make steady progress ensuring that students with disabilities graduate from high school at increasing rates within the mainstream curriculum.

Data Quality. Data are self-reported by grantees.

Target Context. The graduation rate is calculated by dividing the number of students aged 14 and older with disabilities who graduated with a regular diploma by the total number of students with disabilities in the same age group who graduate with a regular diploma, receive a certificate of completion, reach the maximum age for services, die, drop out, or move and are not known to have continued in education.

Additional Information. This includes calculations for 57 entities (50 states, the District of Columbia, Puerto Rico, Guam, American Samoa, the Virgin Islands, Northern Marianas and the Bureau of Indian Affairs).

Analysis of Progress. For measure 2.3.B, the FY 2006 target of 29 was exceeded. Dropout rates for students with disabilities continue to decline proportionally with the increase in graduation rates.

Data Quality. Data are self-reported by grantees.

Target Context. The dropout rate is calculated by dividing the number of students aged 14 and older with disabilities who dropped out or moved and are not known to have continued in education by the total number of students with disabilities in the same age group who graduate with a regular diploma, receive a certificate of completion, reach the maximum age for services, die, drop out, or move and are not known to have continued in education.

Additional Information. This includes calculations for 57 entities (50 states, the District of Columbia, Puerto Rico, Guam, American Samoa, Virgin Islands, Northern Marianas and the Bureau of Indian Affairs).

Advanced Placement Participation

Enrollment in Advanced Placement courses has nearly tripled over the past decade. Participation by minority and low-income students has increased, but an access gap continues. According to the College Board, the number of public school students from low-income families who took the Board’s Advanced Placement exams increased by more than 25 percent between 2005 and 2006, and the total number of low-income students taking AP exams has doubled since 2001. However, participation in Advanced Placement programs is still highly correlated with family income. In 2006, low-income students took only 13.7 percent of all AP tests. The College Board currently identifies only the number of tests taken by low-income students, as opposed to the number of low-income students who took the exams.

Some minority groups continue to be underrepresented among students who take Advanced Placement exams. In 2006, according to the College Board, African American students made up 13.7 percent of the nation’s student population but only 6.9 percent of AP test-takers in 2006 were African American. Hispanic students, on the other hand, accounted for 14 percent of all AP test-takers, the same rate as their share of the high school population. However, Hispanic students in the class of 2006 took over 53 percent of the total number of AP Spanish Language exams and 81 percent of AP Spanish Literature exams taken by all students in the class of 2006 during their high school years. The overall Hispanic participation rate is, thus, somewhat distorted by the inclusion of data on the two tests on which many Hispanic students may have an advantage. In all other subjects, the rate of participation of Hispanic students is below the national average.

2.3.C Advanced Placement. The number of Advanced Placement tests taken by low-income public school students nationally. [1149]	Fiscal Year	Actual
	2007	Target is 230,352
	2006	267,286
	2005	223,263
	2004	187,691
	2003	157,334
	2002	132,459
	2001	105,138
	2000	92,083
	1999	87,149
2006 target of 209,411 exceeded; 2007 data expected Jan. 2008		

The College Board, Fee Reduction Summary Report.

Analysis of Progress. For measure 2.3.C, the FY 2006 target of 209,411 was exceeded. The FY 2005 measure was adjusted to focus on low-income students, and the Department obtained data from previous years to report on the new measure. The prior year data in the report and in budget submissions were adjusted to focus on low-income public school students only, as opposed to all low-income students. Prior year data included data for public and non-public school students.

Data Quality. The Fee Reduction Summary Report is a year-end accounting file that provides a final count of Advanced Placement test fee reductions granted. Test fee reductions are provided to students with acute need.

Target Context. The FY 2006 target was established based on public and non-public school data. The FY 2007 target was adjusted to focus on public school students. Targets for FY 2007 and forward are calculated based on the previous year’s target plus 10 percent.

Teacher Quality

The Department continues to work with states and school districts to ensure that all teachers are highly qualified, especially in core academic subjects. Monitoring visits to states indicate that states have made changes to their certification requirements. These changes include requiring more content knowledge, having teacher candidates pass written examinations, encouraging alternative certification programs, requiring teacher preparation institutions to improve their programs, requiring secondary school teachers to have a major in the subjects they teach, and implementing incentive systems to attract and retain highly qualified teachers.

Many local educational agencies had difficulty ensuring that special education and secondary mathematics and science teachers were highly qualified. In spring 2006, the Department reviewed states' progress in meeting the requirement that all teachers be highly qualified and requested states to submit revised plans for reaching the requirement by the end of SY 2006–07. *No Child Left Behind* requires that all public school teachers of core academic subjects meet the qualifications outlined in the definition by the end of SY 2005–06.

For the first time, the Congress legislated the requirement that teachers in every core academic class have a bachelor's degree, have a state license or a certificate, and be competent in the subjects they teach. In addition, the recently reauthorized *Individuals with Disabilities Education Act* addresses teacher qualification and requires all special educators to be highly qualified. Resources provided to states to meet the requirement of a "highly qualified teacher" in every core academic class include major funding from the \$3 billion Improving Teacher Quality State Grants and the \$68 million Teacher Quality Enhancement Programs.

2.4.A Improving Teacher Quality State Grants. The percentage of core academic classes in elementary schools taught by highly qualified teachers. [1182]	
Fiscal Year	Actual
2007	Target is 100
2006	Target is 95
2005	93
2004	91
2003	85
2005 target of 90 exceeded; 2006 data expected Dec. 2007; 2007 data expected Dec. 2008	

2.4.B Improving Teacher Quality State Grants. The percentage of core academic classes in secondary schools taught by highly qualified teachers. [1183]	
Fiscal Year	Actual
2007	Target is 100
2006	Target is 92
2005	89
2004	88
2003	80
2005 target of 85 exceeded; 2006 data expected Dec. 2007; 2007 data expected Dec. 2008	

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

Analysis of Progress. The data reported through the *Consolidated State Performance Report* show that states are about 90 percent of the way toward having all classes taught by highly qualified teachers.

Data Quality. The Department continues to monitor states to ensure that the data they provide are determined using a definition of highly qualified teacher that is consistent with the statutory requirement. During monitoring visits to states over the past three years, the Department found that many states were confused about the definition of "highly qualified teacher," particularly for special education teachers. Most states now use the correct definition, and data are now generally accurate.

Discontinued Strategic Measures

The following measures were discontinued after FY 2006 but were reported as pending in the *FY 2006 Performance and Accountability Report*. The latest data are reported below.

	Measure	Fiscal Year	Target	Actual	Status
2.1.A	The number of states reporting an increase in the percentage of fourth-grade low-income students meeting state performance standards by scoring at or above proficient on state assessments in reading/language arts. [1066]	2006	25	29*	Exceeded target
2.1.B	The number of states reporting an increase in the percentage of fourth-grade students with disabilities meeting state performance standards by scoring at or above proficient on state assessments in reading. [1519]	2006	25	25**	Target met
2.1.C	The number of states that met the target for attainment of English language proficiency [1830/2006]	2007	29	19	Target not met
2.2.A	The number of states reporting an increase in the percentage of eighth-grade low-income students meeting state performance standards by scoring proficient or above on state assessments in mathematics. [1067]	2006	25	34***	Exceeded target
2.2.B	The number of states reporting an increase in the percentage of eighth-grade students with disabilities meeting state performance standards by scoring at or above proficient on state assessments in mathematics. [1520]	2006	25	20****	Target not met
2.4.A	The percentage of core academic classes in high-poverty schools taught by highly qualified teachers. [1180]	2006	95	Not Collected	Replaced with Current Measures

* 39 states tested fourth-grade students in reading in both SY 2004–05 and SY 2005–06.

** 38 states tested fourth-grade students in reading in both SY 2004–05 and SY 2005–06.

*** 45 states tested eighth-grade students in mathematics in both SY 2004–05 and SY 2005–06.

**** 47 states tested eighth-grade students in mathematics in both SY 2004–05 and SY 2005–06

Sources and Notes

2.1.A	U.S. Department of Education, Consolidated State Performance Report.
2.1.B	U.S. Department of Education, Consolidated State Performance Report.
2.1.C	U.S. Department of Education, Consolidated State Performance Report EDEN/EDFacts
2.2.A	U.S. Department of Education, Consolidated State Performance Report EDEN/EDFacts
2.2.B	U.S. Department of Education, Consolidated State Performance Report EDEN/EDFacts
2.4.A	U.S. Department of Education, Consolidated State Performance Report EDEN/EDFacts

Goal 2: Improve Student Achievement Program Performance Summary

Seventy-nine of our grant programs most directly support Goal 2. These programs are listed below. In the table, an overview is provided for the results of each program on its program performance measures. (See page 35 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/2007report/program.html>. Appropriation and expenditure data for FY 2007 are included for each of these programs.

Program Name	PART Rating	Appropriations† FY 2007 \$ in millions	Expenditures‡ FY 2007 \$ in millions	Program Performance Results Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
				% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data
APEB: American Printing House for the Blind	RND	18	18	73	0	27	67	33	0	100	0	0	100	0	0
CFAA: Supplemental Education Grants	NA	18	16	/// (not funded)											
CRA: Training and Advisory Services	RND	7	7	80	20	0	100	0	0						
CTEA: Career and Technical Education National Programs	NA	10	12	0	0	100	0	20	80	60	40	0	60	40	0
CTEA: Career and Technical Education State Grants	I	1,182	1,354	0	0	100	47	53	0	50	50	0	27	73	0
CTEA: Occupational and Employment Information	RND	0	3	60	40	0	60	40	0	60	40	0	60	40	0
CTEA: Tech-Prep Demonstration	NA	0	4	0	0	100	67	33	0	33	37	0	0	100	0
CTEA: Tech-Prep Education State Grants	RND	105	103	0	0	100	67	33	0	33	67	0	0	100	0
ESEA: 21st Century Community Learning Centers	A	981	721	0	0	100	44	50	6	0	100	0	50	50	0
ESEA: Academies for American History and Civics	NA	2	1	0	0	100									
ESEA: Advanced Credentialing	NA	17	0	0	0	100	100	0	0	100	0	0	100	0	0
ESEA: Advanced Placement	ME	37	32	0	0	100	80	20	0						
ESEA: Alaska Native Education Equity	NA	34	38	0	100	0	33	67	0	100	0	0	0	100	0
ESEA: Arts In Education	NA	35	36	0	0	100	75	0	25	0	50	50			
ESEA: Charter Schools Grants	A	215	191	25	0	75	25	13	63	50	50	0	0	100	0

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results											
				Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
FY 2007 \$ in millions	FY 2007 \$ in millions		% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	
ESEA: Civic Education: Cooperative Education Exchange	NA	12	12												
ESEA: Comprehensive School Reform	A	2	142	0	0	100	0	0	100	0	0	100	100	0	0
ESEA: Credit Enhancement for Charter School Facilities	NA	37	36	0	0	100	100	0	0	100	0	0	50	50	0
ESEA: Dropout Prevention Programs	NA	0	3												
ESEA: Early Childhood Educator Professional Development	NA	15	13	0	0	100	100	0	0	0	50	50	50	50	0
ESEA: Early Reading First	ME	118	95	0	0	100	100	0	0	100	0	0	100	0	0
ESEA: Education for Native Hawaiians	NA	34	39	0	100	0	33	67	0	100	0	0	0	100	0
ESEA: Educational Technology State Grants	RND	272	354	20	0	80	0	100	0	0	100	0	0	100	0
ESEA: English Language Acquisition	NA	669	660	0	17	83	40	60	0	100	0	0			
ESEA: Even Start	I	82	143	0	0	100	60	40	0	0	25	75	50	50	0
ESEA: Excellence in Economic Education	NA	1	2	0	0	100	0	0	100	0	0	100			
ESEA: Foreign Language Assistance	RND	24	18	0	0	100	0	100	0	100	0	0			
ESEA: Fund for the Improvement of Education Programs of National Significance	NA	16	85												
ESEA: Impact Aid Basic Support Payments/ Payments for Children with Disabilities	RND	1,141	1,063	50	0	50	50	50	0						
ESEA: Impact Aid Construction	A	18	33	67	0	33	0	100	0	0	100	0	0	100	0
ESEA: Impact Aid Facilities Maintenance	NA	5	7												
ESEA: Impact Aid Payments for Federal Property	RND	64	60	0	100	0	0	100	0						
ESEA: Improving Teacher Quality State Grants	ME	2,887	2,953	0	0	100	33	0	67	100	0	0	100	0	0
ESEA: Indian Education Grants to Local Educational Agencies	A	95	90	0	0	100	33	50	17	29	71	0			

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results											
				Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
FY 2007 \$ in millions	FY 2007 \$ in millions		% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	
ESEA: Javits Gifted and Talented Education	NA	8	12	0	0	100	33	0	67	100	0	0			
ESEA: Literacy Through School Libraries	NA	19	20	0	0	100	100	0	0	0	50	50	50	0	50
ESEA: Magnet Schools Assistance	A	107	99	0	0	100	0	0	100	0	0	100			
ESEA: Mathematics and Science Partnerships	RND	182	142	0	0	100	0	0	100	0	0	100	0	50	50
ESEA: Migrant State Agency Program	A	387	343	0	0	100	58	8	33	92	8	0	83	17	0
ESEA: National Writing Project	RND	22	22	0	0	100	0	0	100	0	0	100	0	100	0
ESEA: Neglected and Delinquent State Agency Program	A	50	48	0	0	100	67	0	33	100	0	0	0	100	0
ESEA: Parental Information and Resource Centers	RND	40	36	0	0	100	100	0	0	100	0	0	100	0	0
ESEA: Reading First State Grants	E	1,029	1,025	0	0	100	100	0	0						
ESEA: Reading Is Fundamental/ Inexpensive Book Distribution	NA	25	25	0	0	100	100	0	0	0	100	0	0	100	0
ESEA: Ready to Teach	NA	11	13	0	0	100	0	0	100						
ESEA: Ready-to-Learn Television	RND	24	19	0	0	100	0	0	100						
ESEA: Rural Education	RND	169	165	13	0	88	0	100	0	67	33	0	0	100	0
ESEA: School Improvement Grants	NA	125	0				0	0	100	33	67	0	100	0	0
ESEA: School Leadership	NA	15	15	0	0	100	100	0	0						
ESEA: Smaller Learning Communities	RND	94	110	0	29	71	0	0	100	33	67	0	33	67	0
ESEA: Special Programs for Indian Children	NA	19	20	0	0	100	0	0	100	0	0	100			
ESEA: Star Schools Program	NA	12	17	0	0	100	0	0	100						
ESEA: State Assessments	A	408	418	0	0	100	100	0	0	0	100	0	100	0	0
ESEA: State Grants for Innovative Programs	RND	99	146	33	0	67	50	50	0	75	25	0	50	50	0
ESEA: Striving Readers	NA	32	24	0	0	100									
ESEA: Teaching American History	RND	120	95	0	0	100	0	0	100	0	0	100	0	0	100
ESEA: Teacher Incentive Fund	NA	0	14												

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results											
				Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
FY 2007 \$ in millions	FY 2007 \$ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data		
ESEA: Title I Grants to Local Educational Agencies	ME	12,838	12,587	0	0	100	0	50	50						
ESEA: Transition to Teaching	A	44	43	0	0	100	100	0	0	0	100	0	0	0	
ESEA: Troops-to-Teachers	A	15	16	0	0	100	67	33	0	100	0	0			
ESEA: Voluntary Public School Choice	NA	26	29	0	0	100	0	0	100	100	0	0			
ESEA: Women's Educational Equity	NA	2	3	0	0	100	100	0	0	0	100	0			
ESRA: Comprehensive Centers	RND	56	57	25	0	75	0	100	0	///			/// (not funded)		
ESRA: National Assessment	E	93	116	100	0	0	(off year for collection)			100	0	0	(off year for collection)		
ESRA: Regional Educational Laboratories	NA	65	68	0	0	100	0	0	100	0	0	100	0	0	100
ESRA: Statewide Data Systems	NA	25	11							///			/// (not funded)		
HEA: High School Equivalency Program	RND	19	18	0	0	100	0	0	100	0	0	100	100	0	0
HEA: State Grants for Incarcerated Youth Offenders	NA	23	19	100	0	0	100	0	0	0	100	0	100	0	0
HEA: Teacher Quality Enhancement	RND	60	71	0	0	100	100	0	0	100	0	0			
HERA: Aid for Elementary and Secondary Education (Hurricane Relief)	NA	0	370												
IDEA: Special Education Grants for Infants and Families	RND	436	431	20	40	40	33	67	0	33	67	0	33	67	0
IDEA: Special Education Grants to States	A	10,783	10,719	17	17	67	67	0	33	60	40	0			
IDEA: Special Education Parent Information Centers	RND	26	26	0	0	100	67	0	33						
IDEA: Special Education Personnel Preparation	RND	90	84	0	13	88	67	33	0	100	0	0			
IDEA: Special Education Preschool Grants	RND	381	387	33	33	33	50	50	0	0	100	0	0	100	0
IDEA: Special Education State Personnel Grants	NA	0	49	100	0	0	100	0	0	///			/// (not funded)		
IDEA: Special Education Technical Assistance and Dissemination	RND	49	46	0	0	100	33	0	67						

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results											
				Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
FY 2007 \$ in millions	FY 2007 \$ in millions		% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	
IDEA: Special Education Technology and Media Services	RND	38	25	0	0	100	67	0	33	50	50	0			
MVHAA: Education for Homeless Children and Youths	NA	62	73	0	0	100	100	0	0	100	0	0			
Administrative and Support Funding for Goal 2#	NA	0	0												
TOTAL		36,281	*36,420												

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2007 expenditures may include funds from prior years' appropriations.

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

/// Denotes 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 outlays in the amount of \$24 million for prior years' obligations for Goal 2 programs that were not funded in FY 2007 and FY 2007 estimated accruals in the amount of \$394 million.

- APEB: Act to Promote the Education of the Blind
- CFAA: Compact of Free Association Act, Amendments of 2003
- CRA: Civil Rights Act
- CTEA: Perkins Career and Technical Education Act
- ESEA: Elementary and Secondary Education Act of 1965
- ESRA: Education Sciences Reform Act of 2002
- HEA: Higher Education Act of 1965
- HERA: Hurricane Education Recovery Act
- IDEA: Individuals with Disabilities Education Act
- MVHAA: McKinney-Vento Homeless Assistance Act

- PART Rating**
- E = Effective
 - ME = Moderately Effective
 - A = Adequate
 - I = Ineffective
 - RND = Results Not Demonstrated
 - NA = Program has not been assessed

Goal 3: Develop Safe and Drug-Free Schools

Key Measures

In FY 2007, the Department designated 15 existing key measures to track the performance of two programs: Safe Schools/Healthy Students, and Student Drug Testing. The data for these key measures track specific indicators of success related to the activities of those two programs. The Department's third strategic goal also addresses the development of strong character. We have not identified measures for this objective; however, the 12 programs identified as supporting Goal 3 include programs that support character development and safe and drug-free schools. See p. 35 for an explanation of the documentation fields for the key measures.

Drug use, violence, and crime are serious problems for school-age youth. Students cannot be expected to learn to the high standards envisioned by *No Child Left Behind* in schools where they feel unsafe or are engaged in drug use. Generally, rates of current student marijuana and alcohol use by high school students continue to decline. Data released last year indicate a small increase in the percentage of students who report being engaged in a fight, though there was no measurable change in the percentage of students who reported fighting on school property.

Despite these generally positive trends, several significant instances of violence on our nation's college campuses and schools occurred in FY 2007, including the shooting deaths of 33 students, faculty, and staff at Virginia Polytechnic Institute and State University in April 2007. The event was one of the deadliest mass shootings in our nation's history. Elementary and secondary schools were also impacted by serious violent events this year as a gunman entered the West Nickel Mines Amish School in Pennsylvania and shot ten female students, killing five; and an armed intruder took six female students hostage at Platte County High School in Bailey, Colorado, eventually killing one of the hostages.

The Department has responded to several violent incidents during this year by providing assistance to support efforts for recovery and to restore the learning environment. In FY 2007, we made School Emergency Response to Violence (SERV) grants to nine different sites to help schools recover from shootings, cohorts of student suicides, and a fatal school bus accident. We also provided assistance to Virginia Tech to support its efforts to develop a coordinated system to assess and address the mental health and related needs of students, staff, and faculty and avoid fragmented services and discontinuous treatment. The Virginia Tech project also may serve as a model for other institutions of higher education to benefit by examining their own practices in this area.

The Department also awarded a new cohort of 105 Readiness and Emergency Management for Schools grants in FY 2007 to help local school districts and their community-based first responders prevent, mitigate, prepare for, respond to, and recover from crisis situations. Other activities implemented to support this goal include the award of grants in many programs designed to help students create safe and drug-free learning environments and healthy lives by identifying and preventing student problem behaviors. New projects were started in communities around the country in FY 2007 for the Safe Schools/Healthy Students Initiative, Student Drug Testing grants, Grants to Reduce Alcohol Abuse, Mentoring Programs, Elementary and Secondary School Counseling Program, Grants to Integrate Schools and Mental Health Systems, Foundations for Learning grants, Partnerships in Character Education awards, Civic Education programs, and the Carol M. White Physical Education Program.

Safe Schools/Healthy Students

Grants support local educational agencies in the development of community-wide approaches to creating safe and drug-free schools and promoting healthy childhood development. Programs are intended to prevent violence and the illegal use of drugs and to promote safety and discipline. Coordination with other community-based organizations is required. This program is jointly funded and administered by the departments of Education, Justice, and Health and Human Services.

3.1.A Safe and Drug-Free Schools and Communities Other National Programs. The 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. **2004 cohort** [1825]

Fiscal Year	Actual
2007	Target is 90
2006	70
2005	Baseline data collected

2007 data expected Dec. 2007.

3.1.B Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Safe Schools/Healthy Students grant sites that experience a decrease in substance abuse during the three-year grant period. **2004 cohort** [1826]

Fiscal Year	Actual
2007	Target is 75
2006	75
2005	Baseline data collected

2007 data expected Dec. 2007.

3.1.C Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Safe Schools/Healthy Students grant sites that improve school attendance during the three-year grant period. **2004 cohort** [1827]

Fiscal Year	Actual
2007	Target is 90
2006	33
2005	Baseline data collected

2007 data expected Dec. 2007.

3.1.A Safe and Drug-Free Schools and Communities Other National Programs. The 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. **2005 cohort** [2019]

Fiscal Year	Actual
2007	Intermediate data collected
2006	Baseline data collected

2007 data expected Dec. 2007.

3.1.B Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Safe Schools/Healthy Students grant sites that experience a decrease in substance abuse during the three-year grant period. **2005 cohort** [2020]

Fiscal Year	Actual
2007	Intermediate data collected
2006	Baseline data collected

2007 data expected Dec. 2007.

3.1.C Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Safe Schools/Healthy Students grant sites that improve school attendance during the three-year grant period. **2005 cohort** [2021]

Fiscal Year	Actual
2007	Intermediate data collected
2006	Baseline data collected

2007 data expected Dec. 2007.

3.1.A Safe and Drug-Free Schools and Communities Other National Programs. The 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. **2006 cohort** [2102]

Fiscal Year	Actual
2007	Establish baseline

2007 data expected Dec. 2007.

3.1.B Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Safe Schools/Healthy Students grant sites that experience a decrease in substance abuse during the three-year grant period. **2006 cohort** [2103]

Fiscal Year	Actual
2007	Establish baseline

2007 data expected Dec. 2007.

3.1.C Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Safe Schools/Healthy Students grant sites that improve school attendance during the three-year grant period. **2006 cohort** [2104]

Fiscal Year	Actual
2007	Establish baseline

2007 data expected Dec. 2007.

U.S. Department of Education, Office of Safe and Drug-Free Schools, Safe and Drug-Free Schools and Communities, Other National Programs Annual Grantee Performance Report.

Analysis of Progress. Data to set baseline have been collected for the 2004, 2005, and 2006 cohorts.

Data Quality. There are 24 grantees in the 2004 cohort of Safe Schools/Healthy Students, 40 grantees in the 2005 cohort, and 19 grantees in the 2006 cohort. All three measures established for this program require three years of data, as the performance measures look at grantee performance at the conclusion of the three-year grant period. Grantees submitted their first annual reports in 2005. Nineteen grantees in the 2004 cohort provided the baseline data requested, resulting in a 79 percent response rate. These data are reported via school incident reports and self-report behavioral surveys conducted by evaluators at each site.

Grantees in the 2004 cohort are expected to submit their three-year performance reports in December 2007. The data will be compared with year one data to determine the percentage of grantees that experienced improvement in each measure’s data over the three-year grant period. Baseline data were collected in 2005. They will be compared with 2007 data to determine if the target was met over the three-year period.

Similarly, the 40 grantees for the Safe Schools/Healthy Students 2005 cohort submitted baseline data in 2006 and are expected to submit their year-two performance reports in December 2007. The 2006 cohort collected baseline data during 2007, and data will be available in December 2007. Year three performance reports are expected in December 2009.

Targets have not been established for the intermediate year (year two of the project) for any cohort, but actual performance data are provided to help gauge grantee progress.



Student Drug Testing

This program provides funds to develop and implement, or expand, school-based mandatory random or voluntary drug-testing programs for students. Drug-testing programs that awarded funds under this program in FY 2003 and FY 2005 were limited to one or more of the following: students who participate in the school’s athletic program; students who are engaged in competitive, extracurricular, school-sponsored activities; or students who agree to voluntarily participate in the program. In FY 2006, drug-testing programs that awarded funds under the program were limited to students who participate in the school’s athletic program and students who are engaged in competitive, extracurricular, school-sponsored activities.

3.1.D Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Student Drug Testing grantees that experience a five percent annual reduction in the incidence of past-month drug use by students in the target population. 2003 cohort [1828]	
Fiscal Year	Actual
2007	Target is 50
2006	33
2005	Baseline data collected
2007 data expected Dec. 2007.	

3.1.E Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Student Drug Testing grantees that experience a five percent annual reduction in the incidence of past-year drug use by students in the target population. 2003 cohort [1829]	
Fiscal Year	Actual
2007	Target is 50
2006	25
2005	Baseline data collected
2007 data expected Dec. 2007.	

U.S. Department of Education, Office of Safe and Drug-Free Schools, Safe and Drug-Free Schools and Communities, Other National Programs Annual Grantee Performance Report.

3.1.D Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Student Drug Testing grantees that experience a five percent annual reduction in the incidence of past-month drug use by students in the target population. 2005 cohort [2105]	
Fiscal Year	Actual
2007	Target is 33
2007 data expected Dec. 2007.	

3.1.E Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Student Drug Testing grantees that experience a five percent annual reduction in the incidence of past-year drug use by students in the target population. 2005 cohort [2106]	
Fiscal Year	Actual
2007	Target is 25
2007 data expected Dec. 2007.	

U.S. Department of Education, Office of Safe and Drug-Free Schools, Safe and Drug-Free Schools and Communities, Other National Programs Annual Grantee Performance Report.

3.1.D Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Student Drug Testing grantees that experience a five percent annual reduction in the incidence of past-month drug use by students in the target population. 2006 cohort [89a0ay]	
Fiscal Year	Actual
2007	Establish baseline
2007 data expected Dec. 2007.	

3.1.E Safe and Drug-Free Schools and Communities Other National Programs. The percentage of Student Drug Testing grantees that experience a five percent annual reduction in the incidence of past-year drug use by students in the target population. 2006 cohort [89a0az]	
Fiscal Year	Actual
2007	Establish baseline
2007 data expected Dec. 2007.	

U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation, Evaluation of the Impact of Mandatory Random Student Drug Testing.

Analysis of Progress. There were eight grantees in the 2003 cohort of Drug Testing grantees, 55 in the 2005 cohort, and 9 in the 2006 cohort. These measures require two years of data because the measure is an assessment of the grant sites that experience a decrease in student drug use. No data were available for the 2003 cohort until 2006 for setting the performance baseline because of the nature of the measure and the Institutional Review Board-related delays.

Grantees from the 2005 cohort reported baseline data in their 2006 performance reports and will provide a second data point in 2007.

Grantees from the 2006 cohort are part of an evaluation of student drug testing programs being conducted under contract for the Institute of Education Sciences. Data for the GPRA measures for this cohort are being collected and reported by the evaluation contractor. Baseline data for the cohort have been collected and will be reported in December 2007.

Data Quality. Cohort data quality issues include the requirement for two years of data from self-report use surveys, which creates potential data quality issues if the grantee does not use identical measurements in both years or surveys a different pool of students in succeeding years. The decrease in past-month and past-year drug use must be by at least 5 percent to meet the threshold established for this measure. Of the 8 grantees from the 2003 cohort, 3 provided two years of comparable data (38 percent response rate) for the 30-day or current drug use measure. Of those, one experienced a decrease in past-month drug use of 5 percent or more. Due to the very low response rate, caution is recommended when interpreting the data

and drawing conclusions about the program's performance. For past-year drug use, of the eight grantees, four provided two years of valid data (a 50 percent response rate). Of those, one experienced a decrease in past-year drug use of 5 percent or more.



Discontinued Strategic Measures

The following measures were discontinued after FY 2005 but were reported as pending in the *FY 2005 Performance and Accountability Report*. The latest data are reported below.

Measure		Fiscal Year	Target	Actual	Status
3.1.1	The rate of violent crimes experienced at school by students aged 12 through 18	2003	24/1000	28/1000	Target not met
		2004	23/1000	22/1000	Target exceeded
3.1.2	The rate of serious violent crimes experienced at school by students aged 12 through 18	2003	4/1000	6/1000	Target not met
		2004	4/1000	4/1000	Target met

Sources

3.1.1–3.1.2 U.S. Departments of Education and Justice, *Indicators of School Crime and Safety*.

Goal 3: Develop Safe and Drug-Free Schools

Program Performance Summary

Twelve of our grant programs most directly support Goal 3. 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. 35 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/2007report/program.html>. Appropriation and expenditure data for FY 2007 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 2007			FY 2006			FY 2005			FY 2004		
FY 2007 \$ in millions	FY 2007 \$ in millions		% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	
ESEA: Alcohol Abuse Reduction	NA	32	31	0	0	100	0	0	100						
ESEA: Character Education	NA	24	26	0	0	100	0	0	100				0	0	100
ESEA: Civic Education: We the People	NA	17	18	0	0	100									
ESEA: Close-Up Fellowships	NA	1	1	0	0	100	0	0	100	0	0	100	0	0	100
ESEA: Elementary and Secondary School Counseling	NA	35	33	0	0	100	0	0	100						
ESEA: Exchanges with Historic Whaling and Trading Partners	NA	9	7	0	0	100	60	40	0	80	20	0	100	0	0
ESEA: Foundations for Learning	NA	1	1	0	0	100							/// (not funded)		
ESEA: Mental Health Integration in Schools	NA	5	4							///			/// (not funded)		
ESEA: Mentoring Program	RND	49	46	0	0	100				100	0	0			
ESEA: Physical Education Program	RND	73	69	0	0	100				100	0	0			
ESEA: Safe and Drug-Free Schools and Communities Other National Programs	NA	150	111	0	0	100	100	0	0	100	0	0			
ESEA: Safe and Drug-Free Schools and Communities State Grants	RND	347	349	0	0	100				42	29	29			
TOTAL		743	*696												

† Expenditures occur when recipients draw down funds to cover actual outlays. FY 2007 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.)

* Expenditures by program do not include outlays in the amount of \$4 million for prior years' obligations for Goal 3 programs that were not funded in FY 2007 or FY 2007 estimated accruals in the amount of \$40 million.

ESEA: *Elementary and Secondary Education Act of 1965*

PART Rating

I = Ineffective

RND = Results not demonstrated

NA = Program has not been assessed

Goal 4: Transform Education Into an Evidence-Based Field

Key Measures

The *No Child Left Behind Act* serves as a foundation for education improvement in the application of scientifically based research that is rigorous, systematic, and objective. By identifying what works, what doesn't and why, we can improve educational outcomes for all students, especially those at risk of failure. Our goal is the transformation of education into an evidence-based field in which decision-makers routinely seek out the best available research and data in order to adopt programs or practices that will improve academic achievement for students. In FY 2007, the Department administered six 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.

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 based researchers in rigorous methodologies, and improving the quality of data collections. Additionally, 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
	2007	88
	2006	94
	2005	100
	2004	97
	2003	88
2007 target of 90 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 was initially an 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 several proposals that scored slightly 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
	2007	100
	2006	89
2007 target of 90 exceeded.		

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

Analysis of Progress. Data on this measure have been collected since 2006. The percentage of newly funded proposals for special education research that received a score of excellent or higher has increased and, in FY 2007, exceeded the target of 90 percent.

Data Quality. The Department has 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.



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 it is 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, particularly 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 a sample of all newly funded research reviewed by an independent panel of qualified practitioners. For FY 2007, research 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 leadership and policy, postsecondary education, special education secondary and transition services, early intervention and early childhood special education, serious behavior disorders, autism spectrum disorders, and assessment for accountability.

4.2.A Research, Development, and Dissemination. The 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. [000000000000028]	Fiscal Year	Actual
	2007	Target is 75
	2007 data expected Dec. 2007.	

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

Analysis of Progress. This is a new measure for FY 2007. The measure published in the FY 2006 *Performance and Accountability Report* was discontinued in FY 2007 because it included data from evaluation projects that were funded from program appropriations other than the appropriation for Research, Development, and Dissemination (RDD). It was replaced with a similar measure that includes only data from evaluation projects funded under the appropriation for RDD.

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
	2007	Target is 55
	2006	50
2006 target to set baseline met; 2007 data expected Dec. 2007.		

Analysis of Progress. This measure was established in 2006. Data for 2006 set the baseline and our target for 2007 is 55.

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

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

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.



Discontinued Strategic Measure

This measure was discontinued in FY 2007, but data were reported as pending in the *FY 2006 Performance and Accountability Report*.

Measure	Fiscal Year	Target	Actual	Status
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. [1082]	2007	75	Not Collected	Not Collected
	2006	75	74	Made Progress
	2005	65	33	Target not met

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

Goal 4: Transform Education Into an Evidence-Based Field

Goal 4 is most directly supported by six of our programs. 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. 35 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/2007report/program.html>. Appropriation and expenditure data for FY 2007 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 2007			FY 2006			FY 2005			FY 2004		
				FY 2007 \$ in millions	FY 2007 \$ 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	7	0	0	100	0	0	100						
ESEA: Title I Evaluation	NA	9	13												
ESRA: Research, Development and Dissemination	E	163	127	0	43	57	60	40	0	80	20	0	100	0	0
ESRA: Research in Special Education	RND	72	44	25	25	50	100	0	0				/// (not funded)		
ESRA: Statistics	E	90	71	63	37	0	33	67	0	0	0	0	0	100	0
RA: National Institute on Disability and Rehabilitation Research	A	107	97	22	0	78	22	33	44	33	67	0	0	100	0
Administrative and Support Funding for Goal 4#		10	6	#			#			#			#		
TOTAL		455	*365												

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2007 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 outlays in the amount of \$2 million for prior years' obligations for Goal 4 programs that were not funded in FY 2007.

ESEA: *Elementary and Secondary Education Act of 1965*

ESRA: *Education Sciences Reform Act of 2002*

RA: *Rehabilitation Act of 1973*

PART Rating

E = Effective

A = Adequate

RND = Results not demonstrated

NA = Program has not been assessed

Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education

Key Measures

During FY 2007, the Department established new measures and goals, aligned with the recommendations of the Commission on Higher Education, the Academic Competitiveness Council and the Secretary's Action Plan for Higher Education. These strategies focus on ensuring the accessibility, affordability and accountability of higher education institutions, and better preparing students for employment and future learning. In order to remain competitive in the dynamic global economy, and to meet America's current and future needs, higher education must continue to be innovative, use technology effectively, measure student outcomes and conduct rigorous evaluations of its own performance.

The data presented here show the progress we have made to date and provide the starting point for forward movement to meet the challenges postsecondary and adult students, their families and institutions currently face.

See page 34 for an explanation of the documentation fields for key measures.

Postsecondary Persistence and Completion

Affordability is fundamental for promoting access to higher education, and academic preparation is also fundamental for access and critical for success once students are enrolled. Grants and loans are the largest source of federal financial support to postsecondary students. In FY 2007, the Department delivered an estimated \$82 billion in federal aid to more than 10 million postsecondary students and their families throughout America. This came at a cost of \$22 billion to the federal government. We are seeing progress in promoting access. The percentage of high school completers who enrolled in college in the fall immediately after high school graduation rose to 69 percent in FY 2006. This is an increase from 67 percent in FY 2005 and 64 percent in FY 2004. The percentage of students completing a four-year degree within six years of enrollment also improved, moving up to 57.1 percent in FY 2005 from 56.4 percent in FY 2004, and 54.3 percent in FY 2003.

To successfully complete their higher education, students must be academically prepared for the rigors of college. The new Academic Competitiveness Grants, which awarded the first grants to more than 300,000 students during the 2006-07 academic year, encourage students to take more challenging courses in high school. Additionally, the federal TRIO programs help low income, first generation students, who are traditionally underrepresented in higher education, prepare for, enroll in and succeed in college. TRIO Educational Opportunity Centers help adults enroll in college; Student Support Services fosters retention and graduation support to students who are enrolled in postsecondary schools; and McNair Post-Baccalaureate Achievement prepares undergraduate students who are underrepresented in graduate education for doctoral study. With a focus on student outcomes, the Department measured TRIO program performance by assessing the persistence and completion rates for Student Support Services and McNair participants and the percentage of McNair participants enrolling in graduate school.

The new National SMART Grant Program, which awarded the first grants to nearly 64,000 students during the 2006-07 academic year, encourages students to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering, and critical foreign languages.

5.1.A TRIO Educational Opportunity Centers. The percentage of TRIO Educational Opportunity Centers participants enrolling in college. [1612]	Fiscal Year	Actual
	2007	Target is 58.5
	2006	Target is 58
	2005	56.9
	2004	57.4
	2003	56
	2002	66
	2001	66
	2000	57
2006 data expected Dec. 2007; 2007 data expected Dec. 2008.		

U.S. Department of Education, Office of Postsecondary Education, TRIO Annual Performance Report, grantee submissions.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007. The Department did not meet its FY 2005 target of 57.5.

Data Quality. The annual performance report is self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.

Target Context. Increasing targets reflect the aim of the TRIO Educational Opportunity Centers program to increase the percentage of adult participants enrolling in college.

5.1.B TRIO Student Support Services. The percentage of Student Support Services participants persisting at the same institution. [1617]	Fiscal Year	Actual
	2007	Target is 73
	2006	Target is 72
	2005	74.1
	2004	73.1
	2003	72
	2002	72
	2001	70
	2000	67
2006 data expected Dec. 2007; 2007 data expected Dec. 2008.		

U.S. Department of Education, Office of Postsecondary Education, Student Support Services Program Annual Performance Report, grantee submissions.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007. The Department exceeded its FY 2005 target of 69.

Data Quality. The annual performance reports comprise self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.

Target Context. Targets for FY 2006 and beyond were recalculated in FY 2006, as the persistence rate has increased since the initial years of data collection (1999 and 2000).

GOAL 5: ENHANCE THE QUALITY OF AND ACCESS TO POSTSECONDARY EDUCATION

5.1.C TRIO Student Support Services. The percentage of Student Support Services participants completing an associate’s degree at the original institution or transferring to a four-year institution within three years. [1618]

Fiscal Year	Actual
2007	Target is 27.5
2006	Target is 27
2005	24.5
2004	25.6
2003	27.7
2002	26
2001	23.1

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, Office of Postsecondary Education, Student Support Services Program Annual Performance Report, grantee submissions.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. The annual performance reports comprise self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.

Target Context. Targets were not established until 2006, the first year of this measure. Target values were established before actual values for 2004 and 2005 were available.

5.1.D TRIO Student Support Services. The percentage of Student Support Services first-year students completing a bachelor’s degree at the original institution within six years. [1619]

Fiscal Year	Actual
2007	Target is 29
2006	Target is 28
2005	29.4
2004	28.1

2006 data expected Dec. 2007; 2007 data is expected Dec. 2008.

U.S. Department of Education, Office of Postsecondary Education, Student Support Services Program Annual Performance Report, grantee submissions.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. The annual performance reports comprise self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.

Target Context. Targets for FY 2006 and 2007 were set at levels lower than previous years’ targets to reflect the actual values first collected for FY 2004.

5.1.E TRIO McNair Postbaccalaureate Achievement. The percentage of McNair participants enrolling in graduate school. [1614]	
Fiscal Year	Actual
2007	Target is 39
2006	Target is 37
2005	56.8
2004	45.3
2003	36
2002	39
2001	40
2000	35
1999	35

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, Office of Postsecondary Education, TRIO Annual Performance Report, grantee submissions.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007. The Department exceeded its FY 2005 target of 36.

Data Quality. The annual performance report is self-reported data; a variety of data quality checks are used to assess the completeness and reasonableness of the data submitted.

Target Context. The targets for FY 2007 were established before actual values for FY 2005 and 2006 were available.

5.1.F TRIO McNair Post-Baccalaureate Achievement. The percentage of McNair participants persisting in graduate school. [1615]	
Fiscal Year	Actual
2007	Target is 79
2006	Target is 79
2005	80
2004	77.7
2003	78

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, Office of Postsecondary Education, TRIO Annual Performance Report, grantee submissions.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007. The Department exceeded its FY 2005 target of 70.

Data Quality. These data are self-reported by grantees. Program staff employ data quality checks to assess the completeness and reasonableness of the data submitted.

Target Context. Targets for FY 2004 and FY 2005 were set before data for FY 2003 were available. Targets for FY 2006 and beyond are more ambitious.

◆

Strengthening Institutions That Serve Underrepresented Populations

To promote access to quality postsecondary education and to better prepare students for employment and future learning, federal institutional aid programs strengthen and improve the quality of programs in hundreds of postsecondary education institutions that serve low-income and minority students. These institutions, which help to reduce gaps in college access and completion among differing student populations, include Historically Black Colleges and Universities, Historically Black Graduate Institutions, Hispanic-Serving Institutions, Tribally Controlled Colleges and

Universities, Alaska Native and Native Hawaiian-Serving Institutions, and participants in the Strengthening Institutions Program and the Minority Science and Engineering Improvement Program. To measure the effectiveness of the institutional aid programs, the Department assesses student outcomes in terms of persistence and completion rates. The data for these two key measures are grouped by postsecondary education institutions that serve low-income and minority students.

5.4.A AID Strengthening Historically Black Colleges and Universities. The 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 and University institutions. [1587]

Fiscal Year	Actual
2007	Target is 66
2006	64
2005	65
2004	64

2006 target of 65 not met; 2007 data expected Dec. 2007.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. Data are supplied by institutions, which certify the accuracy of the data.

Target Context. The target is derived from applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for school year 2003-04, which was 3.6 percent. Therefore, the HBCU program actual persistence rate of 64 percent in FY 2004 was multiplied by 1.0363 to generate the long-term target (for 2009) of 66 percent. Annual increases are estimated to be 0.6 percent each year through 2009 and 0.3 percent beginning in 2010.

5.4.B AID Strengthening Historically Black Colleges and Universities. The percentage of students enrolled at four-year Historically Black Colleges and Universities graduating within six years of enrollment. [1589]

Fiscal Year	Actual
2007	Target is 39
2006	Target is 37
2005	38
2004	39
2003	39

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. Data are supplied by institutions, which certify the accuracy of the data.

Target Context. The 2006 target for the four-year graduation rate was derived from applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for a school year. Beginning with the FY 2007 target, values were established based on program experience.

5.4.C AID Strengthening Historically Black Graduate Institutions. The number of Ph.D., first professional, and master's degrees awarded at Historically Black Graduate Institutions. [1595]

Fiscal Year	Actual
2007	Target is 4,498
2006	Target is 4,178
2005	4,410
2004	4,219
2003	4,055

2006 data expected Dec. 2007; 2007 data is expected Dec. 2008.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

5.4.D AID Strengthening Tribally Controlled Colleges and Universities. The 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 Colleges and Universities institution. [1569]

Fiscal Year	Actual
2007	Target is 42
2006	44
2005	48
2004	41

2006 target of 41 exceeded; 2007 data expected Dec. 2007

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. Data are supplied by institutions, which certify the accuracy of the data.

Target Context. Targets for 2007–12 have been revised to reflect a 2 percent annual increase from the FY 2005 value.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. Data are supplied by institutions, which certify the accuracy of the data.

Target Context. Target values for FY 2007 were established before data for FY 2005 and FY 2006 became available.

5.4.E AID Strengthening Tribally Controlled Colleges and Universities. The percentage of students enrolled at four-year Tribally Controlled Colleges and Universities graduating within six years of enrollment. [1571]

Fiscal Year	Actual
2007	Target is 32
2006	Target is 32
2005	36
2004	32
2003	23

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

Analysis of Progress. This was a new key measure for FY 2006. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. Data are supplied by institutions, which certify the accuracy of the data.

Target Context. The target for FY 2007 was established before actual data for FY 2005 became available.

5.4.F AID Strengthening Tribally Controlled Colleges and Universities. The percentage of students enrolled at two-year Tribally Controlled Colleges and Universities who graduate within three years of enrollment. [1572]

Fiscal Year	Actual
2007	Target is 29
2006	Target is 29
2005	26
2004	34
2003	40

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

Analysis of Progress. This was a new key measure for FY 2006. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. Data are supplied by institutions, which certify the accuracy of the data.

Target Context. Target values for 2007 and beyond were revised based on actual 2005 data. Given the small number of institutions, estimation of this rate lacks precision.

5.4.G AID Developing Hispanic-Serving Institutions. The 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]

Fiscal Year	Actual
2007	Target is 68
2006	64
2005	66
2004	66.5

2006 target of 67 not met; 2007 data expected Dec. 2007.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

Analysis of Progress. This was a new key measure for FY 2006. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. Data are supplied by institutions, which certify the accuracy of the data.

Target Context. The target is derived by applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for school year 2003-04, which was 1.12 percent. Therefore, the HSI program's actual persistence rate of 66.5 percent in FY 2004 was multiplied by 1.0112 to generate the long-term target (for 2009) of 68 percent. Annual increases are estimated to be 0.2 percent each year through 2009 and 0.1 percent beginning in 2010.

5.4.H AID Developing Hispanic-Serving Institutions. The percentage of students enrolled at four-year Hispanic-Serving Institutions graduating within six years of enrollment. [1603]

Fiscal Year	Actual
2007	Target is 37
2006	Target is 34
2005	35
2004	36
2003	35

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.

Analysis of Progress. This was a new key measure for FY 2006. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. Data are supplied by institutions, which certify the accuracy of the data.

Target Context. The target for the four-year graduation rate is derived from applying the difference between regression-based predicted values from Title IV institutions and actual grantee values for school year 2002-03, which was 3.54 percent. The HSI program actual four-year graduation rate of 36 percent in FY 2004 was multiplied by 1.0354 (times 5/6) to generate the long-term target (for 2009) of 37 percent. Annual increases are estimated to be 0.6 percent through 2009 and 0.3 percent beginning in 2010.

5.4.I AID Developing Hispanic-Serving Institutions. The percentage of students enrolled at two-year Hispanic-Serving Institutions who graduate within three years of enrollment. [1604]

Fiscal Year	Actual
2007	Target is 22
2006	Target is 36
2005	21
2004	22
2003	21

2006 data expected Dec. 2007; 2007 data expected Dec. 2008.

Analysis of Progress This was a new key measure for FY 2006. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. Data are supplied by institutions, which certify the accuracy of the data.

Target Context. Program experience was used to estimate targets. An increase of 0.5 percent was used to generate annual targets each year through FY 2009, and an increase of 0.3 percent will be used beginning in FY 2010.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Web site is <http://nces.ed.gov/ipeds/pas>.



Vocational Rehabilitation

The Department’s vocational rehabilitation programs help individuals with physical or mental disabilities obtain employment and live more independently by providing grants that support job training and placement, medical and psychological services, and other individualized services. Annually, the Vocational Rehabilitation State Grants program helps over 200,000 individuals with disabilities obtain employment. The Department measures the progress of state vocational rehabilitation agencies by monitoring the percentage of individuals receiving services that achieve employment.

5.5.A Vocational Rehabilitation State Grants. The percentage of general and combined state vocational rehabilitation agencies that assist at least 55.8 percent of individuals receiving services to achieve employment. [1681]

Fiscal Year	Actual
2007	Target is 71
2006	82
2005	71
2004	66
2003	66
2002	75
2001	75

2006 target of 70 exceeded; 2007 data expected Apr. 2008.

Analysis of Progress. The Department continues to make steady progress in achieving the performance targets.

Data Quality. Verified by the Department’s attestation process and the Department’s Standards for Evaluating Program Performance Data. Accuracy/consistency of reporting is contingent upon counselors’ interpretations of definitions.

Target Context. This indicator is derived from state vocational rehabilitation agency performance expectations defined in the

program regulations. For each vocational rehabilitation agency, the Rehabilitation Services Administration examines the percentage of individuals who achieve employment compared to all individuals whose cases were closed after receiving services. To pass this indicator, a general or combined agency must achieve a rate of 55.8 percent, while an agency for the blind must achieve a rate of 68.9 percent.

Adult Learning

In an age of rapid economic and technological change, lifelong learning can provide benefits for individuals and for society as a whole. This year, data are continuing to show steady increases in the following measures:

- The percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent.
- The 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 are enrolled.

5.5.B Adult Education State Grants. The percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent. [1386]	
Fiscal Year	Actual
2007	Target is 52
2006	49
2005	51
2004	45
2003	44
2002	42
2001	33
2000	34
1999	34
1998	33
1997	37
1996	36
2006 target of 46 exceeded; 2007 data expected Dec. 2007.	

Analysis of Progress. The Department continues to make steady progress in achieving the performance targets.

Data Quality. As a third-tier recipient of this data, the Department must rely on the states and local programs to collect and report data within published guidelines. The Department has developed a data quality review process for states based on the Department’s Standards for Evaluating Program Performance Data.

Target Context. Increasing targets reflect the aim of the Adult Education State Grants program to increase the percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent. FY 2007 and future-year targets have been adjusted because trend data suggest that they were inappropriately projected and not ambitious enough.

U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System for Adult Education.

5.5.C Adult Education State Grants. The 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]	
Fiscal Year	Actual
2007	Target is 40
2006	37
2005	37
2004	36
2003	36
2002	34
2001	31
2000	20
1999	49
1998	28
1997	28
1996	30
2006 target of 38 not met; 2007 data expected Dec. 2007.	

U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System for Adult Education.

Analysis of Progress. The Department has not met the performance target for the past several years.

Data Quality. As a third-tier recipient of these data, the Department must rely on the states and local programs to collect and report data within published guidelines. The Department has developed a data quality review process for states based on the Department's Standards for Evaluating Program Performance Data.

Target Context. FY 2007 and future-year targets have been adjusted because trend data suggest that they were inappropriately projected.

Expanding the Coverage of Critical-Needs Languages and Area Studies

The Title VI, HEA programs are key to the teaching and learning of languages vital to the national interest. The foreign language development programs support projects in over 130 foreign languages, and have helped students, particularly at the graduate level, prepare for careers in areas of national need. These international and domestic programs address both the breadth and depth of our nation's foreign language needs. The domestic programs, in particular, focus their resources on those areas of the world often neglected in the curricula of postsecondary institutions, and on the foreign languages spoken in those areas. Many of these languages, especially the least commonly taught languages, would not be taught in the United States, or at advanced levels, without Title VI support. In FY 2007, the Department announced invitational and competitive priorities to help focus program resources on the most critical needs languages and world areas.

The Department measures progress in the International Education and Foreign Language Studies domestic programs, in part, by the expansion of critical languages taught at National Resource Centers, the employment of center Ph.D. graduates in targeted areas, and by improved student language competency in the Foreign Language and Area Studies (FLAS) Fellowship program.

Note: the first and second key measures are being phased out. The first measure will be replaced by the percentage of least commonly taught languages (as defined by the Secretary of Education) taught at Title VI National Resource Centers. The second measure will be replaced by the percentage of Masters and Ph.D. graduates employed in occupations that make use of their foreign language and/or area studies.

5.6.A International Education and Foreign Language Studies Domestic Programs. The percentage of critical languages taught, as reflected by the list of critical languages referenced in the *Higher Education Act*, Title VI program statute. [1665]

Fiscal Year	Actual
2007	Target is 63
2006	Target is 60
2005	Target is 74
2004	56
2003	56

2005 data expected Dec. 2007; 2006 data expected Dec. 2008; 2007 data expected Dec. 2009.

5.6.B International Education and Foreign Language Studies Domestic Programs. The percentage of National Resource Centers Ph.D. graduates who find employment in higher education, government service, and national security. [1664]

Fiscal Year	Actual
2007	Target is 48.5
2006	Target is 48
2005	Target is 47.5
2004	71.8
2003	55
2002	53.7
2001	48.5

2005 data expected Dec. 2007; 2006 data expected Dec. 2008; 2007 data expected Dec. 2009.

5.6.C International Education and Foreign Language Studies Domestic Programs. The average competency score of Foreign Language and Area Studies Fellowship recipients at the end of one full year of instruction (post test) minus the average competency score at the beginning of the year (pre test). [1671]

Fiscal Year	Actual
2007	Target is 1.2
2006	1.22
2005	1.2
2004	1.2
2003	1.3

2006 target of 1.2 exceeded; 2007 data expected Dec. 2007.

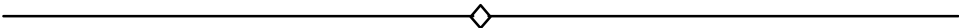
Note: These measures report on the National Resource Centers and Foreign Language and Area Studies Fellowship program under the International Education and Foreign Language Studies Domestic Programs, authorized by Title VI of the *Higher Education Act*.

U.S. Department of Education, Office of Postsecondary Education, International Education and Foreign Language Studies Domestic Programs Annual Performance Report.

Analysis of Progress. Due to pending data, we are unable to produce a sufficient analysis of progress for FY 2007.

Data Quality. Data are self-reported by institutions. Program staff employ data quality checks to assess the completeness and reasonableness of the data submitted.

Target Context. The Department set targets for FY 2007 on the basis of historical trends and program experience before data for FY 2004 were available.



Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education

Program Performance Summary

Fifty-six of our grant programs most directly support Goal 5. These programs are listed below. In the table, an overview is provided for the results of each program on its program performance measures. (See page 35 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/2007report/program.html>. Appropriation and expenditure data for FY 2007 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 2007			FY 2006			FY 2005			FY 2004		
FY 2007 \$ in millions	FY 2007 \$ in millions		% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	
AEFLA: Adult Education National Leadership Activities	NA	9	7	0	0	100	0	100	0	0	100	0	100	0	
AEFLA: Adult Education State Grants	E	564	356	0	0	100	50	25	25	40	60	0	40	60	0
AEFLA: National Institute for Literacy	NA	7	9	0	67	33	0	100	0						
ATA: Assistive Technology Alternative Financing	RND	0	4											/// (not funded)	
ATA: Assistive Technology Programs	NA	30	33	0	100	0	0	100	0						
CTEA: Tribally Controlled Postsecondary Vocational and Technical Institutions	RND	0	7	0	0	100	0	100	0	0	100	0	0	0	100
EDA: Gallaudet University	A	107	75	25	44	31	54	46	0	42	58	0	42	58	0
EDA: National Technical Institute for the Deaf	A	56	32	25	33	42	67	33	0	43	57	0	29	71	0
FCRA: HBCU Capital Financing Federal Administration	RND	14	319												
HEA: AID Developing Hispanic-Serving Institutions	RND	95	92	0	0	100	0	33	67						
HEA: AID Minority Science and Engineering Improvement	NA	9	9	0	0	100	0	25	75						
HEA: AID Strengthening Alaska Native and Native Hawaiian-Serving Institutions	NA	12	10	0	0	100	33	0	67						

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
				FY 2007 \$ in millions	FY 2007 \$ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met
HEA: AID Strengthening Historically Black Colleges and Universities	RND	238	234	0	0	100	0	50	50						
HEA: AID Strengthening Historically Black Graduate Institutions	RND	58	52	0	0	100	0	0	100						
HEA: AID Strengthening Institutions	RND	80	77	0	0	100	0	33	67						
HEA: AID Strengthening Tribally Controlled Colleges and Universities	NA	24	24	0	0	100	33	0	67						
HEA: Academic Competitiveness and SMART Grants	NA	850	448	New Program											
HEA: B.J. Stupak Olympic Scholarships	RND	1	1	0	0	100	0	0	100						
HEA: Byrd Honors Scholarships	RND	41	38	0	0	100	0	0	100	0	100	0	100	0	0
HEA: Child Care Access Means Parents In School	A	16	14	0	0	100				50	50	0	75	25	0
HEA: College Assistance Migrant Program	RND	15	14	0	0	100	0	0	100	0	0	100	100	0	0
HEA: Demonstration Projects to Ensure Quality Higher Education for Students with Disabilities	NA	7	6	0	0	100	0	0	100						
HEA: Fund for the Improvement of Postsecondary Education	NA	22	64	0	0	100	100	0	0	50	50	0	0	100	0
HEA: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	A	303	293	0	0	100	60	40	0	80	20	0	100	0	0
HEA: Graduate Assistance in Areas of National Need (GAANN)	A	30	31	0	0	100	50	50	0	86	14	0	100	0	0
HEA: GPRA Data/HEA Program Evaluation	NA	1	1												
HEA: International Education and Foreign Language Studies Domestic Programs	RND	92	89	0	0	100	6	13	81	33	0	67	100	0	0

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
				FY 2007 \$ in millions	FY 2007 \$ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met
HEA: International Education and Foreign Language Studies Institute for International Public Policy	NA	2	1	0	0	100	0	0	100						
MECEA: International Education and Foreign Language Studies Overseas Programs	NA	13	13	0	0	100	0	0	100						
HEA: Javits Fellowships	A	10	9	0	0	100	100	0	0	100	0	0	100	0	0
HEA: SFA Federal Direct Student Loans	A	5,176	47	0	50	50									
HEA: SFA Federal Family Education Loan Program & Liquidating	A	854	3,578	0	50	50									
HEA: SFA Federal Pell Grants	A	13,661	11,713	0	0	100	100	0	0	100	0	0	100	0	0
HEA: SFA Federal Perkins Loans	I	65	66	0	50	50									
HEA: SFA Federal Supplemental Educational Opportunity Grants	RND	771	747	0	100	0									
HEA: SFA Federal Work-Study	RND	980	944	0	100	0									
HEA: SFA Leveraging Educational Assistance Partnerships	RND	65	60	0	100	0									
HEA: Student Aid Administration	A	718	809				100	0	0						
HEA: Thurgood Marshall Legal Education Opportunity	NA	3	3				/// (not funded)								
HEA: TRIO Educational Opportunity Centers	RND	47	48	0	0	100	0	0	100	0	100	0	100	0	0
HEA: TRIO McNair Postbaccalaureate Achievement	ME	45	41	0	0	100	0	0	100	100	0	0	100	0	0
HEA: TRIO Student Support Services	ME	271	101	0	20	80	0	25	75	50	50	0	50	50	0
HEA: TRIO Talent Search	ME	143	143	0	0	100	0	0	100	100	0	0	100	0	0
HEA: TRIO Upward Bound	I	314	301	0	33	67	0	33	67	0	50	50	50	50	0
HEA: Underground Railroad Program	NA	2	3	0	0	100	100	0	0	0	100	0			
HERA: Aid for Institutions of Higher Education	NA	0	68												

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
				FY 2007			FY 2006			FY 2005			FY 2004		
				FY 2007 \$ in millions	FY 2007 \$ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met
<i>HKNCA:</i> Helen Keller National Center for Deaf-Blind Youths and Adults	NA	9	9	0	0	100	38	13	50	50	50	0	50	50	0
<i>RA:</i> Client Assistance State Grants	NA	12	11	0	0	100	100	0	0	100	0	0	50	50	0
<i>RA:</i> Independent Living State Grants and Centers for Independent Living	RND	97	95	0	0	100	60	0	40	0	0	100			
<i>RA:</i> Independent Living Services for Older Individuals who are Blind	NA	33	32	0	0	100	0	0	100	67	0	33			
<i>RA:</i> Migrant and Seasonal Farmworkers	RND	2	2	0	0	100	0	0	100	100	0	0	50	50	0
<i>RA:</i> Projects with Industry	A	20	19	0	0	100	75	25	0	50	50	0	50	50	0
<i>RA:</i> Protection and Advocacy of Individual Rights	NA	16	18	0	0	100	100	0	0	100	0	0	100	0	0
<i>RA:</i> Supported Employment State Grants	RND	30	26	0	0	100	100	0	0	0	100	0	100	0	0
<i>RA:</i> Vocational Rehabilitation Demonstration and Training Programs	RND	7	15	0	0	100	67	33	0	67	33	0	0	100	0
<i>RA:</i> Vocational Rehabilitation Grants for Indians	A	34	31	0	0	100	100	0	0	100	0	0	0	100	0
<i>RA:</i> Vocational Rehabilitation Recreational Programs	NA	3	2	0	0	100	100	0	0	100	0	0	0	100	0
<i>RA:</i> Vocational Rehabilitation State Grants	A	2,803	2,551	0	0	100	71	29	0	60	40	0	50	50	0
<i>RA:</i> Vocational Rehabilitation Training	A	38	40	0	0	100	100	0	0	100	0	0	75	25	0
<i>USC:</i> Howard University	A	237	244	0	0	100	100	0	0	0	0	100	100	0	0
Administrative and Support Programs for Goal 5 [#]		0	6												
TOTAL		\$29,162	*\$24,135												

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2007 expenditures may include funds from prior years' appropriations.

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

/// Denotes 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 outlays in the amount of \$4 million for prior years' obligations for Goal 5 programs that were not funded in FY 2007 or FY 2007 estimated accruals in the amount of \$1,660 million.

AEFLA: Adult Education and Family Literacy Act

AID: Aid for Institutional Development

ATA: Assistive Technology Act

CTEA: Perkins Career and Technical Education Act

EDA: Education of the Deaf Act

ESEA: Elementary and Secondary Education Act of 1965

HEA: Higher Education Act of 1965

HERA: Hurricane Education Recovery Act

HKNC: Helen Keller National Center Act

MECEA: Mutual Educational and Cultural Exchange Act of 1961

NLA: National Literacy Act

RA: Rehabilitation Act of 1973

SFA: Student Financial Assistance programs

USC: United States Code

PART Rating

E = Effective

ME = Moderately Effective

A = Adequate

I = Ineffective

RND = Results Not Demonstrated

NA = Program has not been assessed

Goal 6: Establish Management Excellence

Key Measures

Since 2002, the President’s Office of Management and Budget (OMB) has required all Cabinet-level departments and other major federal agencies to report quarterly on their progress toward superior fiscal stewardship and excellence in customer service and program performance. To these ends, the *President’s Management Agenda* comprises multiple initiatives designed to assure Americans of the efficient use of federal funds and the effective responsiveness of the federal government to their needs.

The Department of Education’s sixth strategic goal, Establish Management Excellence, aligns nine key measures with the initiatives of the *President’s Management Agenda*. Success in meeting challenging targets for these measures ensures maximum value for taxpayers, the channeling of available resources toward high-performing programs, and more help for students to reach their academic potential.

Financial Integrity and Management

Improved financial performance is a major initiative of the *President’s Management Agenda*. The Department has maintained the highest (green) status in this initiative since December 2003, indicating that financial systems produce accurate and timely information to support the Department’s operational, budgetary and policy decisions. In addition to achieving clean opinions on the annual financial statements each year since FY 2002, the Department has made further upgrades to its grants management, procurement management, and financial management systems, resulting in greater accuracy and speedier processing of financial information. These actions have been accompanied by a commitment to linking financial information and program improvements, an active presence in federal lines-of-business consolidation activities, and the ongoing publication of *Fast Facts*, the monthly internal business intelligence report for senior Department managers.

6.1.A The achievement of an unqualified audit opinion. [2204]	Fiscal Year	Actual
	2007	Unqualified
	2006	Unqualified
	2005	Unqualified
	2004	Unqualified
	2003	Unqualified
	2002	Unqualified
	2001	Qualified
	2000	Qualified
	1999	Qualified
2007 target met.		

Independent Auditors’ Financial Statement and Audit Reports, FY 1999 through FY 2007.

Analysis of Progress. The Department has earned a sixth consecutive unqualified or “clean” audit opinion from independent auditors. This means that the Department’s financial statements present fairly, in all material respects, the financial position of the Department in conformity with accounting principles generally accepted in the United States.

Data Quality. Independent auditors follow professional standards and conduct the audit under the oversight of the Department’s Office of Inspector General. There are no data limitations.

Strategic Human Capital Management

The Strategic Management of Human Capital initiative of the *President’s Management Agenda* addresses the need for federal agencies to hire capable staff to fulfill their missions effectively. Not only must the

federal government compete with the private sector for top talent, but also it faces a potential shortage of experienced staff. The Partnership for Public Service and the Office of Personnel Management estimate that approximately 550,000 federal employees will leave the government between now and 2012, most of them via retirement.

The Department is approaching historic lows in total personnel while managing increasing annual discretionary budgets. Department employees must manage expanding responsibilities while maintaining exemplary performance to guarantee the effective use of federal dollars for the benefit of America’s students. Human capital activities during FY 2007 sought to identify and improve performance in key focus areas, including closing leadership competency gaps in performance management, closing competency and staffing gaps in mission critical occupations, and reducing hiring cycle time. These activities helped to resolve challenges identified in the Department’s Human Capital Management Plan, which was updated this year to align with the new Department strategic plan. Also, the use of human capital metrics established under a new Organizational Assessment initiative better enables the Department to determine the effectiveness of human capital strategies both Department-wide and at the principal office level.

6.2.A Index of quality human capital performance management activities. [2205]	Fiscal Year	Actual
	2007	Target is 74
	2006	58
	2005	72
2007 data expected Jan. 2008.		

Analysis of Progress. After an anomalous performance decline on this measure in FY 2006, the Department anticipates a return to a level similar to that attained in FY 2005. In FY 2005 and FY 2006, all components of this measure were computable prior to report publication because those years’ employee rating cycles began in the previous fiscal year and ended on April 30; in FY 2007, the rating cycle now matches the October 1-September 30 federal fiscal year.

U.S. Department of Education, Office of Management, via data from the Education Department Performance Appraisal System and the U.S. Department of the Interior’s Federal Personnel/Payroll System. The latter system provides personnel and payroll support to numerous federal agencies, including the Department of Education.

Target Context. This measure is a composite of three measurements: the percentage of employees who have performance standards in the performance appraisal system within 30 days after the beginning of the rating cycle, the percentage of employees who have documented ratings of record in the performance appraisal system within 30 days after the close of the rating cycle, and the percentage of awards paid out to employees with outstanding performance ratings. Prior to FY 2007, the first component of this measure was based on the percentage of employees who established effective performance standards prior to the beginning of the rating cycle. This component is changed for FY 2007 to link this component to the second measure component with regard to entry of such standards into the performance appraisal system, and the 30-day window allows for entry of the previous year’s ratings prior to establishment and entry of a new year’s standards.



Information Technology Management

Excellence in the Expanded Electronic Government initiative of the *President’s Management Agenda* requires the Department to manage information technology investments with benefits far outweighing costs. Excellence also means that citizens and government decision makers have the ability to find information easily and securely.

Given the large number of discretionary grants it awards annually, the Department has established the migration of discretionary grant competitions from paper to electronic format as its primary progress measure in electronic government, and FY 2007 results show this transformation to be nearly complete. When the Grants.gov Apply function was introduced in FY 2003, the Department was the first agency to

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post an application package on the system. The Department has continued to participate with Grants.gov by increasing the number of competitions posting application packages, as Table 6.3.A demonstrates.

Additionally, the Department continues to play a leading role in the streamlining of grant application and award processes across the federal government. In FY 2006, the Department was selected as a “center of excellence” in the government-wide Grants Management Line of Business project, which positions the Department to be a grant administration service center for other federal agencies in the near future.

6.3.A The percentage of discretionary grant programs providing online application capability. [2206]	Fiscal Year	Actual
	2007	98
	2006	84
	2005	86
	2004	77
	2003	57
	2002	29
	2001	20
	2000	5

2007 target of 92 exceeded.

U.S. Department of Education, Office of the Chief Financial Officer, Grant Administration and Payment System.

Grant competitions providing Grants.gov applications are counted as participating in the electronic submission.

Analysis of Progress. For FY 2007, OMB mandated that all discretionary grant competitions use Grants.gov for posting application packages. With this impetus, the Department exceeded its FY 2007 target for discretionary grant programs providing online application capability. The Department currently posts all packages on Grants.gov except for three fellowship programs with unique business processes that Grants.gov cannot currently support.

Data Quality. This statistic is a comparison between active schedules in the Grant Administration and Payment System and e-Grants participation.

Customer Service for Student Financial Assistance

A major foundation of the *President’s Management Agenda* is that the federal government must focus on the citizens it serves, and student financial assistance programs constitute the busiest area of Department customer service activity. In overseeing a student loan portfolio comprising more than \$400 billion and exceeding 28 million borrowers, and in managing the federal Pell Grant program, which provided approximately \$14 billion in FY 2007 for low-income postsecondary students, the Department demonstrates the quality of its customer service activities before a large audience. The Department tracks progress via performance measures encompassing major areas of service delivery within student financial assistance operations.

6.4.A Customer service level for Free Application for Federal Student Aid on the Web. [2207]	
Fiscal Year	Actual
2007	80
2006	80
2005	81
2004	81
2003	86

2007 target of 85 not met.

FY 2007 American Customer Satisfaction Index Survey.

6.4.B Customer service level for Direct Loan Servicing. [2208]	
Fiscal Year	Actual
2007	80
2006	79
2005	76
2004	78
2003	77

2007 target of 78 exceeded.

FY 2007 American Customer Satisfaction Index Survey.

6.4.C Customer service level for Common Origination and Disbursement. [2209]	
Fiscal Year	Actual
2007	81
2006	77
2005	76
2004	72
2003	66
2007 target of 76 exceeded.	

FY 2007 American Customer Satisfaction Index Survey.

6.4.D Customer service level for Lender Reporting System. [2210]	
Fiscal Year	Actual
2007	75
2006	71
2005	72
2004	73
2003	71
2007 target of 75 met.	

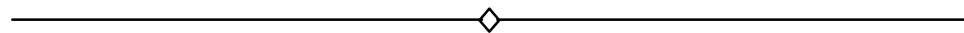
FY 2007 American Customer Satisfaction Index Survey.

Analysis of Progress. The FY 2007 American Customer Satisfaction Index (ACSI) ratings for Federal Student Aid’s highest volume products and services – including Direct Loan Servicing, *Free Application for Federal Student Aid (FAFSA) on the Web*, the Common Origination and Disbursement system and the Lender Application and Reporting System – score in the “Excellent” or “Good” range in comparison to other entities that appear in the ACSI index.

Direct Loan Servicing and the Common Origination and Disbursement system realized satisfaction measurements that exceeded their FY 2007 performance targets. Notably, the Common Origination and Disbursement score increased by four points from last year, continuing a 15-point improvement trend from the initial measurement taken in 2003. The Lender Application and Reporting System improved by four points to meet its 2007 target. *FAFSA on the Web* continued to score an 80, a high score by ACSI standards, but it missed its performance target by five points. *FAFSA on the Web* faces continually challenging expectations from Web-based customers that now comprise more than 90 percent of total applicants. However, an improved PIN Number replacement process to be implemented in 2008 should result in a higher score next year.

Data Quality. The Department’s Office of Federal Student Aid annually conducts customer surveys of its most high-profile, highly used products and services by means of the ACSI Survey. The survey is produced annually by a partnership of the National Quality Research Center (University of Michigan), CFI Group and the American Society for Quality. The index provides a national, cross-industry, cross-public-and-private-sector economic indicator, using widely accepted methodologies to obtain standardized customer satisfaction information. Survey scores are indexed on a 100-point scale. The Department began tracking the index as a measurement in FY 1999 and has tracked the index in each subsequent year except for FY 2002.

Target Context. According to CFI Group, companies with “business to business” customers scoring between 75 and 84 points on the index and businesses with “business to consumer” customers scoring between 80 and 89 points are considered “Excellent.” These categories include companies such as Wachovia Bank, UPS, Amazon and Mercedes.



Budget and Performance Integration

Changes in the size of a federal education program’s budget should correlate with the program’s efficacy in improving student achievement. If a program works, more funding is justified; if it doesn’t, the program either should undergo corrective action or be eliminated. The Department’s work on the Budget and Performance Integration initiative of the *President’s Management Agenda* reflects this focus and has resulted in the highest (green) status score available for this criterion.

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The Office of Management and Budget and the Department have worked together to measure program effectiveness by means of the Program Assessment Rating Tool (PART). By analyzing a program’s purpose, strategic planning functions, management capability, and demonstrated results, this tool has identified the strengths and weaknesses of large and small Department programs. The Department has used the PART process to make significant changes to ineffective programs or, in some cases, to recommend their termination. The overriding goal is that Department-funded programs demonstrate proven effectiveness.

6.5.A The percentage of Department program dollars associated with programs reviewed under the Program Assessment Rating Tool process which were rated effective. [2211]	Fiscal Year	Actual
	2007	86
	2006	86
	2005	78
	2004	47
	2003	52
	2002	55
2006 target of 79 exceeded; 2007 target of 79 exceeded.		

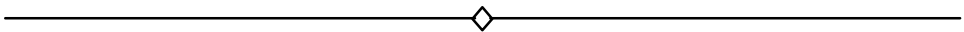
U.S. Department of Education, analysis of Program Assessment Rating Tool findings.

Analysis of Progress. As of October 2007, 91 currently funded Department programs have undergone a PART review, representing 98 percent of the Department’s FY 2007 budget authority for programs subject to the PART. Although 41 programs constituting 86 percent of this budget authority have been rated adequate or higher in their PART reviews, four programs were found to be ineffective, and 46 programs were rated as “Results Not Demonstrated.”

Four programs were assessed for the first time in 2007. The Research, Development, and Dissemination Program in the Institute of Education Sciences was assessed for the first time

in 2007 and received an effective rating based on the Department’s successful efforts to improve the quality and relevance of its education research activities. Supported Employment State Grants, HBCU Capital Financing, and TRIO Educational Opportunity Centers received “Results Not Demonstrated” ratings because evidence was insufficient to rate their effectiveness. Three additional programs that received “Results Not Demonstrated” ratings in prior years – Child Care Access Means Parents in School, Neglected and Delinquent State Agency Program, and Indian Education Grants to Local Educational Agencies – were reassessed in 2007 and received adequate ratings.

Target Context. The Department bases effectiveness for this measure on an “adequate” or higher program rating resulting from the PART analysis. The rationale for the lower FY 2007 target is that it was established and fixed before final FY 2006 data were received. While the Department’s new *Strategic Plan for Fiscal Years 2007-12* provides an upgraded target for FY 2007, the target established for the FY 2007 Annual Performance Plan takes precedence here.



Faith-Based and Community Organization Grantees

In addition to the aforementioned *President’s Management Agenda* initiatives, OMB also grades the Department on eliminating barriers that hinder faith-based and community organizations from providing appropriate federal social services. The Department has actively encouraged faith-based and community organizations to apply for discretionary grant competitions deemed amenable to their participation. Of particular significance, the Department in FY 2006 developed clear guidance for program offices on the equal treatment of grant applicants regardless of their organizational background. This effort has had a side benefit of increasing Department awareness of the efforts of novice (first-time) applicants other than faith-based and community organizations. The Department has attained the highest (green) status score on this criterion.

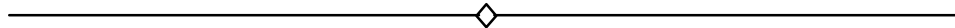
6.6.A The percentage of applications in competitions of amenable discretionary programs that are from faith-based or community organizations. [2212]	Fiscal Year	Actual
	2007	61.2
	2006	41.9
2007 target of 43.9 exceeded.		

U.S. Department of Education, Office of the Secretary, Center for Faith-Based and Community Initiatives.

Analysis of Progress. The Department established a baseline of 41.9 percent for this measure in FY 2006 and well exceeded the FY 2007 target. An FY 2007 competition in the Safe and Drug Free Schools—Mentoring Program, historically a program with high participation by faith-based and community organizations, contributed to the significant increase.

Data Quality. The Department tracks the application process for amenable programs and analyzes the data at the end of the fiscal year.

Target Context. The measure is calculated as the number of discretionary grant competition applications from faith-based and community organizations divided by the total number of applications, within programs determined by the Department to be open by statute to and suitable for participation by these organizations. These programs include the Carol M. White Physical Education Program, Safe and Drug-Free Schools—Mentoring Program, Parental Information and Resource Centers, and Migrant Education—High School Equivalency Program and College Assistance Migrant Program.



Goal 6: Establish Management Excellence

Performance Summary

The Department attributes the accounts of the programs below to Goal 6. In the table, an overview is provided for the results of each program on its program performance measures. (See p. 35 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/2007report/program.html>. Appropriation and expenditure data for FY 2007 are included for each of these programs.

Program Name	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
			FY 2007			FY 2006			FY 2005			FY 2004		
			FY 2007 \$ in millions	FY 2007 \$ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met
Office for Civil Rights	91	91	100	0	0	100	0	0	100	0	0	100	0	0
Office of Inspector General	50	48	100	0	0	100	0	0	0	100	0			
Program Administration #	419	401	#			#			#			#		
TOTAL	\$560	\$540												

† Budget for each account represents function budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2007 expenditures may include funds from prior years' appropriations.

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

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.

Summary of Inspector General And Government Accountability Office Reports

Summary of Inspector General and Government Accountability Office Reports

The previous pages of this document have explained in detail how the Department is doing in meeting its *Strategic Plan* performance goals. The Office of Inspector General (OIG) promotes the efficiency, effectiveness and integrity of the Department's programs through independent and objective audits, among other activities. These activities, along with reports from the Government Accountability Office (GAO), allow the Department to focus its attention and resources on areas of particular importance in meeting the *Strategic Plan* performance goals. Additionally, program evaluations enhance efforts towards accountability in meeting the Department's goals and objectives and promote ongoing program improvements in meeting key performance measures.

Below is an abbreviated list of the FY 2007 Inspector General and Government Accountability Office reports presented by Strategic Plan Goal as well as a synopsis of the Department's program evaluations.

Goal	Report Name Organization	Issue	Department's Response
2	The Department's Administration of Selected Aspects of the Reading First Program Final Audit Report (ED-OIG/A03G0006) February 2007	The Department did not have controls in place in its administration of the Reading Leadership Academies to ensure compliance with the <i>Department of Education Organization Act</i> and the <i>No Child Left Behind (NCLB)</i> curriculum provisions. It also did not adequately assess issues of bias and lack of objectivity when approving individuals to be technical assistance providers.	The Department generally concurred but did not agree with all findings. The Department stated the report did not present a balanced summary of the activities.
5	Review of Federal Student Aid's Monitoring of Guaranty Agency Compliance with the Establishment of the Federal Fund and the Operating Fund: Final Inspection Report (ED-OIG/I13H0001) September 2007	The work performed by Federal Student Aid (FSA) on the 27 guaranty agencies not previously audited by OIG provides no assurance that the Federal and Operating Funds were established in compliance with the <i>Higher Education Act</i> . The Department should perform onsite program reviews to examine supporting records to quantify as erroneous payments any lost revenue and identify any improper purchases.	FSA will ensure that independent onsite reviews of the remaining 27 guaranty agencies not previously reviewed by OIG are performed by individuals with the requisite accounting knowledge. It will also report as erroneous payments any lost revenue, identify any improper payments, and require full repayment to the Federal Fund.

Goal	Report Name Organization	Issue	Department's Response
5	Federal Family Education Loan Program: Increased Department of Education Oversight of Lender and School Activities Needed to Help Ensure Program Compliance, GAO-07-750 , July 31, 2007	While the Department has some processes to oversee compliance in FFELP, it has no oversight tools to detect potential instances of lenders providing improper inducements to limit borrower choice.	In June 2007, the Department issued proposed regulations that address improper inducements and limitations on borrower choice. These regulations could become effective in 2008. Additionally, the Department has developed procedures to support reviews of both lender inducement and limitations on borrower choice.
5	Higher Education: Including Public, Nonprofit, and For-Profit Institutions in a Single Definition Is Unlikely to Immediately Affect Federal Spending, but Long-term Effects Are Unclear, GAO-07-857 , July 31, 2007	The <i>Higher Education Act</i> (HEA) includes two definitions of “institution of higher education.” The second narrower definition excludes for-profits from access to aid.	A single definition could increase federal spending by increasing access to some special postal rates and tax benefits.
5	Federal Family Education Loan Program: Eliminating the Exceptional Performer Designation Would Result in Substantial Savings without Adversely Affecting the Loan Program, GAO-07-1087 , July 26, 2007	The exceptional performer program has not materially affected loan servicing and default claims have not declined in the years following the first exceptional performer designation.	The Department concurred with the recommendation to eliminate the exceptional performer program.

Goal	Report Name Organization	Issue	Department's Response
5	Higher Education: Information Sharing Could Help Institutions Identify and Address Challenges Some Asian Americans and Pacific Islander Students Face, GAO-07-925 , July 25, 2007	Asian Americans and Pacific Islander subgroups, while in high school, face challenges that may affect their ability to persist in college, and they differ in their levels of academic preparedness, ability to pay for college, and needs to balance academic, employment, and family obligations. The Department should facilitate the sharing of information among institutions about strategies that foster low-income postsecondary student recruitment, retention, and graduation and also share information about strategies to reach out to Asian American and Pacific Islanders beginning in high school.	The Department currently shares information about minority-serving institutions' successful practices on its Success Stories Web site. The Department will explore options for encouraging more grantees to report successful practices related to recruitment, retention, and graduation rates, including strategies related to Asian American and Pacific Islander students.
5	Vocational Rehabilitation: Improved Information and Practices May Enhance State Agency Earnings Outcomes for SSA Beneficiaries, GAO-07-521 , May 23, 2007	The Department should revise its performance measures to account for economic differences between states, make better use of incentives for VR agencies to meet performance goals, and create a means for disseminating best practices.	The Department disagreed on when economic conditions and state demographics should be considered in assessing performance but takes these into account when monitoring agency performance results.
2	No Child Left Behind Act: Education Should Clarify Guidance and Address Potential Compliance Issues for Schools in Corrective Action and Restructuring Status, GAO-07-1035 , September 2007	The Department should provide guidance on when schools in corrective action may continue previously implemented corrective actions rather than implementing new ones, direct states to report information on activities taken by each school in corrective action or restructuring, and take additional steps to ascertain whether states are ensuring that districts provided the required assistance to schools.	The Department concurred with the recommendations. The Department will explore options for sharing guidance on when schools may continue a corrective action. The Department will consider options for gathering additional evidence on how states ensure that districts are complying with corrective action and restructuring requirements and will consider ways for revising its monitoring procedures to obtain more information on how states determine whether districts are providing appropriate technical assistance.

Goal	Report Name Organization	Issue	Department's Response
2	Teacher Quality: Approaches, Implementation, and Evaluation of Key Federal Efforts, GAO-07-861T , May 17, 2007	The Department could improve its assistance to states on their teacher quality efforts under both NCLB and HEA.	The Department is working to provide better assistance and improve its evaluation and oversight efforts by disseminating more information on teacher quality requirements and improving how it measures the results of teacher quality programs by establishing performance targets.
2	No Child Left Behind Act: Education Actions May Help Improve Implementation and Evaluation of Supplemental Educational Services, GAO-07-738T , April 18, 2007	The Department should clarify guidance and provide information on promising practices, consider expanding flexibility and clarify state authority, provide evaluation assistance, and collect information on district SES expenditures.	The Department is working to improve federal and state monitoring of SES by requiring that all states submit information on the amount of funds spent by districts to provide SES. The Department is also taking action to provide states with technical assistance and guidance on how to evaluate the effect of SES on student academic achievement.
2	No Child Left Behind Act: Education Assistance Could Help States Better Measure Progress of Students with Limited English Proficiency, GAO-07-646T , March 23, 2007	The Department has provided a variety of technical assistance to states to assess students with limited English proficiency, but has issued little written guidance on developing English language proficiency tests and should expand flexibility to ensure that program measures track the academic progress of LEP students.	The Department is developing a framework on English language proficiency standards and assessments, the development of guides for native language and simplified assessments and the development of a handbook on appropriate accommodations for students with limited English proficiency. Regarding flexibility, the Department issued a blueprint for strengthening NCLB that calls for greater use of growth models.

Goal	Report Name Organization	Issue	Department's Response
2	Reading First: States Report Improvements in Reading Instruction, but Additional Procedures Would Clarify Education's Role in Ensuring Proper Implementation by States, GAO-07-161 , February 28, 2007	The Department should establish control procedures to guide Department staff and contractors in their interactions with states, districts, and schools to ensure compliance with statutory provisions and should disseminate clear procedures governing its monitoring process.	The Department provided written guidance to all Department staff on the importance of impartiality in carrying out their duties and in not misconstruing program statutes to mandate or control curriculum and instruction. Additionally, guidelines to states are being developed outlining the goals and purposes of its monitoring protocols as well as timelines and responsibilities for states to address monitoring findings.
2	No Child Left Behind Act: Education's Data Improvement Efforts Could Strengthen the Basis for Distributing Title III Funds, GAO-07-140 , December 7, 2006	The Department should provide clear instructions to states on how and when to provide data required by NCLB on the number of students with limited English proficiency, develop a methodology for determining which is the more accurate of the two allowable sources of data, and seek authority to use statistical methodologies to ensure data veracity.	The Department agreed with the recommendations and is revising the Consolidated State Performance Report (CSPR) data collection form for the 2005-06 school year and proposing changes to the 2007 CSPR form and will develop a methodology to compare the accuracy of the two data sources when the quality of state data improves.
5	Capital Financing: Department Management Improvements Could Enhance Education's Loan Program for Historically Black Colleges and Universities, GAO-07-64 , October 18, 2006	The Department has not established effective management controls to ensure that it is communicating with Historically Black Colleges and Universities (HBCUs) in a useful and timely manner; complying with statutory requirements to meet biannually with an advisory board; and monitoring the performance of the program's contractors.	The Department held two meetings with the HBCU Capital Financing Program's Advisory Board during FY 2007 to discuss a wide variety of topics. Additionally, the Department developed a tip sheet for prospective borrowers and customer satisfaction surveys that are sent to new borrowers. The Department communicates with institutions using a variety of methods such as telephone calls, e-mails, and letters. An independent audit of the program's Designated Bonding Authority (DBA) has been completed.

**Summary of Major Evaluations of Department of Education Programs
Undertaken by the Program Policy and Studies Staff and the Institute for
Education Sciences for FY 2007**

Goal	Report Name	Issue	Outcomes/Actions
1	Evaluation of Flexibility Under No Child Left Behind, Volumes 1-4 (July 2007)	This four volume set examines three of the flexibility options allowed under the <i>No Child Left Behind Act</i> —transferability, Rural Education Achievement Program (REAP-Flex), and the Local Flexibility Demonstration Program (Local-Flex).	Districts that chose to participate in the flexibility programs did so in order to focus funds on achieving their goals of making adequate yearly progress by targeting particular areas of need. While REAP-Flex is widely used by eligible rural districts, they were less likely to participate in transferability and Local-Flex.
1/2	State and Local Implementation of the <i>No Child Left Behind Act</i> , Volume I – Title I, School Choice, Supplemental Educational Services, and Student Achievement (July 2007); Volume II – Teacher Quality Under NCLB: Interim Report (August 2007)	<i>The No Child Left Behind Act</i> provides parents with options for transferring their children to another school in the district from Title I schools that are identified for improvement, corrective action, or restructuring and have not made adequate yearly progress (AYP) toward meeting state academic standards for two or more years. Volume II presents findings from two national studies that describe the progress that states, districts, and schools have made implementing the teacher and paraprofessional qualification provisions of the <i>No Child Left Behind Act</i> through 2004-05.	Students who participated in supplemental educational services scored higher in both reading and math in the first year and even better in the second and subsequent years. Supplemental educational services produced positive and statistically significant average effects in both reading and math, and students participating for multiple years experienced gains twice as large as for those participating for one year. The percentage of teachers who are not highly qualified under NCLB is higher for special education teachers, teachers of LEP students, middle school teachers and teachers in high poverty and high minority schools.

Goal	Report Name	Issue	Outcomes/Actions
2	Private School Participants in Programs under the <i>No Child Left Behind Act</i> and the <i>Individuals with Disabilities Education Act</i> : Private School and Public School District Perspectives (August 2007)	This report describes participation of private school students in federal education programs, the consultation process between private schools and public school districts, and public school district allocation of federal funds for services for private school participants under the rules of the <i>Elementary and Secondary Education Act</i> (ESEA) as reauthorized by the <i>No Child Left Behind Act</i> (NCLB) and the <i>Individuals with Disabilities Education Act</i> (IDEA).	Key findings from the report include: 44 percent of private schools had at least one participant under ESEA. 40 percent of private schools with no ESEA participants reported not participating in ESEA programs because they had no knowledge of these programs. IDEA had the highest percentage of private schools with participants. For ESEA, the most common services were professional development, while for IDEA, the most common services were speech and language therapy.
2	National Evaluation of Early Reading First: Final Report to Congress (May 2007)	This final report of the national evaluation as mandated by the <i>No Child Left Behind Act</i> presents the impacts of the Early Reading First program on the language and literacy skills of children and on the instructional content and practices in preschool classrooms.	The findings of the evaluation indicate that the program had positive, statistically significant impacts on several classroom and teacher outcomes and on one of four child outcomes measured. The program showed improved outcomes on print and letter knowledge but not on phonological awareness or oral language.
2	Transition to Teaching Program Evaluation: An Interim Report on the FY 2002 Grantees (May 2007)	This report presents the findings of the Transition to Teaching (TTT) Program's interim evaluation at the three-year interim point of five-year grants awarded in FY 2002.	The Transition to Teaching Program has increased the pool of highly qualified teachers by recruiting nontraditional candidates into teaching. The program improves the retention rate of new teachers through mentoring programs and includes a three-year teaching requirement for high-need schools in high-need districts.

Goal	Report Name	Issue	Outcomes/Actions
2	State Strategies and Practices for Educational Technology - Volume 1: Examining the Enhancing Education Through Technology Program (February 2007); Volume 2: Supporting Mathematics Instruction with Educational Technology (February 2007)	This report is part of a multiyear evaluation of the National Educational Technology Trends Study (NETTS). The Enhancing Education Through Technology Program is dedicated to the integration of educational technology in high-poverty elementary and secondary schools. Volume 1 analyzes state educational technology policies and related programs, including the Enhancing Education Through Technology Program in state efforts. Volume 2 examines the degree to which technology is used for mathematics instruction in fourth- and eighth-grade classes and compares differences across states.	Forty-two states reported having technology standards for students in place by fall of 2004. Many states have put in place minimum standards for teachers' use of technology. In volume 2, relatively few students were found to have teachers who integrated technology into mathematics instruction at least once a week. Few teachers used technology for student assessment in mathematics.
2	Migrant Education Program Annual Report: Eligibility, Participation, Services (2001-02) and Achievement (2002-03) (December 2006)	This report provides information about migrant children and youths who were eligible and who participated in Migrant Education Program-funded services during 2001-02. It provides comparison data from 1998-99 through 2000-01 and academic achievement data for migrant students in 2002-03.	The population of eligible migrant children and youths aged 3-21 grew by 11 percent between 1998-99 and 2001-02. Migrant students lagged behind other students in third-grade and tenth-grade reading and mathematics achievement on state assessments in 2002-03.
2	Evaluation of the DC Opportunity Scholarship Program: Impacts After One Year (June 2007)	This report describes the first-year impacts of the D.C. Opportunity Scholarship Program (OSP). This evaluation was mandated by the District of Columbia School Choice Incentive Act of 2003 to assess the impact of private school choice for low-income students in the District of Columbia.	The collection of evaluation data demonstrating evidence of achievement between students who were offered an OSP scholarship and students who were not is currently ongoing. There has been an increased demand for scholarships in each year of the program. Scholarship demand rose by 5.5 percent for the 2007-2008 school year over the previous year. Four hundred families currently are on a waiting list for a scholarship. Parents report a high level of satisfaction with their children's schools of choice, citing positive changes in their children's attitudes about learning.

