

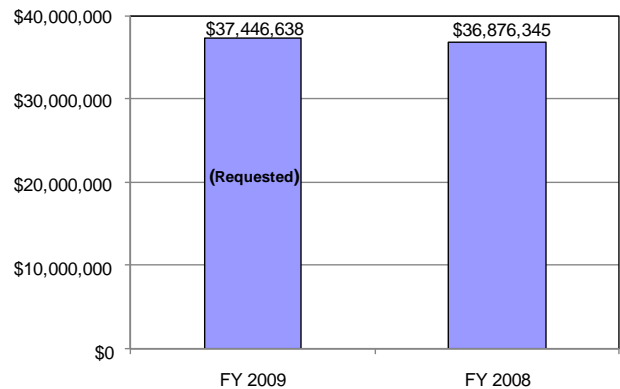
## GOAL 1: Improve Student Achievement, With a Focus on Bringing All Students to Grade Level in Reading and Mathematics by 2014

### Overview

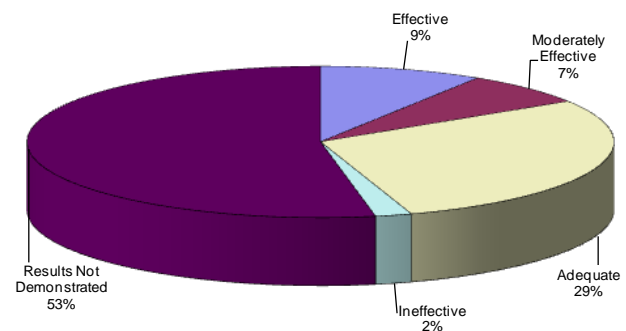
#### Strategic Objectives:

- Improve student achievement in reading
- Improve student achievement in mathematics
- Improve teacher quality
- Promote safe, disciplined and drug-free learning environments
- Increase information and options for parents
- Increase high school completion rate
- Transform education into an evidence-based field

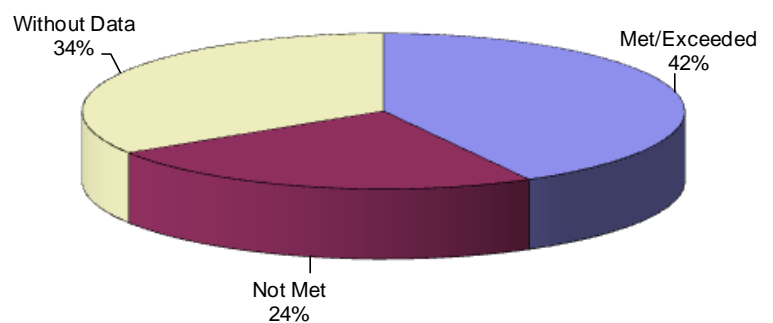
**Goal 1 Resources**  
(\$ in thousands)



**Goal 1 PART Ratings by Program**



**Goal 1 FY 2007 Percent of Targets**

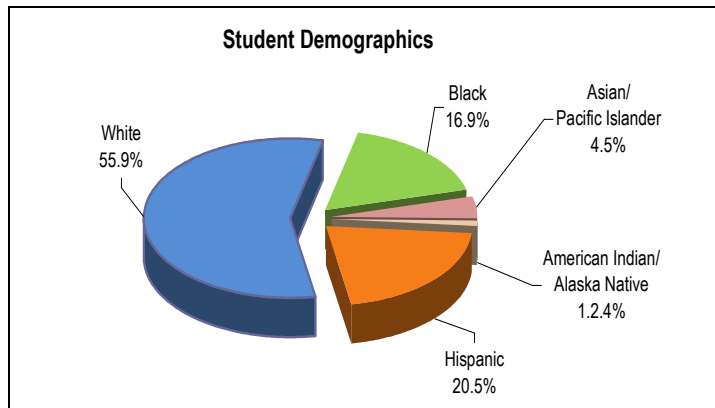


**Note:** Each year the Department analyzes the percentage of program performance targets that were met or exceeded, not met but improved over time, not met, or for which data are not yet available. Since the Department has a lag in the time data are received for the established targets, the FY 2007 target results are presented here. For more information on *PART Ratings by Programs* and *Percent of Targets Met and Not Met*, see *Program Performance Summary* at the end of this goal.

**Key Measures**

Improving student proficiency and closing the achievement gap are the cornerstones of the Department’s work. In FY 2008, the Department identified 37 key measures to report our progress. Results on these key measures are shown below. See page 46 for an explanation of the documentation fields for the key measures. To provide context for data presented in Goal 1, student demographic are provided.

**Figure 3. Student Demographics (public school students by race and ethnicity and special populations, school year 2005-2006)**



	United States
Total Students	49,676,964
Low-Income Students	40.9%
Limited English Proficient	8.5%
Students with Disabilities	13.6%

\* Demographic breakdowns do not add to 100 percent due to rounding

**Source:** National Center for Education Statistics (NCES), Common Core of Data, 2005–06 School Year

**Strategic Goal 1, Objective 1: Improve student achievement in reading**

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 compared with other students. Providing consistent support for reading success from the earliest age has critically important benefits. The largest national reading initiative, Reading First, supports local efforts by providing formula grants to states, which then award competitive grants to high-need districts.

These grants are designed to enhance the reading skills of children in grades K-3 through the use of instructional materials, diagnostic assessments and professional development based on scientifically-based reading research. Under the Early Reading First program, funds are awarded through competitive grants to districts to provide early childhood literacy instruction based on scientifically-based reading research. Additional federal support for reading instruction goes to states through the large formula grants for disadvantaged

students (Title I Grants to Local Educational Agencies) and for special education (Special Education Grants to States). Additional support is provided by career and technical education (Career and Technical Education State Grants) and programs under Title III.

**Figure 4. NAEP Reading Achievement for 2006–2007 (Public School Students)**

	% of 4th Graders <i>Basic</i>	% of 4th Graders <i>Proficient</i>	% of 8th Graders <i>Basic</i>	% of 8th Graders <i>Proficient</i>
All	66%	32%	73%	29%
White	77%	42%	83%	38%
Black	46%	14%	54%	12%
Hispanic	49%	17%	57%	14%

**Source:** 2007 National Assessment of Educational Progress (NAEP) Data

<b>Measures for Objective 1</b>	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Percentage of students who achieve proficiency on state reading assessments:								
<b>1.1.A.</b> All students (89a0pg)			*	68.3	72.3	70.2	76.2	Sept. 2009
<b>1.1.B.</b> Low-income students (89a0pj)			*	55.3	60.9	57.4	66.5	Sept. 2009
Students from major racial and ethnic groups:								
<b>1.1.C.</b> American Indian/Alaska Native (89a0pm)			*	60.1	65.1	62.4	70.1	Sept. 2009
<b>1.1.D.</b> African-American (89a0ps)			*	55.5	61.1	58.4	66.6	Sept. 2009
<b>1.1.E.</b> Hispanic (89a0pv)			*	52.0	58.0	54.3	64.0	Sept. 2009
<b>1.1.F.</b> Students with disabilities (89a0q3)			*	38.7	51.8	41.5	50.0	Sept. 2009
<b>1.1.G.</b> Limited English proficient students (89a0q4)			*	39.8	47.3	38.8	54.9	Sept. 2009

\* New measure in 2007. 2006 actual data are reported as baseline for 2007 and 2008 targets

**Source:** Consolidated State Performance Reports

**Analysis of Progress.** For the measures in Objective 1, the targets were not met, but improved over prior years for FY 2007, except for a decline in actual result for measure 1.1.G.

**Data Quality and Timeliness.** The Consolidated State Performance Report (CSPR) is submitted annually to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to integrate state, local and federal programs in planning and service delivery. Data for 2008 expected in September 2009.

**Target Context.** The goal is for 100 percent of all students to achieve proficiency on state reading assessments by 2014. The baselines are the actual results in 2006. Starting in 2007 and ending in 2014, there are eight years to close the gap between the 2006 baseline and the 2014 ultimate goal of 100 percent. Therefore, targets for 2007 and 2008 were calculated by: (1) subtracting the baseline percentage from 100 percent to determine the gap that must be closed; (2) then dividing that gap by 8 to determine the annual improvement that would be needed if the gap were to be closed in a linear fashion; and (3) adding that annual increment to the 2006 baseline to arrive at the

2007 target; and (4) increasing the 2007 target by another annual incremental improvement to arrive at the 2008 target.

<b>Measures for Objective 1</b>	<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>1.1.H.</b> Percentage of career and technical education “concentrators” who are proficient in reading (89a0q5)					*	N/A	61**	May 2009

\* New measure in 2007 \*\* Targets based on performance targets the Department has negotiated with states. N/A = Not Available

**Source:** Career and Technical Education Annual Performance Report (state program)

**Analysis of Progress.** Unable to assess.

**Data Quality and Timeliness.** Data for 2008 are expected in May 2009.

**Target Context.** This measure replaces a former measure related to the percentage of vocational concentrators meeting state-established academic standards. *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) guidance prescribes the measures that a state must use to measure career and technical education students' attainment of challenging academic content standards and student achievement standards. Perkins IV requires a state to use its academic assessments (i.e., the state's reading/language arts tests) implemented under section 1111(b)(3) of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act* to measure career and technical education students' attainment of the state standards. Moreover, a state must report the number or percent of career and technical education students who score at the proficient level or above on the state's assessments in reading/language arts administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

**Report Explanation.** New measure established in 2007 for the *Carl D. Perkins Career and Technical Education Act of 2006* (CTE). A career and technical “concentrator” is a secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

**Strategic Goal 1, Objective 2: Improve student achievement in mathematics**

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.

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 science, technology, engineering and mathematics university faculty 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 FY 2005 descriptive analysis show that almost 98 percent of the partnership projects focus on developing math and science content knowledge in teachers. Over 56,000 teachers across the country worked with over 3,000 higher education faculty members in intensive professional development opportunities affecting almost 1.2 million students.

Sixty-five percent of these projects offered intensive summer institutes, most with significant follow-up during the school year, totaling on average 123 hours of professional development per teacher in a year. Another 34 percent of the projects offered intensive professional development in formats other than summer institutes, and with these individual teachers received on average 83 hours of professional development in a year. In mathematics, 71 percent of teachers made significant gains in their content knowledge as measured on pre- and post-test assessments.

Among projects with student achievement data, there was on average a 7 percent increase in achievement scores from one year to the next in classrooms with teachers who participated in the Mathematics and Science Partnership professional development. 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.

**Figure 5. NAEP Math Achievement for 2006–2007 (Public School Students)**

	% of 4th Graders <i>Basic</i>	% of 4th Graders <i>Proficient</i>	% of 8th Graders <i>Basic</i>	% of 8th Graders <i>Proficient</i>
All	81%	39%	66%	32%
White	91%	51%	77%	42%
Black	63%	15%	46%	14%
Hispanic	69%	22%	49%	17%

**Source:** 2007 National Assessment of Educational Progress (NAEP) Data

<b>Measures for Objective 2</b>	<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Percentage of students who achieve proficiency on state math assessments:								
<b>1.2.A.</b> All students (89a0q9)			*	65.0	69.4	68.0	73.8	Sept. 2009
<b>1.2.B.</b> Low-income students (89a0qa)			*	52.3	58.3	55.9	64.2	Sept. 2009
Students from major racial and ethnic groups:								
<b>1.2.C.</b> American Indian/Alaskan Native (89a0qb)			*	53.2	59.1	56.8	64.9	Sept. 2009
<b>1.2.D.</b> African-American (89a0qd)			*	48.8	55.2	52.9	61.6	Sept. 2009
<b>1.2.E.</b> Hispanic (89a0qe)			*	51.8	57.8	54.8	63.9	Sept. 2009
<b>1.2.F.</b> Students with disabilities (89a0qg)			*	37.8	52.2	41.9	53.4	Sept. 2009
<b>1.2.G.</b> Limited English proficient students (89a0qh)			*	43.3	50.4	44.7	57.5	Sept. 2009

\* New measure in 2007. 2006 actual data are reported as baseline for 2007 and 2008 targets

**Source:** Consolidated State Performance Reports

**Analysis of Progress.** For the measures in Objective 2, the targets were not met, but improved over prior years for FY 2007.

**Data Quality and Timeliness.** The Consolidated State Performance Report (CSPR) is submitted annually to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to encourage the integration of state, local and federal programs in planning and service delivery. Measures were not in place for 2006; data for 2008 are expected in September 2009.

**Target Context.** The goal is for 100 percent of all students to achieve proficiency on state mathematics assessments by 2014. The baselines are the actual results in 2006. Starting 2007 and ending in 2014, there are eight years to close the gap between the 2006 baseline and the 2014 ultimate goal of 100 percent. Therefore, targets for 2007 and 2008 were calculated by: (1) subtracting the baseline percentage from 100 percent to determine the gap that must be closed; (2) then dividing that gap by 8 to determine the annual improvement that would be needed if the gap were to be closed in a straight-line fashion; (3) adding that annual increment to the 2006 baseline to arrive at the 2007 target; and (4) increasing the 2007 target by another annual incremental improvement to arrive at the 2008 target.



<b>Measures for Objective 2</b>	<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>1.2.H.</b> Percentage of career and technical education “concentrators” who are proficient in mathematics (89a0qi)					*	N/A	54**	May 2009

\* New measure in 2007. \*\* Targets based on performance targets the Department has negotiated with states  
N/A = Not Available

**Source:** Career and Technical Education Annual Performance Report (state program)

**Analysis of Progress.** Unable to assess.

**Data Quality and Timeliness.** Data for 2008 are expected in May 2009.

**Target Context.** This measure replaces a former measure related to the percentage of vocational concentrators meeting state-established academic standards. *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) guidance prescribes the measures that a state must use to measure career and technical education students' attainment of challenging academic content standards and student achievement standards. Perkins IV requires a state to use its academic assessments (i.e., the state's mathematics tests) implemented under section 1111(b)(3) of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act* to measure career and technical education students' attainment of the state standards. Moreover, a state must report the number or percent of career and technical education students who score at the proficient level or above on the state's assessments in mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

**Report Explanation.** New measure established in 2007 for the *Carl D. Perkins Career and Technical Education Act of 2006* (CTE). A career and technical "concentrator" is a secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.



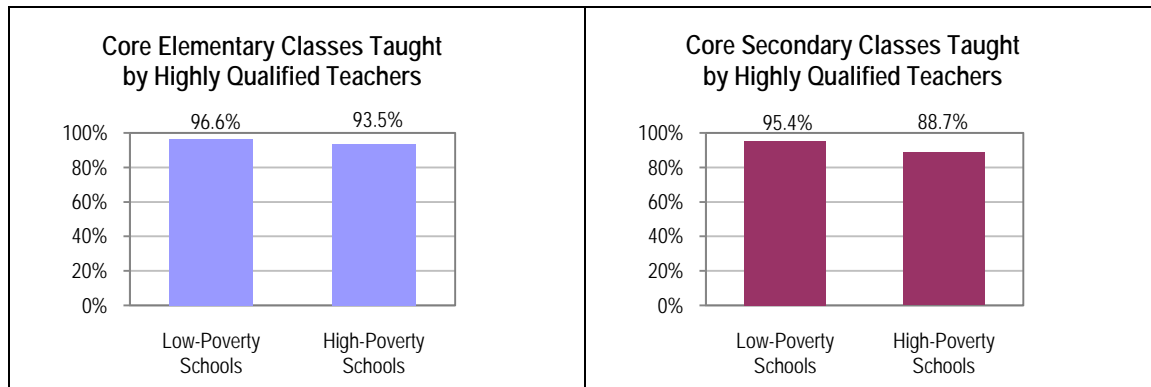
### **Strategic Goal 1, Objective 3: Improve teacher quality**

*No Child Left Behind* requires that all core academic subject classes be taught by a teacher who is highly qualified. In order to be highly qualified, a teacher must have a bachelor's degree, have a valid state license or a certificate and have demonstrated competence in each subject he or she teaches. Special education teachers who provide instruction in core content areas must demonstrate subject competence, hold a bachelor's degree and hold a valid state certification in special education. The *Individuals with Disabilities Education Act* also requires all special educators to hold a bachelor's degree and meet full state certification in special education. Resources provided to states to meet highly qualified teacher requirements include some \$3 billion from the Improving Teacher Quality State Grants program.

The Department continues to work with states and school districts to ensure that all teachers are highly qualified in core academic subjects and to ensure that poor and minority children are not taught more often than other students by unqualified or inexperienced teachers. While no states were able to meet the goal of having all core academic subject classes taught by a highly qualified teacher by the end of the 2006–07 school year, all states now have plans in place detailing their efforts in reaching this goal. Many local educational agencies continue to have difficulty recruiting and retaining highly qualified special education teachers and highly qualified secondary mathematics and science teachers. Some rural school districts also have difficulty attracting sufficient numbers of highly qualified teachers to staff their schools, particularly at the secondary level where many rural teachers must be prepared to teach multiple subjects.



**Figures 6 and 7. Highly Qualified Teachers for 2006-2007 School Year**



Source: Consolidated State Performance Reports, 2006–07

<b>Measures for Objective 3</b> Percentage of class type taught by highly qualified teachers:	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target **	Actual	Target **	Actual
<b>1.3.A.</b> Total core academic classes (89a0qk)	*	91.0	*	92.0	100	94.0	100	March 2009
<b>1.3.B.</b> Total core elementary classes (1182)	90.0	93.0	95.0	94.0	100	95.9	100	Sept. 2009
<b>1.3.C.</b> Core elementary classes in high-poverty schools (899zv)	*	89.5	*	90.4	100	93.5	100	Sept. 2009
<b>1.3.D.</b> Core elementary classes in low-poverty schools (899zx)	*	95.0	*	95.8	100	96.6	100	Sept. 2009
<b>1.3.E.</b> Total core secondary classes (1183)	85.0	89.0	92.0	90.9	100	93.0	100	Sept. 2009
<b>1.3.F.</b> Core secondary classes in high-poverty schools (899zw)	*	84.4	*	85.7	100	88.7	100	Sept. 2009
<b>1.3.G.</b> Core secondary classes in low-poverty schools (899zy)	*	91.8	*	93.8	100	95.4	100	Sept. 2009

\* New measure in 2006. \*\* Targets set in 2007-2012 strategic plan

Source: Consolidated State Performance Reports

**Analysis of Progress.** Target not met but improved over prior years.

**Data Quality and Timeliness.** The Consolidated State Performance Report (CSPR) is submitted annually to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to encourage the integration of state, local and federal programs in planning and service delivery. For 1.3.A: Data for 2008 are expected in March 2009; 1.3.B-G: Data for 2008 are expected in September 2009.



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### **Strategic Goal 1, Objective 4: Promote safe, disciplined and drug-free learning environments**

For FY 2008, the Department designated three key measures to track performance for this objective. The data for these measures provide information from a nationally representative sample of students in grades 9-12 on three important topics related to safe, disciplined and drug-free learning environments – possession of weapons at school, perception of school safety and availability of illegal drugs at school or on school property.

Drug use, violence and crime remain serious problems for school-age youth. Students cannot learn to the high standards required by *No Child Left Behind* in schools when they feel unsafe or are engaged in drug use. Generally, rates of marijuana and alcohol use by high school students have declined since 1999. While students experience fewer violent incidents at school than in their communities, national indicators of school safety have steadied in recent years after showing improvement between the early 1990s and 2003.

Despite these generally positive trends, the year was marred by some significant instances of violence on our nation's college campuses and elementary and secondary schools, including the shooting deaths of six and injuries to 18 others at Northern Illinois University. In response to this incident, and the tragedy at Virginia Polytechnic Institute and State University in 2007, for the first time the Department awarded grants to higher education institutions in 2008 to help them plan for, respond to, and recover from traumatic events that disrupt the campus learning environment. The FY 2008 cohort of grantees includes 17 institutions in 13 States. The Department also sought and received authority to expand its successful Project School Emergency Response to Violence (Project SERV) initiative to include institutions of higher education (IHEs) as potential beneficiaries, and awarded a Project SERV grant to Northern Illinois University to support efforts to restore its learning environment following the February 2008 shootings. The Department awarded seven Project SERV grants to local educational agencies in FY 2008 to help schools restore the learning environment following school shootings, school bus accidents and student homicides, and awarded a Project SERV grant to Montgomery County Public Schools in Virginia to help address the needs of the K-12 student community following the shootings at Virginia Tech.

Additionally, the Department is modifying its publication *Practical Information on Crisis Planning: A Guide for Schools and Communities* to address the unique challenges that colleges and universities face in preparing for and responding to crises. The Department will be working with the United States Secret Service and the Federal Bureau of Investigation under a memorandum of understanding to examine instances of targeted violence on college campuses to determine how threat assessment and other procedures recommended for elementary and secondary schools may be applied, with modifications as needed, to address the needs of IHEs.

The Department and the Secret Service disseminated a recently completed study on "bystanders." The study provides insight into why persons who know about school shootings do not come forward with that information. For details, go to:

[www.secretservice.gov/ntac/bystander\\_study.pdf](http://www.secretservice.gov/ntac/bystander_study.pdf)

The Department also provided grants to promote safe, disciplined and drug-free schools using a range of strategies and approaches. About 700 new and continuation grant awards were made under the Safe Schools/Healthy Students Initiative, Mentoring Programs, Elementary and Secondary School Counseling Program, Grants to Reduce Alcohol Abuse, Partnerships in Character Education, Grants to Integrate Schools and Mental Health Systems and Student Drug Testing grants.

<b>Measures for Objective 4</b>	<b>2001</b>		<b>2003</b>		<b>2005</b>		<b>2007</b>	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Percentage of students in grades 9 through 12 who:								
<b>1.4.A.</b> Carried a weapon (such as a knife, gun, or club) on school property one or more times during the past 30 days (1467)			N/A	6.0	5.0	7.0	5.0	5.9
<b>1.4.B.</b> Missed one or more days of school during the past 30 days because they felt unsafe at school, or on their way to and from school (89a0qm)					6.0	6.0	5.0	5.5
<b>1.4.C.</b> Were offered, given, or sold an illegal drug by someone on school property in the past year (1463)			N/A	29.0	28.0	25.4	27.0	22.3

N/A = Not Available

**Source:** Youth Risk Behavior Surveillance System, supported by the Centers for Disease Control and Prevention, part of the U.S. Department of Health and Human Services

**Analysis of Progress.** For FY 2007, target not met but improved over prior years for measures 1.4.a and 1.4.b. Target exceeded for 1.4.c.

**Data Quality and Timeliness.** Data are from the Youth Risk Behavior Surveillance System (YRBSS), a data collection supported by the Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. The survey monitors six categories of priority health risk behaviors among youth, including violence and alcohol and other drug use. Data reported for these measures come from the YRBSS National Survey; data for this survey are collected in odd years and reported in the following even year. Details about the methods used to select the sample and other issues are available at: [http://www.cdc.gov/HealthyYouth/yrbs/pdf/yrbs07\\_mmwr.pdf](http://www.cdc.gov/HealthyYouth/yrbs/pdf/yrbs07_mmwr.pdf).

**Target Context.** Lower percentages indicate improvement on these measures. Based on a biennial survey; data gathered only in odd-numbered years.



**Strategic Goal 1, Objective 5: Increase information and 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, low-income families whose children remain in the school may enroll their children in supplemental educational services (e.g., free tutoring). Parents' options within the public school system have also increased with the growing numbers of charter schools that create alternatives to the traditional public school.

New evidence shows that more families are choosing charter schools 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 1.26 million students nationwide were enrolled in charter schools as of May 2008.

Department data collected from the Center for Education Reform indicate that the number of charter schools in operation around the nation increased from 3,997 in September 2006 to 4,128 in April 2008. To help inform parents and charter school developers, the Department created a listserv so interested individuals can automatically receive notification of relevant charter school information at: <http://www.ed.gov/programs/charter/csplist.html>.

In addition, in FY 2008, the Charter School Program gave competitive preference to states that include projects supporting activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging state academic standards and not completing high school.

Regarding supplemental educational services, the number of students nationwide receiving services grew from 245,267 in school year 2003–04 to 529,627 by school year 2006–07, resulting in a participation rate of 14.5 percent of eligible students. As of September 2008, state lists posted online included 3,264 approved supplemental educational services providers.

In a study conducted on behalf of the Department by the RAND Corporation, in five out of the seven large urban districts in which there were sufficient numbers of students to analyze the effects, students participating in supplemental educational services showed statistically significant positive effects in both reading and mathematics achievement.

To increase participation in supplemental educational services, the Secretary, in a 2006 letter to all chief state school officers, directed states to help their districts become fully compliant with supplemental educational services through monitoring and the provision of technical assistance. The Secretary has granted certain states and districts flexibility in implementing supplemental educational services through pilot projects.

Additionally, the Department has assigned to the Comprehensive Center on Innovation and Improvement the task of providing technical assistance to regional centers and states for supplemental educational services, including assistance to states with approval, monitoring and evaluation of providers, and to improve state and district outreach to parents.

**Figure 8. Options for Parents, School Year 2006-2007**

	# of Eligible Students Nationally	# of Eligible Students Participating Nationally	% of Eligible Students Participating Nationally
Supplemental Educational Services	3,645,665	529,627	14.5%
Public School Choice	5,450,081	119,988	2.2%

**Source:** Consolidated State Performance Reports, 2006-07

<u>Measures for Objective 5</u>	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.5.A. Percentage of eligible students exercising choice (89a0qq)			*	1.2	*	2.2	2.4	Dec. 2008

\* New measure in 2006. Target set for FY 2008.

**Source:** Consolidated State Performance Reports

**Analysis of Progress.** Target set based on FY 2007 actual.

**Data Quality and Timeliness.** The Consolidated State Performance Report (CSPR) is submitted annually by each state to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to encourage the integration of state, local and federal programs in planning and service delivery. Data for 2008 are expected in December 2008.

**Target Context.** The 2006 actual serves as the baseline. The 2008 target is baseline times two.



<u>Measures for Objective 5</u>	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.5.B. Percentage of eligible students participating in supplemental educational services (89a0qp)			N/A	14	15.4*	14.5	16.8	Sept. 2009

\*The 2007 target set by the Strategic Plan. N/A = Not Available.

**Source:** Consolidated State Performance Reports

**Analysis of Progress.** Target not met but improved over prior years.

**Data Quality and Timeliness.** The Consolidated State Performance Report (CSPR) is submitted annually by each state to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to encourage the integration of state, local and federal programs in planning and service delivery. Data for 2008 are expected in September 2009.

**Target Context.** The 2006 actual serves as the baseline. The target for 2007 is the baseline times 1.1 (1.1 x 2006 actual). The target for 2008 is the baseline times 1.2 (1.2 x 2006 actual).

<u>Measures for Objective 5</u>	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>1.5.C.</b> Number of charter schools in operation (89a0qq)	3,300	3,344	3,600	3,997	3,900	4,046	4,290	Dec. 2008

**Source:** Consolidated State Performance Reports

**Analysis of Progress.** Target exceeded.

**Data Quality and Timeliness.** The Consolidated State Performance Report (CSPR) is submitted annually by each state to the U.S. Department of Education to report on multiple *No Child Left Behind* programs. One purpose of this report is to encourage the integration of state, local and federal programs in planning and service delivery. Data for 2008 are expected in December 2008.

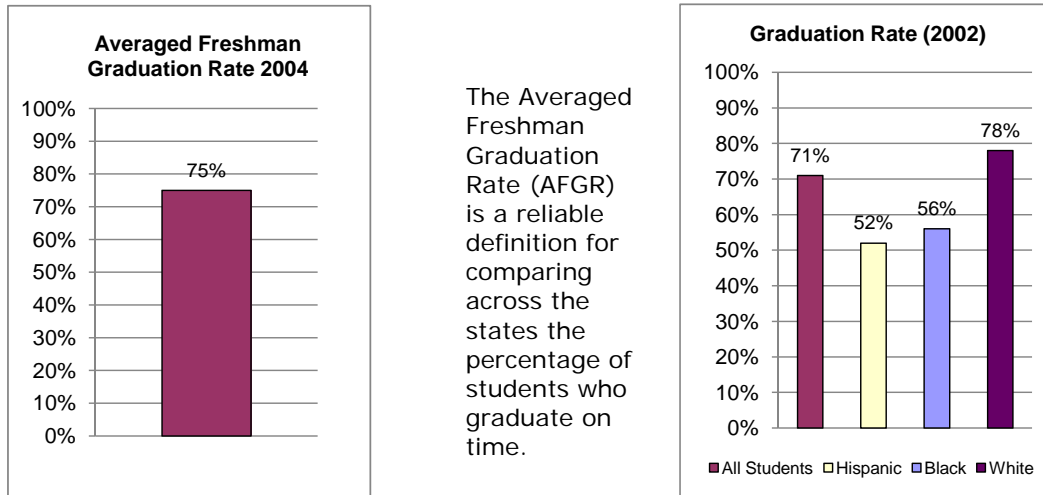
### Strategic Goal 1, Objective 6: Increase high school completion rate

There is a consensus on the need 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 use high school graduation rate as one indicator for measuring a high school's progress.

One of the major impediments to accurately calculating 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.

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 for the development of additional reading/language arts and mathematics assessments as part of their state assessment systems. Funds also were granted competitively to local educational agencies to implement targeted interventions in high-need secondary schools to increase student achievement and narrow achievement gaps.

**Figure 9. Preparing America’s Students for Success**



Source: National Center for Education Statistics (NCES)

Source: Manhattan Institute, Jay Greene, 2005

<u>Measures for Objective 6</u> Percentage of 18–24-year-olds who have completed high school:	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>1.6.A.</b> Total (89a0qt)	86.8	87.6	87.6	87.8	87.3	July 2009	87.4	July 2010
<b>1.6.B.</b> African-American (89a0qu)	83.4	85.9	83.4	84.8	85.3	July 2009	85.5	July 2010
<b>1.6.C.</b> Hispanics (89a0qv)	69.8	70.2	70.2	70.9	70.1	July 2009	70.3	July 2010

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey

**Analysis of Progress.** Exceeded target in FY 2006. FY 2007 unable to assess.

**Data Quality and Timeliness.** The *Strategic Plan for Fiscal Years 2007-2012* included measures developed in 2006. Targets for 2004/2005 (2005) were based on school year 2003-2004 data. The 2005-2006 (2006) data were released in July 2008. Data for the 2006-2007 school year (column “2007” in this table) are not expected to be available for release until July 2009; data for the 2007-2008 school year (column “2008” in the table) are not expected for release until July 2010.

**Target Context.** 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. Other states used measures based on annually reported aggregate data that did not follow the progress of individual students over time. Thirty-two of these states estimated graduation rates by dividing the number of graduates in a given year by the number of graduates plus estimates of dropouts over the preceding 4 years. This rate has been referred to as the leaver rate. The remaining states used other measures to fulfill this reporting requirement. Because of the lack of comparability in the different approaches taken to reporting on-time graduation rates, and because of limitations in the leaver rate for measuring on-time graduation, the Department publishes a rate designed to estimate on-time graduation for all states using a common data source, the Common Core of Data, produced by the National Center for Education Statistics. That rate, technically referred to as the Averaged Freshman Graduation Rate, uses aggregate data to estimate the number of first-time 9th graders in

the fall 4 years prior to the graduation year being reported and divides that into the number of diplomas awarded in the reporting year.

<u>Measures for Objective 6</u>	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>1.6.D.</b> Averaged freshman graduation rate (89a0qy)	74.3	74.4	74.3	73.4	75.2	July 2009	76.6	July 2010

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State Non-fiscal Survey of Public Elementary/Secondary Education

**Analysis of Progress.** For FY 2007, unable to assess. Target not met for FY 2006.

**Data Quality and Timeliness.** The *Strategic Plan for Fiscal Years 2007-2012*, published in May 2007, included measures developed in 2006. Targets for 2004-2005 (2005) were based on school year 2003-2004 data. The 2005-2006 (2006) data were released in July 2008. Data for the 2006-2007 school year (column “2007” in this table) are not expected to be available for release until July 2009; data for the 2007-2008 school year (column “2008” in the table) are not expected for release until July 2010.

### **Strategic Goal 1, Objective 7: Transform education into an evidence-based field**

In 1999, the National Research Council concluded that, “the complex world of education—unlike defense, health care, or industrial production—does not rest on a strong research base. In no other field are personal experience and ideology so frequently relied on to make policy choices, and in no other field is the research base so inadequate and little used” (*Improving Student Learning: A Strategic Plan for Education Research and Its Utilization*, 1999). The passage of *No Child Left Behind*, with its many references to scientifically based research, and the *Education Sciences Reform Act of 2002*, which established a new agency within the U.S. Department of Education to conduct and support scientifically valid research, signaled a commitment to transform education into an evidence-based field.

That new research agency, the Institute of Education Sciences (IES), has the primary responsibility for generating scientifically valid research on education and encouraging its use. It has established the What Works Clearinghouse as a principal mechanism for advancing evidence-based education. The Clearinghouse develops quality standards for research that purports to demonstrate that education programs are effective, and it applies those standards in disseminating findings from research to policymakers and practitioners.



<u>Measures for Objective 7</u>	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Number of Department-supported programs and practices with evidence of efficacy using WWC** standards:								
1.7.A. Reading or writing (89a0nu)			*	3	6	6	11	11
1.7.B. Mathematics or science (89a0nv)			*	1	3	4	7	8
1.7.C. Teacher quality (89a0nw)			*	1	3	3	5	5

\* New measure in 2006. \*\*What Works Clearinghouse. The 2006 actual serves as the baseline.

**Source:** U.S. Department of Education, Institute of Education Sciences

**Analysis of Progress.** In FY 2008 1.7.a Target met, 1.7.b exceeded, 1.7.c met and in FY 2007, 1.7.a Target met, 1.7.b exceeded, 1.7.c met

**Data Quality and Timeliness.** Data self-reported by IES.

**Target Context.** The Department’s measures for evaluating progress towards the goal of transforming education into an evidence-based field are tied to the Clearinghouse. The measures assess the productivity of IES’s investments in producing scientifically valid research on teaching and instruction with respect to the core academic competencies of reading/writing and mathematics or science. The measure that is tracked is the number of programs and practices on these topics that have been developed with IES funding and that have been shown to be effective in raising student achievement under the research quality standards of the Clearinghouse. As shown by Clearinghouse reviews of existing research on program effectiveness in reading/writing and mathematics, few older studies meet the Clearinghouse quality standards. Thus the targets under this measure are ambitious and will, if met, result in a doubling, or more, of the existing base of research-proven programs and practices.



<u>Measures for Objective 7</u>	2005		2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.7.D. Number of visits to the WWC** Web site (89a0r3)					*	482,000	530,000	531,162

\* New measure in 2007. The 2007 actual serves as the baseline. \*\*WWC = What Works Clearinghouse.

**Source:** U.S. Department of Education, Grantee reports and materials, WWC reviews of those materials and contractor reports on IES Web site statistics

**Analysis of Progress.** FY 2008 target exceeded. FY 2007 target of setting baseline is met.

**Data Quality and Timeliness.** Data self-reported by IES.

**Target Context.** This measure is of utilization. It addresses the degree to which work that the Clearinghouse has identified as effective is being accessed. The Clearinghouse Web site is already heavily visited. The target calls for an annual 10 percent increase in visitors. Targets are based on the number of grants awarded in the subject areas and the maturation of the grants. The numbers are cumulative.

## Goal 1: Improve Student Achievement

### Program Performance Summary

Eighty two of our grant programs most directly support Goal 1. 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 46 for the methodology of calculating the percentage of targets met, not met and without data.) Individual program performance reports are available at <http://www.whitehouse.gov/omb/part/index.html>. Appropriation and expenditure data for FY 2008 are included for each of these programs.

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results: Percent of Targets Met/Exceeded, *Not Met But Improved Over Prior Years, Not Met, Without Data												
				FY 2008				FY 2007			FY 2006			FY 2005		
				FY 2008 (\$ in mil.)	FY 2008 (\$ in mil.)	% Met/Exc.	% Not Met But Improved	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.
21st Century Community Learning Centers (ESEA)	A	1,081	586	0	0	0	100	11	78	11	44	50	6	0	100	0
Academies for American History and Civics (ESEA)	NA	2	2	0	0	0	100	0	50	50						
Advanced Credentialing (ESEA)	NA	10	12	0	0	0	100	100	0	0	100	0	0	100	0	0
Alaska Native Education Equity (ESEA)	NA	33	35	0	0	0	100	0	100	0	33	67	0	100	0	0
Alcohol Abuse Reduction (ESEA)	NA	32	33	50	0	0	50	50	0	50	0	0	100			
American Printing House for the Blind (APEB)	RND	22	20	67	0	0	33	82	18	0	86	14	0	100	0	0
Arts in Education (ESEA)	NA	36	36	0	0	0	100	0	0	100	100	0	0	100	0	0
Character Education (ESEA)	NA	23	25	0	0	0	100									
Charter Schools Grants (ESEA)	A	211	233	12	0	0	88	25	0	75	33	0	67	50	50	0
Civic Education: Cooperative Education Exchange (ESEA)	NA	11	12													
Civic Education: We the People (ESEA)	NA	20	19	100	0	0	0	0	0	100				100	0	0
Comprehensive Centers (ESRA)	RND	57	61	25	0	0	75	100	0	0	25	0	75	Funded but no data yet		
Comprehensive School Reform (ESEA)	A	2	39	0	0	0	100	0	0	100	0	0	100	0	67	33
Credit Enhancement for Charter School Facilities (ESEA)	NA	0	30	0	0	0	100	100	0	0	100	0	0	100	0	0
Dropout Prevention Programs (ESEA)	NA	0	3													

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results: Percent of Targets Met/Exceeded, *Not Met But Improved Over Prior Years, Not Met, Without Data												
				FY 2008				FY 2007			FY 2006			FY 2005		
				FY 2008 (\$ in mil.)	FY 2008 (\$ in mil.)	% Met/Exc.	% Not Met But Improved	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.
Early Childhood Educator Professional Development (ESEA)	NA	0	11	0	0	0	100	67	33	0	100	0	0	0	100	0
Early Reading First (ESEA)	ME	112	104	0	0	0	100	75	25	0	100	0	0	100	0	0
Education for Homeless Children and Youths (MVHAA)	A	64	66	0	0	0	100	40	60	0	100	0	0	100	0	0
Education for Native Hawaiians (ESEA)	NA	33	37	0	0	0	100	0	100	0	33	67	0	100	0	0
Educational Technology State Grants (ESEA)	RND	267	299	0	20	0	80	20	0	80	33	0	67	0	100	0
Elementary & Secondary School Counseling (ESEA)	NA	48	34	25	0	0	75	50	0	50	0	0	100			
English Language Acquisition (ESEA)	RND	700	616	8	0	0	92	29	71	0	71	29	0	100	0	0
Even Start (ESEA)	I	66	102	0	0	0	100	40	60	0	60	40	0	25	75	0
Exchanges with Historic Whaling & Trading Partners (ESEA)	NA	9	8	0	0	0	100	0	0	100	60	40	0	80	20	0
Foreign Language Assistance (ESEA)	NA	25	8	0	0	14	86									
Foundations for Learning (ESEA)	NA	1	1													
Fund for the Improvement of Education Programs of National Significance (ESEA)	NA	121	45													
Impact Aid Basic Support/Payments for Children with Disabilities (ESEA)	A	1,154	1,173	0	100	0	0	100	0	0	50	50	0			
Impact Aid Construction (ESEA)	A	18	9	33	33	0	34	67	0	33	0	100	0	0	100	0
Impact Aid Facilities Maintenance (ESEA)	NA	5	4													
Impact Aid Payments for Federal Property (ESEA)	RND	64	61	50	0	0	50	0	100	0	0	100	0			
Improving Teacher Quality State Grants (ESEA)	ME	2,935	3,041	0	0	0	100	0	86	14	33	67	0	100	0	0
Indian Education Grants to Local Educational Agencies (ESEA)	A	97	92	0	0	0	100	11	33	56	20	60	20	29	71	0
Indian Education National Activities (ESEA)	NA	4	3					0	0	100	0	0	100			
Javits Gifted and Talented (ESEA)	NA	7	11	0	0	0	100	67	33	0	33	0	67	100	0	0
Literacy through School Libraries (ESEA)	NA	19	19	0	0	0	100	0	0	100	100	0	0	0	50	50

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results: Percent of Targets Met/Exceeded, *Not Met But Improved Over Prior Years, Not Met, Without Data												
		FY 2008 (\$ in mil.)	FY 2008 (\$ in mil.)	FY 2008				FY 2007			FY 2006			FY 2005		
				% Met/Exc.	% Not Met But Improved	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data
Literacy Programs for Prisoners (NLA)	NA	0	3													
Magnet Schools Assistance (ESEA)	A	105	93	0	0	0	100	0	0	100	0	0	100	0	0	100
Mental Health Integration in Schools (ESEA)	NA	5	5													
Mentoring Program (ESEA)	RND	49	48	0	0	0	100	0	67	33				100	0	0
Migrant State Agency Program (ESEA)	A	380	378	0	0	0	100	62	8	30	92	8	0	92	8	0
National Assessment (ESRA)	E	98	89	0	0	0	100	100	0	0	(Off year for collection)			100	0	0
National Assessment Governing Board	NA	6	4													
National Writing Project (ESEA)	RND	24	21	0	0	0	100	0	0	100	0	0	100	0	0	100
Neglected and Delinquent State Agency Program (ESEA)	A	49	49	0	0	0	100	25	75	0	100	0	0	100	0	0
Parental Information and Resource Centers (ESEA)	RND	39	43	0	0	0	100									
Physical Education Program (ESEA)	RND	76	78	0	0	0	100	0	0	100				100	0	0
Reading First State Grants (ESEA)	E	393	1,004	0	0	0	100	88	0	12	100	0	0			
Ready-to-Learn Television (ESEA)	RND	24	29	100	0	0	0									
Ready to Teach (ESEA)	NA	11	12	100	0	0	0									
Regional Educational Laboratories (ESRA)	NA	66	63											0	0	100
Research in Special Education (ESRA)	RND	71	53	33	0	33	34	75	25	0	100	0	0			
Research, Development and Dissemination (ESRA)	E	160	236	100	0	0	0	45	33	22	71	29	0	80	20	0
Reading Is Fundamental/Inexpensive Book Distribution (ESEA)	NA	25	26	0	0	0	100	0	0	100	100	0	0	0	100	0
Rural Education (ESEA)	RND	172	169	12	0	0	88	12	0	88	0	100	0	67	33	0
Safe & Drug-Free Schools & Communities National Activities (ESEA)	NA	138	101	10	0	0	90	0	23	77	62	0	38	80	20	0
Safe & Drug-Free Schools & Communities State Grants (ESEA)	RND	295	386	100	0	0	0	45	33	22	0	0	100	71	29	0
School Improvement Grants (ESEA)	NA	491	9								0	0	100	33	67	0
School Leadership (ESEA)	NA	15	14	0	0	0	100	100	0	0	100	0	0			

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results: Percent of Targets Met/Exceeded, *Not Met But Improved Over Prior Years, Not Met, Without Data												
				FY 2008				FY 2007			FY 2006			FY 2005		
				FY 2008 (\$ in mil.)	FY 2008 (\$ in mil.)	% Met/Exc.	% Not Met But Improved	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.
Special Education Grants for Infants and Families (IDEA)	RND	436	472	33	0	33	34	40	40	20	33	67	0	33	67	0
Special Education Grants to States (IDEA)	RND	10,948	11,164	0	0	0	100	33	58	9	75	0	25	60	40	0
Special Education Parent Information Centers (IDEA)	RND	27	26	0	0	0	100	100	0	0	100	0	0			
Special Education Personnel Preparation (IDEA)	RND	88	90	12	0	0	88	75	12	13	67	33	0	100	0	0
Special Education Preschool Grants (IDEA)	RND	374	387	8	8	0	84	33	67	0	50	50	0	0	100	0
Special Education State Personnel Grants (IDEA)	NA	23	48	0	0	0	100	100	0	0	100	0	0	/// (not funded)		
Special Education Technical Assistance and Dissemination (IDEA)	RND	48	51	17	0	0	83	33	33	34	33	0	67			
Special Education Technology and Media Services (IDEA)	RND	39	31	0	0	0	100	80	20	0	67	0	33	50	50	0
Special Education Studies and Evaluation	NA	9	8													
Special Olympics Education Programs	NA	12	1													
Special Programs for Indian Children (ESEA)	NA	19	19	0	0	0	100	0	0	100	29	0	71	0	0	100
Star Schools Program (ESEA)	NA	0	12	0	100	0	0	100	0	0						
State Assessments (ESEA)	A	409	424	0	0	0	100	0	0	100	100	0	0	67	33	0
State Grants for Incarcerated Youth Offenders (HEA)	NA	22	68	0	0	0	100	100	0	0	100	0	0	0	100	0
State Grants for Innovative Programs (ESEA)	RND	0	101	17	17	0	66	67	0	33	50	50	0	75	25	0
Statewide Data Systems (ESRA)	NA	48	28											/// (not funded)		
Statistics (ESRA)	E	88	85	0	0	0	100	60	40	0	33	67	0	0	0	0
Striving Readers (ESEA)	NA	35	31	0	0	0	100	100	0	0						
Supplemental Education Grants (CFAA)	NA	18	14											/// (not funded)		
Teacher Incentive Fund (ESEA)	NA	97	63	0	0	0	100									
Teacher Quality Enhancement (HEA)	RND	34	64	0	0	0	100	33	67	0	100	0	0	100	0	0

Program Name	PART Rating	Appropriations†	Expenditures‡	Program Performance Results: Percent of Targets Met/Exceeded, *Not Met But Improved Over Prior Years, Not Met, Without Data												
				FY 2008				FY 2007			FY 2006			FY 2005		
				FY 2008 (\$ in mil.)	FY 2008 (\$ in mil.)	% Met/Exc.	% Not Met But Improved	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.	% Not Met	% No Data	% Met/Exc.
Aid for Elementary and Secondary Education (Hurricane Relief)	NA	0	160													
Teaching American History (ESEA)	RND	118	79	0	0	0	100									
Title I Evaluation (ESEA)	NA	9	13													
Title I Grants to Local Educational Agencies (ESEA)	ME	13,899	12,990	0	0	7	93	0	73	27	71	0	29			
Training and Advisory Services (CRA)	A	7	7	80	0	20	0	80	20	0	100	0	0			
Transition to Teaching (ESEA)	A	44	47	0	0	0	100	75	25	0	100	0	0	75	25	0
Troops-to-Teachers (ESEA)	A	15	15	0	0	0	100	33	33	34	67	33	0	100	0	0
Voluntary Public School Choice (ESEA)	NA	25	21	0	0	0	100	0	0	100	100	0	0	100	0	0
Women's Educational Equity (ESEA)	NA	2	2	0	0	0	100	100	0	0	100	0	0	0	0	100
<b>TOTAL</b>		<b>36,876</b>	<b>^36,324</b>													

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2008 expenditures may include funds from prior years' appropriations.

\* The "Not Met But Improved Over Prior Years" column is new for FY 2008.

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

^Estimated accruals in the amount of \$721 million are excluded from the FY 2008 expenditure.

APEB: *Act to Promote the Education of the Blind*  
 CFAA: *Compact of Free Association Amendments Act of 2003*  
 CRA: *Civil Rights Act of 1964*  
 ESEA: *Elementary and Secondary Education Act of 1965*  
 ESRA: *Education Sciences Reform Act of 2002*  
 HEA: *Higher Education Act of 1965*  
 IDEA: *Individuals with Disabilities Education Act*  
 NLA: *National Literacy Act of 1991*  
 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