

Goal 1: Create a Culture of Achievement

Key Measures

The Department of Education's first goal is to create a culture of achievement in education. Accountability for results is the foundation for our other five goals. We do not specify programs or funding streams as supporting Goal 1—this goal cuts across all our programs and activities. We have, however, identified nine key measures that inform our progress in meeting Goal 1.

Click here for an explanation of the [documentation fields](#) for key measures.

State Accountability Systems in Compliance

The *No Child Left Behind Act of 2001* placed new requirements on state accountability systems, requirements designed to improve student achievement. The basic components of a state accountability system, as outlined in the law, are [standards and assessments](#), goals of [adequate yearly progress](#) for schools and districts to have all students meet state standards, [public school choice](#), [supplemental services](#), and [teacher quality](#). In 2005, a staff of national experts knowledgeable in the fields of standards and assessments began to review state assessment systems through the Department's standards and assessment external peer review process. Secretary Spellings, concurrent with the process of reviewing state assessment systems, announced a new "[more workable, sensible approach](#)" to implementing the accountability provisions of *No Child Left Behind*. To take into account each state's unique situation, new guidelines appeared in [Raising Achievement: A New Path for No Child Left Behind](#).

The Department applied the Secretary's common sense approach and provided additional flexibility as states continued to implement accountability systems. Areas where flexibility was granted during the course of the year are represented in the following provisions:

- Interim policy regarding alternate assessments based on modified achievement standards for students with cognitive disabilities (May 2005).
- [Revised and expanded nonregulatory guidance](#) in "Highly Qualified Teachers and Improving Teacher Quality State Grants" (August 2005).
- [Decision letters](#) sent to 46 states approving requests for amendments to state accountability plans during the 2004-05-amendment cycle. [Click here for the most commonly approved amendments.](#)
- The Secretary's announcement of flexibility in [supplemental educational services](#) (Chicago Public Schools and four Virginia districts) (September 2005).

The Department measured states' progress on implementing state accountability systems by calculating the number of states with approved assessment systems in reading and mathematics and the number of states that are field testing reading and mathematics assessments.



1.1 State Assessments. The number of states that have reading/language arts assessments in grades 3 through 8 and high school.	
Fiscal Year	Actual
2004	0
2005	0 with full approval 0 with approval with recommendations 4 with deferred approval 3 with final review pending (partial data)
We did not meet our 2005 target of 18.	

1.2 State Assessments. The number of states that have mathematics assessments in grades 3 through 8 and high school.	
Fiscal Year	Actual
2004	0
2005	0 with full approval 0 with approval with recommendations 4 with deferred approval 3 with final review pending (partial data)
We did not meet our 2005 target of 18.	

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

Note. These measures refer to states with assessment systems that have been approved by the Department as meeting the requirements of *No Child Left Behind*. Six additional states were reviewed in FY 2005 and decisions are pending.

Analysis of Progress. The Department did not meet established targets for the numbers of states that have approved reading/language arts and mathematics assessments at the requisite grade levels. However, in FY 2005, we conducted peer reviews of 13 state assessment systems, a year in advance of the *No Child Left Behind* deadline for states to have full systems in place; and we expect to continue to make progress. When *No Child Left Behind* required that all states have mathematics and reading/language arts assessments in grades 3 through 8 and high school by the end of SY 2005–06, states began to add standards-based assessments at the required grades. States that do not have a full complement of assessments are currently working through the process of aligning tests to standards, developing and field testing assessments, and submitting systems for approval.

To help states prepare for the peer review process, which examines evidence that the state’s assessment system meets *No Child Left Behind* requirements and leads to final approval, the Department issued guidance and a timeline for peer reviews of February 2005 to September 2006. States are asked to initiate the review process when they have collected the necessary documents for review. At the end of FY 2005, 13 states had completed the review process. The Department expects all states will participate in the process within the 2005–06 time frame.

Since the passage of *No Child Left Behind*, the Department has made more than \$1.5 billion available under Section 6111 of the *Elementary and Secondary Education Act* to states to increase their capacity for rigorous assessments. In FY 2005, technical assistance providers under the *Individuals With Disabilities Act* received approximately \$14 million to support states’ ability to administer alternate and modified assessments for students with disabilities.

Data Quality. The universe for this measure is the 52 entities (50 states, the District of Columbia, and Puerto Rico) that are required by *No Child Left Behind* to administer reading/language arts and mathematics assessments in grades 3 through 8 and high school by SY 2005–06.

Target Context. The target for this measure represents a relatively small number of the 52 entities that are required to have their standards and assessments peer reviewed and

approved. States are not required by law to have reading and mathematics assessments in grades 3 through 8 and high school until the end of SY 2005–06; consequently, the Department did not expect all states to be ready to submit documentation at the beginning of 2005. Additionally, not all entities could be reviewed in one year since each state’s review takes several months.

Related Information. Information on the Standards and Assessment Peer Review Guidance can be obtained at <http://www.ed.gov/policy/elsec/guid/saaprguidance.pdf> and <http://www.ed.gov/admins/lead/account/saapr.doc>.

Additional Information. In 2004, the Department approved a standards and assessment peer review process to be used to review and approve the state assessment systems against *No Child Left Behind* requirements. No reviews were conducted that year. The Department established peer review dates for 2005 (February, May, September, and November) and for 2006 (February, May, and September). In February 2005, the Department conducted its first peer review of reading/language arts and mathematics assessment systems of five states (Maryland, North Carolina, South Carolina, Texas, and West Virginia). Reading/language arts and mathematics assessment systems of two additional states (Alabama and South Dakota) were reviewed in May. Six additional reviews (Idaho, Minnesota, Montana, Nebraska, Nevada, and Oregon) were conducted in September 2005, and the results of this group are pending. After the review, a state receives one of five distinct ratings: full approval, full approval with recommendations, deferred approval, final review pending, or not approved system. Following the administration of the assessment, a state must still provide the Department with data on the technical quality of the assessment instruments (i.e., reliability coefficients, item statistics, and validity coefficients).

1.3 State Assessments. The number of states that have completed field testing of the required assessments in reading/language arts.	
Fiscal Year	Actual
2003	16
2004	20
2005	47
We exceeded our 2005 target of 30.	

1.4 State Assessments. The number of states that have completed field testing of the required assessments in mathematics.	
Fiscal Year	Actual
2003	16
2004	20
2005	47
We exceeded our 2005 target of 30.	

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

Analysis of Progress. The Department exceeded established targets for the numbers of states completing the field testing of reading/language arts and mathematics assessments. All states must field test standards and assessment systems before the systems are peer reviewed. The fact that 47 states, 17 more than we targeted, have completed their field testing positions us well for meeting our FY 2006 target for the number of states that have peer-reviewed and approved standards and assessment systems.

Data Quality. Fifty-two entities (50 states, the District of Columbia, and Puerto Rico) are required by *No Child Left Behind* to have reading/language arts and mathematics

assessments in grades 3 through 8 and high school by SY 2005–06. Each state has developed a schedule by which its reading/language arts and mathematics assessments will be developed and field tested, and submitted to the Department for review and approval prior to implementation.

Target Context. The target of 30 was set with the knowledge that states were not required by law to have standards and assessments for grades 3 through 8 and high school until the end of SY 2005–06.

Related Information. Information about the standards and assessments peer-review process is available at www.ed.gov/admins/lead/account/peerreview/index.html. Information on state student assessment programs is available at www.ccsso.org/projects/Accountability_Systems/State_Profiles/.

Additional Information. Field testing is one of the initial phases of establishing statewide reading/language arts and mathematics 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 it deems biased, too difficult, or too easy, thus affecting the rigor of the test.

Local Flexibility for Targeting Federal Funds

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

- [Funding Transferability for State and Local Educational Agencies](#).
- [State-Flexibility Demonstration Program](#).
- [Local-Flexibility Demonstration Program](#).
- [Rural Education Achievement Program](#).

States reported that in FY 2003 (the most recent year for which the Department has data), some 1,600 districts transferred approximately \$90 million. Districts transferred \$47.5 million into State Grants for Innovative Programs and \$22.7 million into Title I Grants to Local Educational Agencies. States reported that districts transferred \$66.5 million out of the Improving Teacher Quality State Grants program. In FY 2005 no states participated in the State-Flexibility Demonstration Program and Seattle participated in the Local-Flexibility Demonstration Program.

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



1.5 Rural Education Program. The percentage of eligible school districts utilizing the Rural Education Achievement Program (REAP) flexibility authority.	
Fiscal Year	Actual
2003	61
2004	59
2005	Target is 65.
We did not meet our 2004 target of 71. Data for 2005 are pending.	

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

Analysis of Progress. The flexibility authority offered in the [Rural Education Achievement Program](#) has been available for four years. Approximately 60 percent of the 4,000 districts eligible to use this authority have done so according to the two most recent reports from the states. The Department has provided extensive information about the availability of this authority over the past four years

and considers that the 60 percent of users represents close to the percentage of districts that need this authority to allocate resources effectively.

Data Quality. Department staff reviewed Consolidated State Performance Reports submitted by state educational agencies in spring 2005 for SY 2003–04.

Target Context. After analyzing the FY 2004 data, the Department set more realistic targets for FY 2005. An expectation that 100 percent of eligible districts would use the authority is not a desired outcome because it would reflect that the normal allocation of federal resources did not meet most districts’ needs.

Related Information. Information on the Rural Education Achievement Program is available at <http://www.ed.gov/programs/reapsrsa/index.html>.

Additional Information. Data for FY 2005 will be available in April 2006.

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

Customer Satisfaction With the Department

To measure how well our products and services meet the needs of the people we serve, the Department conducted several customer satisfaction surveys. The [Grantee Satisfaction Survey](#) queried the chief state school officers and eight groups of state-level education leaders who direct federal programs in their states. The questionnaire included 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 included custom questions for each grantee group. In the final section of the survey, respondents were asked to answer three culminating questions that provided the [American Customer Satisfaction Index](#) score. The index score allows the Department to benchmark customer satisfaction against that of businesses and other federal agencies.

Other major Department surveys include a biennial customer survey conducted by the National Center for Education Statistics and an annual survey conducted by the Office of Federal Student Aid. The results from the Federal Student Aid survey are reported in [Goal 6](#), under Student Financial Assistance programs.

1.6 The overall American Customer Satisfaction Index (ACSI) as scored by Department grantees.	
Fiscal Year	Actual
2005	63
We established a baseline in 2005.	

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

Analysis of Progress. For perspective on how to interpret the Department’s American Customer Satisfaction Index score of 63, it is notable that the most recent average score for federal agencies was 72. It’s

also 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 a par with the typical scores of comparable agencies. In response to survey results, Department program offices that participated in the survey identified areas of greatest impact (information provided by the survey methodology), which will guide their direction for making improvements.

Data Quality. The CFI Group, under contract to the Department, conducted the 2005 survey using the methodology of the [American Customer Satisfaction Index](#). The index was developed by the University of Michigan Business School, the CFI Group, and the American Society for Quality and meets their standards for data quality. The CFI Group reports business and federal agency customer satisfaction indices quarterly in major news outlets, which allows for standardization of customer satisfaction information.

Grantee Satisfaction Survey respondents included the chief state school officers and the state-level directors and coordinators of the Early Intervention, Special Education, Education Data Exchange Network, Career and Technical Education, Adult Education and Literacy, English Language Acquisition (Title III), Improving the Academic Achievement for Disadvantaged Students Grants to Local Educational Agencies (Title I), and Educational Technology programs. The survey was e-mailed to 490 potential respondents; the response rate was 73 percent.

The FY 2005 actual value of 63 is the American Customer Satisfaction Index score reported by our revised customer survey. It is not a percentage; rather, the score is best thought of as a weighted scale based on multiple responses to questions in the survey. Survey scores are indexed on a 100-point scale. Agencies that score in the 80s are ranked as world class.

Target Context. The FY 2005 actual value provides baseline data for the new Grantee Satisfaction Survey.

Additional Information. Prior to FY 2005, the Department conducted the Survey on Satisfaction with the U.S. Department of Education. Beginning in FY 2005, we revised our measure for customer satisfaction to reflect data we intended to collect from the new American Customer Satisfaction Index survey. To smooth the transition, in the 2005 survey we included the seminal question of the Survey on Satisfaction, the question on overall satisfaction with the Department’s products and services. The response to that question

indicated that 66 percent of respondents (a 1 percent decline from the previous year, considered not statistically significant) were satisfied with the Department's products and services. We collected these data to meet our FY 2004 commitment for providing customer satisfaction data. Data will not be collected on this question in FY 2006.

Expansion of Choice Options for Parents

Parents of public school children who attend a Title I school that has been designated by the state to be in need of improvement have choices under the provisions of *No Child Left Behind*. They may send their child to another public school in the district, and, if the school's status remains "in need of improvement" for more than one year, families whose children stay in the home school may enroll their children in [supplemental educational services](#) (tutoring).

2005 data show that many more parents are eligible to secure supplemental educational services for their children than are currently doing so. To help inform parents of this opportunity, the Department created a [listserv](#) where interested parents automatically receive periodic notification of relevant information posted on ed.gov, the Department's Web site. A similar [service for charter school information](#) is also available to parents.

As of August 2005, state lists posted online include 2,796 approved supplemental service providers, compared to 2,535 in September 2004. In 2005, private providers continued to represent about 80 percent of all providers. States and districts continue to identify providers and encourage parents to use their services.

Using data from SY 2003–04, the Government Accountability Office (GAO) reviewed the implementation of the [school choice](#) provision, which allows parents to transfer their child from a school in need of improvement to another public school within the district. GAO found that about 1 in 10 of the nation's 50,000 Title I schools were identified for school improvement in each of the first two years of implementation (SY 2002–03 and SY 2003–04). And about 1 percent of eligible children, or 31,000 students, transferred under the *No Child Left Behind* choice option in SY 2003–04. GAO recommended that the Department monitor the extent to which classroom capacity constraints appear to limit school choice options. The Department responded to the GAO report by pointing to its initiatives for expanding classroom capacity through such means as technical assistance workshops; grants to support national-level choice activities; and discretionary grant competitions for the Charter Schools Grants program, Magnet Schools Assistance program, and Voluntary Public School Choice program.

Since 1995, the Charter Schools Grants program has provided funds to increase the number of charter schools in operation. Charter schools are public schools that operate with freedom from many local and state regulations that apply to traditional public schools. Under *No Child Left Behind*, the charter school initiative has gained momentum as a way to offer parents public school options. [Evaluation of the Public Charter Schools Program: Final Report](#) (November 2004), the Department's study on charter schools, reports that while the growth in the number of states with charter legislation has tapered off, the number of charter schools continues to grow.

The measures adopted by the Department to monitor the expansion of parental choice under *No Child Left Behind* are the number of charter schools in operation and the amount of funding raised by Credit Enhancement for Charter Schools Facilities grantees for charter school facilities in addition to the amount contributed to the financing from the grant.

1.7 Charter Schools Grants. The number of charter schools in operation.	
Fiscal Year	Actual
1996	255
1997	428
1998	790
1999	1,100
2000	1,700
2001	2,110
2002	2,431
2003	2,700
2004	2,996
2005	3,344
We did not meet our 2004 target of 3,000.	
We exceeded our 2005 target of 3,300.	

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

Analysis of Progress. Similar to recent years, the number of charter schools increased at a rate of approximately 10 percent, surpassing the expectations of the Department and allowing us to exceed our target. The Department's Charter Schools Grants program will continue to increase national awareness of the charter schools model by funding national leadership activities that result in the dissemination of successful charter schools practices and policies.

Data Quality. Data are verified by Department program staff through monitoring and technical assistance

activities and by a review of Government Accountability Office and Office of Inspector General reports.

There are substantial differences in the definition of charter schools among states. Some states count a single charter with multiple sites as a single charter school, while other states count a single charter with multiple sites as multiple charter schools, causing variability in the counts reported by state educational agencies. Reported data are based on each state's definition of charter schools.

Target Context. Targets are based on previous growth trends, which have averaged 10 percent per year over the last five years.

Related Information. The Department's charter school program Web site is <http://www.ed.gov/programs/charter/index.html>.

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. These data are available at <http://www.ecs.org/ecsmain.asp?page=/html/issue.asp?issueID=20>.

The National Association of Charter School Authorizers (NACSA) provides research and policy briefs for states and their chartering agencies at <http://www.charterauthorizers.org/site/nacsa/>.

The National Association of State Directors of Special Education (NASDSE) provides research, studies, and policy for states and their charter schools enrolling students with disabilities, and it provides technical assistance for implementing the Individuals with Disabilities Education Act and other federal laws relevant to serving the needs of students with disabilities at http://www.edgateway.net/cs/spedp/print/usuc_docs/spedp/home.htm.

The National Alliance for Public Charter Schools compiles policy reviews, issue briefs, and studies on charter schools. These data are available at <http://www.charterschoolleadershipcouncil.org/>.

The Center for Education Reform compiles statistics on charter schools. These statistics are available at <http://www.edreform.com/index.cfm?fuseAction=stateStats&pSectionID=15&cSectionID=44>.

The Common Core of Data compiled by the National Center for Education Statistics collects information on charter schools as part of the NCES Public School Universe data collection. These data are available at <http://nces.ed.gov/ccd/>.

The U.S. Department of Education published *America's Charter Schools—Results From the NAEP 2003 Pilot Study*. This study can be accessed electronically at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005456>.

Additional Information. Growth in the number of charter schools is largely under the control of state legislatures, which maintain 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 successfully amended their statutes to allow for multiple authorizers and, therefore, greater flexibility. In addition, some states have used *No Child Left Behind* provisions that allow local educational agencies to convert low-performing Title I schools into charter schools.

1.8 Credit Enhancement for Charter School Facilities.	
The amount of funding grantees leverage for the acquisition, construction, or renovation of charter school facilities.	
Fiscal Year	Actual
2003	\$66 million
2004	\$74 million
2005	Target is \$100 million.
We did not meet our 2004 target of \$100 million. Data for 2005 are pending.	

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 sometimes leases that are used to obtain their facilities. The program, which first issued grants in 2002, reported leveraging \$140 million in debt and leases as of the end of FY 2004. The

total amount leveraged will be much greater over the 5- to 20-year lifespan of the grants.

Data Quality. Data are self-reported annually by grantees. Department program staff 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 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 it only uses 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, we revised our methodology to reflect only the funds in loans that have closed. Trend data shown in the table reflect this revised approach.

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

Related Information. Additional information on the New Markets Tax Credits program is available at <http://cdfifund.gov/programs/programs.asp?programID=5>.

More information on the Credit Enhancement for Charter Schools Facilities program is available at <http://www.ed.gov/programs/charterfacilities/index.html>.

Additional Information. Data for FY 2005 will be available in January 2006. 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 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.

Evidence-Based Approaches to Instruction

The *No Child Left Behind* goal—all students proficient in reading and mathematics by SY 2013–14—has the best chance of being met if classroom instruction is built around what works.

The Department's What Works Clearinghouse released research findings on the effectiveness of curriculum-based interventions for improving mathematics achievement for middle school students ranging from 6th to 10th grade. The Clearinghouse collected more than 800 studies for the middle school mathematics curriculum review. Studies were rated according to the strength of their causal evidence. The Clearinghouse identified 10 studies of five middle school mathematics interventions that met the Clearinghouse's standards of

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. The [middle school mathematics Intervention and Topic reports](#) are posted on the [What Works Clearinghouse](#) Web site. The Department is currently working on the next six topic reviews on beginning reading, character education, early childhood education, elementary school mathematics, English language learners, and dropout prevention.

1.9 The proportion of school-adopted approaches that have strong evidence of effectiveness compared to programs and interventions without such evidence.	
Fiscal Year	Actual
2005	Not available
Data for 2005 were not collected.	

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

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

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

Related Information. The What Works Clearinghouse collects, screens, and identifies studies of the effectiveness of education interventions (programs, products, practices, and policies). See <http://www.whatworks.ed.gov>.

The Department also provides evidence-based information for the education of English language learners to the education community and to parents through the National Clearinghouse for English Language Acquisition. The Clearinghouse has adopted the guidelines of the National Board of Education Sciences for evaluating and incorporating documents into its resource library. More information is available at <http://www.ncela.gwu.edu/oela/summit2004/cd/FILES/wwAppendixB.pdf>.

Discontinued Strategic Measures

The following measures were [discontinued](#) after FY 2004 but were reported as pending in our *FY 2004 Performance and Accountability Report*. We report here our results on those for which we now have data.

Measure		Fiscal Year	Target	Actual	Status
1.2.1a	The percentage of school districts using Transferability	2004	22.5	18.7	Target not met
1.2.4	The percentage of Department grantees that express satisfaction with Department customer service	2004	67	66	Target not met
1.3.3	Of eligible children, the percentage using supplemental educational services under the provisions of ESEA Title I	2003	Set baseline	Pending	Data expected 10/2005
		2004	Baseline + 5 PP	Pending	Data expected 12/2005

PP = percentage point

Sources

- 1.2.1a U.S. Department of Education, Consolidated State Performance Report, grantee submissions.
- 1.2.4 U.S. Department of Education, Grantee Satisfaction Survey, 2005.
- 1.3.3 U.S. Department of Education, *Evaluation of Title I Accountability and School Improvement Efforts (TASSIE): Findings From 2002–2003 and 2003–2004*.

Goal 2: Improve Student Achievement

Key Measures

Improving student achievement and closing the achievement gap are the cornerstones of the Department's work. In FY 2005, the Department administered 76 distinct programs that supported Goal 2, Improve Student Achievement. From the master set of measures that help determine these programs' effectiveness, the Department identified 19 key measures to report our progress. Results on these key measures are shown below.

Click here for an explanation of the [documentation fields](#) for key measures.

Reading Achievement

Reading is the keystone of learning. [Reading First](#) is the *No Child Left Behind* national initiative to improve kindergarten through third grade student reading achievement by supporting state and local educational agencies in establishing reading programs that are grounded in scientifically based reading research. During FY 2002 through FY 2005, \$3.96 billion has been expended on this initiative. The National Assessment of Educational Progress [Long-Term Trend Assessment](#) reports improvement in reading achievement: the average reading score at age nine was higher in 2004 than in any previous assessment year.

Local school implementation of Reading First programs began in SY 2002–03 with three states implementing the program. About half of the remaining states began programs in SY 2003–04 and the other half in SY 2004–05. Initial results from 29 states far enough along in implementation to report performance for SY 2003–04 show that 43 percent of first-grade students in Reading First schools met or exceeded proficiency on fluency measures. These early data will serve as a baseline for the ongoing measurement of program success. In addition to fluency data, collected at grades 1 through 3, reading comprehension data are also being gathered and will become available when Reading First grantees submit their first annual performance reports in 2005. Reading First program measures and preliminary data are available from the Reading First State Grants performance report.

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 ([Vocational Education State Grants](#)).

To measure the overall effectiveness of the Department's programs that support improving student achievement, we collected data on how well low-income fourth-grade students and fourth-grade students with disabilities performed on state reading assessments and on the biennial National Assessment of Educational Progress. A large number of states reported gains in their state reading assessment results.



2.1 Title I Grants to Local Educational Agencies. The number of states reporting an increase in the percentage of fourth-grade low-income students meeting state performance standards by achieving proficiency or above in reading on state assessments.	
Fiscal Year	Actual
2004	25
2005	Target is 25.
Data for 2005 are pending.	

2.2 Special Education Grants to States. The number of states reporting an increase in the percentage of fourth-grade students with disabilities meeting state performance standards by achieving proficiency or above in reading on state assessments.	
Fiscal Year	Actual
2004	24
2005	Target is 25.
Data for 2005 are pending.	

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

Analysis of Progress. Thirty-four states reported data for both SY 2002–03 and SY 2003–04 on the percentage of fourth-grade low-income students who reached proficiency or above on state reading assessments, and 32 states reported such data on fourth-grade students with disabilities. (States not reporting may have not yet implemented their fourth-grade assessments; states are not required to test all grades from 3 through 8 until SY 2005–06.) Of the states reporting data for both years, 25 reported an increase in the percentage of fourth-grade low-income students achieving proficiency or above in reading in the second year, and 24 states reported an increase for students with disabilities.

The implications of these statistics are encouraging. About three-quarters of states that have completed two years of assessments are seeing improvements in the numbers of students achieving proficient or better on reading assessments. As more states fully implement their assessment systems, the Department expects that the number of states reporting increases will grow.

Data Quality. The universe for these measures is the 52 entities (50 states, the District of Columbia, and Puerto Rico) that are required by *No Child Left Behind* to administer reading/language arts assessments in grades 3 through 8 and high school by SY 2005–06. For each state reporting two sequential years of data, the Department compares the percentage of students at or above proficient in a particular disaggregated group to see if there was an increase from the first year to the second. Comparisons are done on state-level percentages, with no attention to matching individual student records. The group of entities not reporting an increase in FY 2004 includes those that have not yet implemented their fourth-grade reading/language arts assessment as well as those showing a decrease or no change.

Target Context. The FY 2005 targets of 25 were set prior to the receipt of any data. The full battery of state assessments in reading/language arts and mathematics required by *No Child Left Behind* is not due to be in place until the end of SY 2005–06.

Related Information. State-level information on SY 2002–03 assessments is available at <http://www.ed.gov/about/reports/annual/nclbrpts.html>. Results for SY 2003–04 will be posted in the coming months.

Information specific to state assessments for students with disabilities can be obtained at <http://www.ed.gov/news/newsletters/extracredit/2005/05/0510.html>.

Information from the Government Accountability Office's *No Child Left Behind: Most Students with Disabilities Participated in Statewide Assessments, but Inclusion Option Could Be Improved* (2005, GAO-05-618) can be obtained at <http://www.gao.gov/new.items/d05618.pdf>.

Additional Information. Under existing *No Child Left Behind* provisions, a state may provide alternate achievement standards and alternate assessments for up to 1 percent of its school-aged population with the most significant cognitive disabilities and may exclude them from adequate yearly progress calculations. Additionally, under a policy the Department released in May 2005, an additional 2 percent of students with disabilities are allowed to take modified assessments, geared toward their abilities, as long as the state is working to provide better instruction and improved assessments for those students. Until the new policy becomes regulation, states may participate by providing evidence that they meet the specific criteria and requesting a waiver. By the end of FY 2005, 42 states had requested such a waiver and 31 of those requests had been approved. Results of a recent [Government Accountability Office study \(GAO-05-618\)](#) indicate that in SY 2003-04, at least 95 percent of students with disabilities participated in statewide reading assessments in 41 of the 49 states that provided data.

Data for FY 2005 will be available in September 2006.

2.3 Title I Grants to Local Educational Agencies. The percentage of low-income fourth-grade students scoring at or above *Basic* in reading on the National Assessment of Educational Progress (NAEP).

Fiscal Year	Actual
2000	38
2002	46
2003	44
2005	46

We exceeded our 2005 target of 43.

2.4 Title I Grants to Local Educational Agencies. The percentage of low-income fourth-grade students scoring at or above *Proficient* in reading on the National Assessment of Educational Progress (NAEP).

Fiscal Year	Actual
2000	13
2002	16
2003	15
2005	15

We did not meet our 2005 target of 17.

2.5 Special Education Grants to States. The percentage of fourth-grade students with disabilities scoring at or above *Basic* in reading on the National Assessment of Educational Progress (NAEP).

Fiscal Year	Actual
2000	22
2002	29
2003	29
2005	33

We made progress toward our 2005 target of 35.

2.6 Reading First State Grants. The percentage of fourth-grade students scoring at or above *Proficient* in reading on the National Assessment of Educational Progress (NAEP).

Fiscal Year	Actual
2000	28
2002	30
2003	30
2005	30

We did not meet our 2005 target of 32.

U.S. Department of Education, National Assessment of Educational Progress (NAEP).

Analysis of Progress. Students classified as having a disability made the strongest gains on the 2005 National Assessment of Educational Progress (NAEP); these students

experienced a six-point gain (on a 0-500 point scale) over their 2003 assessment score. Gains in fourth-grade reading were also reported for racial/ethnic minority groups; on average blacks, Hispanics, American Indian, and Asian American/Pacific Islanders gained from one to three points from 2003 to 2005. Low-income students' scores increased by two points in 2005.

NAEP reports results as scores on a 0-500 point scale and as achievement levels: *Basic*, *Proficient*, and *Advanced*. The Department uses NAEP *Basic* and *Proficient* achievement levels for national public school students to report on its performance measures. In 2005, we exceeded our targets for the percentage of low-income fourth-grade students who scored at or above *Basic*, but we did not meet the targets we set for our additional three measures. We made progress in meeting our target for the percentage of students with disabilities scoring at or above *Basic*, but the percentage of all fourth-graders and of low-income fourth graders scoring at or above *Proficient* remained flat.

While we continue to see progress on overall NAEP scores, we also understand that it will take time for the real change promoted by *No Child Left Behind's* emphasis on reading instruction grounded in scientifically based research to be fully realized. To press on toward stronger, long-lasting gains in early elementary reading success and to lay a foundation for better NAEP reading scores, the Department, in FY 2006, will continue to make early reading achievement its highest elementary school priority.

Data Quality. In 2005, the National Center for Education Statistics (NCES) reported two national assessments of fourth-grade reading: the main, biennial National Assessment of Educational Progress assessment and the Long-Term Trend NAEP assessment. The main, biennial assessment reported aggregated scores from the sample of students tested in each state; the long-term trend assessment collected data from an independently selected national sample. In the 2005 main, biennial reading assessment, nationally representative samples that included approximately 2,500 to 3,000 students per state made up the more than 165,000 fourth-grade participants. The Department's performance measures reflect the results of the main, biennial assessment. The key result for Goal 2, reported in the Management's Discussion and Analysis of this document, references data from the Long Term Trend Assessment. Data from the main assessment and the Long-Term Trend Assessment are not comparable because the tests use different sampling strategies and different questions.

No Child Left Behind requires that all states participate in the main, biennial NAEP mathematics and reading assessments. The 2005 NAEP reading assessment was administered in a sample of schools in every state from January to March 2005.

The NAEP reading assessment examines four different aspects of reading: forming a general understanding, developing interpretations, making reader/text connections, and examining content and structure. It also assesses reading for literacy experience, for information, and for task performance.

NAEP test results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students.

Related Information. Information on NAEP results can be obtained at <http://nces.ed.gov/nationsreportcard/>. To replicate the NAEP data reported in our

performance measures, go to <http://nces.ed.gov/nationsreportcard/> and click on NAEP DATA, Go to Advanced, Grade 4, Reading, National, National Public, Major Reporting Groups (select the appropriate group from dropdown list), Choose Years, Format Table, achievement level (cumulative), Go to Results.

Resources such as demonstration [booklets](#), assessment procedures, [frameworks](#), [state profiles](#), and item maps can be obtained at <http://nationsreportcard.gov/>.

Additional Information. Future administrations of the main NAEP fourth-grade reading assessments are scheduled for 2007 and 2009.

Mathematics Achievement

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 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.

The first Mathematics and Science Partnership program grantee performance reports, available January 2006, will contain information on outcomes. The program's list of measures and actual data is available on the [Mathematics and Science Partnerships](#) Web site.

The Department measures student progress in mathematics and science proficiency by collecting data on the progress of selected groups of eighth-grade students in reaching proficiency on state mathematics assessments and mathematics assessments administered by the National Assessment of Educational Progress. A large number of states reported gains in their state mathematics assessment results; results on the 2005 main, biennial National Assessment of Educational Progress (NAEP) also reflect student gains in mathematics achievement.



2.7 Title I Grants to Local Educational Agencies.
 The number of states reporting an increase in the percentage of eighth-grade low-income students meeting state performance standards by achieving proficiency or above in mathematics on state assessments.

Fiscal Year	Actual
2004	30
2005	Target is 25.
Data for 2005 are pending.	

2.8 Special Education Grants to States. The number of states reporting an increase in the percentage of eighth-grade students with disabilities meeting state performance standards by achieving proficiency or above in mathematics on state assessments.

Fiscal Year	Actual
2004	26
2005	Target is 25.
Data for 2005 are pending.	

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

Analysis of Progress. Thirty-eight states reported data for both SY 2002–03 and SY 2003–04 on the percentage of eighth-grade low-income students who reached proficiency or above on state mathematics assessments, and 30 states reported such data for eighth-grade students with disabilities. (States not reporting may have not yet implemented their fourth-grade assessments; states are not required to test all grades from three through eight until SY 2005–06.) Of the states reporting data for both years, 30 reported an increase in the percentage of eighth-grade low-income students achieving proficiency or above in mathematics in the second year and 26 reported an increase for students with disabilities.

The number of states reporting increases in proficiency for both groups of students indicates movement in the right direction. As states fully implement their assessment systems, the Department expects that the number of states reporting increases will grow.

Data Quality. The universe for these measures is the 52 entities (50 states, the District of Columbia, and Puerto Rico) that are required by *No Child Left Behind* to administer mathematics assessments in grades 3 through 8 and high school by SY 2005–06. For each state reporting two sequential years of data, the Department compares the percentage of students at or above proficient in a particular disaggregated group to see if there was an increase from the first year to the second. Comparisons are done on state-level percentages, with no attention to matching individual student records. The group of entities not reporting an increase in FY 2004 includes those that have not yet implemented their eighth-grade mathematics assessment as well as those showing a decrease or no change.

Target Context. The FY 2005 targets of 25 were set prior to the receipt of any data; consequently, the FY 2005 target is lower than the 2004 actual performance. The full battery of state assessments in reading/language arts and mathematics required by *No Child Left Behind* is not due to be in place until the end of SY 2005–06.

Related Information. State-level information on SY 2002–03 assessments is available at <http://www.ed.gov/about/reports/annual/nclbrpts.html>. Results for SY 2003–04 will be posted in the coming months.

Information specific to state assessments for students with disabilities can be obtained at <http://www.ed.gov/news/newsletters/extracredit/2005/05/0510.html>.

Additional Information. Under existing *No Child Left Behind* provisions, a state may provide alternate achievement standards and alternate assessments for up to 1 percent of

its school-aged population with the most significant cognitive disabilities and may exclude them from adequate yearly progress calculations. Additionally, under a policy the Department released in May 2005, an additional 2 percent of students with disabilities are allowed to take modified assessments, geared toward their abilities, so long as the state is working to provide better instruction and improved assessments for those students. Until the new policy becomes regulation, states may participate by providing evidence that they meet the specific criteria and requesting a waiver. By the end of FY 2005, 42 states had requested such a waiver and 31 of those requests had been approved. Data for FY 2005 will be available in September 2006.

2.9 Title I Grants to Local Educational Agencies. The percentage of low-income eighth-grade students scoring at or above <i>Basic</i> in mathematics on the National Assessment of Educational Progress (NAEP).	
Fiscal Year	Actual
2000	41
2003	47
2005	51
We exceeded our 2005 target of 45.	

2.10 Title I Grants to Local Educational Agencies. The percentage of low-income eighth-grade students scoring at or above <i>Proficient</i> in mathematics on the National Assessment of Educational Progress (NAEP).	
Fiscal Year	Actual
2000	10
2003	11
2005	13
We met our 2005 target of 13.	

2.11 Special Education Grants to States. The percentage of eighth-grade students with disabilities scoring at or above <i>Basic</i> in mathematics on the National Assessment of Educational Progress (NAEP).	
Fiscal Year	Actual
2000	20
2003	29
2005	31
We made progress toward our 2005 target of 32.	

U.S. Department of Education, National Assessment of Educational Progress (NAEP).

Analysis of Progress. Average scores of all eighth-grade student groups that took the 2005 mathematics National Assessment of Educational Progress (NAEP) showed gains from the 2003 assessment. Trends over time on the eighth-grade mathematics assessment showed even stronger and more persistent gains. Average eighth-grade scores in 2005 increased since the first assessment year, 1990, by 16 points on a 0 to 500 point scale.

The white, black, Hispanic, American Indian, and Asian American/Pacific Islander racial/ethnic groups of students had higher average scores in 2005 than in any previous assessment year. Low-income students scored higher on average in 2005 than in any previous assessment year, as did students with disabilities.

NAEP results are reported as scores on a 0-500 point scale and as achievement levels: *Basic*, *Proficient*, and *Advanced*. Achievement level results show that the percentage of eighth-graders performing at or above *Basic* increased 17 percentage points in 2005 (69 percent) from 1990 (52 percent), and the percentage of eighth-graders performing at or above *Proficient* increased from 15 to 30 percent.

The Department's mathematics performance measures, which target increases in achievement levels for selected groups of public school eighth-grade students, record the progress these groups made on the 2005 assessment. We exceeded our target for low-income students who achieved at the *Basic* level, met the target for low-income students

who achieved at the *Proficient* level, and made progress on our target for students with disabilities who scored at the *Basic* level.

To maintain the level of eighth-grade student progress in mathematics reported in short-term trends on the biennial test between 2003 and 2005 and in long-term trends on the biennial test from 1990 to 2005 and to press forward toward greater gains, the Department intends to follow-up the 2005 release of its research findings on the effectiveness of curriculum-based interventions for improving mathematics achievement in middle schools with research reports on elementary curriculum-based interventions in mathematics.

Data Quality. In 2005, the National Center for Education Statistics conducted two national assessments of eighth-grade mathematics: the main, biennial National Assessment of Educational Progress assessment and a Long-Term Trend assessment. The main, biennial assessment reported aggregated scores from the sample of students tested in each state; the Long-Term Trend Assessment collected data from an independently selected national sample. In 2005, nationally representative samples of about 162,000 eighth-grade students nationwide participated in the biennial mathematics assessment. The Department's measures reflect results of the main, biennial assessment. Data from the main assessment and the Long-Term Assessment are not comparable because the tests use different sampling strategies and different questions.

No Child Left Behind requires that all states participate in the main NAEP mathematics and reading assessments. The 2005 NAEP mathematics assessment was administered in a sample of schools in every state from January to March 2005.

The NAEP mathematics assessment examines student knowledge of the following content: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions. It includes knowledge of three types of mathematical abilities: conceptual understanding, procedural knowledge, and problem solving.

NAEP test results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students.

Related Information. Information on NAEP results can be obtained at <http://nces.ed.gov/nationsreportcard/>. To replicate the NAEP data reported in our performance measures, go to <http://nces.ed.gov/nationsreportcard/> and click on NAEP DATA, Go to Advanced, Grade 8, Mathematics, National, National Public, Major Reporting Groups (select the appropriate group from dropdown list), Choose Years, Format Table, achievement level (cumulative), Go to Results.

Resources such as demonstration [booklets](#), assessment procedures, [frameworks](#), [state profiles](#), and item maps can be obtained at <http://nationsreportcard.gov>.

Additional Information. Future eighth-grade NAEP mathematics assessments are scheduled for 2007 and 2009.

High School Completion

“How can a nation that invented the light bulb, created vaccines to eradicate polio, put a man on the moon, and conceived the Internet not have a good handle on how many of its students drop out of high school?” says Deputy Secretary Ray Simon. A consensus for high school reform exists among governors, business leaders, for-profit and nonprofit leaders, and the Department, and reform “must start with an honest calculation of graduation rates.”

Accurate graduation rates are also crucial to meeting the regulations 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 in accurately calculating high school graduation rates is the lack of a comprehensive data collection system that can track 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 will use enrollment and other data that reside in the Common Core of Data at the National Center for Education Statistics. The Department’s formula, the averaged freshman graduation rate, calculates the number of high school graduates in a given year divided by the average of the number of students who entered the 8th grade five years earlier, the 9th grade four years earlier, and the 10th grade three years earlier. The Department’s calculations will provide a common measure, track very closely with true on-time graduation rates, and reveal where attention must be paid to ensure all students graduate from high school. The averaged freshman graduation rate is a transitional definition useful until all states have the capacity to collect individual student-level data. The Department’s formula is consistent with a formula devised by a high school reform task force created by the National Governors Association in 2005. The task force’s formula, which 45 governors have adopted, divides the number of graduates in a given year by the number of students entering the ninth grade for the first time four years before, plus the difference between the number of students who have transferred in and out over the same four years.

For many policymakers, what comes next is a universal definition for dropout rates that would allow states to track missing and transferring students. Additionally, the GAO report recommends that the Department provide guidance on how to account for selected students in special programs and for students with disabilities.

To help states remedy data collection difficulties, the Department has designed and is implementing the [EDEN data system](#) that will provide a common method of acquiring and exchanging data at the state, district, and school levels.

To report on states’ success in moving high school students to graduation, the Department reports high school completion and dropout rates for students with disabilities.

Data collected to report high school completion rates for students with disabilities reflects steady progress. A second set of data included in the [National Longitudinal Transition Study-2](#), released in July 2005, provides an additional perspective on the scope of the

recent successes experienced by students with disabilities. The study reports that the incidence of students with disabilities completing high school rather than dropping out increased by 17 percentage points between 1987 and 2003. The experience of the cohort of students participating in the study also showed the following indicators of progress: core academics improved; grades were higher; age and grade-level match improved; and the students received more support services through their schools.

2.12 Special Education Grants to States. The percentage of students with disabilities that graduate from high school with a regular high school diploma.

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

Data for 2005 are pending.

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. Trend data for this measure show that the nation is making steady progress in ensuring that students with disabilities graduate from high school and that their high school experience is within the mainstream curriculum. A Government Accountability Office [report](#) bolsters this sense of progress in its conclusion that of the states reporting, at least 95 percent of students with disabilities took statewide reading tests.

Although high school completion rates for students with disabilities show improvement, similar gains may not have occurred in the total high school population.

Data Quality. Prior to 2004, the number of students with disabilities exiting school excluded those who had moved but were not known to have continued in school. State data managers indicated that in most cases in which students moved and were not known to have continued in school, these students had actually dropped out of school. In 2004, the Department revised the method for computing graduation to include in the denominator students who had moved but were not known to have continued in school. The current calculation is the number of students with disabilities who graduate with a regular diploma divided by the number of students with disabilities who exit school for a given year, including students with disabilities who had moved but were not known to have continued in school.

Target Context. Although this was a new measure for reporting in FY 2005, trend data were previously collected. The target for FY 2005 was set before the FY 2004 data were available.

Related Information. Information about results for students with disabilities is included in the *25th Report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA)* and is available at <http://www.ed.gov/about/reports/annual/osep/2003/25th-exec-summ.pdf> and <http://www.ideadata.org/>.

Additional Information. Data for FY 2005 will be available in September 2006.

Recent state reports indicate that significantly fewer students are reported in the “moved but not known to have continued” category. Some of the improvement in graduation rates may be attributable to closer tracking by states, which has resulted in some students being reported as continuing in school who would formerly have been reported as exiting (i.e., reducing the denominator for the indicator and thereby increasing the percentage reported as graduating).

2.13 Special Education Grants to States. The percentage of students with disabilities that drop out of school.	
Fiscal Year	Actual
1996	47
1997	46
1998	44
1999	42
2000	42
2001	41
2002	38
2003	34
2004	31
2005	Target is 34.
Data for 2005 are pending.	

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. Dropout rates for students with disabilities are declining as graduation rates are increasing; the two statistics in conjunction with each other indicate the progress that is being made in improving education outcomes for students with disabilities.

Data Quality. In 2004, the Department revised the method for computing the dropout rate to include in the numerator and the denominator students with disabilities who have dropped out and who have moved but are not known to have continued in school. The dropout rate for students

with disabilities is calculated by dividing the number of students with disabilities (aged 14 and older) who dropped out of school or moved (not known to have continued in education) by the total number of students with disabilities in the same age group who are known to have exited school, including those who graduated with a regular diploma, received a certificate, reached the maximum age for services, died, dropped out, or moved (not known to have continued in education).

Target Context. While this was a new measure for reporting in FY 2005, trend data were previously collected. The target for FY 2005 was set before the FY 2004 data were available.

Related Information. Information about results for students with disabilities is included in the *25th Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)* can be obtained at <http://www.ed.gov/about/reports/annual/osep/2003/25th-exec-summ.pdf> and <http://www.ideadata.org/>.

Additional Information. Data for FY 2005 will be available in September 2006.

Recent state reports indicate that significantly fewer students are reported in the “moved but not known to have continued” category. Some of the improvement in the dropout rate may be attributable to closer tracking by states, which has resulted in some students being reported as continuing in school who would formerly have been reported as exiting.

High School Academic Proficiency

In a nationally representative sample of high school sophomores, 72 percent of teenagers said they expected to graduate from a four-year college program. On a scale of not important, somewhat important, important, and very important, most students (87 percent) said getting good grades was important or very important to them, with blacks (62 percent) and Hispanics (53 percent) more likely than whites (47 percent) to select very important as their response. This and additional evidence of high expectations reported in [A Profile of the American High School Sophomore in 2002](#) evoked Secretary Spellings' response: "This report shows that we as a society have done an excellent job selling the dream of attending college, but we have to make sure that we are preparing high school students to succeed once they get in the door."

The Department's high school reform initiative began with national summits in 2004 and 2005, which produced consensus goals for improving high school. President Bush, in his 2006 budget request to the Congress, included more than \$1.9 billion to fund a comprehensive strategy for high school reform. Programs slated to receive funding in the President's proposed budget include the following: [Striving Readers](#), [Advanced Placement](#), State Scholars Capacity Building, Mathematics and Science Partnerships, High School Intervention, and High School Assessments. The presidential budget request would redirect funds from [vocational education grants](#) to the broader effort of comprehensive high school reform.

The Department measured academic proficiency in high school by collecting data on the percentage of vocational concentrators meeting state-established academic standards.

2.14 Vocational Education State Grants. The percentage of vocational concentrators meeting state-established academic standards.	
Fiscal Year	Actual
1998	33
1999	45
2000	44
2001	70
2002	71
2003	75
2004	75
2005	Target is 77.
We did not meet our 2004 target of 76. Data for 2005 are pending.	

U.S. Department of Education, Office of Vocational and Adult Education, Vocational Technical Education Annual Performance and Financial Report.

Analysis of Progress. Although we missed our 2004 target of 76, trend data show we are making progress in helping vocational students meet academic standards.

Data Quality. While the definition of "vocational concentrator" varies from state to state, most states define a concentrator as a student who is enrolled in a threshold level of vocational education, which is usually represented as two or three vocational and technical education courses.

As a third-tier recipient of these data, the Department relies on the states and local programs to collect and

report data within published guidelines. The Department has hosted data and program quality workshops and held conference calls to help improve data measurement and data collection. We also established a Web site to foster discussion among states on accountability systems. During monitoring site visits in SY 2003-04, we increased our

emphasis on accountability and addressed issues on the policies and procedures used by the state to gather and verify data from local grantees and to ensure that the data received from local grantees are complete, accurate, and reliable. The Department also imposed conditions on the July 1, 2005, grants of numerous states that did not submit complete data and required them to submit detailed corrective action plans for obtaining complete data in the future before the states could receive their October 1, 2005, supplemental grants.

Related Web Sites. Information about career and technical education can be obtained at <http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html> and <http://www.ed.gov/about/offices/list/ovae/resource/index.html>.

A Profile of the American High School Sophomore in 2002 is available at http://nces.ed.gov/pubs2005/2005338_pdf.

Additional Information. Data for FY 2005 will be available in March 2006.

Advanced Placement Participation

Advanced Placement courses are typically considered among the most rigorous high school classes in the curriculum. Over 15,000 high schools offered Advanced Placement classes in 2005, a 36 percent increase in the last decade. Students took over 2 million Advanced Placement exams in May 2005, a 12 percent increase over last year and 66 percent more than five years ago. Growth of the program has been accelerated by provisions in *No Child Left Behind* that support Advanced Placement programs as a way to raise academic standards and by states that are using Advanced Placement courses as an avenue to high school improvement. Approximately \$30 million in Department funding was available in 2005 to make pre-Advanced Placement and Advanced Placement courses more widely available to low-income students and to pay [Advanced Placement test fees](#). Increasing numbers of low-income students used the test fee support offered in this program.

2.15 Advanced Placement. The number of Advanced Placement tests taken by low-income students nationally.	
Fiscal Year	Actual
1999	92,570
2000	102,474
2001	112,891
2002	140,572
2003	166,649
2004	190,350
2005	220,542
We exceeded our 2004 target of 170,092.	
We exceeded our 2005 target of 183,314.	

College Board, *Advanced Placement Program Summary Reports*, 2001, 2002, 2003, 2004, and 2005.

Analysis of Progress. The number of Advanced Placement tests taken by low-income students increased by about 15 percent in FY 2005, allowing us to exceed our target. We report 2004 data as new data because they were not reported in our *FY 2004 Performance and Accountability Report*. We also exceeded our FY 2004 target. The President has asked for a 40 percent increase in funding for this program, acknowledging its capacity to increase the number of low-income students who are provided access to a

more rigorous high school curriculum through access to Advanced Placement classes and tests.

Data Quality. The College Board does not report “low-income” student outcomes in its *Summary Reports* of Advanced Placement test results. It provides the Department with the number of tests taken by students eligible for fee reduction because of acute financial need. Each school has an official Advanced Placement coordinator (usually a teacher or counselor) who is required to identify which students’ tests are eligible for a test fee reduction on the student’s registration form. The College Board’s fee reduction policy can be found on AP Central at <http://www.apcentral.collegeboard.com/exam/fees/1,,152-170-0-0,00.html>.

The Department, for reporting purposes, relabels the group of students that the College Board has recorded as eligible for fee reduction as low-income students.

Related Information. Information about the number of Advanced Placement tests taken between 1984 and 1997 can be obtained at [Students Who Took Advanced Placement \(AP\) Examinations](#). Current reports on Advanced Placement program results are available at <http://www.apcentral.collegeboard.com/program/research>.

Additional Information. Funding for International Baccalaureate test fees is also available to low-income students through the [Advanced Placement Test Fee Program](#). Data collected by the Advanced Placement program in 2005 will provide baseline data for determining progress in the number of International Baccalaureate tests taken by low-income students nationally. The Department began collecting baseline data in 2005 on the percentage of low-income students served by the Advanced Placement Incentives Program who receive a passing score on Advanced Placement tests and on International Baccalaureate tests.

Teacher Quality

No Child Left Behind defines “highly qualified teacher” and 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 goal 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. The recently [reauthorized Individuals with Disabilities Education Act also addresses teacher qualification](#) and requires all special educators who teach core academic subjects to be highly qualified. Resources provided states to meet the goal 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.

The Department reported the 2005 progress of our teacher quality programs in [The Secretary’s Fourth Annual Report on Teacher Quality](#). The report describes the federal contribution to teacher quality and offers the most current state information on teacher placement, traditional teacher preparation programs, quality standards and state certification requirements, and alternative pathways to teaching.

The Department also assessed four teacher quality programs using the [Program Assessment Rating Tool](#) (PART). Using this consistent mechanism, the Department worked with the Office of Management and Budget to judge the effectiveness of these programs with regard to their stated purpose, strategic planning, internal management, and results and accountability. The Troops-to-Teachers program was rated “adequate”; the following

programs were rated “results not demonstrated”: Improving Teacher Quality State Grants, Teacher Quality Enhancement State Grants, and Special Education Personnel Preparation. PART review findings ([see PART summaries](#)) for the Department’s major teacher quality programs underscored the scarcity of data we have to make a judgment of program effectiveness. The [Performance-Based Data Management Initiative](#) has created the Education Data Exchange Network (EDEN), which began accepting data from states in November 2004. EDEN continues to be the Department’s long-term solution to improving data collection and data quality. When EDEN is fully populated, it will provide timely and appropriate data for the Improving Teacher Quality State Grants program.

Department staff have taken steps to improve the Teacher Quality Enhancement program by collecting performance data electronically and by developing an efficiency measure for the program (the cost per highly qualified teacher candidate graduating from grantee postsecondary institutions) for which they have collected FY 2004 data.

The Department measured progress in reaching the *No Child Left Behind* goal of a highly qualified teacher in every core academic classroom by the end of SY 2005–06 by determining the percentage of core academic classes taught by highly qualified teachers in elementary and secondary schools and in high-poverty schools. Based on a review of the results with state educational agencies, Secretary Spellings issued an October 21, 2005, [letter](#) outlining options for states who are unable to meet the SY 2005–06 deadline.

2.16 Improving Teacher Quality State Grants. The percentage of core academic classes in high-poverty schools taught by highly qualified teachers.	
Fiscal Year	Actual
2003	74
2004	81
2005	Target is 90.
Data for 2005 are pending.	

2.17 Improving Teacher Quality State Grants. The percentage of core academic classes in elementary schools taught by highly qualified teachers.	
Fiscal Year	Actual
2003	85
2004	89
2005	Target is 90.
We met our 2004 target of 89. Data for 2005 are pending.	

2.18 Improving Teacher Quality State Grants. The percentage of core academic classes in secondary schools taught by highly qualified teachers.	
Fiscal Year	Actual
2003	80
2004	84
2005	Target is 85.
Data for 2005 are pending.	

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

Analysis of Progress. When the Department adopted a measure that would provide information on whether students in classrooms across the country are being taught by highly qualified teachers, we were aware of the difficulties we would initially encounter collecting these data. Some states did not have state-specific definitions of highly qualified teachers. The unit of analysis for whether students were taught by highly qualified teachers in some states was the teacher (the number of teachers who are highly qualified) rather than the classroom (the number of classrooms taught by a highly qualified teacher). In spite of these obstacles, we decided to collect available data, and we received 2004 information from 47 states. The remaining states have since committed to providing data in response to the measure. When FY 2005 data become available, they will be more complete and accurate, as will data in succeeding years.

Two-year trend data shows states are making progress in staffing core academic classes with highly qualified teachers. The trend holds for low-income students and for all elementary and secondary students.

Data Quality. Forty-one states reported SY 2002–03 data, and 47 states reported SY 2003–04 data. The number of states reporting these data varies by year and depends on where a state is in its process of defining a highly qualified teacher and whether it has the capacity to collect these data. As states increase data collection capacity, the number of states reporting will increase.

To calculate the percentage of core academic classes in high-poverty schools taught by highly qualified teachers, the Department relied on state identification of high-poverty schools. In most states, high-poverty schools are identified by the percentage of students who apply for the free and reduced-price lunch program. Elementary school students generally apply for the program when they are eligible, and a relatively accurate count of high-poverty students per elementary school is possible. The prevalence of high poverty in high school cannot be assessed with a similar level of accuracy because high school students are less likely to apply for the free and reduced-price lunch program and high poverty is underreported. Consequently, this measure more accurately reflects the total number of elementary schools that are high-poverty schools than it does the number of high-poverty high schools.

Target Context. The three highly qualified teacher measures were new measures in 2005; therefore, no previous targets were set for these three measures. The Department reported 2003 and 2004 data to begin establishing a trend.

Related Information. Information about the Improving Teacher Quality State Grants program can be obtained at <http://www.ed.gov/programs/teacherqual/index.html>.

Additional Information. Data for FY 2005 will be available in March 2006.

The *No Child Left Behind Act* requires that each state educational agency have a plan to ensure that all teachers within the state teaching in core academic subjects are highly qualified no later than the end of SY 2005–06. The requirement that teachers be highly qualified applies to all public elementary or secondary school teachers employed by a local educational agency who teach a core academic subject. “Highly qualified” means that the teacher must meet all of the following:

- Has obtained full state certification as a teacher or passed the state teacher licensing examination and holds a license to teach in the state, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis.
- Holds a minimum of a bachelor’s degree.
- Has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the state and in compliance with section 9101(23) of the *Elementary and Secondary Education Act*.

The statutory definition includes additional elements that apply somewhat differently to new and current teachers, and to elementary, middle, and secondary school teachers. The complete definition of a highly qualified teacher is in section 9101(23) of the *Elementary and Secondary Education Act*. The term “core academic subjects” means English, reading

or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, states must make this determination.

The recently reauthorized *Individuals with Disabilities Education Act* also addressed the issue of highly qualified teachers; it requires all special educators who teach core academic subjects to be highly qualified. Starting in SY 2005–06, all veteran special education teachers who teach core academic subjects must be highly qualified. New special education teachers who teach core academic content must be highly qualified when they are hired. Assuming that such teachers are already highly qualified in at least mathematics, language arts, or science, new special education teachers who teach two or more core academic subjects exclusively to students with disabilities have two additional years from the date they are hired to demonstrate subject matter competency in the additional subjects they teach.

Further, the Department has provided flexibility for teachers in three areas (rural, science, and current multisubject teachers) to demonstrate that they are highly qualified. Additional information can be found at <http://www.ed.gov/nclb/methods/teachers/hgtflexibility.html>.

2.19 Teacher Quality Enhancement. The percentage of program completers who are highly qualified teachers.	
Fiscal Year	Actual
2004	89
2005	Target is 80.
Data for 2005 are pending.	

U.S. Department of Education, Office of Postsecondary Education, Teacher Quality Enhancement Program Performance Report.

Analysis of Progress. The newly reported FY 2004 baseline data (89 percent) indicate that the Teacher Quality Enhancement program is producing a high percentage of highly qualified teachers. Our 2005 data will allow us to measure progress.

Data Quality. A program completer is a graduate of a teacher preparation program funded through the Teacher Quality Enhancement Partnership Grants program. A high-quality completer has a bachelor’s degree, subject area competence established through testing, and certification from state licensing authorities. The process of identifying high-quality completers gives graduates of the program a year to pass certification examinations.

Target Context. The target for FY 2005 was established before FY 2004 data were collected.

Related Information. Information on Teacher Enhancement Grants can be obtained at <http://www.ed.gov/programs/heatqp/index.html>. The National Center for Education Statistics prepared *The Reference and Reporting Guide* to assist postsecondary institutions and states in meeting reporting requirements for teacher preparation, certification, and licensing mandated by Title II of the *Higher Education Act*. Information on the guide can be obtained at <http://www.title2.org/guide.htm>. *The Secretary’s Fourth Annual Report on Teacher Quality* can be found at <http://www.ed.gov/about/reports/annual/teachprep/2005Title2-Report.pdf>.

Additional Information. Data for FY 2005 will be available in August 2006.

Discontinued Strategic Measures

The following measures were [discontinued](#) after FY 2004 but were reported as pending in our *FY 2004 Performance and Accountability Report*. We report here our results on those for which we now have data.

Measure			Fiscal Year	Target	Actual	# States Reporting	Status
2.1.1– 2.1.6	Of states with third-grade reading assessments, the percentage meeting their targets for third-grade reading achievement	All Students	2004	100	87.5	32	Target not met
		Low-Income Students	2004	100	67.7	31	
		African-American Students	2004	100	61.3	31	
		Hispanic Students	2004	100	62.5	32	
		Students with Disabilities	2004	100	31.3	32	
		Limited English Proficient Students	2004	100	37.5	32	
2.2.1– 2.2.6	The percentage of states meeting their targets for middle school (sixth-grade) mathematics achievement	All Students	2004	100	82.6	23	Target not met
		Low-Income Students	2004	100	56.5	23	
		African-American Students	2004	100	45.5	22	
		Hispanic Students	2004	100	65.2	23	
		Students with Disabilities	2004	100	9.1	22	
		Limited English Proficient Students	2004	100	36.4	22	
	The percentage of states meeting their targets for middle school (seventh-grade) mathematics achievement	All Students	2004	100	80.0	20	Target not met
		Low-Income Students	2004	100	45.0	20	
		African-American Students	2004	100	31.6	19	
		Hispanic Students	2004	100	45.0	20	
		Students with Disabilities	2004	100	10.0	20	
		Limited English Proficient Students	2004	100	20.0	20	
	The percentage of states meeting their targets for middle school (eighth-grade) mathematics achievement	All Students	2004	100	88.9	45	Target not met
		Low-Income Students	2004	100	52.3	44	
		African-American Students	2004	100	36.4	44	
		Hispanic Students	2004	100	50.0	44	
		Students with Disabilities	2004	100	2.3	44	
		Limited English Proficient Students	2004	100	25.0	44	
2.3.1– 2.3.6	The percentage of states meeting their targets for high school reading achievement	All Students	2004	100	84.3	51	Target not met
		Low-Income Students	2004	100	24.0	50	
		African-American Students	2004	100	22.0	50	
		Hispanic Students	2004	100	24.0	50	
		Students with Disabilities	2004	100	5.9	51	
		Limited English Proficient Students	2004	100	7.8	51	
2.3.7– 2.3.12	The percentage of states meeting their targets for high school mathematics achievement	All Students	2004	100	82.4	51	Target not met
		Low-Income Students	2004	100	37.3	51	
		African-American Students	2004	100	20.0	50	
		Hispanic Students	2004	100	44.0	50	

Measure		Fiscal Year	Target	Actual	# States Reporting	Status
	Students with Disabilities	2004	100	9.8	51	
	Limited English Proficient Students	2004	100	21.6	51	
2.3.20–2.3.22	The percentage of 18- to 24-year-olds who have completed high school	All Students	2003	86.5	87.1	Target met
		All Students	2004	87.5	Pending	Data expected 05/2006
		African-American Students	2003	84.5	85.0	Target met
			2004	85.5	Pending	Data expected 05/2006
		Hispanic American Students	2003	66.0	69.2	Target met
			2004	69.0	Pending	Data expected 05/2006
2.4.1	The percentage of classes taught by teachers of core academic subjects that are highly qualified as defined by <i>No Child Left Behind</i>	2004	75	elementary: 85 secondary: 80	Target met	
2.5.2	The number of U.S. postsecondary students studying abroad	2004	164,000	174,629	Target met	

Sources and Notes

- 2.1.1–2.3.12 U.S. Department of Education. Consolidated State Performance Report, grantee submissions.
The ambitious target for this set of measures was that every state that had an assessment at the specified grade level would meet its state-determined target.
- 2.3.20–2.3.22 Federal Interagency Forum on Child and Family Statistics. *America’s Children: Key National Indicators of Well-Being, 2005*.
Previously reported FY 2002 data were estimated and preliminary. Final data were 87.3 percent (all students), 84.8 percent (African-Americans), and 67.9 percent (Hispanic Americans).
- 2.4.1 U.S. Department of Education, Consolidated State Performance Report, grantee submissions.
Data were not collected in the aggregate until FY 2005.
- 2.5.2 Institute of International Education, Open Doors 2004: American Students Studying Abroad.

Goal 3: Develop Safe and Drug-Free Schools

Key Measures

In FY 2005, the Department identified five key measures to track the prevalence of substance abuse and violence in schools. The data for these key measures reflect long-term national and state-level trends in drug use and violence in schools, but progress cannot be directly attributed to the activities of grantees of [Safe and Drug-Free Schools and Communities programs](#). The Department's third strategic goal also addresses the development of strong character. We have not identified measures for this trait, but the 12 programs identified as supporting Goal 3 include programs that support character development as well as programs that support the development of safe and drug-free schools.

Click here for an explanation of the [documentation fields](#) for the key measures.

Drug Use

Drug-free schools are associated with healthy antidrug norms among students and contribute to the healthy physical and social development of each student. The positive school climate of drug-free schools gives students the chance to focus on learning. To assist schools and districts with drug-use reduction efforts, the Department provides [information](#) and [financial support](#) for implementing effective drug-use prevention programs and strategies. Effective prevention programs address the health risk behaviors, mental health issues, and school environment problems that contribute to drug use and societal risk factors that may exist in each affected school's community.

Results from the 2003 survey of the Youth Risk Behavior Surveillance System show slight declines from 2001 for the Department's measure of drug use on school property. Though the rate of decline has decelerated since 2001, the 2003 data mark the eighth year of decline for this indicator. Despite the encouraging eight-year trend, schools need to continue their efforts to prevent drug use by new cohorts of students.



3.1 Safe and Drug-Free Schools and Communities State Grants. The percentage of students in grades 9 through 12 who were offered, sold, or given an illegal drug on school property during the past 12 months.

Fiscal Year	Actual
1993	24
1995	32
1997	32
1999	30
2001	29
2003	29
2005	Target is 28.
Data for 2005 are pending.	

3.2 Safe and Drug-Free Schools and Communities State Grants. The percentage of students in grades 9 through 12 who used marijuana one or more times during the past 30 days.

Fiscal Year	Actual
1993	18
1995	25
1997	26
1999	27
2001	24
2003	22
2005	Target is 21.
Data for 2005 are pending.	

3.3 Safe and Drug-Free Schools and Communities State Grants. The percentage of students in grades 9 through 12 who had five or more drinks of alcohol in a row (that is, within a couple of hours) one or more times during the past 30 days.

Fiscal Year	Actual
1993	30
1995	33
1997	33
1999	32
2001	30
2003	28
2005	Target is 27.
Data for 2005 are pending.	

Department of Health and Human Services, Centers for Disease Control and Prevention, Youth Risk Behavior and Surveillance System (YRBSS).

Analysis of Progress. The most recent data from 2003 show no significant change for access to illegal drugs on school property, and declining marijuana and heavy alcohol use, compared to 2001 data. The data, which represent total responses from all surveyed students, are also reported for respondents by their grade level. These data provide insights into youth drug use.

In both 2003 and 2001, the percentage of high school students who reported access to an illegal drug on school property was very similar among 9th-, 10th-, and 11th-graders. Numbers ranged from 29.1 to 29.9 percent for these grades in 2003, and from 28.7 to 29.0 percent in 2001. During the same period high school seniors were less likely to have been offered, sold, or given an illegal drug on school property. In 2003, 24.9 percent of seniors reported access to an illegal drug on school property, down from 26.9 percent in 2001.

While 2003 current marijuana use and episodes of heavy drinking were down from overall rates reported for 2001, use patterns by grade reflect a pattern of drug use that reflect a relationship between rates of use and grade level. For both 2003 and 2001, the percentage of students reporting current marijuana use increases from grades 9 through 12. For example, in 2001, current marijuana use data range from 19.4 percent for ninth-graders to 26.9 percent for high school seniors. The 2003 marijuana usage data range from 18.5 percent for ninth-graders up to 25.8 percent for seniors.

Similar patterns also emerge for heavy drinking. In 2001, 24.5 percent of ninth-graders report episodic heavy drinking, while 36.7 percent of high school seniors report engaging in that same behavior. In 2003, 19.8 percent of ninth-graders and 37.2 percent of seniors reported episodic heavy drinking.

Data Quality. Data are collected in alternate years from a nationally representative sample of students in grades 9 through 12 and are collected on a calendar-year, not a school-year, basis. The Youth Risk Behavior Surveillance System includes a national school-based survey conducted by the Centers for Disease Control and Prevention as well as state and local school-based surveys conducted by education and health agencies. The 2003 report summarized results from the national survey, 32 state surveys, and 18 local surveys conducted among students in grades 9 through 12 during February through December 2003. Data presented for these measures are rounded to the next whole number.

Related Information. For information about the Youth Risk Behavior Surveillance System, see <http://www.cdc.gov/healthyyouth/yrbs/>. For detailed information about the methodology of the Youth Risk Behavior Surveillance System, see <http://www.cdc.gov/mmwr/PDF/rr/rr5312.pdf>.

Additional Information. Data for FY 2005 will be available in December 2006.

Violent Crime

Safe schools are essential for healthy student development and academic achievement. Secretary Spellings said, "In order for our children to learn well and excel, they need to feel safe." When violent crime takes place on school property, it disrupts the learning environment and creates obstacles to student achievement and physical safety. To help schools reduce the prevalence of violence and related health-risk behaviors, the Department provides [financial assistance](#) and [information](#) to states and school districts. Through this effort, the Department works to positively influence the reduction of violent crime in schools.

Recent Youth Risk Behavior Surveillance System data for [fighting on school property](#) and [carrying weapons to school](#) show significant reductions in these risk behaviors from 1993 to 2003, but reductions were not significant during the last two years of that period.

3.4 Safe and Drug-Free Schools and Communities State Grants. The percentage of students in grades 9 through 12 who were in a physical fight on school property one or more times during the past 12 months.	
Fiscal Year	Actual
1993	16
1995	16
1997	15
1999	14
2001	13
2003	13
2005	Target is 12.
Data for 2005 are pending.	

3.5 Safe and Drug-Free Schools and Communities State Grants. The percentage of students in grades 9 through 12 who carried a weapon such as a gun, knife, or club on school property one or more times during the past 30 days.	
Fiscal Year	Actual
1993	12
1995	10
1997	9
1999	7
2001	6
2003	6
2005	Target is 5.
Data for 2005 are pending.	

Department of Health and Human Services, Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System (YRBSS).

Analysis of Progress. Between 2001 and 2003, the data show no significant change in the total percentages of students fighting on school property or carrying a weapon on school property. In addition to the data for all respondents, the Youth Risk Behavior Surveillance System also makes data about these behaviors available by student grade level. This data provides some interesting insights that contrast with the patterns identified for measures 3.2 and 3.3 about marijuana use and heavy drinking.

In both 2003 and 2001, students in lower grades were more likely to engage in a physical fight on school property than those in higher grades. In 2003, 18.0 percent of 9th-graders reported participation in a fight, while 7.3 percent of 12th-graders reported participation in a fight. The data from 2001 reflect the same pattern—while 17.3 percent of ninth-graders reported fighting, only 7.5 percent of seniors reported that same behavior.

The percentage of students that report carrying a weapon on school property is more consistent across grades 9 through 12, but patterns across grade levels varied between 2001 and 2003. In 2001, 6.7 percent of 9th- and 10th-graders, 6.1 percent of 11th-graders, and 6.0 percent of 12th-graders carried a weapon on school property. By 2003, 5.3 percent of 9th-graders, 6.0 percent of 10th-graders, 6.6 percent of 11th-graders, and 6.4 percent of high school seniors reported carrying a weapon to school.

Data Quality. Data are collected in alternate years from a nationally representative sample of students in grades 9 through 12 and are collected on a calendar-year, not a school-year, basis. The Youth Risk Behavior Surveillance System includes a national school-based survey conducted by the Centers for Disease Control and Prevention as well as state and local school-based surveys conducted by education and health agencies. The 2003 report summarized results from the national survey, 32 state surveys, and 18 local surveys conducted among students in grades 9 through 12 during February through December 2003.

Related Information. For information about the Youth Risk Behavior Surveillance System, see <http://www.cdc.gov/healthyyouth/yrbs/>. For detailed information about the methodology of the Youth Risk Behavior Surveillance System, see <http://www.cdc.gov/mmwr/PDF/rr/rr5312.pdf>.

Additional Information. Data for FY 2005 will be available in December 2006.

Discontinued Strategic Measures

The following measures were [discontinued](#) after FY 2004 but were reported as pending in our *FY 2004 Performance and Accountability Report*. We report here our results on those for which we now have data.

Measure			Fiscal Year	Target	Actual	Status
3.1.1	The rate of violent crimes and serious violent crimes experienced at school by students aged 12 through 18	Violent Crime	2003	24/1000	Pending	Data expected 12/2005
			2004	23/1000	Pending	Data expected 12/2006

Measure			Fiscal Year	Target	Actual	Status
3.1.2	The rate of violent crimes and serious violent crimes experienced at school by students aged 12 through 18 (continued)	Serious Violent Crime	2003	4/1000	Pending	Data expected 12/2005
			2004	4/1000	Pending	Data expected 12/2006
3.1.3–3.1.5	The percentage of youth aged 12 through 17 who reported using the following substances in the past 30 days	Alcohol	2004	14	Pending	Data expected 12/2005
		Tobacco (Cigarettes)	2004	11	Pending	Data expected 12/2005
		Marijuana	2004	7	Pending	Data expected 12/2005
3.2.2	The percentage of students in grade 12 who think most of the students in their classes would dislike it or dislike it very much if a student intentionally did things to make his/her teachers angry		2004	36	Pending	Data expected 12/2005
3.2.3	The percentage of students in grade 12 who think that most students in their classes would dislike it or dislike it very much if a student cheated on a test		2004	19	Pending	Data expected 12/2005
3.2.4	The percentage of 14- to 18-year-olds who believe cheating occurs by half or most students		2004	40	Not available	Not collected

Sources

- 3.1.1–3.1.2 U.S. Departments of Education and Justice, *Indicators of School Crime and Safety*.
- 3.1.3–3.1.5 U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA), National Survey on Drug Use and Health (formerly called the National Household Survey on Drug Abuse).
- 3.2.2–3.2.3 University of Michigan, Survey Research Center, Monitoring the Future.

Goal 4: Transform Education Into an Evidence-Based Field

Key Measures

In FY 2005, the Department administered five distinct programs supporting the objectives of Goal 4. Each program established measures and targets to assess its performance. From this master set of measures, the Department identified two key measures that focus on significant areas of performance related to Goal 4.

Click here for an explanation of the [documentation fields](#) for the key measures.

Quality of Education Research

The Department has elevated the standards and methodologies for Department-sponsored education research. Funding of research proposals is based on clear criteria for research excellence. As in other scientifically based fields, [rigorous research methods](#) in education contribute to reliable and valid conclusions, in this case about the best ways to educate our nation's children.

The Department demonstrated a thorough commitment to research quality this year by expanding the use of scientifically based procedures for the evaluation of Department programs, training a new generation of education researchers in rigorous methodologies, and improving the quality of data collections. In 2005, the Department accomplished the following:

- The Department set in place a procedure that would give [competitive preference](#) to grant applications that propose experimental or quasi-experimental research designs to evaluate the effectiveness of their programs. This action will expand the number of programs and projects funded by Department programs that are evaluated using the most rigorous research methods.
- The Department created new pre- and postdoctoral research training grant programs in the education sciences to support the development of innovative interdisciplinary training programs for students interested in pursuing careers in applied education research. Together these programs will train a total of 266 fellows.
- Focused projects on [data quality](#) contributed to the ongoing improvement of education data issued by the Department. By mapping the relationship of incentives and response rates, we will more effectively use incentives to increase response rates. Also, data on timeliness has resulted in Department-wide efforts to reduce the time frame from the end of data collection to the release of a report.

To measure research quality, the Department requires all research proposals to be reviewed by an independent panel of qualified scientists. In FY 2004, 97 percent of newly funded research proposals were deemed to be of high quality.



4.1 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.

Fiscal Year	Actual
2003	88
2004	97
2005	100

We met our 2005 target of 100.

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

Analysis of Progress. Since data on this measure were first collected in FY 2003, the Department has seen a steady increase in the percentage of proposals for newly funded education research that receive an average score of excellent or higher. In FY 2005, all research funded was deemed to be of high quality with a rating of excellent.

Data Quality. The Department has established a system of peer review that is similar in many ways to the

process of peer review at the National Institutes of Health. Independent review panels comprise 12 to 20 leading researchers. Panels evaluate the scientific and technical merit of research proposals.

Target Context. The Department did not establish a target for this measure for FY 2004; the measure was newly established for FY 2005. The target of 100 percent for FY 2005 signifies a continued commitment by the Department to ensure that all newly funded research meets high standards of research quality.

Related Information. More information on the National Center for Education Research, its purpose, and study summaries is available at http://www.ed.gov/about/offices/list/om/fs_po/ies/ncer.html and <http://www.ed.gov/about/offices/list/ies/programs.html>.

Relevance of Education Research

In addition to a focus on sound methodology, education researchers need to address practical problems in powerful ways. The Department aligns its priorities with the needs of education practitioners and policymakers to ensure that we are providing information that is relevant to the improvement of education. In 2005, we provided parents, educators, students, researchers, policymakers, and the general public with reliable information about practices that support learning, the condition and progress of education in the United States, and the effectiveness of federal and nonfederal education programs.

- The Department operates the [What Works Clearinghouse](#), which collects, screens, and identifies studies of the effectiveness of education interventions. In 2005, the clearinghouse reviewed 76 studies on [middle school mathematics curricula](#), 10 of which met its high standards for credible causal evidence of effectiveness.
- During FY 2005, the Department published the [Condition of Education 2005](#) and released other publications including the [Digest of Education Statistics, Projections of Education Statistics](#), and the [National Assessment of Educational Progress long-term trend report](#). By describing all aspects of education in the United States, these reports help inform Americans about the current status of education in the

United States, progress toward improvement, and anticipated trends into the future.

- The Department launched three new program effectiveness studies in 2005. Covering the areas of mentoring, elementary school mathematics curricula, and professional development strategies for mathematics education, these studies will provide scientific evidence on the effectiveness of education programs and practices based on the most rigorous research designs.

The Department ensures the production of relevant education research by having all newly funded research reviewed by an independent panel of qualified practitioners. As the results from Department research projects begin to affect state and federal decisions on discretionary grants and the flow of program funds to schools, we expect that practitioners will want to consider evidence on what works and program developers will produce it. In FY 2004, half of the newly funded research projects were deemed to be of high relevance.

4.2 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 practice as determined by an independent review panel of qualified practitioners.

Fiscal Year	Actual
2001	21
2002	25
2003	60
2004	50
2005	Target is 65.

We met our 2004 target of 50.
 Data for 2005 are pending.

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

Analysis of Progress. While FY 2004 results for relevance show a decrease from FY 2003, we met our target that half of all new research projects be deemed as highly relevant.

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 proposals of the prior year.

Target Context. The FY 2004 target of 50 percent was based on trend data prior to the availability of actual data for FY 2003 and does not represent an intended decrease in the percentage of new research projects deemed of high relevance. The FY 2005 target of 65 indicates that with time, the Department aims for an increasing majority of funded research projects to be highly relevant to education practice.

Related Information. More information on the National Center for Education Research, its purpose, and study summaries are available at http://www.ed.gov/about/offices/list/om/fs_po/ies/ncer.html and <http://www.ed.gov/about/offices/list/ies/programs.html>.

Additional Information. Data for FY 2005 will be available in March 2006.

Discontinued Strategic Measures

The following measure was [discontinued](#) after FY 2004 but was reported as pending in our *FY 2004 Performance and Accountability Report*.

Measure		Fiscal Year	Target	Actual	Status
4.2.1	Percentage of new research projects funded by the Department that are deemed to be of high relevance to educational practice as determined by an independent review panel of qualified practitioners	2004	75	Not available	Data not collected

Source and Note

4.2.1 U.S. Department of Education, Institute of Education Sciences, panel reviews.
 This measure was discontinued and replaced with measures that more precisely identify the universe of projects under consideration.

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

Key Measures

In FY 2005, the Department administered 44 distinct programs that supported the objectives of Goal 5. Each of these programs established measures and targets to determine its effectiveness. From this master set of measures, the Department identified 20 key measures that focus on significant areas of performance related to Goal 5.

Click here for an explanation of the [documentation fields](#) for key measures.

Postsecondary Enrollment

In fall 1980, just over 12 million students were enrolled at degree-granting postsecondary education institutions and the college-going rate for recent high school completers was 49 percent. That [rate](#) stood at 63.9 percent in 2003, and more than 16 million students are enrolled at degree-granting postsecondary institutions. The Department's programs have contributed to these significant improvements in postsecondary access.

Increases in the overall enrollment of students in postsecondary education have followed commensurately with the Department's continued commitment to provide financial aid for low- and middle-income Americans. The percentage of full-time undergraduates receiving [institutional aid](#) and the average amount awarded increased at both public and private not-for-profit four-year institutions during the 1990s, with students receiving an increasing proportion of [federal loans](#). As the largest source of student financial aid, the Department provides approximately \$70 billion annually in grant, loan, and work-study assistance to some 10 million postsecondary students and their families.

A particular focus for the Department is to support students from disadvantaged backgrounds in their enrollment, persistence, and completion of a postsecondary education. The federal TRIO programs, in particular, include discrete outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities to progress from middle school to postbaccalaureate programs. The TRIO name, which constitutes a group of grant programs authorized under the *Higher Education Act*, comes from the 1960s when TRIO consisted of three programs. In FY 2005, the Department continued our concerted effort to make the TRIO programs an integrated service delivery system, which is expected to result in a higher level of success for students who are served by these programs, and which also makes sound fiscal sense.

The Department also promotes enrollment and success in postsecondary education for students from disadvantaged backgrounds through the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP), which provides services at high-poverty middle and high schools. GEAR-UP grantees serve an entire cohort of students beginning no later than the seventh grade and continuing through high school. GEAR-UP funds are also used to provide college scholarships to low-income students.

The Department measured immediate postsecondary enrollment for all high school graduates aged 16 through 24, as well as college enrollment for TRIO Talent Search,

Educational Opportunity Centers, and Upward Bound participants, to track postsecondary access trends. Recent data indicate that college enrollment for TRIO Talent Search participants surpasses the national average for all high school graduates, while enrollment for the predominantly low-income, first-generation potential college students using the services of the Educational Opportunity Centers fall below the national average. While no recent data are available for Upward Bound participants, data from 2000 show that these students slightly exceeded the national average for college enrollment.

5.1 Student Financial Assistance Programs. The percentage of high school graduates aged 16 through 24 enrolling immediately in college.	
Fiscal Year	Actual
1995	61.9
1996	65
1997	67
1998	65.6
1999	62.9
2000	63.3
2001	61.7
2002	65.2
2003	63.9
2004	Target is 67.
2005	Target is 67.
We exceeded our 2002 target of 63.8. We did not meet our 2003 target of 64.1. Data for 2004 and 2005 are pending.	

U.S. Department of Education, National Center for Education Statistics, *Condition of Education 2005*, Student Effort and Educational Progress, Table 20-1.

Analysis of Progress. The percentage of high school graduates aged 16 through 24 enrolling immediately in college has fluctuated since 1995, with data for 2002 and 2003 indicating an increase in the percentage of high school graduates enrolled since 2001, which was the last year of data previously reported. In terms of meeting departmental targets, results were mixed in 2002 and 2003, as we exceeded our target for 2002 but did not meet our target for 2003.

This indicator is affected by economic conditions, and so the slight fluctuations can be explained in part by changing economic conditions. Generally, students tend to take jobs rather than go to college when the economy is strong. These economic

conditions vary for groups aggregated within the measure—students enrolling in two-year versus four-year institutions, and minority students versus the overall student population.

To support increasing access to postsecondary education, the Department continues to simplify and integrate financial aid systems so as to increase the growth in the use of electronic applications and correspondingly decrease the number of paper applications for federal financial aid, with the goal of making access to financial aid easier. In the long term, No Child Left Behind focuses on raising the achievement levels of elementary and secondary students so that all students will be better prepared for enrollment in postsecondary education.

Three Government Accountability Office evaluations on various aspects of student financial assistance programs have led the Department to respond in several areas of focused improvements in the disbursement of financial aid in relation to tax preferences. See [evaluation summaries](#), for key findings, recommendations, and the Department’s response.

Data Quality. Postsecondary institutions supply data through the National Center for Education Statistics Integrated Postsecondary Education Data System. Institutions certify the accuracy of the data and the National Center for Education Statistics conducts checks for data quality.

Target Context. Each percentage point increase represents a significant increase in the number of students enrolling in college. The target of 67 percent for 2004 and 2005 is ambitious and represents the Department’s goal of increasing the percentage of high school graduates that enroll immediately in college.

Related Information. See <http://studentaid.ed.gov/PORTALSWebApp/students/english/funding.jsp?tab=funding> for information about the student financial assistance programs. See <http://nces.ed.gov/programs/coe/2005/section3/table.asp?tableID=268> for enrollment data from the *Condition of Education 2005*.

Additional Information. Data for FY 2004 will be available in March 2006. Data for FY 2005 will be available in March 2007.

5.2 TRIO Talent Search. The percentage of Talent Search participants enrolling in college.	
Fiscal Year	Actual
2000	73
2001	77
2002	78
2003	73
2004	Target is 73.5.
2005	Target is 74.
Data for 2004 and 2005 are pending.	

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

Analysis of Progress. Between FY 2000 and FY 2003, about three-fourths of Talent Search participants enrolled in college, above the national average (see measure 5.1). No targets were set for this measure until FY 2004.

The number of Talent Search participants enrolling in college, despite their disadvantaged backgrounds, reflect lessons gained from earlier cohorts of program participants.

Effective communications mechanisms and targeted technical assistance have led to sharing best practices and to achieving improvements in program outcomes.

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 2001 through FY 2003 were available.

Related Information. See <http://www.ed.gov/programs/triotalent/index.html> for information about the Talent Search program. See <http://www.ed.gov/about/offices/list/ope/trio/index.html> for information about the federal TRIO programs.

Additional Information. Data for FY 2004 will be available in December 2005. Data for FY 2005 will be available in December 2006.

The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the educational system and complete their education.

5.3 TRIO Educational Opportunity Centers. The percentage of TRIO Educational Opportunity Centers participants enrolling in college.	
Fiscal Year	Actual
2000	57
2003	57
2004	Target is 57.
2005	Target is 57.5.
Data for 2004 and 2005 are pending.	

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

Analysis of Progress. In FY 2003, more than half of all TRIO Educational Opportunity Centers program participants enrolled in college. The first target was set for FY 2004, and data are pending.

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

Related Information. See <http://www.ed.gov/programs/trioec/index.html> for information about the Educational Opportunity Centers program. See <http://www.ed.gov/about/offices/list/ope/trio/index.html> for information about the federal TRIO programs.

Additional Information. Data for FY 2004 will be available in December 2005. Data for FY 2005 will be available in December 2006.

The Educational Opportunity Centers program provides counseling and information on college admissions and financial aid options to qualified adults who want to enter a program of postsecondary education.

5.4 TRIO Upward Bound. The percentage of Upward Bound participants enrolling in college.	
Fiscal Year	Actual
2000	65
2004	Target is 65.
2005	Target is 65.
Data for 2004 and 2005 are pending.	

National Evaluation of the Upward Bound program.

5.5 TRIO Upward Bound. The percentage of higher-risk Upward Bound participants enrolling in college.	
Fiscal Year	Actual
2000	34
2004	Target is 35.5.
2005	Target is 36.
Data for 2004 and 2005 are pending.	

Analysis of Progress. The 65 percent of Upward Bound participants enrolled in college in 2000 represents a rate higher than the national average for the same year of 16- to 24-year-old high school graduates enrolling immediately in college (see measure 5.1). However, the review under the Program Assessment Rating Tool found that Upward Bound has limited overall effects because it fails to target higher-risk students. The targets for 2004 and 2005 reflect the Department's efforts to target higher-risk students while maintaining the current level of overall college enrollment. Data for these measures, collected by cohort, should be available by 2006.

FY 2004 is the first year for which grantees will be required to report on these measures. New annual performance reports were created to capture the data for this measure. Data for these measures were not collected for FY 2001 through FY 2003, but data for FY 2000 are available from a national evaluation of the Upward Bound program.

Data Quality. It takes roughly five years from the point of service for enrollment data to reflect the program's impact because the program offers services to high school students beginning in their freshman year, and grantees frequently do not submit their final performance report until a year after the student enrolls in college. 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. The program's effectiveness with higher-risk students is expected to increase by one-half of 1 percent for each year, from 2004 until 2010, as a result of improved program management and learning from earlier successes.

Related Information. See <http://www.ed.gov/programs/trioupbound/index.html> for information about the Upward Bound program. See <http://www.ed.gov/about/offices/list/ope/trio/index.html> for information about the federal TRIO programs.

Additional Information. Data for FY 2004 will be available in December 2005. Data for FY 2005 will be available in December 2006.

Upward Bound provides fundamental support to participants in their preparation for college entrance, with instruction in mathematics, laboratory science, composition, literature, and foreign language. Upward Bound serves high school students from low-income families, high school students from families in which neither parent holds a bachelor's degree, and low-income, first-generation military veterans who are preparing to enter postsecondary education.

Postsecondary Persistence and Completion

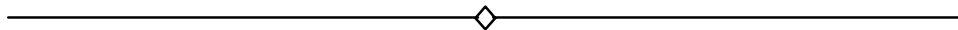
The Department provides services to ensure that increasing numbers of Americans gain access to a postsecondary education, persist in school, and complete their college education. Successful completion of [postsecondary education increases future employability and wages](#). In fact, data from the Census Bureau for 2004 show that earnings for workers 18 and over are considerably higher for those workers with a bachelor's degree than those with a high school diploma; on average, earnings are \$51,206 and \$27,915 a year,

respectively. The most recent data available for persistence and completion rates for all students and targeted groups show general trends of improvement.

TRIO Student Support Services and McNair Postbaccalaureate Achievement programs address the challenges that disadvantaged students, many of whom are minority, face in terms of achieving higher rates of postsecondary persistence and completion by providing them with support throughout the postsecondary experience. In FY 2005, performance data for the [TRIO Student Support Services](#) and the [TRIO McNair Postbaccalaureate Achievement](#) programs showed significant progress in the outcomes of program participants:

- The average cumulative grade point average of the 1998–99 Student Support Services cohort in four-year institutions improved from 2.3 in their freshman year to 2.6 in their senior year.
- The graduation rate of Student Support Services students served in two-year institutions has increased, with about 7 percent of the 2000–01 freshman cohort completing associate’s degrees; over 5 percent of the 1998–99 freshman cohort received associate’s degrees.
- The percentage of McNair graduates entering graduate school increased each year, from 13 percent in 1998–99 to 39 percent in 2000–01.
- In 2000–01, 93 percent of McNair students who enrolled in graduate school immediately after graduation were still enrolled after one year.

The Department measured completion rates for full-time, degree-seeking students and TRIO Student Support Services students’ persistence and completion rates at the same institution. Furthermore, the Department measured enrollment and persistence in graduate school for McNair participants. Completion rates for full-time students hover at 54 percent, and persistence rates for TRIO Student Support Services and McNair participants continue to increase.



5.6 Student Financial Assistance Programs. The percentage of full-time, degree-seeking students completing a four-year degree within 150 percent of the normal time required.

Fiscal Year	Actual
1997	52.5
1998	52.6
1999	53
2000	52.4
2001	54.4
2002	54.4
2003	54.3
2004	Target is 55.
2005	Target is 55.

Data for 2004 and 2005 are pending.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Graduation Rate Survey.

process the most recent policy-relevant information first, so analysis and reporting began with FY 2003 and moved backwards to FY 2002 and then to FY 2001. FY 2001 data are the only previously unpublished data.

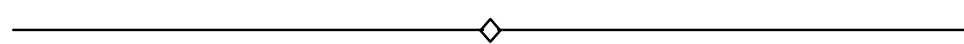
Data Quality. Prior to the implementation of the Graduation Rate Survey in 2002, institutions representing 87 percent of four-year students voluntarily submitted data; effective with 2003–04, data submission was mandatory.

Related Information. See <http://nces.ed.gov/ipeds/form1997/grsguide.pdf> for guidelines for survey respondents for the Graduation Rate Survey. See <http://studentaid.ed.gov/PORTALSWebApp/students/english/funding.jsp?tab=funding> for information about the student financial assistance programs.

Additional Information. Data for FY 2004 will be available in March 2006. Data for FY 2005 will be available in March 2007.

Analysis of Progress. Previously published FY 2002 and FY 2003 data show a leveling off of completion rates, remaining relatively constant at 54.4 and 54.3 percent, respectively. A little over half of all full-time, degree-seeking students completed a four-year degree within six years (150 percent of the normal time) in 2001. Trend data for this measure indicate small fluctuations but no increase in postsecondary completion from 1997. There were no targets prior to 2003.

The Department received Graduation Rate Survey data for this measure for FY 2001 through FY 2003 as a single data set. The Department elected to



5.7 TRIO Student Support Services. The percentage of TRIO Student Support Services participants persisting at the same institution.

Fiscal Year	Actual
1999	67
2000	67
2001	70
2002	72
2003	Target is 68.
2004	Target is 68.5.
2005	Target is 69.

Data for 2003, 2004, and 2005 are pending.

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

Analysis of Progress. There are no new data for this measure. Trend data indicate that persistence rates for TRIO Student Support Services participants have increased from FY 1999 through FY 2002.

Data Quality. The persistence rate reflects the percentage of college freshmen that return as sophomores to the same institution. 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 2003 through FY 2005 were set before data for FY 2001 or FY 2002 were available.

Related Information. See <http://www.ed.gov/programs/triostudsupp/index.html> for information about the Student Support Services program. See <http://www.ed.gov/about/offices/list/ope/trio/index.html> for information about the federal TRIO programs.

Additional Information. Data for FY 2003 and FY 2004 will be available in December 2005. Data for FY 2005 will be available in December 2006.

The Student Support Services program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. The program also provides grant aid to current participants who are receiving Federal Pell Grants.



5.8 TRIO Student Support Services. The percentage of TRIO Student Support Services participants completing a degree at the same institution.

Fiscal Year	Actual
1999	29
2004	Target is 30.
2005	Target is 30.5.

Data for 2004 and 2005 are pending.

National Evaluation of the Student Support Services program.

Analysis of Progress. In FY 1999, data from the national evaluation of Student Support Services showed that 29 percent of participants completed a degree at the same institution in which they originally enrolled. Data for these measures were not collected for FY 2001 through FY 2003.

FY 2004 is the first year for which grantees will be required to report on the measure. New annual performance reports were created to capture the data for this measure.

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. FY 2004 and FY 2005 targets were set based on FY 1999 actual data.

Related Information. See <http://www.ed.gov/programs/triostudsupp/index.html> for information about the Student Support Services program. See <http://www.ed.gov/about/offices/list/ope/trio/index.html> for information about the federal TRIO programs.

Additional Information. Data for FY 2004 will be available in December 2005. Data for FY 2005 will be available in December 2006.

5.9 TRIO McNair Postbaccalaureate Achievement. The percentage of McNair participants enrolling in graduate school.	
Fiscal Year	Actual
1999	35
2000	35
2001	40
2002	39
2003	36
2004	Target is 36.
2005	Target is 36.
We met our 2003 target of 36. Data for 2004 and 2005 are pending.	

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

Analysis of Progress. In FY 2003, McNair postbaccalaureate enrollment reached our target of 36 percent. Graduate school enrollment is, in part, influenced by economic conditions, and so the slight fluctuations in trend data may be affected by changing economic conditions.

Data Quality. Enrollment refers to immediate enrollment in graduate school of bachelor's degree recipients. 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. The targets for FY 2004 and FY 2005 were established based upon FY 1999 actual performance before actual values for FY 2001 through FY 2003 were available.

Related Information. See <http://www.ed.gov/programs/triomcnair/index.html> for information on the Ronald E. McNair Postbaccalaureate Achievement program. See <http://www.ed.gov/about/offices/list/ope/trio/index.html> for information about the federal TRIO programs.

Additional Information. Data for FY 2004 will be available in December 2005. Data for FY 2005 will be available in December 2006.

The McNair Postbaccalaureate Achievement program awards grants to institutions of higher education for projects designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. McNair participants are from disadvantaged backgrounds and have demonstrated strong academic potential.

5.10 TRIO McNair Postbaccalaureate Achievement. The percentage of McNair participants persisting in graduate school.	
Fiscal Year	Actual
2003	78
2004	Target is 75.
2005	Target is 70.
We exceeded our 2003 target of 75. Data for 2004 and 2005 are pending.	

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

Analysis of Progress. In FY 2003, McNair postbaccalaureate persistence exceeded the target, with over three-quarters of McNair participants persisting in graduate school. However, trend data are not available because the calculation of the measure of persistence was changed in FY 2003.

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. The 78 percent persistence rate for McNair in FY 2003 is not comparable to that of previous years. Beginning with 2003, the rate was changed to a one-year rate to bring the persistence calculation for McNair more in line with the persistence calculations of other Department programs. The rate for 2003 is a one-year rate that assesses the percentage of McNair recipients who were enrolled at the end of their first year in graduate school in 2001–02, and who were still enrolled at the end of 2002–03.

The previous years' persistence rates measured persistence over the entire graduate school period. Persistence rates fluctuated in past years, from 48 percent in FY 1999 to 65 percent in FY 2002.

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.

Related Information. See <http://www.ed.gov/programs/triomcnair/index.html> for information on the Ronald E. McNair Postbaccalaureate Achievement program. See <http://www.ed.gov/about/offices/list/ope/trio/index.html> for information about the federal TRIO programs.

Additional Information. Data for FY 2004 will be available in December 2005. Data for FY 2005 will be available in December 2006.

Student Financial Assistance Award Accuracy

One of the key determinants for ensuring access, persistence, and completion in postsecondary institutions has been the availability of extensive [financial aid](#) to low- and middle-income students. The Department administers more than \$400 billion in direct loans, guaranteed loans, and grants to postsecondary students and their families. Over the past decade, the Department's Office of Federal Student Aid has endeavored to fully modernize the delivery of student aid and increase accountability for taxpayer dollars.

The size and complexity of the Department's student aid programs make them a key focus of the *President's Management Agenda*, and these efforts are bearing fruit. [Recent achievements](#) include the removal of the Department's student financial assistance programs from the Government Accountability Office's High Risk List in January 2005.

"The Department's diligence in addressing these real financial integrity and management issues has resulted in sustained, meaningful improvements in our student aid programs—improvements which have a direct and positive impact on the students and taxpayers we serve," said Secretary Margaret Spellings. (See link for full press release: <http://www.ed.gov/news/pressreleases/2005/01/01252005a.html>.) The declining Pell Grant overpayment rate, used to measure the integrity of Department's student financial assistance award process, represents another improvement in the Department's management of financial performance.

5.11 Student Aid Administration. The percentage of Pell Grant overpayments.	
Fiscal Year	Actual
2001	3.4
2002	3.3
2003	3.1
2004	2.8
2005	Target is 3.1.
Data for 2005 are pending.	

Analysis of sampled Internal Revenue Service income data compared to data reported on the Department of Education's Free Application for Federal Student Aid reported by the Office of Federal Student Aid and the Common Origination and Disbursement system.

Analysis of Progress. Trend data indicate that the percentage of Pell Grant overpayments has decreased from FY 2001 to FY 2004. This decrease in Pell Grant overpayments can be attributed in part to the increased use of electronic applications for student financial aid, with built-in online edits that decrease the opportunity for erroneous data. The financial aid community benefits from the Department's extensive technical

assistance and targeted training. There are no new data for this measure.

Data Quality. The overpayment measure is calculated by dividing the estimated dollar amount of overpayments by the total dollar value of Pell Grants awarded.

Target Context. The target for FY 2005 was set before data for FY 2004 were available.

Related Information. See <http://www.whitehouse.gov/omb/memoranda/m03-13-attach.pdf> for information on the *Improper Payments Information Act of 2002*.

Additional Information. Data for FY 2005 will be available in July 2006. The capability to match tax return data to student applications for financial assistance would assist the Department in further reducing the percentage of Pell Grant overpayments by enabling us to verify self-reported data that we now use. However, current statutory authority does not allow matching of personal income information with Department data due to privacy restrictions associated with tax information. The Department is working with the Office of Management and Budget to develop alternatives to the matching of tax return data that effectively reduce the Pell Grant program's improper payment rate. Of particular note, the Department will be improving electronic monitoring of Free Applications for Federal Student Aid using a risk-based approach to catch more potential errors in the pre-award rather than the post-award stage. This enhanced monitoring is expected to take effect in 2007.

Strengthening Institutions That Serve Underrepresented Populations

The Department's institutional aid programs strengthen and improve the quality of programs in hundreds of postsecondary education institutions that serve low-income and

minority students, including Historically Black Colleges and Universities, Historically Black Graduate Institutions, Tribal Colleges and Universities, Alaska Native and Native Hawaiian-Serving Institutions, and Hispanic-Serving Institutions. By expanding and enhancing academic quality, institutional management, and financial stability at these institutions, the Department reduces gaps in college access and completion among differing student populations, improves academic attainment, and strengthens accountability.

This year, the Historically Black Colleges and Universities (HBCUs) celebrated the [25th anniversary](#) of the signing of the first Presidential Executive Order on HBCUs. HBCUs make a strong and unique contribution to the United States by providing an education to many socioeconomically disadvantaged young people in the nation’s African-American and other minority populations. In FY 2005, these institutions benefited from a \$1 million grant from the Fund for the Improvement of Postsecondary Education to a consortium of organizations headed by the United Negro College Fund to assist HBCUs with management improvement and leadership development activities.

5.12 Aid for Institutional Development, Titles III and V.	
The percentage of Title III and Title V project goals relating to the improvement of institutional management and fiscal stability that have been met or exceeded.	
Fiscal Year	Actual
2002	78
2003	72
2004	69
2005	Target is 81.
We did not meet our 2003 and 2004 targets of 75. Data for 2005 are pending.	

5.13 Aid for Institutional Development, Titles III and V.	
The percentage of Title III and Title V project goals relating to the improvement of student services and student outcomes that have been met or exceeded.	
Fiscal Year	Actual
2002	86
2003	81
2004	77
2005	Target is 91.
We exceeded our 2003 and 2004 targets of 75. Data for 2005 are pending.	

5.14 Aid for Institutional Development, Titles III and V.	
The percentage of Title III and Title V project goals relating to the improvement of academic quality that have been met or exceeded.	
Fiscal Year	Actual
2002	88
2003	80
2004	76
2005	Target is 91.
We exceeded our 2003 and 2004 targets of 75. Data for 2005 are pending.	

U.S. Department of Education, *Higher Education Act*, Titles III and V Annual Performance Report, grantee submissions.

Note. Titles III and V of the *Higher Education Act* include the following programs: Strengthening Institutions, American Indian Tribally Controlled Colleges and Universities, Alaska Native and Native Hawaiian-Serving Institutions, Strengthening Historically Black Colleges and Universities, Strengthening Historically Black Graduate Institutions, Minority Science and Engineering Improvement, and Developing Hispanic-Serving Institutions.

Analysis of Progress. In FY 2003 and FY 2004, we exceeded our targets for meeting grantee project goals relating to the improvement of student services, student outcomes, and academic quality. During the same time frame, we did not meet grantee targets for meeting project goals relating to the improvement of institutional management and fiscal stability. Goals relating to fiscal stability are among the most important and most difficult to achieve for all institutions. From FY 2002 to FY 2004, overall trends indicate a decrease in the percentage of project goals that were met or exceeded in all areas. Such trends may reflect grantee success in early years in making progress on a subset of more easily achieved goals, while more complex and difficult goals occur later in the project life cycle.

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. Project reports do not distinguish between the scope and/or effect of the project goals: small and large goals are both counted in the same manner, and institutions' goals change from year to year.

Target Context. The targets for FY 2005 were established before performance data for the prior years were available.

Related Information. See <http://www.ed.gov/about/offices/list/ope/itudes/index.html> for information on the Title III and Title V programs.

Additional Information. FY 2005 data will be available in August 2006. The Department plans to replace these measures for FY 2006 with measures of enrollment, persistence, and completion, which have been developed to provide better accountability for each of the Aid for Institutional Development programs.

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. Over the past year, the Department has made significant progress in improving the timeliness of vocational rehabilitation data and in promoting data use for program improvement.

- The FY 2004 Case Service Report database was completed within five months of the close of the fiscal year, a 10-month improvement compared to data for FY 2002 and prior years. The Department achieved this result by improving the data editing process, including use of an expanded user-friendly state vocational rehabilitation agency computerized edit program, and by dedicating additional staff to analyzing and validating the data early in the fiscal year.
- Reviews of state performance data have also been achieved more promptly in FY 2005 to correct problems faster and to improve customer service. More rapid availability of this data enhances program management and monitoring, particularly for state agencies that are failing or are in jeopardy of failing the program's required standards and performance indicators.

The Department measures state vocational rehabilitation agencies' progress by monitoring the percentage of individuals receiving services that achieve employment. In FY 2004, about two-thirds of vocational rehabilitation agencies achieved the outcome criteria set by regulatory indicators.



5.15 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.	
Fiscal Year	Actual
2001	75
2002	75
2003	66
2004	66
2005	Target is 75.
We did not meet our 2004 target of 83. Data for 2005 are pending.	

U.S. Department of Education, Office of Special Education and Rehabilitation Services, Rehabilitation Services Administration (RSA), state agency data from performance report RSA-911.

Analysis of Progress. In FY 2001 and FY 2002, 75 percent of agencies achieved at least the 55.8 percent employment rate set by regulatory indicators. The FY 2003 and FY 2004 apparent declines can be attributed to three facts: (1) beginning in FY 2002, extended employment has not been considered an employment outcome in the Vocational Rehabilitation State Grants program; (2) there were challenging labor market conditions; and (3) the program is serving an increasing percentage of individuals with significant disabilities.

The Department has set out to improve results on this measure by retooling the monitoring process, with an increased emphasis on state vocational rehabilitation agency performance leading to high-quality employment outcomes.

Data Quality. This indicator is derived from state vocational rehabilitation agency performance expectations defined in the *Rehabilitation Act*. 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/combined agency must achieve a rate of 55.8 percent, while an agency for the blind must achieve a rate of 68.9 percent.

The accuracy and consistency of state rehabilitation staff report data cannot be guaranteed as counselors' interpretations of the data reported may vary. Timeliness is dependent upon submittal of clean data from 80 grantees, and Rehabilitation Services Administration staff have worked with grantees to improve the accuracy and timeliness of performance report data. The FY 2004 database was available five months after the close of the fiscal year, a significant improvement over previous years.

Related Information. See <http://www.ed.gov/programs/rsabvrs/index.html> for information on basic vocational rehabilitation services. See <http://www.jan.wvu.edu/SBSES/VOCREHAB.HTM> for a listing of state vocational rehabilitation offices. See <http://www.ed.gov/rschstat/eval/rehab/standards.html> for a complete listing of evaluation standards and performance indicators for the Vocational Rehabilitation State Grants program.

Additional Information. Data for FY 2005 will be available in April 2006.

Adult Learning

In an age of rapid economic and technological change, lifelong learning can provide benefits for individuals and for society as a whole. New data on adult learners this year 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.

5.16 Adult Education State Grants. The percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent.	
Fiscal Year	Actual
1996	36
1997	37
1998	33
1999	34
2000	34
2001	33
2002	42
2003	44
2004	45
2005	Target is 46.
We exceeded our 2004 target of 42. Data for 2005 are pending.	

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

Analysis of Progress. An increasing percentage of adults with a high school completion goal earned a high school diploma or its recognized equivalent between FY 2001 and FY 2004. The Department attributes this increase in the percentage of adults who earned a high school diploma or its recognized equivalent to technical assistance that focused on grantees setting higher targets for this performance measure. As a result, many states created initiatives to encourage adults to earn their GEDs (General Educational Development, a high school equivalency diploma). For example, some states offered GED recipients a

scholarship for the first semester of postsecondary education. In addition, the Department sponsored “train the trainer” professional development activities that equipped teachers to prepare students for the newest GED test, provided technical assistance to states on options for providing distance learning, and encouraged states to offer GED courses online.

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 improved the data quality by using standardized data collection methodologies and standards for automated data reporting and data quality review. The Department also provides technical assistance to states to improve the data quality; as a result, in 2003, 38 states provided high-quality assessment data. In 2004, this figure increased to 44 states.

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.

Related Information. Information about adult education and literacy can be obtained at <http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html> and <http://www.ed.gov/about/offices/list/ovae/resource/index.html>.

Additional Information. Data for FY 2005 will be available in March 2006.

5.17 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.

Fiscal Year	Actual
1996	30
1997	28
1998	28
1999	49
2000	20
2001	31
2002	34
2003	36
2004	36
2005	Target is 45.

We did not meet our 2004 target of 45.
 Data for 2005 are pending.

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

Analysis of Progress. An increasing percentage of adults enrolled in English literacy programs acquired the level of English language they needed to advance between FY 2001 and FY 2004. While there is a trend of improvement, we did not meet our target for FY 2004.

To improve grantee performance on this measure, the Department has funded a three-year project called the center for Adult English Language Acquisition, which has completed its first year. The center provides direct technical assistance to states through a series of training sessions for trainers in English as a second language from 23 states. The center also publishes

resources and maintains a Web collection of material relating to technical assistance on English language acquisition.

Data Quality. See measure 5.16.

Target Context. Out-year targets have been adjusted because trend data suggest that they were inappropriately projected.

Related Information. Information about adult education and literacy can be obtained at: <http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html> and <http://www.ed.gov/about/offices/list/ovae/resource/index.html>.

Additional Information. Data for FY 2005 will be available in March 2006.

Expanding Global Perspectives

The Department's international education and graduate fellowship programs have helped thousands of students, particularly at the graduate level, prepare for careers in areas of national need, including foreign languages and area studies. A long-lasting, productive partnership between the federal government and the nation's universities has created an unparalleled capacity to teach both foreign languages and area studies about societies around the world—covering all continents and more than 100 of the less-commonly taught languages. Departmental support for foreign languages and area and international studies at American colleges and universities ensures a steady supply of graduates with expertise in less-commonly taught languages, geographic areas, and international issues.

In October 2004, [Outreach World](#), a growing online community of educators dedicated to showcasing the achievements of its members and strengthening vital links across the

education spectrum and between the United States and the world, launched its Web site. At the core of Outreach World are 120 federally funded National Resource Centers based at 56 universities and focusing on areas involving Africa, Asia, Canada, Europe, Latin America, and the Middle East; Outreach World also comprises 42 Language Resource Centers and Centers for International Business and Education Research based at 45 universities and dedicated to promoting foreign language study and international business.

The Department measures progress in International Education and Foreign Language Studies domestic programs by the expansion of critical languages taught at National Resource Centers, employment of centers Ph.D. graduates in targeted areas, and improved language competency. FY 2005 was the first year for which targets were set for these measures.

5.18 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 <i>Higher Education Act</i> Title VI program statute.	
Fiscal Year	Actual
2003	56
2004	56
2005	Target is 74.
Data for 2005 are pending.	

5.19 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.	
Fiscal Year	Actual
2001	48.5
2002	53.7
2003	55
2004	72
2005	Target is 47.5.
Data for 2005 are pending.	

5.20 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).	
Fiscal Year	Actual
2003	1.3
2004	1.2
2005	1.2
We met our 2005 target of 1.2.	

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

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

Analysis of Progress. These measures were all new for FY 2005; consequently, no performance targets were set for prior years.

The 56 percent of critical languages taught in FY 2003 and FY 2004 represents 95 languages from a list of 171 less-commonly taught languages. This is a clear increase from 1959, when the initial federally funded foreign language fellowships were awarded to study six languages deemed critical (Arabic, Chinese, Japanese, Hindi-Urdu, Portuguese, and Russian).

Data for FY 2001 through FY 2004 reflect the percentages of National Resource Centers Ph.D. graduates who find employment in higher education, government service, and national security. As an employment indicator, the fluctuation in trend data for this measure may reflect changing economic conditions. Overall, however, the percentage of National Resource Centers graduates who find employment in the areas targeted by the

program is increasing. In FY 2004, almost three-quarters of National Resource Centers' employed Ph.D. graduates find employment in targeted fields.

A target value of 1.20 for change over the year reflects an ambitious overall goal for the program, one that was met in FY 2005. Overall change in the language competency self-assessment reflects a mix of different levels of improvement at all stages (beginner, intermediate, advanced) of the three forms of language acquisition the assessment measures (reading, writing, speaking). Beginning language students may be expected to make larger advances over a given time period (and therefore have larger change scores) than more advanced students.

Data Quality. Data are self-reported by institutions for measure 5.18 and by participating fellows for measures 5.19 and 5.20. Program staff employ data quality checks to assess the completeness and reasonableness of the data submitted.

The FY 2003 actual values for these measures and the FY 2004 actual value for measure 5.18 have been revised to correct previous errors in the measure calculations.

The definition of measure 5.19 is the ratio of program graduates employed in the target areas to the number of program graduates employed in any area.

Target Context. The Department set targets for FY 2005 on the basis of historical trends and program experience, before data for FY 2004 were available.

Related Information. See <http://www.ed.gov/about/offices/list/ope/iegps/index.html> for information on these international programs.

Additional Information. Data for measures 5.18 and 5.20 for FY 2005 will be available in December 2006. Data for measure 5.19 for FY 2005 will be available in October 2006.

Discontinued Strategic Measures

The following measures were [discontinued](#) after FY 2004 but were reported as pending in our *FY 2004 Performance and Accountability Report*. We report here our results on those for which we now have data.

Measure		Fiscal Year	Target	Actual	Status	
5.1.2– 5.1.7	The percentage of 16- to 24-year-old high school graduates enrolled in college the October following graduation	White	2002	66.9	68.9	Target met
			2003	67.0	66.2	Target not met
			2004	69.4	Pending	Data expected 08/2006
		Black	2002	59.6	59.4	Target not met
			2003	60.3	57.5	Target not met
			2004	60.8	Pending	Data expected 08/2006
		White-Black Gap	2002	7.3	9.5	Target not met
			2003	6.7	8.7	Target not met
			2004	8.6	Pending	Data expected 08/2006
		Hispanic	2002	50.0	53.3	Target met
			2003	51.5	58.6	Target met
			2004	57.5	Pending	Data expected 08/2006
		White-Hispanic Gap	2002	16.9	15.6	Target met
			2003	15.5	7.6	Target met
			2004	11.9	Pending	Data expected 08/2006
Low Income	2002	51.5	56.4	Target met		
	2003	53.5	52.8	Target not met		
	2004	51.0	Pending	Data expected 08/2006		
5.1.8 – 5.1.9	The percentage of 16- to 24-year-old high school graduates enrolled in college the October following graduation (continued)	High Income	2002	76.9	78.2	Target met
			2003	77.0	80.1	Target met
			2004	80.0	Pending	Data expected 08/2006
		Income Gap	2002	25.4	21.8	Target met
			2003	23.5	27.3	Target not met
			2004	29.0	Pending	Data expected 08/2006
5.1.11– 5.1.15	The national percentage of full-time, bachelor's degree-seeking students who graduate from four-year institutions within six years	White	2004	56.8	Pending	Data expected 12/2005
		Black	2004	37.4	Pending	
		White-Black Gap	2004	19.4	Pending	
		Hispanic	2004	43.2	Pending	
		White-Hispanic Gap	2004	13.6	Pending	
5.1.16– 5.1.21	The percentage of full-time, degree- or certificate-seeking students at two-year institutions who graduate, earn a certificate, or transfer from two-year institutions within three years	Overall	2004	34.0	Pending	Data expected 12/2005
		White	2004	34.5	Pending	
		Black	2004	27.3	Pending	
		White-Black Gap	2004	7.2	Pending	
		Hispanic	2004	31.1	Pending	
		White-Hispanic Gap	2004	3.4	Pending	

Measure		Fiscal Year	Target	Actual	Status
5.2.1	The percentage of states and territories submitting <i>Higher Education Act</i> , Title II, reports with all data reported using federally required definitions	2004	91	100	Target met
5.3.1	The average national increases in college tuition, adjusted for inflation	2004	5.0%	6.9%	Target not met
5.4.1	The percentage of Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities with a positive fiscal balance	2004	70	78	Target met
5.4.2	The percentage of Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities with evidence of increased technological capacity	2004	50	32	Target not met
5.5.1	The percentage of employed persons served by state vocational rehabilitation agencies who obtain competitive employment	2004	86.8	94.6	Target met
5.6.1	The percentage of international postsecondary consortia projects that are institutionalized after the conclusion of the grant period	2004	44	80	Target met
5.6.3	The percentage of Title VI graduates who find employment in higher education, government service, and national security	2004	Set baseline	72	Target met
5.6.4	The number of comprehensive instructional resources (assessments, publications, curricular materials, etc.) produced at Title VI institutions of higher education	2004	Set baseline	1,367	Target met
5.6.5	The number of K–12 teachers trained through the Title VI and Fulbright–Hays programs	2004	Set baseline	528,543	Target met

Sources and Notes

- 5.1.2–5.1.9 U.S. Department of Education, National Center for Education Statistics (2003). *The Condition of Education 2003* (NCES 2003–067), table 18-1 and previously unpublished tabulations for 2002–03 (January 2005). U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October Supplement, 1972–2003.
- 5.1.11–5.1.21 U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Spring 2004.
- 5.2.1 U.S. Department of Education, Office of Postsecondary Education, Title II Data System.
- 5.3.1 U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Enrollment Survey and Institutional Characteristics Survey.
- 5.4.1 U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System.
- 5.4.2 U.S. Department of Education, Institutional Development and Undergraduate Education Service, Annual Performance Report.

- 5.5.1 U.S. Department of Education, Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration 911 Case Service Report.
- 5.6.1 U.S. Department of Education, Office of Postsecondary Education, Fund for the Improvement of Postsecondary Education, internal data.
- 5.6.3–5.6.5 U.S. Department of Education, International Education Programs Service, Evaluation of Exchange, Language, and International Area Studies, performance report program data.

For 5.6.3, previously reported data for FY 2003 were incorrect; the correct actual value for FY 2003 is 55 percent.

Goal 6: Establish Management Excellence

Key Measures

The Office of Management and Budget has required all 16 Cabinet-level departments and 10 other major federal agencies to report quarterly on their progress toward demonstrating administrative excellence. The *President's Management Agenda* comprises five major initiatives designed to assure Americans of the efficient use of federal funds and the effective responsiveness of the federal government to their needs.

At the Department, we have identified within our sixth goal, Establishing Management Excellence, nine key measures aligned with the initiatives of the *President's Management Agenda*. Success in meeting challenging targets for these measures ensures management results that maximize value to taxpayers, channel available resources toward high-performing programs, and help students achieve in the classroom.

Click here for an explanation of the [documentation fields](#) for key measures.

Financial Integrity and Management

One major initiative of the *President's Management Agenda* is Improved Financial Performance. In December 2003, the Department of Education became the first Cabinet-level agency to achieve the Office of Management and Budget's elite green status score in this initiative. This recognition was based on consecutive unqualified audit opinions in FY 2002 and FY 2003 and the demonstrated ability to provide timely, pertinent program performance and financial stewardship data to senior managers via the monthly internal publication, *Fast Facts*.

The Department has kept green status, earning unqualified opinions in FY 2004 and FY 2005 while remaining free of material weaknesses and maintaining a low number of reportable conditions. During FY 2005, we earned the most prestigious fiscal management honor for federal agencies, the [President's Quality Award](#) for Improved Financial Performance, based on our work of the previous year. Additionally, our FY 2003 and FY 2004 Performance and Accountability Reports both won Certificates of Excellence in Accountability Reporting from the Association of Government Accountants.



6.1 The achievement of an unqualified audit opinion.	
Fiscal Year	Actual
1999	Qualified
2000	Qualified
2001	Qualified
2002	Unqualified
2003	Unqualified
2004	Unqualified
2005	Unqualified
We met our 2005 target of unqualified.	

Independent Auditors' Financial Statement and Audit Reports, FY 1999 through FY 2005.

Analysis of Progress. Prior to FY 2002, the Department had not received an unqualified or clean audit opinion since FY 1997 and had never received an unqualified opinion from an independent audit firm. The Department has since earned four consecutive clean opinions from independent auditors. We will maintain this status in the future, as unqualified opinions assure the American public of the high quality of our financial management and reporting.

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.

Related Information. The Department's annual Performance and Accountability Reports, which can be accessed at <http://www.ed.gov/about/reports/annual/index.html>, contain information on each unqualified audit opinion conferred upon the Department from FY 2002 onward. Look in each report for the "Report of Independent Auditors" section.

Additional Information. Recognition of reliability in financial reporting by independent auditors signifies that the Department produces timely and accurate financial information to the President, the Congress, and the American public. Beyond the scope of the audit, we also demonstrate timeliness and quality in our various financial and program performance reports, ensuring reliable information for our senior officials to assess performance and better allocate resources for effective program management.

Strategic Human Capital Management

"Having the right people, in the right place, doing the right work at the right time" conveys the essence of a second major initiative in the *President's Management Agenda*, Strategic Management of Human Capital. Not only must the federal government compete with the private sector for top talent, but also it faces a potential shortage of experienced staff, as half of current federal employees will by 2010 be eligible either to retire or to seek early retirement. At the Department, we are approaching historic lows in total personnel, while our budget is at an all-time high. Our employees must manage increasing responsibilities while maintaining exemplary performance to guarantee the effective use of federal dollars for the benefit of America's students.

The Department made significant progress in this initiative during FY 2005. Four-fifths of our employees established effective performance standards for their current rating cycle in a timely manner. Additionally, more than 2,500 employee performance plans were reviewed

in 2005, and upon completion of the review, over 95 percent of the plans were properly aligned with the goals of the Department's *Strategic Plan 2002–2007*.

Human capital activities also serve a key function in a third major initiative of the *President's Management Agenda*, Competitive Sourcing. During FY 2005, the Department continued the implementation of new organizational structures in human resources and payments processing. These structures resulted from two competitions between private vendors and Department employee teams in which the Department employee team prevailed. Experienced staff oversee the development of more efficient operations in these business sectors, freeing up additional staff for other vital administrative tasks.

6.2 Index of quality human capital performance management activities.	
Fiscal Year	Actual
2005	72
We established a baseline in 2005.	

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

Analysis of Progress. The Department has initial results in FY 2005 on a new index of human capital performance, based on an average of three equally weighted elements. The first element is the percentage of employee performance plans with effective performance standards entered into the Education Department Performance Appraisal

System (EDPAS) prior to the beginning of the new rating cycle, and 79 percent of all required employee plans were so entered. The second element is the percentage of employees subject to EDPAS with documented ratings of record in the Federal Personnel/Payroll System (FPPS) within 30 days after the close of the rating cycle just ended, and 85 percent of employees had documented ratings in FPPS within this time frame. The last element is the percentage of employee performance award dollars paid to employees who received outstanding ratings in the EDPAS cycle most recently completed. As of September 30, 2005, 51 percent of award dollars had been paid to those employees.

With an approach now in place to capture three key components of human capital performance aligned with ongoing work force development efforts, the Department will establish ambitious improvement targets above the baseline in subsequent years.

Data Quality. The Department's Office of Management has expressed concern that the first component of the index is an insufficient indicator, as there is no follow-up verification included in the number to ensure that an employee's performance plan was discussed with management and signed by the employee. New procedures and software support are being put in place to encourage compliance and increase data integrity.

Information Technology Management

Expanded Electronic Government comprises a fourth major initiative of the *President's Management Agenda*. The Department's primary task in this initiative is the migration of discretionary grant competitions from paper to electronic format. We are building the future

of our customer transactions on an electronic platform because of the versatility, convenience, speed, and cost efficiency with which public business can be transacted in this medium. To ensure the security of our data, we are nearing the satisfactory completion of certification and accreditation of our information technology systems.

The Department has played a leading role in initiatives to simplify federal government grant application and award processes. We have been recommended as a servicer in the Grants Management Line of Business project, which if approved will establish the Department as a grant administration service center for multiple agencies. We have also actively participated in Grants.gov, an effort to direct all search, application, and reporting functions for federal grants through a single portal.

6.3 The percentage of discretionary grant programs providing online application capability.	
Fiscal Year	Actual
2000	5
2001	20
2002	29
2003	57
2004	77
2005	86
We exceeded our 2005 target of 78.	

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

Analysis of Progress. In 2005, 120 of 142 discretionary grant competitions provided an electronic method by which interested parties could submit applications. Additionally, 72 Department programs required electronic submission for all applicants, more than double the 2004 total.

The Office of Management and Budget has requested that agencies begin full migration of all discretionary grant

competitions to the federal Grants.gov platform to provide a one-stop shop for finding and applying for federal grants. Accordingly, the Department continued to move competitions away from the internal e-Application system and toward Grants.gov, a process begun in 2004. The Department intends to migrate all competitions to Grants.gov by FY 2007, including competitions for programs currently not using electronic means.

Data Quality. The data are based on the 142 competitions held by the Department's discretionary grant programs that held competitions during FY 2005. These programs may elect to use the Department's internal e-Application system or the federal cross-agency Grants.gov platform. Formula grant programs, which include most large grants to states provided under *No Child Left Behind*, are not competed and therefore not included in this measure.

Target Context. The FY 2005 target was an extrapolation of trend data from previous years. Subsequent targets will be aligned with the Department's plan, as approved by the Office of Management and Budget, to compete more discretionary awards via the federal cross-agency Grants.gov initiative.

Related Information. Information regarding e-Application can be accessed at <http://e-grants.ed.gov>. Information regarding Grants.gov can be accessed at <http://www.grants.gov/>.

Customer Service for Student Financial Assistance

A major foundation of the *President’s Management Agenda* is that government must be focused on the citizens it serves, and student financial assistance programs unquestionably comprise the busiest area of Department customer service activity. In overseeing a student loan portfolio comprising about \$400 billion and exceeding 26 million borrowers, and in managing the Pell Grant program that provided more than \$15 billion in FY 2005 for low-income postsecondary students, we demonstrate the quality level of our customer service activities before a very large audience. Thus, our customer service performance measures focus on various aspects of service delivery within student financial assistance operations.

The Department’s Common Origination and Disbursement System received increased scores in the American Customer Satisfaction Index Survey in FY 2005 over FY 2004. Scores for other student financial assistance services remained relatively unchanged from a year ago, but all our indexed services compare favorably in customer satisfaction with similar governmental and private-sector organizations, often exceeding them. We will draw upon survey results to improve customer satisfaction with our student financial assistance services in FY 2006.

FY 2005 featured the removal of student aid programs from the Government Accountability Office’s federal high-risk program list, as well as a green status score in a special *President’s Management Agenda* category on eliminating fraud and waste from student aid programs. Additionally, the recently determined FY 2003 national student loan cohort default rate reached an all-time low of 4.5 percent, down from 5.2 percent in FY 2002, a credit to the diligent efforts of Department staff in coordination with postsecondary institutions and loan industry partners to increase student loan repayment.

6.4 Customer service level for Free Application for Federal Student Aid (FAFSA) on the Web.	
Fiscal Year	Actual
2003	86
2004	81
2005	81
We did not meet our 2005 target of 86.	

FY 2005 American Customer Satisfaction Index Survey.

Analysis of Progress. FAFSA on the Web is the Web-based product that applicants complete to determine their eligibility for federal student aid. While the FY 2005 result falls short of the target, it compares favorably to the national satisfaction trend for similar entities. The latest score from the American Customer Satisfaction Index

(ACSI) e-Commerce Index, in December 2004, which includes transactional Web sites much like the FAFSA on the Web, declined from 81 to 79.

FAFSA on the Web continues to deliver outstanding service to the customer. Its score ranks third of all the companies included in the ACSI e-Commerce Index, with only Barnes and Noble (87) and Amazon (84) ahead of it. In addition, the FAFSA on the Web score is higher than the best e-Government’s eCommerce sites, which include the Social Security Administration (79), U.S. Mint (76), and Treasury Direct (72).

Customers have become accustomed to world-class Web services and continue to have high expectations in this area. Meeting these expectations is an ongoing challenge. The

Department will use results from the ACSI Survey to inform the development of the new ADvance System platform, which will include enhanced aid application functionality.

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. This survey, which also provides the satisfaction scores in measures 6.5 through 6.7, is produced annually by a partnership of the National Quality Research Center (at the University of Michigan’s Stephen M. Ross School of Business), CFI Group, and the American Society for Quality. The index provides a national, cross-industry, cross-public, and private-sector economic indicator, using a widely accepted methodology to obtain standardized customer satisfaction information. Survey scores are indexed on a 100-point scale. The Department began tracking the index as a measure of customer service in FY 1999 and has tracked the index each subsequent year except in 2002.

Related Information. Information on the ACSI, which is also applicable for measures 6.5 through 6.7, can be accessed at <http://www.theacsi.org/overview.htm>.

Additional Information. In FY 2005, nearly 90 percent of the 13.9 million federal financial aid applications were filed electronically, with 96 percent of electronic filers using FAFSA on the Web as their means of transmittal.

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6.5 Customer service level for Direct Loan Servicing.	
Fiscal Year	Actual
2003	77
2004	78
2005	76
We did not meet our 2005 target of 77.	

FY 2005 American Customer Satisfaction Index Survey.

Analysis of Progress. Direct Loan Servicing, the process by which Federal Direct Student Loans are repaid, includes issuing monthly statements, collecting loan balances, and offering customer-service help and Web-based help and information. The ACSI score decline is within the confidence interval

from a year ago, such that the difference is statistically insignificant. Likewise, the target is within the 2.5-point confidence interval around the current score, and thus we cannot say conclusively that the target was not met.

The Direct Loan Servicing score compares favorably with the latest ACSI private-sector banking sector average score of 75, and better than most firms in the sector, including Bank of America (72), Wells Fargo (70), and J.P. Morgan (70). The Direct Loan Servicing score is also on par with notable financial services companies like New York Life (76) and Allstate Insurance (76).

The Department will use results from the ACSI Survey to inform the development of the new Common Services for Borrowers platform, which will include enhanced Direct Loan Servicing functionality. As with other student financial assistance platforms, Common Services for Borrowers will have user interfaces via both the World Wide Web and telephone customer service representatives.

Data Quality. See measure 6.4.

Related Information. See measure 6.4.

Additional Information. The Direct Loan Servicer is handling about 6.8 million customer accounts in repayment status with a combined outstanding principal balance of \$89.5 million as of September 30, 2005. This represents a 6 percent increase in outstanding balances for Direct Loan Program accounts in repayment status.

6.6 Customer service level for Common Origination and Disbursement.	
Fiscal Year	Actual
2003	66
2004	72
2005	76
We exceeded our 2005 target of 74.	

FY 2005 American Customer Satisfaction Index Survey.

Analysis of Progress. The Common Origination and Disbursement system is the mechanism that schools use to receive and account for federal funds used in the Federal Direct Student Loan and Pell Grant programs. The ACSI score is reflective of improvements initiated in the Common Origination

and Disbursement system to improve customer inquiry handling, as well as a credit to the accuracy and timeliness of information on the system's Web site. The system's score exceeds the average of private-sector organizations operating within the CFI Business to Business Index (68), and is above scores of similar governmental operations like the Export-Import Bank (72), Treasury Direct (72), and GSA Advantage (69).

The Department will use results from the ACSI Survey to inform the development of the new ADvance System platform, which will include enhanced origination and disbursement functionality for both eligible programs.

Data Quality. See measure 6.4.

Related Information. See measure 6.4.

Additional Information. Approximately 5,200 schools participating in either or both eligible programs used the Common Origination and Disbursement system during FY 2005, and \$26.8 billion in loans and grants were processed through the system.

6.7 Customer service level for Lender Reporting System.	
Fiscal Year	Actual
2003	71
2004	73
2005	72
We did not meet our 2005 target of 74.	

FY 2005 American Customer Satisfaction Index Survey.

Analysis of Progress. The Lender Reporting System is the mechanism that lenders and servicers use to receive interest and special allowance payments from the Department on their active Federal Family Education Loan portfolios. The ACSI score

decline is within the confidence interval from a year ago, such that the difference is statistically insignificant. Likewise, the target is within the 2.5-point confidence interval around the current score, and thus we cannot say conclusively that the target was not met.

Nonetheless, the Lender Reporting System exceeds the average of private-sector organizations operating within the CFI Business to Business Index (68), and is on par with similar governmental operations like the Export-Import Bank (72), Treasury Direct (72), and GSA Advantage (69).

The Department will use results from the ACSI Survey to inform the development of any new enhancements to the Lender Reporting System. As with other student financial assistance systems, the Lender Reporting System provides user interfaces via both the World Wide Web and telephone customer service representatives.

Data Quality. See measure 6.4.

Related Information. See measure 6.4.

Budget and Performance Integration

A fifth major initiative of the *President’s Management Agenda* is Budget and Performance Integration. Simply put, the size of a federal education program’s budget should significantly correlate with its 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 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 both major and minor Department programs. We have 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. In FY 2005, we discovered that much work remains to certify the effectiveness of numerous Department programs.

6.8 The percentage of Department program dollars associated with programs reviewed under the Program Assessment Rating Tool (PART) process that demonstrate effectiveness.	
Fiscal Year	Actual
2002	57
2003	47
2004	47
2005	Target is 57.
We did not meet our 2004 target of 56. Data for 2005 are pending.	

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

Analysis of Progress. The Department measures progress based upon programs reviewed via the PART. The Department defines effective programs as those ranked effective, moderately effective, or adequate through means of the review. For any given year, the actual data reflect the reviews conducted during or prior to that year, with total appropriations for that given year of effective programs constituting the numerator and total appropriations for that given year of all programs reviewed to date constituting the denominator.

Programs analyzed by the PART that have mandatory funding and are not subject to congressional appropriations, including the Federal Direct Student Loan Subsidies and Federal Family Education Loan Program and Liquidating accounts, are excluded from both the numerator and the denominator in the calculation.

The Department expects to see improvements in program performance information as performance measures are improved, the Department analyzes Consolidated State Performance Reports of elementary and secondary education data, the ED*Facts* analysis tools become operational, and additional program evaluations provide new findings.

Data Quality. The PART analysis began in 2002 and is conducted annually. Results become available in February each year with the release of the President's budget. Upon the release in February 2005 of the analyses completed during FY 2004, 56 Department programs have been reviewed to determine the effectiveness of their purpose, strategic planning, management, and results. These programs represent 67 percent of the FY 2004 budget for the 103 Department programs that either have been or eventually will be analyzed through use of this tool.

Target Context. While the FY 2004 result for this measure has not been presented in a previous Performance and Accountability Report, a score of 56 percent was included for FY 2004 in the Department's FY 2006 Program Performance Plan. This score, however, erroneously included mandatory programs not subject to congressional appropriations, and the 47 percent score shown for FY 2004 properly excludes these programs. In addition, a recalculation of appropriations for FY 2002 and FY 2003 by the Department's Budget Service has resulted in new actual numbers for those years based on the same methodology.

Related Information. Specific information about programs analyzed by the PART is available in the PART section of each goal chapter. General information about the PART can be accessed at <http://www.whitehouse.gov/omb/part>.

Additional Information. For 35 programs that were analyzed and subsequently received a rating of results not demonstrated, the Department has not yet collected sufficient performance data to ascertain their effectiveness. No conclusion should necessarily be drawn that these programs are ineffective. An additional six programs have received an ineffective rating via the PART, however, and thus fail to meet the Department's standard for effectiveness.

FY 2005 data will be available in February 2006 upon the release of the President's FY 2007 Budget.

Faith-Based and Community Organization Grantees

In addition to the five major *President's Management Agenda* initiatives, the Office of Management and Budget also grades the Department on eliminating improper barriers that hinder faith-based and community organizations from participating in the provision of certain 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, we developed clear guidance for our program offices on the equal treatment of grant applicants regardless of their organizational background. This effort has had a side benefit of increasing our awareness of the efforts of novice (first-time) applicants other than faith-based and community organizations.



6.9 The difference between the success rate of faith-based and community organizations (FBCOs) and non-FBCOs in receiving federal discretionary grant awards from the Department of Education.	
Fiscal Year	Actual
2003	FBCO rate was 1 percentage point less.
2004	FBCO rate was 5.5 percentage points less.
2005	FBCO rate was 1.6 percentage points less.
We did better than our 2004 target of 10 percentage points less.	
We did better than our 2005 target of 5 percentage points less.	

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

Analysis of Progress. The Department initially calculated the success rate for faith-based organizations in three discretionary grant programs based on the FY 2003 grant cycle. This calculation indicated that such organizations were successfully awarded grants at a rate only 1 percent less than that of other applicants. Competitions included in this calculation in all years are

for programs considered “amenable” by the Department, meaning that the Department determined the programs to be both open by statute and suitable to participation by faith-based and community organizations.

The amenable program base for FY 2004 and FY 2005 consisted of the Community Technology Centers Program, the Physical Education Program, and the Mentoring Program. All three programs held new competitions and made grant awards from these competitions in FY 2004. In FY 2005, all three programs made awards further down the slate to eligible applicants who had not been awarded funding in FY 2004. Given this explanation, award success rates for individual programs are as follows:

- For the Community Technology Centers Program, faith-based and community organizations had a 4 percent award success rate in FY 2004 compared to 10 percent for other entities; the success rate for faith-based and community organizations in FY 2005 was 4 percent compared to 2 percent for other entities.
- For the Physical Education Program, faith-based and community organizations had a 12 percent award success rate in FY 2004 compared to 20 percent for other entities; the success rate for faith-based and community organizations in FY 2005 was 5 percent compared to 9 percent for other entities.
- For the Mentoring Program, faith-based and community organizations had a 10 percent award success rate in FY 2004 compared to 13 percent for other entities; the success rate for faith-based and community organizations in FY 2005 was 6 percent compared to 8 percent for other entities.

Data Quality. The rate of success for faith-based and community organizations is computed as the percentage of such applicants who win discretionary grant awards via competitions. The rate of success for other applicants is computed in the same way. The target specifies the maximum rate by which faith-based and community organizations can be less successful in winning awards than other entities. The Department intends that all grant proposals be appraised on their merits without regard to the applicant’s organizational identity.

Target Context. The targets for FY 2004 and FY 2005, which were established before the final FY 2003 number was known, were lower than the FY 2003 actual number, which was not tied to a target.

The established target was based on the overall federal goal to provide equal opportunity to faith-based and community organizations. However, the measure for FY 2003 only addresses the success of faith-based organizations, as community organizations were not included due to resource limitations. Community organizations are included in the count beginning in FY 2004.

Related Information. Information about grant opportunities for faith-based and community organizations can be accessed at <http://www.ed.gov/fund/grant/apply/newapplicant.html>.

Discontinued Strategic Measures

The following measures were [discontinued](#) after FY 2004 but were reported as pending in our *FY 2004 Performance and Accountability Report*. We report here our results.

Measure		Fiscal Year	Target	Actual	Status
6.1.5	The percentage of erroneous payments	2004	Less than 2.5	0.3	Met
6.4.8	The number of material weaknesses and reportable conditions in FSA financial statements audit	2004	1	2	Not Met
6.7.1	President's Quality Award	2004	Apply for and win the award	Applied for and won the award	Met

Sources and Notes

6.1.5 U.S. Department of Education, Office of the Chief Financial Officer, contracted analysis performed by the U.S. Department of Energy's Oak Ridge National Laboratory in December 2004.

The 0.3 percent rate is the estimated grand average rate of questioned costs determined by Oak Ridge as a percentage of total expenditures for FY 2004, applying the methodology used for actual expenditures in FY 2000 through FY 2003. The methodology is based on data available from the Federal Audit Clearinghouse, the Department's Audit Accountability and Resolution Tracking System, and the Department's Grant Administration and Payment System. The scope of this project is limited to grants and excludes all federal student financial assistance programs; therefore, the 0.3 percent questioned cost rate applies in the aggregate to all Department programs outside the student financial assistance sector.

The Department's Office of Inspector General questioned parts of the Oak Ridge methodology in an April 29, 2005, memorandum. As a result, the Office of the Chief Financial Officer has extended the Oak Ridge contract both to reanalyze the data with respect to major findings of the Office of Inspector General memorandum and to perform an analysis of new information in the audit databases. The revised analysis is expected to be complete in January 2006.

The Department is performing ongoing work to reduce improper payments in risk-susceptible programs; this work is described in detail in the section of the *Performance*

and Accountability Report that summarizes the Department's compliance with the *Improper Payments Information Act of 2002*.

6.4.8 Independent Auditors' FY 2004 Federal Student Aid Financial Statement Audit Report.

In January 2005, the Office of Federal Student Aid was removed from the Government Accountability Office's list of government programs at high risk for fraud, waste, abuse, and mismanagement. This removal enabled the Department to earn a green status score in March 2005 on a program-specific initiative of the *President's Management Agenda* category, Elimination of Fraud and Error in Student Aid Programs and Deficiencies in Financial Management. The independent auditors reported no material weaknesses and two reportable conditions in their FY 2004 Office of Federal Student Aid financial statement audit. These conditions were the same as those reported by the independent auditors in their Department of Education financial statement audit for FY 2004. Additionally, the *FY 2004 Performance and Accountability Report* incorrectly reported the number of actual material weaknesses or reportable conditions in the Office of Federal Student Aid financial statement audits for FY 2002 and FY 2003; the actual numbers were 3 and 2, respectively.

6.7.1 U.S. Department of Education, Office of Management and Office of the Chief Financial Officer.

The Department received the President's Quality Award in FY 2004 for exemplary work in the Improved Financial Performance category of the *President's Management Agenda*. The President's Quality Award is the highest honor available to federal agencies that demonstrate outstanding achievement in various internal management activities.