

# Archived Information

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Objective 4.3: An up-to-date knowledge base is available from education research to support education reform and equity.

**Our Role.** The Education Department provides national leadership in the cultivation and expansion of fundamental knowledge and understanding of education. The Education Department aggressively promotes the use and application of such knowledge to improve practice in the classroom and conducts basic and applied research on the teaching and learning process; the economic, social, and policy contexts of education; and other defined areas of high priority. It collects and analyzes statistical data on the present condition of education, projects educational trends, and demonstrates, disseminates, and adapts new knowledge and practices to various educational settings.

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## Our Performance

**How We Measure.** The two performance indicators for Objective 4.3 focus on the technical merit of OERI's education research findings and the usefulness and relevance of these results for policymakers and practitioners. These indicators were selected because it is crucial that the research projects funded by OERI meet the highest standards of evidence for judging research quality, and also because practitioners should be able to make use of the findings and products emanating from these efforts. The Education Department assesses progress toward OERI's objective by convening a distinguished group of researchers, policymakers, and practitioners, who review a representative sample of OERI's research products, and use this information as a benchmark for biennial product reviews in future years. In addition, articles emerging from OERI-supported research are tracked from a sample of leading, refereed research journals and other highly regarded periodicals that employ rigorous peer review processes.

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### **Indicator 4.3.a. Education research meets standards of fully acceptable scientific quality.**

**Assessment of Progress.** Unable to judge; baseline established in 2000. OERI-sponsored research products baseline data of 70 percent was received in FY 2000 for reports evaluated to be good or excellent.

#### **OERI Research Products**

During FY 2000, OERI convened a blue ribbon panel of nationally recognized researchers to evaluate the scientific and technical quality of a representative sample of its research-sponsored products (reports released during the period of 6/1/99 – 5/31/00). The panel determined that 70 percent of the products reviewed met the prescribed criteria (rated good or excellent) for technical rigor.

**Source:** Benchmark Report of OERI Research Sponsored Products. *Frequency:* Biannual. *Next Update:* 2003. **Validation procedure:** No external validation procedure has been applied. **Limitations of the data:** Variability of the products unknown at this time.

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## Indicator 4.3.b. OERI-supported research and products are useful and relevant for education policymakers and practitioners.

**Assessment of Progress** Unable to judge; baseline established in 2000. OERI-sponsored research products baseline data of 55 percent was received in FY 2000 for reports evaluated to be good or excellent.

### OERI Research Products

During FY 2000, OERI convened a blue-ribbon panel of nationally recognized practitioners and policymakers to evaluate the usefulness and relevance of a representative sample of its research-sponsored products (reports released during the period of 6/1/99 - 5/31/00). The panel determined that 55 percent of the products reviewed met the prescribed criteria (rated good or excellent) for usefulness and relevance.

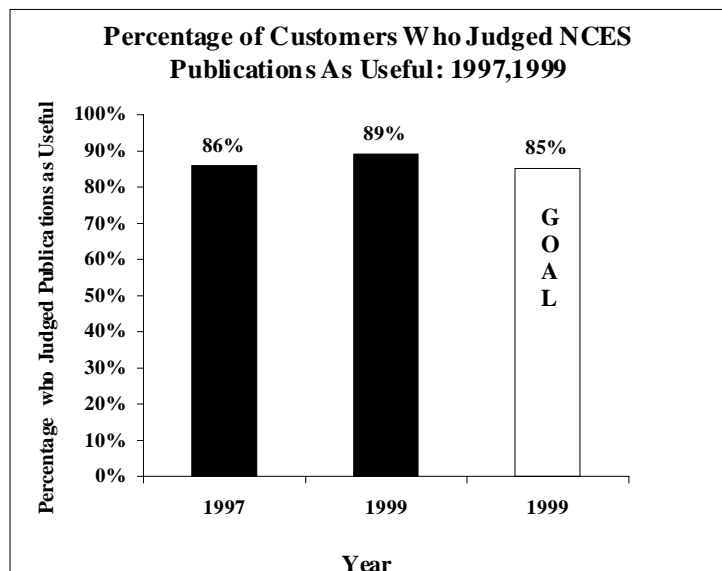
**Source:** Benchmark Report of OERI Research Sponsored Products. *Frequency:* Biannual. *Next Update:* 2003. **Validation procedure:** No external validation procedure has been applied. **Limitations of the data:** Variability of the products unknown at this time.

**Assessment of Progress.** Progress towards 2000 goal is likely. NCES goal of 85 percent customer satisfaction was exceeded in 1999. There are no 2000 data available.

### National Center for Education Statistics (NCES)

NCES is providing useful and relevant data to Federal, state, and local policymakers, as well as to researchers, as evidenced by 1997 and 1999 customer surveys. In 1997, 86 percent of respondents judged NCES publications to be useful. In 1999, data show that 89 percent of respondents judged the publications useful.

Figure 4.3.b.1



**Source:** NCES Customer Satisfaction Survey, 1997 and 1999. *Frequency:* Biennial. *Next Update:* 2002. **Validation procedure:** Data are validated by using NCES review procedures and by applying NCES Statistical Standards. **Limitations of data:** This indicator relies on self-report data, which may not provide a completely accurate measure of the utility of the information provided.

**Assessment of Progress.** The goal for 2000 was not met. Regional laboratory goal of 90 percent of “clients sampled will report laboratory services and products to be of high quality” was met in 1997,

slightly exceeded in 1998 (90.1 percent), and fell slightly lower in 1999 (88.3 percent) and 2000 (84.3 percent).

### **Regional Educational Laboratories**

Regional Educational Laboratories are providing useful and high quality services and products to practitioners, other educators, and the general public, as evidenced by a 9-month survey conducted in 2000. The performance indicator survey revealed that, in 1999, more than 88 percent of client respondents commented on the high quality of Laboratory products and services. This percentage fell lower in 2000, when two Labs requested feedback on selected products considered to be problematic in content or presentation. This new information was used to make improvements, as part of their continuous improvement and quality assurance systems.

**Sources:** Regional Educational Laboratories Report, 1999, and Interim Evaluation of the Regional Educational Laboratories, Volume I, Executive Summary, April 2000. *Frequency of Annual Report:* Annually. *Next Update:* 2001. **Validation procedure:** No external validation procedure has been applied. OERI will develop a process to validate the results of the procedures described below. **Limitations of data:** This indicator relies in part on self-report data, which may not provide a completely accurate measure of the utility of these products and services for practitioners.

**Assessment of Progress.** Unable to judge. Customers of AskERIC reported 67 percent “very satisfied” with service.

### **AskERIC**

During 1999, 67 percent of people who responded to a survey about AskERIC, the electronic question-answering service of the ERIC program, stated that they were very satisfied with the service they received, 29 percent stated they were somewhat satisfied, and 95 percent reported that they will continue to use the service. Forty-seven percent of the survey respondents were repeat customers. The respondents were 27 percent pre- K teachers, 27 percent postsecondary students, 17 percent parents, 7 percent administrators, 7 percent college faculty, 2 percent librarians, 1 percent government officials, and 1 percent K-12 teachers.

**Source:** ERIC Annual Report 2000. *Frequency:* Recurring on an irregular basis. *Next Update:* TBD. **Validation procedure:** OERI initiated an external assessment of the ERIC program, which will be completed in April 2002. **Limitations of data:** The data are based on a survey return rate of 17.8 percent (79 out of 443).