

# Archived Information

## Appendix A: Indicator Definitions, Data Sources, and Frequency

Objective		Indicator		Data Source and Frequency
Notation	Wording	Notation	Wording	
<b>GOAL 1: Build a solid foundation for learning for all children</b>				
<b>1A</b>	<b>All children enter school ready to learn through receiving high quality and developmentally appropriate preschool experiences.</b>	<b>1</b>	By 2005, preschool participation rates for poor children will rise to 60 percent.	National Household Survey (1999) (Parent Interview Component) unpublished tabulations supplied by Westat, Frequency: Every two-three years, Next update: 2002. National Center for Education Statistics, U.S. Department of Education.
		<b>2</b>	By 2005, increasing proportions of poor children who complete federally supported preschool programs will enter school prepared to learn as measured by appropriate assessments of literacy and math. competencies	Family and Child Experiences Survey, a program survey of outcomes and implementation of Head Start, extended to cover Title I and Even Start programs. Biennially updated. U.S. Department Health and Human Services
		<b>3</b>	By 2005, at least half the states will have enacted program quality standards for early childhood education programs, and curriculum content guidelines that are consistent with scientific understanding of children's early learning.	Annual review of state standards. U.S. Department of Education.
<b>1B</b>	<b>Every child reads well and independently by the end of the third grade.</b>	<b>1</b>	By 2005, the percentage of all fourth-grade students who will meet basic levels in reading on the National Assessment of Educational Progress (NAEP) will increase to 70 percent up from 62 percent (about 300,000 children), and increasing percentages will achieve proficient levels.	National Assessment of Educational Progress (NAEP), Reading. Frequency: every four years. Next update 2002. National Center for Education Statistics, U.S. Department of Education.
		<b>2</b>	Increasing percentages of teachers of students in kindergarten through third grade in Title I schools will receive ongoing, intensive professional development to enable them to successfully use research-based strategies to effectively teach reading to diverse students, including those who experience difficulties in learning to read and those with disabilities.	National Longitudinal Survey of Schools (NLSS), Frequency: Annual. Next update 2000. Planning and Evaluation Service, U.S. Department of Education.
<b>1C</b>	<b>Every eighth-grader masters challenging mathematics, including the foundations of algebra and geometry.</b>	<b>1</b>	The percentage of all eighth grade students who reach the basic level or above in math on the NAEP will increase to 70% in 2005, as compared to 62% in 1996.	National Assessment of Education Progress (NAEP), Mathematics Assessment. Frequency: every four years. Next update: 2000 and 2004: data becomes available in 2001 and 2005. National Center for Education Statistics, U.S. Department of Education.

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		2	The average score of American students in relation to the average score on a comparable set of the participating industrialized nations on international mathematics assessments will increase to 50% by 2005.	Third International Mathematics and Science Study Replication (TIMSS-R). Next update: 2001. National Center for Education Statistics, U.S. Department of Education.
		3	The percent of eighth-grade students who demonstrate mastery on the National Assessment of Education Progress subscales for algebra and geometry will continually increase.	National Assessment of Education Progress (NAEP), Mathematics Assessment. Frequency: every four years. Next update: 2000; data becomes available in 2001. National Center for Education Statistics, U.S. Department of Education.
		4	By 2005, the number of additional teachers entering the workforce with adequate preparation to teach challenging mathematics to students in secondary school will increase, as measured by a decline of 10 percentage points of out-of-field hires.	School and Staffing Survey (1993-4), Teacher Quality (1998). Frequency: Biennial. Next update: 2001. National Center for Education Statistics, U.S. Department of Education.
		5	The number of teachers of mathematics completing intensive professional development to enable them to teach challenging mathematics will increase 20 percent each year, as measured by successful participation in summer institutes and by school-based inquiry groups.	Data source will be developed as a follow-up to the Glenn Commission Report.
1D	High schools help all students make successful transitions to college and careers.	1	By fall 2005, 60 percent (up from 45 percent in 1998) of high school graduates, including vocational concentrators and students in high-poverty schools, will complete core academic curriculum requirements	State Program Performance Reports. Next update 2001. Office of Vocational and Adult Education, U.S. Department of Education.
		2	By 2005, 15 percent of high school students, including those attending high-poverty schools, will complete Advanced Placement and International Baccalaureate courses (up from 10.5% in 1999).	Advanced Placement Programs National Summary Report, 1999. Annual Reports of the International Baccalaureate Organization Frequency: Annual. College Board
		3	By 2005, high school graduation rates will reverse their recent decline and increase 3 percent (up from 70.6% in 1999) both overall and for students from low-income families.	Current Population Survey. Frequency: Annual. U.S. Bureau of the Census.

Objective		Indicator		Data Source and Frequency
Notation	Wording	Notation	Wording	
		4	By fall 2005, 90 percent (up from 87 percent in 1996) of high school graduates, including vocational concentrators, students from low-income families, and students with disabilities will make a successful transition into postsecondary education or employment, including the military.	National Evaluation of School-to-Work Implementation. Frequency: Biennial. Next update: 2000 for 1998 high school graduates. Mathematical Policy Research.
		5	Increasing percentages of high school students (from 41% studying modern foreign languages in 1995) will study and demonstrate proficiency in a foreign language (bi-literacy).	American Council on Teaching of Foreign Language; National Assessment of Education Progress (NAEP) high school transcript surveys
<b>GOAL 2: Reform the United States Education System to help make it the best in the world.</b>				
2A	<b>States develop challenging standards and assessments for all students in the core academic subjects.</b>	1	All states will have final assessment systems or negotiated agreements that will enable them to meet the criteria in the Title I law--alignment, inclusion of limited English proficient and special education students, disaggregated reporting, and technical quality--for 2 or more core subjects by 2001.	Peer reviews of state assessment systems. Frequency: Annual. Next update: 2000. Office of Elementary and Secondary Education, U.S. Department of Education.
		2	Eighty percent of schools identified as needing improvement will report receiving assistance from their districts and states by 2005.	National Longitudinal Survey of Schools; National Study of Title I Schools. Frequency: annual. Next update: 2000. Planning and Evaluation Service, U.S. Department of Education.
		3	An increasing percentage of schools identified for improvement will make sufficient progress to move out of school improvement status.	National Longitudinal Survey of Schools; National Study of Title I Schools; Consolidated State Performance Reports. Frequency: annual. Next update: 2000. Planning and Evaluation Service, U.S. Department of Education.
2B	<b>A talented and dedicated teacher is in every classroom in America.</b>	1	Increasing numbers of states will develop standards for teachers that are linked to standards for students and include, as part of the process of certification and licensure of new teachers, a content knowledge test and performance-based assessment of teaching skills.	Title II Higher Education Act State Accountability Report on the Quality of Teacher Preparation. Frequency: Annual. Next update: October 2001. Office of Post-Secondary Education, U.S. Department of Education.
		2	Increasing percentages of new and experienced teachers will report that they feel very well prepared to (1) implement new, higher content standards; (2) address the needs of students with limited English proficiency; (3) address the needs of students with disabilities; and (4) integrate educational technology into the grade or subject they teach.	"Teacher Quality: A Report on the Preparation and Qualification of Public School Teachers." Frequency: Every 2 years. Next update: 2001. National Center for Education Statistics, U.S. Department of Education.

Objective		Indicator		Data Source and Frequency
Notation	Wording	Notation	Wording	
		3	The number of National Board Certified Teachers will continually increase and will reach 50,000 by 2005.	National Board for Professional Teaching Standards (NBPTS). Frequency: Annual. Next update: Fall 2000.
		4	The percentages of teachers whose professional development activities focus on an in-depth study of their subject matter and include common planning periods, mentoring, and weekly collaborative meetings with other teachers will increase annually.	"Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers (FRS), and School and Staffing Survey, (SASS). Frequency: FRS every 2 years, SASS every 6 years. Next update: Both will be updated in 2001. National Center for Education Statistics, U.S. Department of Education.
		5	The percentage of teachers who leave teaching within the first three years in the profession will decrease.	School and Staffing Survey, (SASS). Frequency: Every 6 years. Next update: 2001. National Center for Education Statistics, U.S. Department of Education.
		6	For key subject areas and high-poverty districts, the percentage of individuals who are teaching on waivers will decline 10% over the next five years	Title II HEA State Accountability Report. Frequency: Annual. Next update: October 2001.
2C	All schools are safe, drug-free, in good repair, and free of overcrowding.	1	By 2005, the prevalence of past-month use of illicit drugs among school-aged children will decrease to 11% for 8th graders, 18% for 10th graders, and 20% for 12th graders, as measured against the 1996 baseline.	Monitoring the Future (MTF), 1999. Frequency: Annual. Next update: 2000. University of Michigan.
		2	By 2005, the prevalence of past-month use of alcohol among school-aged children will decrease to 21% for 8th graders, 32% for 10th graders and 41% for 12th graders as measured against the 1996 baseline.	Monitoring the Future (MTF), 1999. Frequency: Annual. Next update: 2000. University of Michigan.
		3	By 2005, the annual rate of marijuana use in schools will decrease to 5% for 12th graders as measured against the 1999 baseline.	Monitoring the Future (MTF), 1999 (Special Analysis, 2000). Frequency: Annual. Next update: 2001. University of Michigan.
		4	By 2005, the annual rate of alcohol use in schools will decrease to 5% for 12th graders, as measured against the 1999 baseline.	Monitoring the Future (MTF), 1999 (Special Analysis for 2000). Frequency: Annual. Next update: 2001.
		5	By 2003, the annual rate of students 12 to 18 who reported experiencing serious violent crime, in school or going to and from school, will continually decrease to 7 per 1,000 as measured against the 1998 baseline.	National Crime Victimization Survey, Bureau of Justice Statistics. Frequency: Annual. Next update: 1998 data to be released in 2000, 2003 data to be released in 2005.
		6	By 2005, the percentage of high school student who report being in a physical fight on school property will decrease to 11%, as measured against the 1999 baseline.	Monitoring the Future (MTF), 1999 (Special Analysis for 2000). Frequency: Annual. Next update: 2001. University of Michigan.

Objective		Indicator		Data Source and Frequency
Notation	Wording	Notation	Wording	
		7	By 2004, 90% of local education agencies receiving funds for school renovation will report that the adequacy of their school facilities is improving (baseline to be established in 2002).	State performance reports. Frequency: Annual. Next update 2001. Office of Elementary and Secondary Education, U.S. Department of Education.
2D	<b>Families and communities are fully involved with schools and school improvement efforts.</b>	1	The percentage of students who come to school ready to learn and with their homework completed, as rated by their teachers, will increase substantially during the next five years, especially among children from low-income families.	National Longitudinal Survey of Schools (NLSS). Frequency: Annual. Next Update: 2000. Planning and Evaluation Service, U.S. Department of Education.
		2	The percentage of parents who meet with teachers about their children's learning will increase to 75% by 2005, and the gap in participation in parent-teacher conferences between high- and low-poverty schools will close by that time.	National Longitudinal Survey of Schools (NLSS). Frequency: Annual. Next Update: 2000. Planning and Evaluation Service, U.S. Department of Education.
		3	The percentage of parents who say that the school actively encourages and facilitates family involvement will increase.	Family-School Partnership Survey (new). Frequency: Annual. Planning and Evaluation Service, U.S. Department of Education.
		4	By 2002, the number of children participating in after-school programs will double, from 1.7 million to 3.4 million children.	National Household Education Surveys, 1993, 1996, 1999. Frequency: periodic. Next update: 2003. National Center for Education Statistics, U.S. Department of Education.
2E	<b>All students and families are able to choose among high-quality public schools.</b>	1	By 2005, one-fourth of all public school students in grades K-12 will attend a school that they or their parents have chosen, up from 15% in 1999.	NCES, National Household Education Surveys, 1993, 1996, 1999. Frequency: periodic. Next update: 2003. National Center for Education Statistics, U.S. Department of Education.
		2	By 2005, 45 states will have charter school legislation, up from 38 in 1999.	State Education Agencies; State legislatures. Frequency: annual. Next update: 2000.
		3	By 2005, there will be at least 4900 charter schools in operation around the nation, up from 1700 in 1999.	State Education Agencies; State legislatures; Center for Education Reform (as a cross-reference). Frequency: annual. Next update: 2000.
2F	<b>Schools make advanced technology available for all students and teachers to improve education.</b>	1	The percentage of public school instructional rooms connected to the Internet will be 100 percent.	Internet Access in U.S. Public Schools and Classrooms: 1994-99, February 2000; Internet Access in U.S. Public Schools and Classrooms, February 2000. Frequency: annual. Next update: 2001 for fall 2000 data. National Center for Education Statistics, U.S. Department of Education.
		2	Students in high-poverty schools will have access to educational technology that is comparable to the access of students in low-poverty schools.	Internet Access in U.S. Public Schools and Classrooms: 1994-99, February 2000; Frequency: annual. Next update: 2001 for fall 2000 data. National Center for Education Statistics, U.S. Department of Education.

Objective		Indicator		Data Source and Frequency
Notation	Wording	Notation	Wording	
		3	Students with disabilities will have access to educational technology and adaptive technologies that allow for educational opportunities that are, at minimum, comparable to those of other students.	Internet Access in U.S. Public Schools and Classrooms: February 2000; Unpublished. Frequency: Annual. Next update: 2001 for fall 2000 data. National Center for Education Statistics, U.S. Department of Education.
		4	Increasing percentages of teachers will indicate that they feel very well prepared to integrate educational technology into instruction.	Teacher quality: A Report on the Preparation and Qualifications of Public School Teachers, 1999. Frequency: every two years. Next update: 2000, reported February 2001. National Center for Education Statistics, U.S. Department of Education.
		5	Increasing percentages of teachers will report that they have access to and use digital content in their teaching.	Teacher quality: A Report on the Preparation and Qualifications of Public School Teachers, 1999. Frequency: every two years. Next update: 2000, reported February 2001. National Center for Education Statistics, U.S. Department of Education.
		6	Students increasingly will have access to educational technology in core academic subjects.	National Assessment of Educational Progress . Updated every four years. National Center for Education Statistics, U.S. Department of Education.
		7	Indicators of student technology literacy will show that increasing percentages of students are technologically literate.	State Performance Reports, Technology Literacy Challenge Fund Profiles. Frequency: annual. Office of Elementary and Secondary Education, U.S. Department of Education.
<b>GOAL 3: Ensure access for all to a high-quality postsecondary education and lifelong learning.</b>				
3A	Postsecondary students receive the financial aid they need to pursue their educational aspirations.	1	Postsecondary education enrollment rates will increase each year for all students while the enrollment gap between low- and high-income and minority and non-minority high school graduates will decrease each year	October Current Population Survey. Frequency: annual. U.S. Bureau of the Census.
		2	Considering all sources of financial aid, the percent of unmet financial need for postsecondary students, especially for low-income students, will continuously decrease	National Postsecondary Student Aid Study updated using administrative data, annual.
		3	Completion rates for all full-time degree seeking students in four-year and two-year colleges will improve, while the gap in completion rates between minority and non-minority students will decrease	Graduation Rate Survey (GRS) conducted as part of the Integrated Postsecondary Education Data System (IPEDS). Frequency: Annual. Next update: 1998 available in 2000. National Center for Education Statistics, U.S. Department of Education.
		4	The median Federal debt burden (yearly scheduled payments as a percentage of annual earnings) of borrowers in their first full year of repayment will be less than 10%.	National Student Loan Data System (NSLDS) and Social Security Administration (SSA) earnings records. Frequency: Annual. Next update: 1998 available in 2000.

Objective		Indicator		Data Source and Frequency
Notation	Wording	Notation	Wording	
		5	The benefits of the student aid programs, in terms of increased tax revenues, will continue to exceed their costs	March Current Population Survey (CPS) and Beginning Postsecondary Student (BPS) study, annual. U.S. Bureau of the Census.
3B	Postsecondary institutions receive the support they need to provide a high-quality education.	1	Completion rates for 75 percent or more of postsecondary institutions will increase or remain the same	Graduation Rate Survey (GRS) conducted as part of the Integrated Postsecondary Education Data System (IPEDS). Frequency: Annual. Next update: 1998 available in 2000. National Center for Education Statistics, U.S. Department of Education.
		2	The number of full-time degree-seeking students in postsecondary institutions who study abroad will continuously increase, as will the proportion of those studying abroad who are minority students.	To be determined.
		3	Participants receiving support services through colleges in the TRIO programs will complete their secondary education programs at rates higher than comparable non-participants.	Student Support Services evaluation, 1997. Frequency: Periodic. Next Update: 2001. Student Support Services performance reports. Frequency: Annual. Next update: 2001. Beginning Post-Secondary School Survey. National Center for Education Statistics, U.S. Department of Education.
3C	Postsecondary student aid delivery and program management is efficient, financially sound, and customer-responsive.	1	Increase customer satisfaction to a comparable private sector industry average as measured by the American Customer Satisfaction Index by FY 2002.	American Customer Satisfaction Index, annual.
		2	Reduce Student Financial Assistance's (SFA's) actual unit cost from projected costs by 19 percent by FY 2004.	PBO 5-year performance plan, continuous.
		3	Improve SFA's ranking of employee satisfaction in the National Performance Review's (NPR) Employee Opinion Survey from 38th to one of the top five by FY 2002.	National Partnership for Reinventing Government Survey, annual.
		4	Improve the integrity of the student financial aid programs.	Not yet determined.
3D	All educationally disadvantaged adults will strengthen their literacy skills and improve their earning power over their lifetime through lifelong learning.	1	By 2005, 63 percent of all persons who receive vocational rehabilitation services will obtain employment	Rehabilitation Services Administration (RSA) state data. Frequency: annual. Next update: Late 2000. Office of Special Education and Rehabilitative Services, U.S. Department of Education.
		2	By 2005, 40 percent of adults who enroll in adult education to complete high school will earn a diploma or GED credential	Adult Education Management Information System. Frequency: Annual. Next update: late 2000.
		3	By 2005, 40 percent of adults in beginning-level Adult Basic Education programs will complete that level and achieve basic skills proficiency.	Adult Education Management Information System. Frequency: Annual. Next update: late 2000.
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Objective		Indicator		Data Source and Frequency
Notation	Wording	Notation	Wording	
		4	By 2005, 40 percent of adults in beginning English as a Second Language will complete the introductory level and achieve basic English literacy.	Adult Education Management Information System. Frequency: Annual. Next update: late 2000.
<b>GOAL 4: Make the Department of Education a high-performance organization.</b>				
4A	<b>Our customers receive fast, seamless service and dissemination of high-quality information and products.</b>	1	The Department will increase access to services, information, and products.	System-generated data. Frequency: continuous. Next update: MIS reporting cycle.
		2	The Department will increase customer satisfaction with the quality of its services and products.	National Library of Education. Frequency: Annual. Next update: 2000.
		3	The Department will increase customer satisfaction with its delivery of services, information and products.	System-generated data. Frequency: continuous. Next update: MIS reporting cycle.
		4	Customers will increasingly report that they have greater flexibility and better understanding of the rules and requirements of education programs.	Report on Center Evaluation, 1999. Frequency: annual. Next update: 2000.
4B	<b>ED will develop an up-to-date knowledge base to support education reform and equity.</b>	1	Education Department - supported research and products are useful and relevant for education policymakers and practitioners.	
		2	Education Department - supported research is high quality and statistically sound.	
4C	<b>ED will make information resource investments to improve mission effectiveness, efficiency and information security.</b>	1	By 2005 major ED information system investments will be mission-driven, cost-effective, consistent with our information technology enterprise architecture, and supportive of performance-based management systems.	
		2	ED will fully implement the Clinger-Cohen Act so that eighty percent of our major IT projects annually will be within a 10-percent variance of their cost, schedule and performance goals.	
		3	On ED internal surveys employees will assess productivity as "significantly improved" as a result of available assistive technology, improved technology offerings, and professional IT learning strategies.	Assistive Technology Program of OCIO. Frequency: Biennial. Next update: 2001.
		4	ED will offer electronic transactions via implementation of the Government Paperwork Elimination Act Plan.	
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Objective		Indicator		Data Source and Frequency
Notation	Wording	Notation	Wording	
4D	<b>ED will recruit and retain a workforce that is skilled, diverse, and committed to excellence.</b>	5	The data reporting burden on public will continue to be reduced annually.	Information Collection Budget of the Department of ED, FY2000 submission dated December 1999. Frequency: Annual. Next update: December 2000.
		6	Major ED information systems will be safe and secure with tested contingency back-up plans.	
		1	Managers and employees have the knowledge and skills to carry out the Department's mission	April 1998 Training and Development Center Survey of Managers. Frequency: irregular. Next update: Data will be collected through the Department's 2000 Employee Survey.
		2	Most employees will indicate satisfaction with their work environment (e.g., physical surroundings, noise level, and air quality), security and accessibility	
		3	Most employees and managers will express high satisfaction with assistance on resolving disputes, balancing work and life responsibilities, and addressing organizational and employee problems	
		4	Managers effectively use ED's performance appraisal programs for both SES and GPAS employees to appraise, develop good performance, and to help improve poor performance	
		5	ED will recruit a highly skilled and diverse workforce	
		6	ED will hire qualified staff in a timely and efficient manner	
4E	<b>ED will manage our programs and services to ensure financial integrity.</b>	1a	Auditors will issue an unqualified (clean) opinion on the Department-wide annual financial statements every year	
		1b	Internal Controls will be improved and material weaknesses and system non-conformances will be reduced as described in ED's annual Federal Managers' Financial Integrity Act Report	
		1c	Open audit recommendations related to internal financial management will be addressed and closed	
		1d	The General Accounting Office and the Inspector General will agree that financial areas and systems identified as high risk are being adequately addressed.	
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Objective		Indicator		Data Source and Frequency
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		<b>1e</b>	The Department of Education's student financial aid programs will be removed from GAO's list of "High Risk" programs. (See SFA financial management and modernization initiatives outlined in Objective 3C)	
		<b>1f</b>	The Education Department's financial systems will be in substantial compliance with Federal Financial Management Improvement Act, which requires that our financial management systems provide reliable, useful, and timely information.	
		<b>1g</b>	Recurring findings in statewide single audits and program review reports will decrease as the number of Cooperative Audit Resolution and Oversight Initiatives (CAROI) projects increases with the Education Department's state partners.	
		<b>1h</b>	Debt Management for the Office of Student Financial Aid will continue to improve, student loan defaults will decrease and recovery of defaulted student loans will increase. (See Objective 3C, reducing unit cost).	
		<b>1i</b>	The Department will generate useful and timely information for program managers and Congress to determine the effectiveness of education programs.	
		<b>2</b>	The Education Department's acquisition systems will show better contract performance through improvements in quality of service, cost control, timeliness of award, delivery of service, and payment.	
<b>4F</b>	<b>ED will be a performance-driven agency</b>	<b>1</b>	External customers such as Congress, OMB, or national associations will annually rate the Department's Strategic and Annual Plans highly on quality and usefulness.	
		<b>2</b>	ED will rank among the top agencies in which employees recognize the Strategic Plan as meaningful and understand how their work supports achieving the plan's goals and objectives.	U.S. Department of Education Employee Survey, 1993, 1996. Frequency: Annual. Next update: 2000.
		<b>3</b>	All ED program managers will assert that the data used for their program's performance measurement are reliable, valid, and timely, or will have plans for improvement.	Ed Attestation Forms for 122 indicators. Frequency: Annual. Next update: 2000.

Objective		Indicator		Data Source and Frequency
<i>Notation</i>	<i>Wording</i>	<i>Notation</i>	<i>Wording</i>	
		4	ED will undertake at least three evaluations annually to evaluate program outcomes.	

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## Appendix B: Explanation of Major Changes From Prior Strategic Plan

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The new plan for 2001-2005 retains the same basic structure of goals and objectives of the prior plan for 1998-2002, but incorporates the following improvements:

- Reversing old Goal 1 and Goal 2 to better reflect their logical sequence. The new Goal 2: “Reform the United States Education System to help make it the best in the world, ” identifies system objectives that have to be attained in order to achieve the learning goals identified under Goal 1.
- Replacing two former objectives by incorporating them into other objectives in order to their strengthen integration with the rest of the plan. Former objective 2.4 “Special populations receive appropriate services and assessments consistent with high standards” was misinterpreted as representing the only objective pertaining to at-risk students. Under the new plan, the strategies for at-risk students are integrated into other objectives throughout the plan, including all four objectives under Goal 1.

The same rationale applies to the former objective 4B: “Our partners have the support and flexibility they need without diminishing accountability for results.” For example, aims of this objective are now incorporated under Objective 2A, as part of the EDFLEX strategy.

- Updating the indicators to streamline the plan and improve measurement. Appendix 1 contains a detailed description of the indicators and data sources. Reasons for eliminating or modifying the indicators include:
  - Eliminating lower priority indicators that aren’t outcome focused (e.g., the percentage of parents who read to their children from birth to age five was dropped as an indicator, but parental reading was included as a strategy);
  - Inserting specific targets into the indicators such as those for Objective 2E. Public School Choice;
  - Adding new indicators to cover emerging priorities, such as State standards for early childhood education or licensing of new teachers.
  - Updating the strategies. For example, prominence is given to developing strategies that take advantage of the new information technologies, especially for knowledge dissemination and technical assistance.

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## Appendix C: Glossary

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**Accuracy.** Accuracy refers to the level of precision with which something is measured or described.

**Baselines.** Baselines are the starting points that reflect the current state of affairs at the inception of a program. They are typically used as standards against which future progress is measured.

**Benchmarks.** Benchmarks are relative measures that indicate progress or success. A benchmark must identify a baseline figure or date to which progress will be compared.

**Goal.** A goal is a general statement of the major outcome or ultimate results that a program is designed to achieve.

**Impact Measures.** Impact measures are measures of direct or indirect effects or consequences resulting from achieving program goals. An example of an impact is the comparison of actual program outcomes with estimate of the outcomes that would have occurred in the absence of the program.

**Indicators.** Indicators state how we are going to know whether or not we have reached our objective. Indicators set the standard for measurement of success. Indicators should: be definitive and specific; describe accomplishments or results, not activities or behaviors; be measurable (quantifiable); delineate a time frame or deadline; be challenging yet achievable; define your customers; and designate the partners and their responsibilities.

**Input.** The resources (human, financial, equipment, supplies and other) that is used to produce outputs. Examples: dollars expended, staff hours.

**Input Measures.** Input measures relate to what an agency or manager has available to carry out the program or activity to achieve an outcome or output. These can include personnel, funding, equipment or facilities, and goods and services received.

**Mission.** This is a statement of what the program wants to do. The mission establishes the fundamental purpose of the program.

**Objectives.** An objective is a specific statement of the major outcome or ultimate results that ED wants to achieve.

**Outcome.** The results or the accomplishment of program goals that can be attributed to program strategies. Example: number of students who receive support services in high school who enroll in college.

**Output Measures.** An output measure is a tabulation, calculation, or recording of activity or effort that can be expressed in a quantitative or qualitative manner. Strictly defined, output is the goods and services produced by a program or organization and provided to customers, but usually does not assess impact or outcomes. Example: Number of students served.

**Performance Measurement.** A management approach used to assess performance of a program or project over time. Performance measurement is the basis for GPRA.

**Reliability.** This refers to the consistency with which an instrument measures what it measures over time.

**Strategies.** These are activities or events carried out by a program to accomplish its goals and objectives.

**System Impact.** Impact is the degree to which broad social objectives are achieved as a direct result of program expenditures. Example: percent of students from low-income families who graduate college and are employed in their field of study, compared to students from high-income families.

**Target.** A target is an absolute or relative standard that indicates program success.

**Validity.** This refers to the extent to which an instrument measures what it purports to measure.

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## Appendix D: Education Department Acronyms

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PES	Planning and Evaluation Service
NCES	National Center for Education Statistics
OCFO	Office of the Chief Financial Officer
OCR	Office for Civil Rights
OERI	Office of Educational Research and Improvement
OBEMLA	Office of Bilingual Education and Minority Languages Affairs
OIG	Office of Inspector General
OIIA	Office of Intergovernmental and Interagency Affairs
OCIO	Office of the Chief Information Officer
OERI	Office of Educational Research and Improvement
OESE	Office of Elementary and Secondary Education
OHEP	Office of Higher Education Programs
OM	Office of Management
OPE	Office of Postsecondary Education
OSERS	Office of Special Education and Rehabilitative Services
OUS	Office of the Under Secretary
OVAE	Office of Vocational and Adult Education
NLE	National Library of Education
PBO	Performance-Based Organization
SFA	Student Financial Aid