



U. S. Department of Education Performance Goals

While the U.S. Department of Education (ED) clearly strives to support all aspects of public education, ED has also taken steps to ensure the activities it conducts are likely to support the educational success of students by identifying goals and measures for its program areas. The goals reflect education priorities based on a broad array of the country's needs, data collected by schools, and legislation passed by Congress. Understanding the objectives that ED identified as essential for helping students succeed academically can also help states and school districts construct similar goals that lead to graduation.

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Federal legislation helps to shape the strategic planning and goal development of ED and the Education for Homeless Children and Youth program. The Government Performance and Results Act (GPRA), which was amended in 2010, requires federal agencies to outline a mission statement, long term goals, and performance measures as a part of a five year strategic plan. It also outlines requirements for annual reporting on the progress made by federal agencies in meeting their goals. Additionally, within the federal agencies, each program determines measurable goals and targets. GPRA goals for the EHCY program focus on the participation and achievement of homeless students in state assessments for English language arts and mathematics in grades three through eight. ED is currently considering revising the GPRA indicators to possibly eliminate the participation measure for homeless students. Instead of focusing on participation in assessments, ED is considering a measure related to an adjusted cohort graduation rate for high school students who experienced homelessness at any point during grades nine through 12.

To download ED's strategic plan, including information on the priority goals, [click here](#).

As a part of its strategic plan, ED has adopted a cradle to career education approach to ensure that children have opportunities for learning across all levels of child development, leading to graduates

who are college and career ready. To support this strategy, ED has developed six priority goals for its 2014-2018 strategic plan. They include:

- increasing college degree attainment, with a target of 60% of adults obtaining a degree by 2020;
- supporting the implementation of college and career ready academic standards and assessments;
- ensuring that more students have effective teachers and leaders, including the implementation of evaluation and support systems that consider multiple measures of effectiveness and student growth;
- ensuring equitable educational opportunities as measured by increasing graduation rates and closing the graduation gap between student subgroups;
- supporting comprehensive early learning assessment systems that collect and report data on the status of children entering kindergarten, based on a common measure of skills.

With the priority goals in mind, the Education for Homeless Children and Youth (EHCY) program within ED developed leading indicators to evaluate progress toward the goals, as they relate to homeless education specifically. The leading indicators reflect the need to use data to measure progress and ensure that only the most effective practices are supported in educating students. The leading indicators include the following:

- the percentage of homeless students who are chronically absent during the school year, at both the state and local educational agency (LEA) level;
- the percentage of states monitored by ED in a fiscal year that used LEA data for a risk assessment that results in monitoring and technical assistance based on LEA needs;
- the number of states that have updated annual work plans based on data from a needs assessment and measurable goals.

In the summer of 2015, ED began implementing the indicators by collecting information from states to inform ED on the current status of data use by the states. This information will serve as a baseline measure for the leading indicators. Current data collections required by *EDFacts* and the Consolidated State Performance Report do not require states or LEAs to submit data on the absenteeism rate of homeless students as a unique subgroup. However, ED has consulted with State Coordinators and data stewards in the states and at ED to assess current practices already in place at the state level and the feasibility of including this requirement in the future. As a result, the third leading indicator is expected to go into effect in school year 2016-17.