

ESEA: Migrant State Agency Program (OESE)

FY 2015 Program Performance Report (System Print Out)

Strategic Goal null

Formula

ESEA, Title I, Part C

Document Year 2015 Appropriation: \$

CFDA 84.011: Migrant Education_State Grant Program

Program Goal: To assist all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship, further learning, and productive employment.

Objective 1 of 1: Along with other federal programs and state and local reform efforts, the Migrant Education Program (MEP) will contribute to improved school performance of migrant children.

Measure 1.1 of 4: The percentage of MEP students that scored at or above proficient on their state's annual Reading/Language Arts assessments in grades three through eight. (Desired direction: increase) 89a1t1

Year	Target	Actual (or date expected)	Status
2012	Not available.	47.9	Historical Actual
2013	Set Baseline	44.1	Baseline
2014	44.1	49.6	Target Exceeded
2015	44.1	27.8	Target Not Met
2016	44.1	(June, 2017)	Pending
2017	44.1	(June, 2018)	Pending

Source. The School Year (SY) 2014-2015 Consolidated State Performance Report (CSPR).

Frequency of Data Collection: Annual

Data Quality.

GPRA 1 for the Migrant State Agency Program is the percentage of third through eighth grade students proficient or above in Reading/Language Arts. OME has collected student proficiency data through the CSPR on an annual basis. Once the collection of Reading/Language Arts proficiency data is complete and accurate within MSIX, OME will populate these data from the CSPR to MSIX; the projected year for this process improvement to occur is SY 2016-17.

Target Context. During SY 2014-15, States completed the transition to College and Career-Ready Assessments, and only one State did not report any assessment data (Nevada). OME anticipated both the deployment of more rigorous statewide assessments and increasing counts of migrant children participating in statewide assessments.

The results showed that the total number of migrant children in grades three through eight that participated in statewide assessments in Reading/Language Arts increased by 67.9%, from

57,044 in SY 2013-14 to 95,762 in SY 2014-15. Of the 95,762 migrant children that participated in Reading/Language Arts assessments, 26,608 scored proficient or higher. Reading/Language Arts proficiency for the migrant population declined, from 49.6% in SY 2013-14 to 27.8% in SY 2014-15.

OME will monitor migrant student Reading/Language Arts proficiency in future years, and seeks to revisit the target of 44.1% proficiency after the performance results for SY 2015-16 have been released. OME would like to use the SY 2015-16 results to determine a new baseline and new targets for this GPRA, for subsequent years.

Explanation. Prior results from SY 2011-12, SY 2012-13, and SY 2013-14 Reading/Language Arts statewide assessment data are included within the GPRA Measure table.

Measure 1.2 of 4: The percentage of MEP students that scored at or above proficient on their state's annual Mathematics assessments in grades three through eight. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2012	Not available.	50.8	Historical Actual
2013	Set Baseline	47.6	Baseline
2014	47.6	49.5	Target Exceeded
2015	47.6	26.2	Target Not Met
2016	47.6	(June, 2017)	Pending
2017	47.6	(June, 2018)	Pending

Source. The School Year (SY) 2014-2015 Consolidated State Performance Report (CSPR).

Frequency of Data Collection: Annual

Data Quality.

GPRA 2 for the Migrant State Agency Program is the percentage of third through eighth grade students proficient or above in Mathematics. OME has collected student proficiency data through the CSPR on an annual basis. Once the collection of Mathematics proficiency data is complete and accurate within MSIX, OME will populate these data from the CSPR to MSIX; the projected year for this process improvement to occur is SY 2016-17.

Target Context. During SY 2014-15, States completed the transition to College and Career-Ready Assessments, and only one State did not report any assessment data (Nevada). OME anticipated both the deployment of more rigorous statewide assessments and increasing counts of migrant children participating in statewide assessments.

The results showed that the total number of migrant children in grades three through eight that participated in statewide assessments in Mathematics increased by 70.0%, from 57,362 in SY 2013-14 to 97,301 in SY 2014-15. Of the 97,301 migrant children that participated in Mathematics assessments, 25,461 scored proficient or higher. Mathematics proficiency for the migrant population declined, from 49.5% in SY 2013-14 to 26.2% in SY 2014-15.

OME will monitor migrant student Mathematics proficiency in future years, and seeks to revisit the target of 47.7% proficiency after the performance results for SY 2015-16 have been released. OME would like to use the SY 2015-16 results to determine a new baseline and new targets for this GPRA, for subsequent years.

Explanation.

Prior results from SY 2011-12, SY 2012-13, and SY 2013-14 Mathematics statewide assessment data are included within the GPRA Measure table.

Measure 1.3 of 4: The percentage of MEP students who were enrolled in grades seven through twelve, and graduated or were promoted to the next grade level. (Desired direction: increase) 89a1t3

Year	Target	Actual (or date expected)	Status
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Source. Migrant Student Information Exchange.

Frequency of Data Collection: Annual

Data Quality.

The percentage of students in grades seven through twelve that graduated or were promoted is a new GPRA for the Migrant State Agency Program. Once new MSIX regulations are adopted and MSIX mechanisms are in place, OME will begin to collect data for this GPRA Measure through the national database, MSIX. OME estimates that baseline data will be collected during SY 2016-17.

Target Context.

Once OME receives baseline data from SY 2016-17, the office will include the baseline in the GPRA Measure table, and set annual targets for five years.

Explanation. OME has designed a graduation "flag" in MSIX, in order to facilitate the collection of this GPRA Measure.

Measure 1.4 of 4: The percentage of MEP students who entered 11th grade that had received full credit for Algebra I or a higher Mathematics course. (Desired direction: increase) 89a1t4

Year	Target	Actual (or date expected)	Status
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Source.

Migrant Student Information Exchange.

Frequency of Data Collection: Annual

Data Quality. The percentage of students that received full credit for Algebra I is a new GPRA for the Migrant State Agency Program. Once new MSIX regulations are adopted and MSIX mechanisms are in place, OME will begin to collect data for this GPRA Measure through the national database, MSIX. OME estimates that baseline data will be collected during SY 2016-17.

Target Context.

Once OME receives baseline data from SY 2016-17, the office will include the baseline in the GPRA Measure table, and set annual targets for five years.

Explanation.

OME has developed a solution to "free text" course history fields in MSIX, in order to facilitate an accurate and complete collection of Algebra I course completion.