

ESEA: Migrant State Agency Program (OESE)

FY 2016 Program Performance Report (System Print Out)

Strategic Goal null
 Formula
 ESEA, Title I, Part C
 Document Year 2016 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 HSE 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	29.4	Target Not Met
2017	Set Baseline	(June, 2018)	Pending
2018	Not available.	(June, 2019)	Pending

Source. The School Year (SY) 2015-2016 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 2018-19.

Target Context. During SY 2015-16, three States did not report any assessment data: Alaska, Tennessee, and Utah.

The results showed that the total number of migratory children in grades three through eight that participated in statewide assessments in Reading/Language Arts decreased by 9.8%, from 95,762 in SY 2014-15 to 86,341 in SY 2015-16. Of the 86,341 migratory children that

participated in Reading/Language Arts assessments, 25,426 scored proficient or higher. Reading/Language Arts proficiency for the migrant population increased, from 27.8% in SY 2014-15 to 29.4% in SY 2015-16.

OME will set a baseline for migratory student Reading/Language Arts proficiency in SY 2016-17 and set a target of Baseline +2 for SY 2017-18. OME will then use SY 2015-16 through SY 2017-18 results to determine three years of new targets for this GPRA.

Explanation. Prior results from SY 2011-12 through SY 2014-15 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	28.5	Target Not Met but Improved
2017	Set Baseline	(June, 2018)	Pending
2018	Not available.	(June, 2019)	Pending

Source. The School Year (SY) 2015-16 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 2018-19.

Target Context. During SY 2015-16, three States did not report any assessment data: Alaska, Tennessee, and Utah.

The results showed that the total number of migratory children in grades three through eight that participated in statewide assessments in Mathematics decreased by 10.0%, from 97,301 in SY 2014-15 to 87,572 in SY 2015-16. Of the 87,572 migratory children that participated in Reading/Language Arts assessments, 24,947 scored proficient or higher. Mathematics proficiency for the migrant population increased, from 26.2% in SY 2014-15 to 28.5% in SY 2015-16.

OME will set a baseline for migratory student Mathematics proficiency in SY 2016-17 and set a target of Baseline +2 for SY 2017-18. OME will then use SY 2015-16 through SY 2017-18 results to determine three years of new targets for this GPRA.

Explanation.

Prior results from SY 2011-12 through SY 2014-15 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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Frequency of Data Collection: Annual

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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Frequency of Data Collection: Annual