

ESEA: Migrant State Agency Program (OESE)

FY 2017 Program Performance Report

Program Goal: To assist all migratory children in meeting challenging academic standards and achieving graduation from high school (or a High School Equivalency 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 migratory students.*

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 But Improved
2017	31.4	28.3	Target Not Met
2018	33.4	(June, 2019)	Pending
2019	33.4	(June, 2020)	Pending
2020	33.4	(June, 2021)	Pending
2021	Not available.	(June, 2022)	Pending

Source. The School Year (SY) 2016-17 Consolidated State Performance Report (CSPR).

Frequency of Data Collection: Annual

Data Quality.

The Government Performance Results Act (GPRA) 1 for the Migrant State Agency Program is the percentage of third through eighth grade students proficient or above in Reading/Language Arts. The Office of Migrant Education (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 the Migrant Student Information Exchange (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 2016-17, all 46 States with a MEP reported assessment data.

The results showed that the total number of migratory students in grades three through eight that

participated in statewide assessments in Reading/Language Arts increased by 2.0%, from 86,341 in SY 2015-16 to 88,099 in SY 2016-17. Of the 88,099 migratory students that participated in Reading/Language Arts assessments, 24,969 scored proficient or higher. Reading/Language Arts proficiency for the migratory population decreased from 29.4% in SY 2015-16 to 28.3% in SY 2016-17.

OME 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 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 2016-17 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	30.5	28.5	Target Not Met
2018	32.5	(June, 2019)	Pending
2019	32.5	(June, 2020)	Pending
2020	32.5	(June, 2021)	Pending
2021	Not available.	(June, 2022)	Pending

Source. The School Year (SY) 2016-17 Consolidated State Performance Report (CSPR).

Frequency of Data Collection: Annual

Data Quality.

The Government Performance Results Act (GPRA) 2 for the Migrant State Agency Program is the percentage of third through eighth grade students proficient or above in Mathematics. The Office of Migrant Education (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 the Migrant Student Information Exchange (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 2016-17, all 46 States with a MEP reported assessment data.

The results showed that the total number of migratory students in grades three through eight that participated in statewide assessments in Mathematics increased by 2.6%, from 87,572 in SY 2015-16 to 89,883 in SY 2016-17. Of the 87,572 migratory children that participated in Reading/Language Arts assessments, 25,605 scored proficient or higher. Mathematics proficiency for the migratory population remained the same, 28.5% in both SY 2015-16 and SY 2016-17.

OME 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 2016-17 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

Efficiency Measure Information:

Source: U.S. Department of Education contractor evaluation report.

Data Quality: Each state will be required to provide the national Migrant Student Information Exchange (MSIX) with minimum education and health data for migrant students who enroll in more than one state so that the records of migrant students may be consolidated and shared in a timely fashion. Information has been consolidated in three phases starting with basic student information in phase one, including assessment results in phase two, and finally collecting credit accrual information in phase three. This measure will have greater validity and reliability over time as state procedures for collecting and providing the minimum data elements stabilize.

Explanation: By September 2018, all 46 states were certified to submit all three phases of MSIX data, including basic student information, student assessment data, and credit accrual information.

Target/Context: OME has eliminated the phases of MSIX data collection, and this measure, as written, will consistently generate output of 100%.