

ESEA: Migrant State Agency Program (OESE)

FY 2014 Budget Service Program Performance Report (System Print Out)

Strategic Goal null

Formula

ESEA, Title I, Part C

Document Year 2014 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	(June, 2016)	Pending
2016	44.1	(June, 2017)	Pending

Source. The School Year (SY) 2013-2014 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 2013-14, 43 States delivered instructional services partially or entirely based upon the Common Core Standards, and the remainder of States delivered instructional services based upon their own individual State standards. During this same performance period, most States transitioned to Common Core Assessments, several other States piloted new assessments and reported very little data to the CSPR (California, Idaho, Montana, South Dakota), and one State did not report any assessment data due to a cyber-attack (Kansas).

OME anticipated that the deployment of more rigorous statewide assessments, declining counts

of migrant children, and the temporarily reduced numbers of migrant children that participated in statewide assessments in States that piloted new assessments may impact student proficiency.

The results showed that the total number of migrant children in grades three through eight that participated in statewide assessments in Reading/Language Arts declined, from 96,167 in SY 2012-13 to 57,044 in SY 2013-14, a decline of 40.7%. Of the 57,044 migrant children that participated in Reading/Language Arts assessments, 28,300 scored proficient or higher. Reading/Language Arts proficiency for the migrant population improved, from 44.1% in SY 2012-13 to 49.6% in SY 2013-14.

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

Explanation. Prior results from SY 2011-2012 and SY 2012-13 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) 89a1t2

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

Source. SY 2013-14 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 2013-14, 43 States delivered instructional services partially or entirely based upon the Common Core Standards, and the remainder of States delivered instructional services based upon their own individual State standards. During this same performance period, most States transitioned to Common Core Assessments, several other States piloted new assessments and reported very little data to the CSPR (California, Idaho, Montana, South Dakota), and one State did not report any assessment data due to a cyber-attack (Kansas).

OME anticipated that the deployment of more rigorous statewide assessments, declining counts of migrant children, and the temporarily reduced numbers of migrant children that participated in statewide assessments in States that piloted new assessments may impact student proficiency.

The results showed that the total number of migrant children in grades three through eight that participated in statewide assessments in Mathematics declined, from 97,078 in SY 2012-13 to 57,362 in SY 2013-14, a decline of 40.1%. Of the 57,362 migrant children that participated in

Mathematics assessments, 28,422 scored proficient or higher. Mathematics proficiency for the migrant population improved from 47.6% in SY 2012-13 to 49.5% in SY 2013-14.

OME will monitor migrant student Mathematics proficiency, and would like to revisit the target of 47.6% proficiency after the performance results for SY 2015-16 have been released, and use the results to determine a new baseline and new targets for subsequent years.

Explanation. Prior results from SY 2011-2012 and SY 2012-13 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
------	--------	------------------------------	--------

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 2015-16.

Target Context.

Once OME receives baseline data from SY 2015-16, 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
------	--------	------------------------------	--------

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 2015-16.

Target Context.

Once OME receives baseline data from SY 2015-16, 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.