Government Performance Results Act (GPRA) Measures for the Title I, Part C – Migrant Education Program

FY 2021 GPRAs

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)

Year	Target	Actual (or date expected)	Status
2017	31.4%	28.3%	Target Not Met
2018	33.4%	26.0%	Target Not Met
2019	33.4%	26.9%	Target Not Met, But Improved
2020	33.4%	Not Collected Due to COVID-19 Pandemic	Not Collected
2021	30.0%	21.4%	Target Not Met
2022	31.0%	(June 2023)	Pending
2023	33.0%	(June 2024)	Pending

Source. 2020-2021 CSPR/EDFacts Submission System

Frequency of Data Collection: Annual

Data Quality: The GPRA 1 for MEP 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 Consolidated State Performance Report (CSPR) on an annual basis. These data are initially collected through the EDFacts Submission System, which populates the CSPR.

Explanation. GPRA 1 results for SY 2020-21 show the percentage of third through eighth grade students who were proficient or above in Reading/Language Arts declined 5.5 percentage points from the SY 2018-19 GPRA 1 of 26.9%. States operating MEPs continued to see the impacts of the COVID-19 pandemic during SY 2020-21 and GPRA 1 for SY 2020-21 did not meet the target of 30% by 8.6 percentage points. Prior results from SY 2016-17 through SY 2018-19 Reading/Language Arts statewide assessment data

collected prior to the COVID-19 pandemic are included within the GPRA Measure 1.1 of 4 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
2017	30.5%	28.5%	Target Not Met
2018	32.5%	25.4%	Target Not Met
2019	32.5%	25.7%	Target Not Met, But Improved
2020	32.5%	Not Collected Due to COVID-19 Pandemic	Not Collected
2021	30.0%	17.2%	Target Not Met
2022	31.0%	(June 2023)	Pending
2023	33.0%	(June 2024)	Pending

Source. 2020-2021 CSPR/EDFacts Submission System

Frequency of Data Collection: Annual

Data Quality. The GPRA 2 for MEP 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.

Explanation. GPRA 2 results for SY 2020-21 show the percentage of third through eighth grade students who were proficient or above in Mathematics declined 8.5 percentage points from the SY 2018-19 GPRA 2 of 25.7%, which was prior to the COVID-19 pandemic. The GPRA 2 for SY 2020-21 did not meet the target of 30% by 12.8 percentage points. Prior results from SY 2016-17 through SY 2018-19 Mathematics statewide assessment data collected prior to the COVID-19 pandemic are included within the GPRA Measure 1.2 of 4 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)

Year	Target	Actual (or date expected)	Status
2019	-	64.0%	Actual
2020	-	67.0%	Actual
2021	-	70.0%	Actual
2022	67.0%	(June 2023)	Baseline
2023	67.0%	(June 2024)	Target
2024	67.0%	(June 2025)	Target

Source. The School Year (SY) 2020-21 Migrant Student Information Exchange (MSIX)

Frequency of Data Collection: Annual

Data Quality. The GPRA 3 for MEP is the percentage of MEP students who were enrolled in grades seven through twelve and graduated or were promoted to the next grade level. OME collects these data through MSIX on an annual basis.

Explanation. GPRA 3 results for SY 2020-21 show the percentage of percentage of MEP students who were enrolled in grades seven through twelve and graduated or were promoted to the next grade level increased 3 percentage points from the SY 2019-20 GPRA 3 of 67.0%, which was during the COVID-19 pandemic. OME has proposed setting the baseline for 2022 and targets for 2023 and 2024 for GPRA 3 based on the average of the last three years of data. The new baseline and targets will be 67%. Prior results from SY 2018-19 through SY 2020-21 are included within the GPRA Measure 1.3 of 4 table.

Measure 1.4 of 4: The percentage of MEP students who entered 11th grade that had received full credit for Algebra I or its equivalent. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2019	-	38.0%	Actual
2020	-	37.0%	Actual
2021	-	42.0%	Actual
2022	39.0%	(June 2023)	Baseline
2023	39.0%	(June 2024)	Target
2024	39.0%	(June 2025)	Target

Source. The School Year (SY) 2020-21 MSIX

Frequency of Data Collection: Annual

Data Quality. The GPRA 4 for MEP is the percentage of MEP students who entered 11th grade that had received full credit for Algebra I or its equivalent. OME collects these data through MSIX on an annual basis.

Explanation. GPRA 4 results for SY 2020-21 show the percentage of MEP students who entered 11th grade that had received full credit for Algebra I or its equivalent increased 5 percentage points from the SY 2019-20 GPRA 4 of 37.0%, which was during the COVID-19 pandemic. OME has proposed setting the baseline for 2022 and targets for 2023 and 2024 for GPRA 4 based on the average of the last three years of data. The new baseline and targets will be 39%. Prior results from SY 2018-19 through SY 2019-20 are included within the GPRA Measure 1.4 of 4 table.