

***GPRA* Guidance for the Native American and Alaska Native Children in School Program**



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Introduction

This document is intended to assist Native American and Alaska Native Children in School program (NAM) grantees in reporting on their *Government Performance Results Act of 1993 (GPR)* performance measures in the Grant Performance Report, ED 524B, Section A. The NA & AKN Program Office uses the ED 524B, Section A for the Annual Performance Report (APR) and the Actual Data Performance Report (ADPR) submissions. For the purposes of this document, both reports are referred to as the data report.

Under *GPR*, Federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and regularly report on achievement. The U.S. Department of Education (ED) collects *GPR* performance measures data to demonstrate program performance to Congress. This information supports ED's budget request for programs, ensures program implementation is focused on results, aids the Department in planning technical assistance activities, and ensures that performance is measured by outcomes achieved.

In addition to reporting on the *GPR* measures, grantees are expected to report on project measures and progress in achieving project objectives in the data report. Grantees are expected to provide targets for project measures and *GPR* measures in the APR due in the spring and actual performance data in the ADPR due in the fall. Grantees should refer any questions about reporting to their OELA program specialist.

Reminder

- Annual Performance Reports are due April 30.
- Actual Data Performance Reports are due October 15.

NAM GPR Performance Objective

There is one *GPR* performance objective for the NAM:

To improve English language proficiency and academic achievement of English learners (ELs) served by the Native American and Alaska Native Children in School program.

NAM GPR Performance Measures

ED developed the following *GPR* performance measures for evaluating the outcomes of NAM:

Measure 1.1: The percentage of English learners served by the Native American and Alaska Native Children in School program who *score proficient or above* on the State reading assessment.

Measure 1.2: The percentage of English learners served by the Native American and Alaska Native Children in School program who are *making progress* in English as measured by the State English language proficiency assessment.

Measure 1.3: The percentage of English learners served by the Native American and Alaska Native Children in School program who are *attaining proficiency* in English as measured by the State English language proficiency assessment.

Assessment Instruments

The assessment instruments used to measure performance for these three measures are the State reading assessment and the State English language proficiency (ELP) assessment. The State reading assessment and the State ELP assessment are already used by States to report student progress under the *Elementary and Secondary Act of 1965 (ESEA)* as reauthorized by the *No Child Left Behind Act of 2001 (NCLB)*. Projects do not have to conduct additional testing to report on the *GPRA* measures.

Data to be Reported on the Data Report Form

The three *GPRA* measures should be reported separately on the data report. Grantees should provide targets in their APRs due in the spring and actual performance data in the ADPRs due in the fall. To allow the Program Office to report overall program outcomes, grantees must report on *GPRA* measures in a standardized way on the data report (e.g., grantees should use the exact *GPRA* measure language as stated above and should not modify the text).

Sample tables with calculations are provided with the instructions. When reporting assessment information in the data report tables, combine data across all age groups (do not report different age groups or grade levels separately). However, data by grade should be reported in the Explanation of Progress section of the data report.

Explanation of Progress

The data report form has space for additional information about each performance measure.¹ Use this space to report:

- Data discrepancies (e.g., a discrepancy between the number tested and the number served).
- How targets were determined.
- Grade levels assessed and total number of students served, tested, scored proficient or above, made progress, and attained proficiency by grade.
- Assessment timelines.
- An explanation if progress was not made and steps for addressing the issue.
- How data and information were used to make improvements in the project.
- Any other information that would help to explain the information given under the three *GPRA* measures.

¹ Grantees should indicate if the State reading assessment changed since the last project year, and if so, list the names of the new and old assessments in the Explanation of Progress for Measure 1.1. Grantees should also indicate if the State ELP assessment changed since the last project year, and if so, describe how the State plans to measure progress in the Explanation of Progress for Measure 1.2.

Performance Measure 1.1: The percentage of English learners served by the Native American and Alaska Native Children in School program who score *proficient or above* on the State reading assessment.

Reporting FAQs

Which students should be included in reporting? Grantees are to report on all ELs who were: 1) identified as an EL; 2) served by Title III; 3) served by the grant at any time during the reporting period; **and** 4) in grades required for testing under *ESEA*.² Grantees that serve both ELs who were in *ESEA*-tested grades **and** ELs who were not in *ESEA*-tested grades should report only on those students in tested grades for Measure 1.1.³

What percentage of students should be tested? The Program Office expects that at least 95 percent of ELs who meet the conditions above are tested. Any discrepancy between the number of ELs served in *ESEA*-tested grades and the number who took the State reading assessment must be explained in the Explanation of Progress section.

What if the grantee only served students who were not in *ESEA*-tested grades? Grantees that serve **only** ELs who were not in *ESEA*-tested grades should not report data for Measure 1.1 but should report data for Measures 1.2 and 1.3. These grantees should report why Measure 1.1 is not applicable in the Explanation of Progress section. For example, a grantee that focuses on improving reading skills in ELs attending kindergarten through second grade should not report data for Measure 1.1, but will need to provide explanatory information in the Explanation of Progress section.

Performance Measure: Fill in “The percentage of ELs served by the Native American and Alaska Native Children in School program who *score proficient or above* on the State reading assessment.”

Measure Type: Fill in “GPR.”

Quantitative Data: The third column, “Quantitative Data,” is divided into two main columns: “Target” and “Actual Performance Data.”

Target: The “Target” column is divided into three columns:

Raw Number: Enter the number of ELs served by the NAM grant *expected* to be in *ESEA*-tested grades for the State reading assessment.

Ratio: Two numbers should be reported:

² *ESEA* as reauthorized by *NCLB* requires that states test students in reading annually for grades 3-8, and once during high school. These grades are referred to as the “*ESEA*-tested grades” in this document.

³ If a local reading assessment is used for LEP students in grades not tested for *ESEA*, grantees should discuss these results in their project measures.

Numerator: Enter the number of ELs served by the NAM grant *expected* to score proficient or above on the State reading assessment during the reported grant year.

Denominator: Enter the total number of ELs served by the NAM grant *expected* to be tested on the State reading assessment during the reported grant year.

Percent: Calculate the percentage by dividing the numerator by the denominator, multiply by 100, and round to a whole number.

Actual Performance Data: The “Actual Performance Data” column is divided into three columns:

Raw Number: Enter the number of ELs served by the NAM grant in *ESEA*-tested grades for the State reading assessment.

Ratio: Two numbers should be reported:

Numerator: Enter the number of ELs served by the NAM grant who scored proficient or above on the State reading assessment during the reported grant year.

Denominator: Enter the total number of ELs who were served by the NAM grant during the reported grant year and took the State reading assessment.

Reminder

If your project serves students who were in *ESEA*-tested grades and students who were not in *ESEA*-tested grades, the denominator should reflect **only** the students in *ESEA*-tested grades who took the State reading assessment.

Percent: Calculate the percentage by dividing the numerator by the denominator, multiply by 100, and round to a whole number.

Example 1: Sample Grantee Performance Report Form for Section A Reporting of NAM GPRA Measure 1.1

**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

1.1 Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of English learners served by the Native American and Alaska Native Children in School program who <i>score proficient or above</i> on the State reading assessment.	<i>GPRA</i>	310	233/310	75	310	229/310	74

Data for Example 1:

For the **APR**, the grantee would complete the **TARGET** portion of the data table as follows:

- Under **Raw Number**, enter the number of ELs served by the NAM grant *expected* to be in *ESEA*-tested grades (in this example, 310).
- Under **Ratio**, enter the numerator, which is the number of ELs served by the NAM grant *expected* to score proficient or above on the State reading assessment during the reported grant year (in this example, 233). Enter the denominator, which is the total number of ELs served by the NAM grant *expected* to be tested on the State reading assessment during the reported grant year (in this example, 310).
- Calculate the % (percent) by dividing the numerator by the denominator, multiplying by 100, rounding to a whole number, and enter the result into that cell (in this example, 233 divided by 310 equals 75 percent).

For the **ADPR**, the grantee would complete the **ACTUAL** portion of the data table as follows:

- Under **Raw Number**, enter the number of ELs served by the NAM grant in *ESEA*-tested grades (in this example, 310).
- Under **Ratio**, enter the numerator, which is the number of ELs served by the NAM grant who scored proficient or above on the State reading assessment during the reported grant year (in this example, 229). Enter the denominator, which is the total number of ELs who were served by the NAM grant during the reported grant year and took the State reading assessment (in this example, 310).
- Calculate the % (percent) by dividing the numerator by the denominator, multiplying by 100, rounding to a whole number, and enter the result into that cell (in this example, 229 divided by 310 equals 74 percent).

Explanation of Progress (Include Qualitative Data and Data Collection Information)

- Data discrepancies (e.g., a discrepancy between the number of students tested and the number of students served in *ESEA*-tested grades).
- How targets were determined.
- Grade levels assessed and total number of students served, in *ESEA*-tested grades, tested, and scored proficient or above by grade.
- How progress was assessed for students in non-tested grades.
- Assessment timelines.
- Indicate whether the State reading assessment changed since the last project year, and, if so, list the new and old assessment names.
- An explanation if progress was not made and steps for addressing the issue.

- How data and information were used to make improvements in the project.
- Any other information that would help to explain the information given under this *GPRA* measure.

Explanation of Progress Text for Example 1. Four hundred and twenty-five (425) ELs in grades K-8 are served by the NAM grant in Project A during the 2007-08 grant year. The State reading assessment is administered in May 2008 to students in grades 3-8 only. Therefore, 115 students in grades K through 2 were not required to take the State reading assessment. Students in grades K-2 were administered a local assessment in June to assess their progress in reading. Student results on the local reading assessment are presented later in the data report with the discussion of the project measures.

The following table illustrates the number of ELs served, in *ESEA*-tested grades, tested on the State reading assessment, and scored proficient or above by grade.

Grade	# of ELs served	# of students in <i>ESEA</i> -tested grades	# of students tested	# of students proficient or above
K	20	0	0	n/a
1	40	0	0	n/a
2	55	0	0	n/a
3	50	50	50	35
4	62	62	62	44
5	55	55	55	44
6	60	60	60	50
7	40	40	40	25
8	43	43	43	31
Total	425	310	310	229

Performance Measure 1.2: The percentage of LEP students served by the Native American and Alaska Native Children in School program who are *making progress* in English as measured by the State English language proficiency assessment.

Reporting FAQs

Which students should be included in reporting? Grantees are to report on all ELs who were: 1) identified as an EL, 2) served by Title III, and 3) served by the grant at any time during the reporting period.

How does the grantee determine if a student made progress? Grantees must use the definition of “making progress” in English language acquisition from their State’s Annual Measurable Achievement Objectives (AMAOs).⁴ Students must have a previous English language acquisition assessment result before a grantee can determine whether the student made progress in English language acquisition. At least one assessment score must be from the reported grant year. ELs who both made progress and attained proficiency are also considered making progress for this measure. ELs who took the State ELP assessment for their first and only time during the reporting year cannot be considered making progress.

What percentage of students should be tested? Grantees must use the results of the State ELP assessment as the data points for determining whether students are making progress for Measure 1.2. All ELs served by the grant must be tested on the State ELP assessment during the reported grant year. Any discrepancy between the number of ELs served and the number who took the State ELP assessment at least two times must be explained in the Explanation of Progress section.⁵

Performance Measure: Fill in “The percentage of ELs served by the Native American and Alaska Native Children in School program who are *making progress* in English as measured by the State English language proficiency assessment.”

Measure Type: Fill in “GPRA.”

Quantitative Data: The third column, “Quantitative Data,” is divided into two main columns: “Target” and “Actual Performance Data.”

⁴ Sec. 3122 *ESEA* as reauthorized by *NCLB* requires states to develop AMAOs for the English language acquisition and academic achievement of LEP students.

⁵ Additional information on who should be included in calculations and determinations can be found in the Title III Notice of Interpretations, <http://edocket.access.gpo.gov/2008/E8-24702.htm>.

Target: The “Target” column is divided into three columns:

Raw Number: Leave this column blank.

Ratio: Two numbers should be reported:

Numerator: Enter the number of ELs served by the NAM grant *expected* to be categorized as *making progress* in English as measured by the State ELP assessment during the reported grant year. This number includes only students *expected* to be categorized as making progress. Students who are expected to be categorized as making progress **and** attaining proficiency during the reported grant year should be counted in this number, as well as in the numerator and denominator for Measure 1.3.

Denominator: Enter the total number of ELs served by the NAM grant *expected* to have at least two assessment scores on the State ELP assessment during the reported grant year. At least one assessment score will be from the reported grant year.

Percent: Calculate the percentage by dividing the numerator by the denominator, multiplying by 100, and rounding to a whole number.

Actual Performance Data: The “Actual Performance Data” column is divided into three columns:

Raw Number: Leave this column blank.

Ratio: Two numbers should be reported:

Numerator: Enter the number of ELs served by the NAM grant categorized as *making progress* in English as measured by the State ELP assessment during the reported grant year. This number includes only students categorized as making progress. Students who made progress **and** attained proficiency during the reported grant year should be counted in this number as well as in the numerator and denominator for Measure 1.3.

Denominator: Enter the total number of ELs who were served by the NAM grant during the reported grant year and had at least two assessment scores on the State ELP assessment. At least one assessment score must be from the reported grant year.

Percent: Calculate the percentage by dividing the numerator by the denominator, multiplying by 100, and rounding to a whole number.

Reminder

ELs who took the State ELP assessment for their first and only time during the reporting year should not be included in this measure.

Example 2: Sample Grantee Performance Report Form for Section A Reporting of NAM GPRA Measure 1.2

**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective Check if this is a status update for the previous budget period.

1.2 Performance Measure	Measure Type	Quantitative Data					
The percentage of English learners served by the Native American and Alaska Native Children in School program who are <i>making progress</i> in English as measured by the State English language proficiency assessment.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			300/425	71		273/405	67

Data for Example 2:

For the **APR**, the grantee would complete the **TARGET** portion of the data table as follows:

- Under **Raw Number**, leave this column blank.
- Under **Ratio**, enter the numerator, which is the number of ELs served by the NAM grant *expected* to be categorized as *making progress* in English as measured by the State ELP assessment during the reported grant year (in this example, 300). Enter the denominator, which is the total number of ELs served by the NAM grant *expected* to have at least two assessment scores on the State ELP assessment during the reported grant year (in this example, 425). At least one assessment score must be from the reported grant year.
- Calculate the % (percent) by dividing the numerator by the denominator, multiplying by 100, rounding to a whole number, and enter the result into that cell (in this example, 300 divided by 425 equals 71 percent).

For the **ADPR**, the grantee would complete the **ACTUAL** portion of the data table as follows:

- Under **Raw Number**, leave this column blank.
- Under **Ratio**, enter the numerator, which is the number of ELs served by the NAM grant who were categorized as *making progress* in English as measured by the State ELP assessment during the reported grant year (in this example, 273). The 273 includes 250 students who made progress only and 23 students who both made progress **and** attained proficiency. Enter the denominator, which is the total number of ELs who were served by the NAM grant during the reported grant year and had at least two assessment scores on the State ELP assessment data (in this example, 405). At least one assessment score must be from the reported grant year.
- Calculate the % (percent) by dividing the numerator by the denominator, multiplying by 100, rounding to a whole number, and enter the result into that cell (in this example, 273 divided by 405 equals 67 percent).

Explanation of Progress (Include Qualitative Data and Data Collection Information)

- Data discrepancies (e.g., a discrepancy between the number of ELs served during the grant period and the number of students with at least two scores on the State ELP assessment).
- How targets were determined.
- The State's definition of "making progress" in English language acquisition from the State's AMAOs.
- Grade levels assessed and total number of students served, tested at least two times, *made progress only, and both made progress and attained proficiency* by grade.
- Assessment timelines.
- Description of how the State plans to measure progress if the State ELP assessment changed from one year to the next.
- An explanation if progress was not made and steps for addressing the issue.

- How data and information were used to make improvements in the project.
- Any other information that would help to explain the information given under this *GPR*A measure.

Explanation of Progress Text for Example 2. Four hundred twenty-five (425) ELs in grades K-8 are served by the NAM grant in Project A during the 2007-08 grant year. ELs take the ELP assessment in all grades. The ELP assessment was administered in spring 2007 of the previous grant year to grades K through 8 and again in spring 2008 to grades K through 8. All 425 served students were tested at least once during the 2007-08 grant year. Of those students, 405 students participated in the two spring administrations of the ELP assessment. The kindergarten students took the ELP assessment for the first time in spring 2008, so these 20 students cannot be counted in this measure.

Of the 405 students who participated in the two spring administrations of the ELP assessment, 250 students made progress, but did not attain proficiency. Another 23 of the 405 students made progress and attained proficiency.

The following table illustrates the number of ELs served, tested at least two times, made progress only, and both made progress and attaining proficiency by grade.

Grade	# of ELs served	# of students tested at least two times	# of students who made progress only (i.e., and did not attain proficiency)	# of students who made progress and attained proficiency
K	20	0	n/a	n/a
1	40	40	20	0
2	55	55	35	5
3	50	50	35	4
4	62	62	40	8
5	55	55	40	0
6	60	60	45	0
7	40	40	15	4
8	43	43	20	2
Total	425	405	250	23

Performance Measure 1.3: The percentage of English learners served by the Native American and Alaska Native Children in School program who are *attaining proficiency* in English as measured by the State English language proficiency assessment.

Reporting FAQs

Which students should be included in reporting? Grantees are to report on all ELs who were: 1) identified as an EL, 2) served by Title III, and 3) served by the grant at any time during the reporting period.

How does the grantee determine if a student attained proficiency? Grantees must use the definition of “attaining proficiency” in English language acquisition from their State’s AMAOs. A student can be counted as attaining proficiency the first time the student took the State ELP assessment if the student scored proficient on the test. In addition, students who both made progress **and** scored proficient are also considered as attaining proficiency for this measure. The number of ELs served by the grant at any time during the reported grant year and tested on the State ELP assessment should be included in the denominator for this measure.

What percentage of students should be tested? All ELs served by the grant must be tested on the State ELP assessment during the reported grant year. Any discrepancy between the number of ELs served and the number who took the State ELP assessment must be explained in the Explanation of Progress section.

Performance Measure: Fill in “The percentage of English learners served by the Native American and Alaska Native Children in School program who are *attaining proficiency* in English as measured by the State English language proficiency assessment.”

Measure Type: Fill in “GPRA.”

Quantitative Data: The third column, “Quantitative Data,” is divided into main columns: “Target” and “Actual Performance Data.”

Target: The “Target” column is divided into three columns:

Raw Number: Leave this column blank.

Ratio: Two numbers should be reported:

Numerator: Enter the number of ELs served by the NAM grant *expected* to be categorized as *attaining proficiency* in English as measured by the State ELP assessment during the reported grant year. This number includes students who are *expected* to be categorized as making progress **and** attaining proficiency during the reported grant year.

Denominator: Enter the total number of ELs served by the NAM grant *expected* to be tested on the State ELP assessment during the reported grant year. All ELs served by the NAM grant are expected to be tested on the ELP assessment during the reported grant period.

Percent: Calculate the percentage by dividing the numerator by the denominator, multiplying by 100, and rounding to a whole number.

Actual Performance Data: The “Actual Performance Data” column is divided into three columns:

Raw Number: Leave this column blank.

Ratio: Two numbers should be reported:

Numerator: Enter the number of ELs served by the NAM grant who were categorized as *attaining proficiency* in English as measured by the State ELP assessment during the reported grant year. This number includes students who made progress **and** attained proficiency during the reported grant year.

Denominator: Enter the total number of ELs who were served by the NAM grant during the reported grant year and tested on the State ELP assessment. All ELs served by the NAM grant are expected to be tested on the ELP assessment during the reported grant period.

Percent: Calculate the percentage by dividing the numerator by the denominator, multiplying by 100, and rounding to a whole number.

Example 3: Sample Grantee Performance Report Form for Section A Reporting of NAM GPR Measure 1.3

**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Project Objective Check if this is a status update for the previous budget period.

1.3 Performance Measure	Measure Type	Quantitative Data					
The percentage of English learners served by the Native American and Alaska Native Children in School program who are <i>attaining proficiency</i> in English as measured by the State English language proficiency assessment.	GPR	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			60/425	14		29/425	7

Data for Example 3:

For the **APR**, the grantee would complete the **TARGET** portion of the data table as follows:

- Under **Raw Number**, leave this column blank.
- Under **Ratio**, enter the numerator, which is the number of ELs served by the NAM grant *expected* to be categorized as *attaining proficiency* in English as measured by the State ELP assessment during the reported grant year (in this example, 60). Included in the 60 students are students expected to be categorized as both making progress **and** attaining proficiency. Enter the denominator, which is the total number of ELs served by the NAM grant *expected* to be tested on the State ELP assessment during the reported grant year (in this example, 425).
- Calculate the % (percent) by dividing the numerator by the denominator, multiplying by 100, rounding to a whole number, and enter the result into that cell (in this example, 60 divided by 425 equals 14 percent).

For the **ADPR**, the grantee would complete the **ACTUAL** portion of the data table as follows:

- Under **Raw Number**, leave this column blank.
- Under **Ratio**, enter the numerator, which is the number of ELs served by the NAM grant who were categorized as *attaining proficiency* in English as measured by the State ELP assessment during the reported grant year (in this example, 29). The 29 includes 6 students who achieved proficiency on their first ELP assessment and 23 students who made progress **and** attained proficiency. Enter the denominator, which is the total number of ELs served by the NAM grant during the reported grant year and were tested on the State ELP assessment (in this example, 425).
- Calculate the % (percent) by dividing the numerator by the denominator, multiplying by 100, rounding to a whole number, and enter the result into that cell (in this example, 29 divided by 425 equals 7 percent).

Explanation of Progress (Include Qualitative Data and Data Collection Information)

- Data discrepancies (e.g., a discrepancy between the number tested and the number served).
- How targets were determined.
- The State's definition of "attaining proficiency" in English language acquisition from the State's AMAOs.
- The grade levels assessed and total number of students served, tested at least once, *attained proficiency only, and both made progress and attained proficiency* by grade.
- Assessment timelines.
- An explanation if progress was not made and steps for addressing the issue.
- How data and information were used to make improvements in the project.

- Any other information that would help to explain the information given under this *GPR*A measure.

Explanation of Progress Text for Example 3. Four hundred twenty-five (425) ELs in grades K-8 are served by the NAM in Project A during the 2007-08 grant year. ELs take the ELP assessment in all grades. The ELP assessment was administered in spring 2007 of the previous grant year to all ELs and again in spring 2008 to all ELs. All 425 students were tested at least once during the 2007-08 grant year. Six kindergarten students attained proficiency, on their first ELP assessment. Another 23 students made progress and attained proficiency.

The following table illustrates the number of students served, tested at least once, attained proficiency only, and both made progress and attained proficiency by grade.

Grade	# of ELs served	# of students tested at least once	# of students who attained proficiency only (i.e., and did not make progress)	# of students who made progress and attained proficiency
K	20	20	6	n/a
1	40	40	0	0
2	55	55	0	5
3	50	50	0	4
4	62	62	0	8
5	55	55	0	0
6	60	60	0	0
7	40	40	0	4
8	43	43	0	2
Total	425	425	6	23