

Assessing English Learners under the Native American and Alaska Native Children in School (NAM) Program FY 2013

What are Performance Measures?

Performance measures quantitatively tell us something important about our products, services, and the processes that produce them. They are tools to help us understand, manage, and improve what our organizations do.

Under the Government Performance and Results Act of 1993 (GPRA), 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 annually report on achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants.

What is the GPRA performance objective for the NAM program?

The GPRA performance objective for the NAM program is to improve English language proficiency and academic achievement of English learner students served by the program.

What are the GPRA measures for the NAM program?

In order to develop a means of measuring progress made, and annually report on achievement, the Department has developed the following GPRA performance measures for evaluating the overall effectiveness of the NAM program:

- (i) The percentage of English learners (ELs) served by the program who score proficient or above on, as applicable, valid and reliable State or local district reading assessments.
- (ii) The percentage of ELs served by the program who are making progress in learning English as measured by the State approved English language proficiency assessment.
- (iii) The percentage of ELs served by the program who are attaining proficiency in English as measured by the State approved English language proficiency assessment.

What other information are grantees funded under NAM expected to collect and report to the Department in their Annual Performance Report (APR) ED 524B, Section A and in their Final Performance Report?

In addition to reporting on the GPRA measures, grantees funded under NAM are expected to report on project measures and progress in achieving project objectives in their project APR. They are expected to provide targets for their project and GPRA measures in spring and actual performance data for project and GPRA measures in the fall. In addition, they are expected to provide budget and other federal required information.

What assessment instruments are used to measure Reading proficiency?

In reporting on GPRA measures grantees would use data from their State Reading assessment administered to students in the NCLB-tested grades (4 through 8, and 10), and the district valid and reliable approved Reading assessment administered to students who are not in the NCLB tested grades (Pre-K through 3, 9, 11, and 12) if applicable.

May the grantee use data from a district assessment that has not been determined to be valid and reliable in reporting GPRA measure data on reading proficiency for students that are not in NCLB-tested grades?

If a grantee does not use a valid and reliable district-approved assessment to measure Reading in non-tested grades, it would not report GPRA measure data on Reading for students who are not in tested grades. It might, however; consider using data from such reading assessments to support a project-developed measure for reading proficiency.

Grantees that plan to use a valid and reliable district-approved assessment to report on the GPRA measure for Reading in non-tested grades might consider describing in their APR how they determine proficiency in reading.

What assessment instrument is used to measure English proficiency?

The assessment instrument used to measure English proficiency is the State approved English language proficiency assessment.

Grantees funded under NAM that are serving grades K through 12 will be expected to collect and report to the Department data related to these measures in their APR and in their Final Performance Report.

What information regarding performance measures should a grantee consider providing in its APR?

Grantees should provide in their APR the number of ELs in the program to be tested and the number of ELs expected to make progress or attain proficiency and information on how they will collect, analyze, and report quantitative data on the GPRA and project performance measures.

Are grantees serving only post-secondary ELs expected to report on the GPRA measures?

No. Grantees serving only post-secondary ELs are not expected to report on the GPRA measures. However, they must have, as a project objective, an increase in English language proficiency for participating students. They are expected to report on project measures and progress in achieving project objectives in the annual report. They are expected to provide targets and actual performance data for project measures. Grantees should provide information on how the project will collect, analyze, and report quantitative data on the performance measures.