# **u.s. department of education**

**TQP short-term gpra measure guidance**

##### This guide is designed to walk you through the data collection requirements that you, as a federal grantee, must comply with. We want to make sure that you have the knowledge and understanding necessary to collect performance data. Not only are you required to report this data to the department under the Government Performance Results Act, but also, these and any other evaluation measures you establish for your program will provide valuable feedback about your progress. You can and should use that feedback to continuously improve the way you operate the program, so that you can better serve your target population.

##### What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report its progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

**How are GPRA data used?**

The GPRA data you submit, along with the other information you provide in your annual performance report, will be reviewed and used by program staff to assess grantee progress; it also plays a part in continuation funding considerations. Currently, program-level data, which are aggregated across all TQP grantees, is publicly available on the Department’s website ([www.ed.gov](http://www.ed.gov)). In the near future, the GPRA data you submit may be shared with the general public *at the individual program level*. As such, it is in your best interest to ensure you are collecting consistent, meaningful performance data over the course of your grant, as the public will be able to access the data that your program has reported to the department.

Using data to improve program performance

* Have a strategic plan
* Establish measures to monitor progress on your planned outcomes
* Each objective in your strategic plan should be linked to relevant, measurable indicators of success
* Establish meaningful, realistic targets
* Treat performance data as important feedback that can help improve your program and better serve your population

**How can grantees get additional guidance about GPRA?**

We strongly encourage you to review the GPRA measures and your capacity to collect the appropriate data to meet the requirement as early as possible. Do not wait until the last minute to consider this requirement—at that point it will be too late to have collected the information necessary to respond to the TQP GPRA measures. If you have any questions after you have read through the materials provided to you, please contact your grant monitor; they will be happy to assist you.

How this guide is structured

This guide is designed to walk you through the GPRA measures that have been established for the PEP program. Each section is structured in the same way, providing the following information:

* The GPRA measure
* Key definitions of terms
* Data needed
* Example
* Calculation
* Reporting notes
* Reporting Form

Collection methods

Several possible methods are available for collecting the data needed for these measures. Enrollment records in programs and courses are the basis for many measures. Grantees need to work together with LEAs to track the employment statuses of graduates. Grantees should discuss collecting the GPRA data with their project evaluators, and should include considering the range of methods that are available to collect data to respond to these measures.

**GPRA Measure E(i)**

#### Short-Term Performance Measure 1: Persistence The percentage of program participants who did not graduate in the previous reporting period, and who persisted in the postsecondary program in the current reporting period.

## **DEFINITIONS**

* **Program Participants**: Students who enroll full time in the IHE program in the school of education or academic programs covered by TQP reforms. This does not include teachers of record who receive professional development from the TQP project.
* **Previous reporting period:** April 5, 2013 – April 4, 2014
* **Current reporting period:** April 5, 2012 – April 4, 2013

##### DATA NECESSARY FOR THIS MEASURE & CALCULATIONS

The data elements that grantees need to collect for this measure are:

**Participants**

1. The number of program participants in the previous performance period.

**Calculation**: This is the number of students who were in the program during the April 5, 2012 – April 4, 2013 school year. This may include Jrs and Srs, or for some programs, Sophs, Jrs, and Srs. For residencies, this may include those who have just begun the program and those who are in their second year.

1. The number of program participants in the previous performance period who graduated in the previous reporting period.

**Calculation**: This is the number of students who were in the program in April 5, 2012 – April 4, 2013 and who graduated sometime between April 5, 2012 – April 4, 2013.

**Persisters**

1. The number of program participants who persisted in the current reporting period.

**Calculation:** This is the number of students who were in the program during the 2012-2013 school year who are also in the program in the 2013-2014 school year. Students who are still enrolled beyond their Sr years should be included, and those who graduated some point in 2013-2014 are included.

**EXAMPLE:**

|  |  |  |  |
| --- | --- | --- | --- |
| Year  Students from 2012-13 who are still in the program in 2013-14  See note 2 | Juniors | Seniors | Graduated |
| 2012-2013 | 100 | 80 | 75 |
| 2013-2014 | 100 | 90 | 80 |

Calculation:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The percentage of program participants who did not graduate in the previous reporting period, and who persisted in the postsecondary program in the current reporting period. | = | The # of students who were in the program during the 2013-2014 school year who were also in the program during the 2012-2013 school year  The # of students who were in the program during the 2012-2013 school year  -  The # of students who were in the program during the 2012-2013 school year who **graduated** in 2012-2013 | = | 90  180 - 75  Students in the program in 2012-2013 (100+80) | = | Persisters  90  105  Participants  Students who graduated in 2012-13 |

**Reporting Notes:**

1. Because we are aggregating these numbers across programs, please provide us with all **raw numbers** of persisters and participants in the **ratio section** of the form on page 8.
2. Although the example above uses the term Juniors and Seniors, you may choose to classify your persisters differently. Persisters may include those who returned as 5th year seniors, stayed an extra semester, etc..
3. If your program includes both a residency and pre-bac, please provide us **separate calculations** for each.
4. If you need to provide an explanation about how you came to your calculations and what the numbers represent, include that explanation below your raw numbers.

**GPRA Measure E(ii)**

#### Short-Term Performance Measure 1: Retention The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program one year after initial employment.

## **DEFINITIONS**

* **Beginning teacher**: Graduates of the IHE programs covered by TQP reforms, who became a teacher of record in the April 5, 2012 – April 4, 2013 reporting period
* **High-need LEA** : The term ‘high-need local educational agency’ means a local educational agency—

(A)(i) for which not less than 20 percent of the children served by the agency are children from low-income families;

(ii) that serves not fewer than 10,000 children from low-income families;

(iii) that meets the eligibility requirements for funding under the Small, Rural School Achievement Program under section 6211(b) of the Elementary and Secondary Education Act of 1965; or

(iv) that meets the eligibility requirements for funding under the Rural and Low-Income School Program under section 6221(b) of the Elementary and Secondary Education Act of 1965; and

(B)(i) for which there is a high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach; or

(ii) for which there is a high teacher turnover rate or a high percentage of teachers with emergency, provisional, or temporary certification or licensure.

* High-need ECE Program: The term ‘high-need early childhood education program’ means an early childhood education program serving children from low-income families that is located within the geographic area served by a high-need local educational agency.
* Partner: LEAs that are eligible partners as defined by in section 200(6)(A) of the HEA, and are members of the formal TQP partnership as part of the original grant application or subsequent amendments.
* **Retained one year after initial employment:** Those who began teaching in the eligible schools in 2012-2013, and are still teaching eligible schools in the April 5, 2013 – April 4, 2014 reporting period.

##### DATA NECESSARY FOR THIS MEASURE & CALCULATIONS

The data elements that grantees need to collect for this measure are:

**Beginning Teacher**

1. The number of beginning teachers in the partner high-need LEA or ECE program.

**Calculation**: This is the number of graduates of the IHE programs covered by TQP reforms, who became a teacher of record in the April 5, 2012 – April 4, 2013 reporting period in a partner high-need LEA or ECE program. This does not include teachers who began teaching in non high-need LEAs, or other high-need LEAs that are not part of the formal TQP partnership as stated in the application.

**Retained Teacher**

1. The number of beginning teachers in the partner high-need LEA or ECE program retained after one year of initial employment.

**Calculation**: This is the number of graduates stated in the description above, who in the April 5, 2012 – April 4, 2013 reporting period, one year later, are still teachers of record in a partner high-need LEA or ECE program . This DOES include teachers who switched schools, but are still in partner high-needs LEAs. This does not include teachers who began midway into 2012-13, and left the program at the beginning of 2013-14 (thus not reaching the 1 year mark).

**EXAMPLE:**

|  |  |  |
| --- | --- | --- |
| Year | Teachers beginning in partner High-needs LEA  (first year) | Teachers Retained in partner High-needs LEA  Of those 65, 55 are still there in 2013-2014  (second year) |
| 2011-2012 | 65 | 55 |
| 2012-2013 | 55 | 50 |
| 2013-2014 | 60 | 45 |

65 teachers began in 2012-2013

Calculation:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program one year after initial employment. | = | Beginning Teachers in partner high-need LEA or ECE program 2013-2014  Beginning Teachers in partner high-need LEA or ECE program 2012-2013 | = | 55  65 | = | Retained Teacher  Beginning teacher |

**Reporting Notes:**

1. Because ED will be aggregating these numbers across programs to calculate the **percentage**, we request that you provide us with the numbers of beginning teachers and retained teachers in the **ratio section** of the form on p8.
2. If your program includes both a residency and pre-bac, please provide us **separate calculations** for each.
3. If you need to provide an explanation about how you came to your calculations and what the numbers represent, include that explanation below your raw numbers

**Pre-bac measures (if applicable)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure** | **Measure Type** | **Quantitative Data** | | | | | |
| **5i: Persistence**: The percentage of program participants who did not graduate in the previous reporting period, and who persisted in the postsecondary program in the current reporting period. | **GPRA** | **Target** | | | **Actual Performance Data** | | |
| **Raw Number** | **Ratio** | **%** | **Raw Number** | **Ratio** | **%** |
|  |  |  |  |  |  |
| **Measure** | **Measure Type** | **Quantitative Data** | | | | | |
| **5ii: Retention**: The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program one year after initial employment | **GPRA** | **Target** | | | **Actual Performance Data** | | |
| **Raw Number** | **Ratio** | **%** | **Raw Number** | **Ratio** | **%** |
|  |  |  |  |  |  |
| **Explanation of progress** | **(use this space to briefly explain how you calculated the above numbers)** | | | | | | |

**Residency measures (if applicable)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure** | **Measure Type** | **Quantitative Data** | | | | | |
| **5i: Persistence**: The percentage of program participants who did not graduate in the previous reporting period, and who persisted in the postsecondary program in the current reporting period. | **GPRA** | **Target** | | | **Actual Performance Data** | | |
| **Raw Number** | **Ratio** | **%** | **Raw Number** | **Ratio** | **%** |
|  |  |  |  |  |  |
| **Measure** | **Measure Type** | **Quantitative Data** | | | | | |
| **5ii: Retention**: The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program one year after initial employment | **GPRA** | **Target** | | | **Actual Performance Data** | | |
| **Raw Number** | **Ratio** | **%** | **Raw Number** | **Ratio** | **%** |
|  |  |  |  |  |  |
| **Explanation of Progress** | **(use this space to briefly explain how you calculated the above numbers)** | | | | | | |