

ANNUAL EVALUATION REPORT 2019-2020

Kentucky Migrant Education Program
June 2021



CREDITS

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Abbreviations Used in the Report

Abbreviation	Definition
CAMP	College Assistance Migrant Program
CCR	College and Career Ready
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSG	Consolidated Student Group. Per KDE: Groups of students combined into one large group whose scores are used to determine whether schools/districts are closing achievement gaps; demographic categories include African American, Hispanic, American Indian/Native American, limited English proficiency, poverty, and disability
EL	English Learners
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
GED	General Educational Development
GOSOSY	Graduation and Outcomes for Success for Out of School Youth
ILP	Individual Learning Plan
KDE	Kentucky Department of Education
KMPAC	Kentucky Migrant Parent Advisory Council
K-PREP	Kentucky Performance Rating for Educational Progress
KSCREEN	Kentucky Kindergarten Readiness Assessment
LEA	Local Education Agency, aka District
MEP	Migrant Education Program
MPO	Measurable Program Outcome
NCLB	No Child Left Behind Act of 2001
OME	Office of Migrant Education (U.S. Department of Education)
OSY	Out of School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PFS	Priority for Service
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency

Executive Summary

This report provides data regarding outcomes obtained and services provided by the Kentucky Migrant Education Program (KY MEP). It is one component of the KY MEP’s ongoing work to determine the effectiveness of services to migrant children and youth. The report was prepared by Arroyo Research Services, an education professional services firm that helps education organizations through research, measurement, evaluation, and consulting services.

During the 2019-2020 program year (September 1, 2019, through August 31, 2020), the KY MEP served 4,238 migrant students (ages 3-21), up from 3,853 in 2018-19. The largest group of students was elementary aged, comprising 50% of all enrolled students. Services included: instructional services, home visits, tutoring after school and during summer school programs, referrals, supportive and supplemental services, and activities to involve parents in the education of their children.

Supportive services were also provided to migrant students to eliminate barriers that traditionally inhibit school success. The KY MEP focused on leveraging existing services during both the summer and regular year program. Supportive services included: referrals to community service providers, access to community services and interpretation, health services, advocacy and outreach, instructional programming, and transportation to educational programs and community service providers.

Exhibit 1 displays a summary of the results for all MPOs during the 2019-2020 program year.

Exhibit 1. Summary of Measurable Program Outcomes (MPOs) for 2019-20 Migrant Education Program (MEP) Year

KY MEP MPO	MPO Status	Evidence
Reading Language Arts		
Each year beginning in Fall 2019, 50% of PFS and Below Grade Level migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the KPREP Reading assessment.	Not Evaluated	<i>Due to the Covid-19 pandemic, KY schools did not administer the K-PREP Reading assessment for the 2019-20 school year.</i>
Mathematics		
Each year beginning in Fall 2019, 45% of PFS and Below Grade Level migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the KPREP Mathematics assessment.	Not Evaluated	<i>Due to the Covid-19 pandemic, KY schools did not administer the K-PREP Mathematics assessment for the 2019-20 school year</i>

KY MEP MPO	MPO Met?	Evidence
Graduation		
By Fall 2021, 75% of High School students will be on track to graduate as indicated by the MEP CCR Checklist.	<i>In Progress</i>	<i>As of program year 2019-2020, 68% of migrant high school students are on track to graduate.</i>
By Spring 2022, the percentage of High School Students targeted for supplemental academic services who receive two or more supplemental services per week that are on track to graduate by 10 percentage points over the baseline established in 2018-2019.	<i>In Progress</i>	<i>In 2019-2020, the percentage of migrant high school students receiving two or more services per week and are on track to graduate was 92%. Because data was systematically collected beginning in 2019, this will serve as the baseline for future reports.</i>
Preschool		
By Spring 2022, the percent of migrant preschool age children either enrolled in preschool or receiving 10 or more in home service contacts who demonstrate kindergarten readiness on KSCREEN will increase to 60%.	<i>On Track</i>	<i>59% of migrant students who enrolled in preschool or received 10 or more in home contacts in the prior year were deemed kindergarten ready on the 2018-2019 KSCREEN, up from 52% reported in 2018-19.</i>
Out-of-School Youth (OSY)		
By Spring 2022, 75% of OSY who receive English language instruction will demonstrate improved language proficiency based on pre and post testing of lessons used.	<i>In Progress</i>	<i>Of the 188 OSY who received ESL instruction and completed pre and post lesson assessments in 2019-20, 67% demonstrated growth, approaching the 75% target. The deadline to meet this MPO is Spring 2022.</i>
By 2022, 4 % of OSY will participate in structured education programs (GED or HS Diploma/Credit Recovery).	<i>Met</i>	<i>4.5% of OSY participated in a structured education program during 2019-2020.</i>

Full Evaluation Report

This report provides data regarding outcomes obtained and services provided by the Kentucky Migrant Education Program (KY MEP) during the 2019-2020 program year. It is one component of the KY MEP's ongoing work to determine the effectiveness of services to migrant children and youth. The report was prepared by Arroyo Research Services, an education professional services firm that helps education organizations through research, measurement, evaluation, and consulting services.

Purpose

This evaluation builds on the KY MEP Comprehensive Needs Assessment (CNA) and updated KY MEP Service Delivery Plan (SDP). The KY MEP CNA was revised through a broad-based statewide process that culminated in a combined Comprehensive Needs Assessment and Service Delivery Plan in May 2019. The revised CNA informed the development of the new KY MEP SDP which contains measurable outcomes and indicators that inform this evaluation plan and associated statewide data collection procedures.

This report discusses preliminary findings from the review of the KY MEP related to three overarching questions (further refined below):

- How is the KY MEP student population changing over time?
- To what extent are programs being implemented?
- To what extent are programs for MEP students producing the desired student outcomes?

In answering these questions, the evaluation seeks to provide a statewide perspective on services and their impact to enable the KY MEP to make programmatic decisions based on data. The local and regional MEP grant application processes provide flexibility to ensure that LEAs and regional centers implement services that meet the needs of their students in the context of district programs and resources. However, the KY MEP provides guidance in identifying evidence-based strategies through the continuous improvement cycle of CNA, SDP, statewide training, and direct consultation with regional centers and districts. The state level evaluation is a status check on progress made in implementing targeted services and in measuring the effectiveness of those services. The evaluation findings are designed to assist the KY MEP in making mid-course corrections to strengthen and improve programs and program outcomes.

The evaluation is also intended to communicate what is known about services and outcomes to various stakeholders. Findings will be shared with state education policy makers and regional coordinators and will be distributed to district MEP staff. Preliminary evaluation findings will be shared with the Kentucky Migrant Parent Advisory Council

(KMPAC) for discussion with migrant families, and complete evaluation findings are expected to also be shared with the KMPAC. The report is also intended to communicate with the U.S. Department of Education's Office of Migrant Education (OME) about the extent to which statutory requirements are met in responding to the needs of migrant youth in achieving challenging academic standards.

The KY MEP is funded under the federal MEP created in 1966 under Title I, Part C, of the Elementary and Secondary Education Act (ESEA), amended most recently in 2015 through the Every Student Succeeds Act (ESSA), with the following purposes (defined in Section 1301 of ESSA):

- a) Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- b) Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
- c) Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- d) Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- e) Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- f) Ensure that migratory children benefit from state and local systemic reforms.

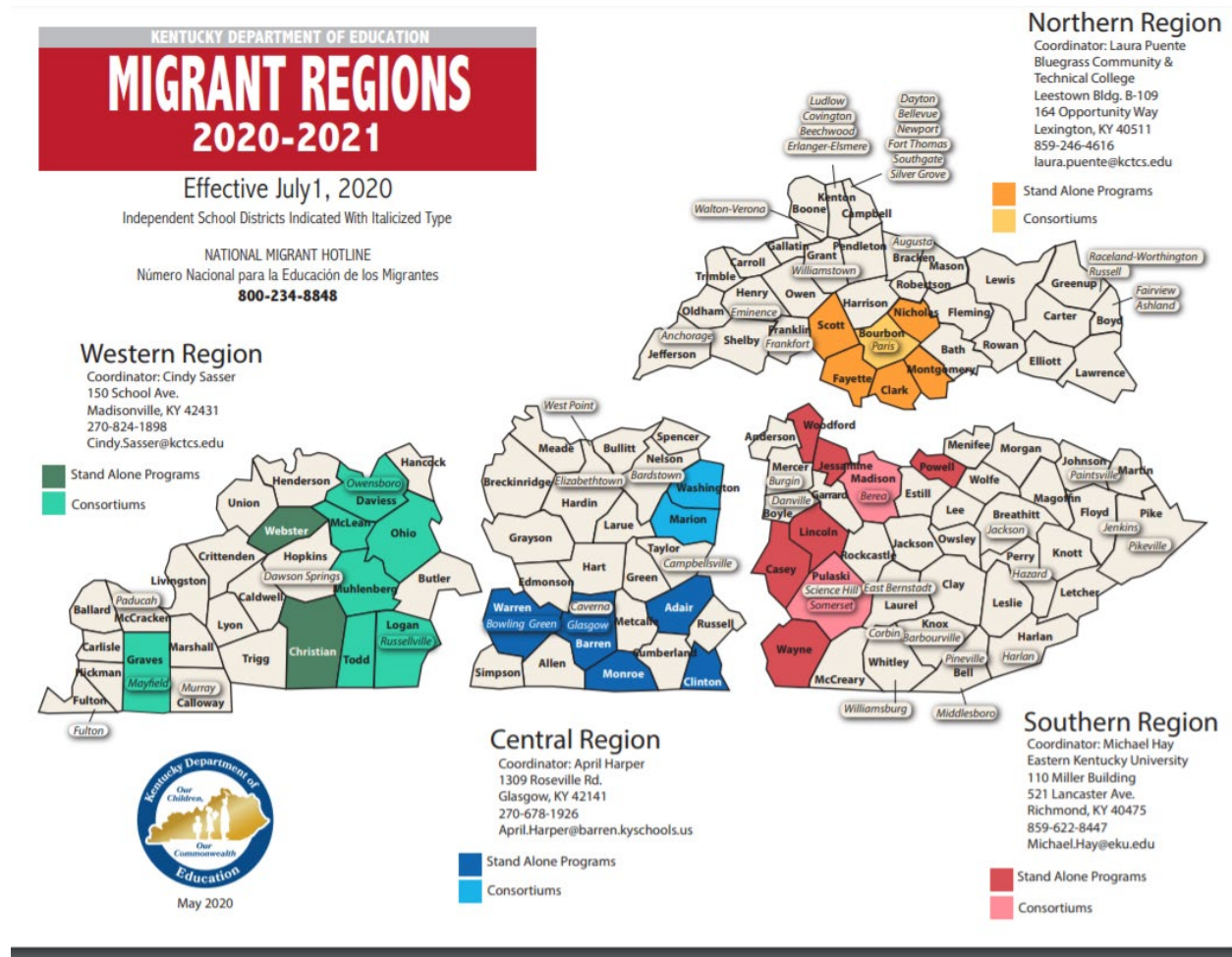
According to statute, a migratory child, in Kentucky, is defined as “a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work” and who moved from one school district to another (ESSA Sec. 1309(2)).

The KY MEP provides supplemental educational services to the state's children, youth, and families of migratory farmworkers through this same statute. Under ESEA, the MEP focuses on alleviating barriers to successful educational achievement due to the migratory lifestyle, including disruption in schooling due to repeated moves, poverty, social isolation, and language barriers. The mission of the KY MEP is to provide educational and human resource service opportunities which strengthen and enhance the development of the migrant child and the migrant family.

Program Structure

The KY MEP is administered through the Kentucky Department of Education (KDE) Division of School and Program Improvement. KDE provides sub-grants to LEAs that apply for MEP funding to administer services at the local level. Currently, the KY MEP consists of 37 school districts administered under four regional administrative centers (see Exhibit 2). Over 60% of Kentucky's migrant students are concentrated in the northeastern and central regions. Tobacco is the primary agricultural enterprise in the state and remains a top qualifying activity for the MEP, through all stages of labor-intensive production from preparing the soil and sowing seeds (February-April) to stripping and bulking (November-January). Services are provided for Pre-K students, K-12 students, and Out-of-School Youth (OSY) who are age 21 and younger and not attending school, and parents.

Exhibit 2. Kentucky Migrant Education Program Map



Methodology

Approach

The evaluation process is embedded in the MEP's continuous improvement cycle, including the CNA and SDP processes. Under § 200.83 of ESEA, a SEA that receives MEP funds must develop and update a written comprehensive state plan (based on a current statewide needs assessment) that, at a minimum, has the following components:

- Performance targets that the state has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, school readiness, and any other targets identified for migrant children;
- Needs assessment to address the unique educational needs of migrant children resulting from the migratory lifestyle and any other needs in order for them to participate effectively in school;
- Service delivery strategies that the SEA will pursue on a statewide basis to address the identified needs;
- Evaluation of the effectiveness of the program (including measurable program goals and outcomes as authorized under Sec. 1306 of NCLB).

This evaluation report is framed to measure the implementation and effectiveness of the strategies and Measurable Program Outcomes (MPOs) outlined in the 2019 SDP. The MPOs were based on a gap analysis between migrant and non-migrant student achievement and are outlined in the sections that follow.

During the 2019-2020 period, the evaluation team provided consultation, data collection, and analysis through multiple mechanisms to bolster the capacity of the KY MEP to evaluate its services. These efforts included training on data collection and use, working on-site in each region regarding the Service Delivery Plan and the core measures related to it, consultation on data collection and analysis, and review, compilation and analysis of program and outcome data.

Data

Data for this report was drawn from the following sources:

MIS2000

MIS2000 is the KY MEP's student information system. It contains the definitive record of data associated with Certificates of Eligibility (COEs), student enrollment in schools and MEPs, and services provided to migrant students. MIS2000 also contains limited data on student academic performance, restricted primarily to state assessment results for migrant students.

KDE Assessment Data (KY School Report Card)

KDE's School Report Cards for the state and individual districts and schools include the authoritative record of state performance targets and actual outcomes for statewide KPREP results, EOC results, and graduation.

Infinite Campus

Attendance, grades, state assessment and KSCREEN results, and teacher of record is recorded. Data are available to MEP staff based on Infinite Campus access (e.g., state level has state edition only, districts have more specific access).

KY MEP Program Monitoring and Implementation Reports

Where the above data sources lack appropriate detail for the purpose of reporting on implementation indicators or MPOs, additional data are collected directly from LOAs through KYMEP Implementation Reports gathered twice each year.

KY MEP Implementation Reports

During the period under evaluation, the KY MEP instituted a comprehensive data collection process that gathered data from each region and district program regarding the key implementation and outcome measures outlined in the SDP. Additional information from KYMEP program monitoring also informs the KYMEP evaluation, particularly regarding detailed program implementation. This data was provided to the evaluation team for use in compiling the results reported herein.

Analysis

The report uses mixed methods that include quantitative and qualitative analyses appropriate to the specific evaluation questions and data. Specific analyses include:

Descriptive Statistics

The evaluators use counts, means, and percentages to describe student enrollment, student characteristics, services provided and student performance.

Trend Data

Where possible, we analyze data across multiple years using identical decision rules, cut points, and data analytical procedures to show comparable data as it changes over time.

Gap Analysis

Analyses of differences between migrant students and other Kentucky students is conducted through a gap analysis and analyses of gap trend data using data for the non-duplicated gap group and other comparison groups as described in each section.

Performance Analysis

Where student outcome data is available, we report it by performance level as determined by the Kentucky state assessment system. This typically includes use of stacked bar charts that compare the distribution of migrant and non-migrant student performance levels across years. *Due to the Covid-19 pandemic, Kentucky did not administer their statewide*

assessment, K-PREP, for the 2019-20 school year. The data available for performance analysis is limited.

Enrollment Analysis

Enrollment and withdrawal patterns are shown by date in order to better understand the migratory patterns of Kentucky migrant students.

Findings

Enrollment

This section presents findings regarding enrollment trends among the eligible migrant student population in Kentucky in order to better understand the changes in services provided and outcomes obtained (as presented later in the report).

The KY MEP enrolls students in three separate categories: Regular School Year, Summer School, and Residency Only. Students categorized as Residency Only are typically OSY or pre-school age students. Note that, in the exhibits below, enrollment groups may overlap substantially: the same student enrolling in the Regular School Year and in Summer School, for example, will be counted in each period. Exhibit 3 shows growth from 2016-2020 across all enrollment periods, most notably during Summer School.

Exhibit 3. Number of Migrant-Eligible Students by Enrollment Period and Year

Enrollment Period	2016- 2017	2017-2018	2018-2019	2019-2020	% Change: 2016-2020
	#	#	#	#	
Regular School Year	2,909	3,249	3,853	3,995	+37%
Summer School	2,589	3,134	3,707	3,568	+39%
Residency Only	1,201	1,297	1,381	1,541	+28%

Source: MIS2000

Examining enrollment by region, Exhibit 4 and Exhibit 5 show the distribution of migrant-eligible students across the state. The data indicate that consistent with prior years, the Central and Northern regions enrolled the highest proportion of migrant-eligible students during regular and summer school periods.

Exhibit 4. Migrant-Eligible Students by Enrollment Period, Geographic Region and Year

Region	2017-2018		2018-2019		2019-2020	
	Regular (n=3249)	Summer (n=3134)	Regular (n=3853)	Summer (n=3707)	Regular (n=3995)	Summer (n=3568)
Western	18%	23%	19%	23%	19%	21%
Central	27%	27%	28%	29%	31%	33%
Southern	23%	18%	23%	20%	25%	22%
Northern	32%	32%	30%	29%	26%	24%

Note: Shown are percentages of total migrant students enrolled, as listed by enrollment period for each year. Counts represent the most recent region in which each student was enrolled per school year.

Source: MIS2000.

Exhibit 5. Residency Only Enrollment by Geographic Region and Year

Region	2017-2018		2018-2019		2019-2020	
	#	%	#	%	#	%
Western	309	24%	338	25%	433	28%
Central	347	27%	415	30%	336	22%
Southern	324	25%	388	28%	376	24%
Northern	317	24%	240	17%	396	26%

Source: MIS2000

Exhibits 6 and 7 examine enrollment by grade level for each period, as well indicate both number and percent changes between the 2017-18, 2018-19 and 2019-2020 program years.

Exhibit 6. Migrant-Eligible Students Enrolled during Regular School Year, by Grade Level and Year

Grade Level	2017-2018	2018-2019	2019-2020
	(n=3,249)	(n=3,853)	(n=3,995)
Age 3-5	9%	8%	6%
Elementary (Grades K-5)	52%	50%	49%
Middle (Grades 6-8)	20%	21%	22%

Grade Level	2017-2018	2018-2019	2019-2020
	(n=3,249)	(n=3,853)	(n=3,995)
High (Grades 9-12)	19%	21%	22%
OSY	<1%	<1%	<1%

Note: Shown are percentages of total migrant students enrolled during the Regular School Year, as listed under each year

Source: MIS2000.

Exhibit 7. Migrant-Eligible Students Enrolled during Summer School, by Grade Level and Year

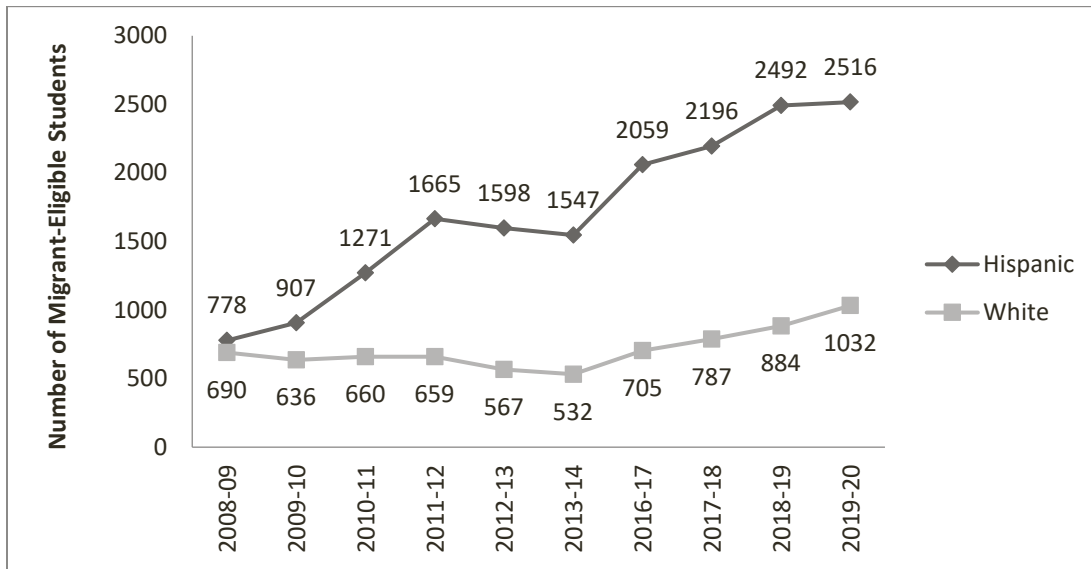
Grade Level	2017-2018	2018-2019	2019-2020
	(n=3,134)	(n=3,707)	(n=3,568)
Age 3-5	11%	11%	11%
Elementary (Grades K-5)	42%	40%	40%
Middle (Grades 6-8)	19%	20%	21%
High (Grades 9-12)	18%	20%	21%
OSY	10%	9%	6%

Note: Shown are percentages of total migrant students enrolled in Summer School, as listed under each year

Source: MIS2000.

Following an upward trend that began in 2008, the vast majority of migrant students in Kentucky (86%) are Hispanic or white. Since 2016-2017, no substantial changes in the proportion of migrant students from one race or another were found for any enrollment period.

Exhibit 8. Regular School Year Enrollment by Race/Ethnicity, by Year 2008-2020



Source: MIS200

Exhibit 9. Regular School Year Students by Race, 2019-2020

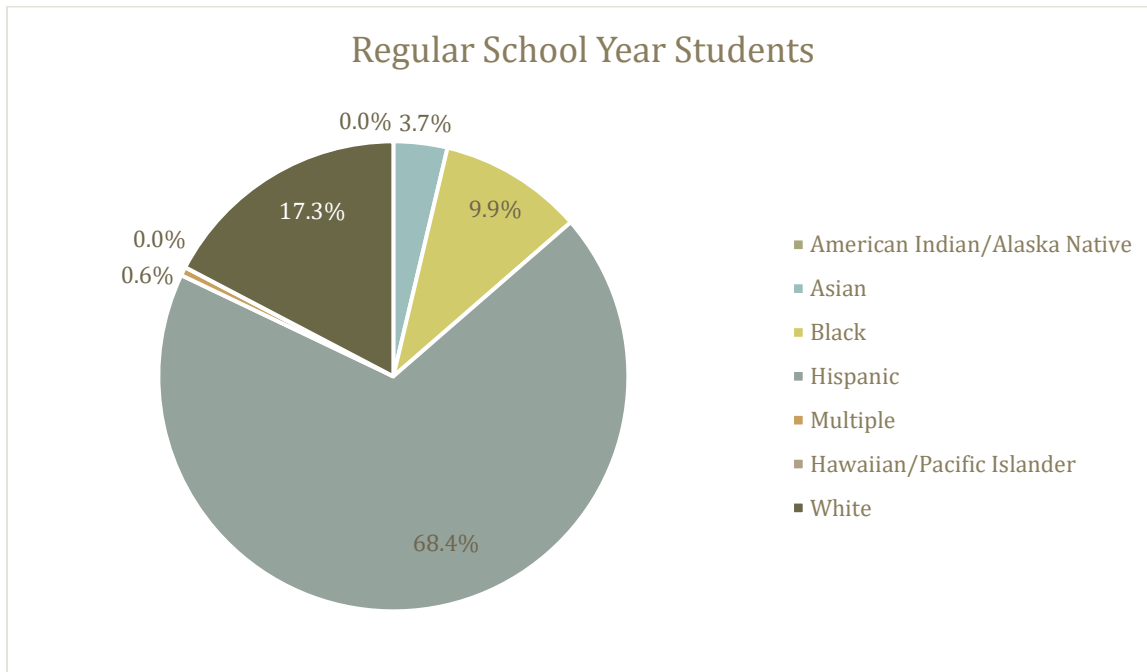


Exhibit 10. Migrant-Eligible Students by Enrollment Period, Race/Ethnicity and Year

Race/ Ethnicity	2016-2017		2017-2018		2018-2019		2019-20	
	Regular (n=2909)	Summer (n=2589)	Regular (n=3249)	Regular (n=2909)	Regular (n=2909)	Summer (n=3707)	Regular (n=3995)	Summer (n=3568)
American Indian	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Asian	1%	2%	2%	1%	1%	3%	4%	4%
Black	3%	3%	4%	3%	3%	9%	11%	10%
Hispanic	71%	74%	65%	71%	71%	67%	65%	69%
Multiple	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
White	24%	21%	12%	24%	24%	19%	20%	16%

Note: Shown are percentages of total migrant students enrolled, as listed by enrollment period for each year

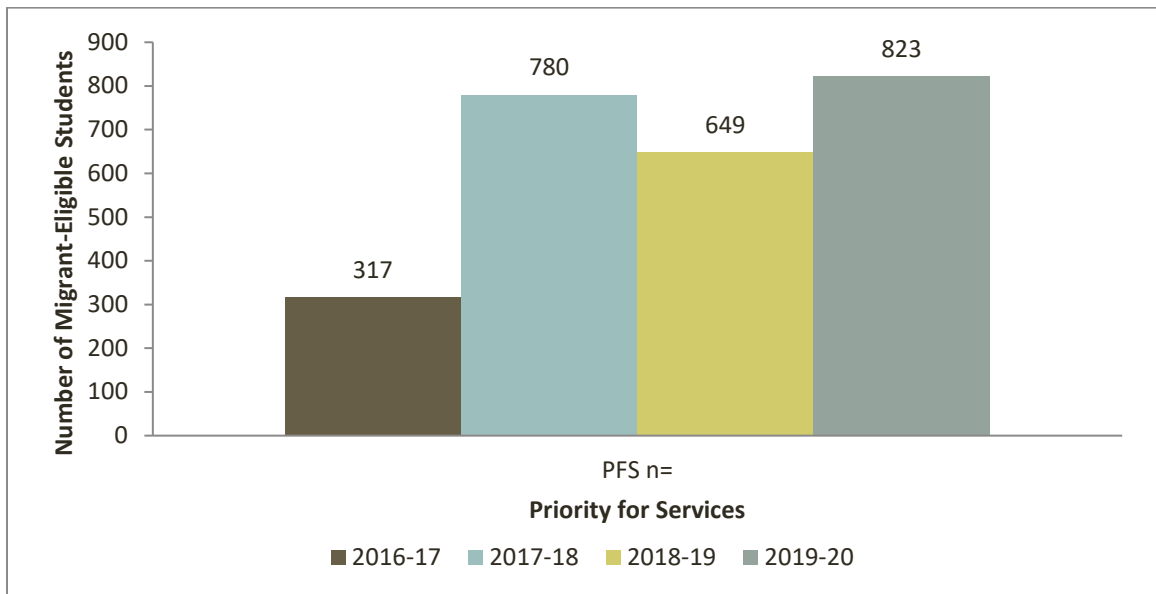
Source: MIS2000.

Priority for Service

The US Office of Migrant Education requires each state MEP to identify students who are a Priority for Services (PFS) and expects that special services will be provided to these students. The KY MEP updated and clarified the definition of which students would receive this designation beginning in the 2018-2019 program year based on the modifications specified in ESSA. 2018-2019 is therefore used as the baseline for PFS comparisons. The specific guidance for PFS determination provided in the KY MEP Service Delivery Plan can be found in Appendix A.

As shown in the Exhibit 11 below, 823 (21%) of Regular School Year-enrolled migrant students were identified as PFS in 2019-2020, compared to 649 (17%) one year prior. At the same time, the current number is more than double the number of students identified in 2016-2017 (317, or 11%). All identified students were school age. Exhibit 12 shows the number and percent of total represented by PFS students by grade level for 2019-2020.

Exhibit 11. Number of Migrant-Eligible Students Identified as PFS, Regular School Year



Source: MIS2000

Exhibit 12. Migrant-Eligible Students Identified as PFS, by Enrollment Period and Grade Level, 2019-20

	Elementary	Middle School	High School	Total	PFS %
	(K-5)	(6-8)	(9-12)	# PFS	
Regular School Year (n=3,995)	484	223	116	823	21%
Summer School (n=3,568)	197	112	75	384	11%

Note: PFS % of All represents the 2018-2020 proportion of total migrant students enrolled in each period as listed. Source: MIS2000.

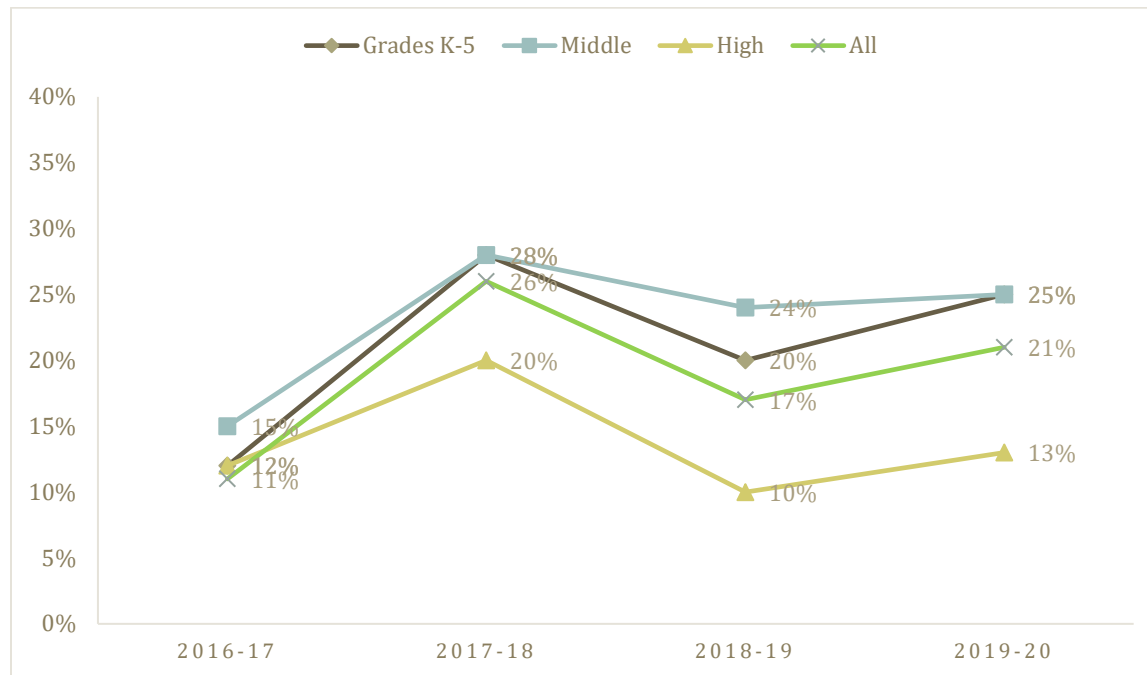
Elementary students comprise the largest share of PFS students, reflecting their enrollment proportion (see Exhibit 13), but a higher percentage of middle school students are identified as PFS (27% in 2019-20, see Exhibit 14). The overall percentage of KY migrant students identified as PFS increased to 21% in 2019-20 from 17% in 18-19, but still below the rate of 26% in 17-18.

Exhibit 13. Distribution Across Grade Levels of Migrant-Eligible Students Identified as PFS during Regular School Year, 2016 -2020

Grade Level	2016-2017	2017-2018	2018-2019	2019-2020
	(n=317)	(n=780)	(n=649)	(n=823)
Elementary (Grades K-5)	55%	60%	58%	59%
Middle (Grades 6-8)	26%	24%	29%	27%
High (Grades 9-12)	19%	16%	13%	14%
Total	100%	100%	100%	100%

Note: Shown are percentages of total PFS migrant students enrolled at each grade level during the Regular School Year, as listed under each year. Source: MIS2000.

Exhibit 14. Percent of Regular School Year Migrant Students Identified as PFS by Grade Level and School Year, 2016-2020



Source: MIS2000

Services

We report the percentage of students who receive individual MEP services in each enrollment period. Findings related to service provision include:

- Overall service provision has remained consistent: an average of 97% of eligible migrant students in the Regular School Year and in Summer School received at least one service between 2016 and 2020. The percentage of students receiving Reading Instruction and Math Instruction increased slightly during the school year, from 46% to 54% in reading, and from 38% to 41% in math. More than three quarters of students enrolled as Residency Only received at least one service.
- Further, 100% of migrant students identified as PFS received at least one service, with reading, counseling, and support services being utilized more frequently than mathematics and other instructional services.
- Summer school students were more likely to receive reading and support services than other services.
- A declining proportion of migrant-eligible students since 2016-2017 has received referral services across all enrollment periods, particularly those who are Residency Only enrolled. During this period, state MEPs were no longer required to report referrals to the federal MEP, which may have affected both the extent of referrals as well as whether referrals were recorded in the data system.
- The percentage of PFS students receiving two or more services per week increased by 13% from 2018-2019 to 59% in 2019-2020. Overall, 77% of PFS migrant

students in 2019-20 received at least one service per week, compared to 70% the year prior.

Exhibit 15. Percent of Migrant-Eligible Students Receiving Services, Regular and Summer School, 2017-2020

Service	2017-2018		2018-2019		2019-2020	
	Regular (n=3249)	Summer (n=2909)	Regular (n=3853)	Summer (n=3707)	Regular (n=3995)	Summer (n=3568)
Reading Instruction	50%	50%	46%	81%	54%	80%
Math Instruction	44%	40%	38%	58%	41%	53%
Other Instruction	33%	32%	31%	47%	18%	35%
Counseling Service	89%	85%	90%	39%	71%	56%
Support Service	83%	84%	84%	68%	94%	83%
Referral	52%	57%	51%	24%	48%	22%
At least one service	97%	94%	97%	97%	97%	100%

Note: Shown are percentages of total migrant students enrolled, as listed by enrollment period for each year

Source: MIS2000.

Virtually all migrant students identified as PFS (99.9%) received at least one service during the Regular School Year, with support services being the most often received (99%) and other instructional services being utilized least (28%).

Exhibit 16. Migrant-Eligible Students Identified as PFS Receiving Services, Regular School Year, 2019-2020

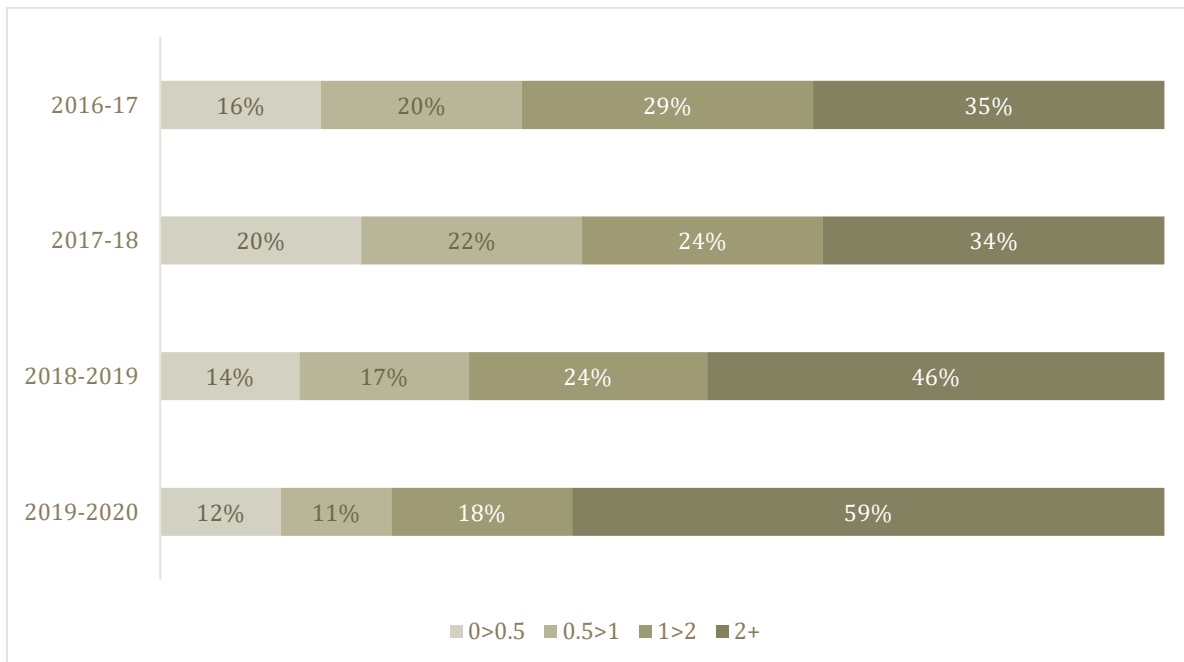
Service	2019-2020
	(n=823)
Reading Instruction	87%
Math Instruction	71%
Other Instruction	28%
Counseling Service	84%
Support Service	99%
Referral	67%

Service	2019-2020
	(n=823)
At least one service	99.9%

Note: Shown are percentages of total PFS migrant students receiving each service during the Regular School Year. Source: MIS2000.

From 2017-18 to 2019-2020, the percentage of migrant students identified as PFS who received two or more services on average per week rose by 13% (see Exhibit 17). Overall, 77% of PFS migrant students in 2019-20 received at least one service per week, compared to 70% the year prior.

Exhibit 17. Average Number of Services Received Per Week for Migrant-Eligible Students Identified as PFS, 2017-2020



Source: MIS2000

Exhibit 18 shows the percent of students receiving services by grade level for the 2019-2020 Regular School Year. Findings of note include:

- While service provision was generally individualized to meet the specific needs of each student, the overall level of service was very high, with 96-97% of eligible migrant students from preschool age to high school age receiving at least one supplemental service.
- Support services were the most often received service across all age/grade bands, including OSY.

- Elementary and middle school students were most likely to receive instructional services.
- Additional service and implementation data are included in each section that follows.

Exhibit 18. Migrant-Eligible Students Receiving Services by Grade Level, Regular School Year 2019-2020

Grade Level	Service						If Ever Served
	Reading Instruction	Math Instruction	Other Instruction	Counseling Service	Support Service	Referral	
Age 3-5	27%	15%	25%	71%	92%	45%	97%
Elementary (K-5)	62%	47%	14%	67%	94%	50%	97%
Middle School (6-8)	55%	47%	20%	76%	94%	49%	97%
High School (9-12)	43%	30%	23%	73%	93%	43%	96%
Out of School (OSY)	20%	>.1%	20%	60%	100%	40%	100%

Source: MIS2000

Note: Services include migrant funded, mixed funded, and other.

Program Outcomes

The sections that follow address the extent to which the KY MEP has met the state adopted performance targets for migrant youth in reading and mathematics achievement, graduation, kindergarten readiness, and for OSY. For each section, the evaluators review the State Performance Target, the MPO, progress toward the MPO, and the status of the implementation goals for program services expected to drive progress toward the MPO.

State Performance Targets and MPOs for each area are specified in the 2019 statewide Comprehensive Needs Assessment and Service Delivery Plan. Performance Targets are established by the KDE for all students in each subject area, while each MPO represents the target determined by the KY MEP for migrant students in each area. The evaluators determined and report below the status of each MPO and provide a discussion of the data that contributed to that determination. Additionally, the SDP outlines specific implementation measures in each area, sometimes with targets for the statewide MEP. These are reported at the end of each section.

State Performance Target

Increase the K-PREP Reading migrant student percent proficient to 45% by SY 2021-2022.

MPO

Each year beginning in Fall 2019, 50% of PFS and Below Grade Level migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the K-PREP Reading assessment.

MPO Status

Not Evaluated: *Due to the Covid-19 Pandemic, KY schools did not administer the K-PREP Reading assessment for the 2019-20 school year. During 2018-2019, 25% of PFS and Below Grade Level migrant students who received two or more supplemental migrant services per week advanced at least one proficiency level in K-PREP Reading (see Exhibit 26).*

Discussion

In 2019-20, the Kentucky Department of Education requested and received a waiver from the United States Department of Education to suspend administration of the K-PREP assessment due to the closure of schools as a measure to reduce the spread of Covid-19. The reading assessment data provided below are from the 2018-19 school year and provide a baseline for student achievement and targets for the 2020-21 school year. However, per the KY MEP, migrant student service provision and reporting occurred throughout the pandemic, so updates on services provided for the 2020-21 school year are included where appropriate.

Migrant student reading proficiency increased to 34% in 2018-2019 from 31% in 2016-2017 (see Exhibit 19). This nevertheless left a gap of 21% between all migrant students and all Kentucky students (55% proficient), as well as a 4% gap between all migrant students and the Consolidated Student Group, or CSG¹ (38% proficient).

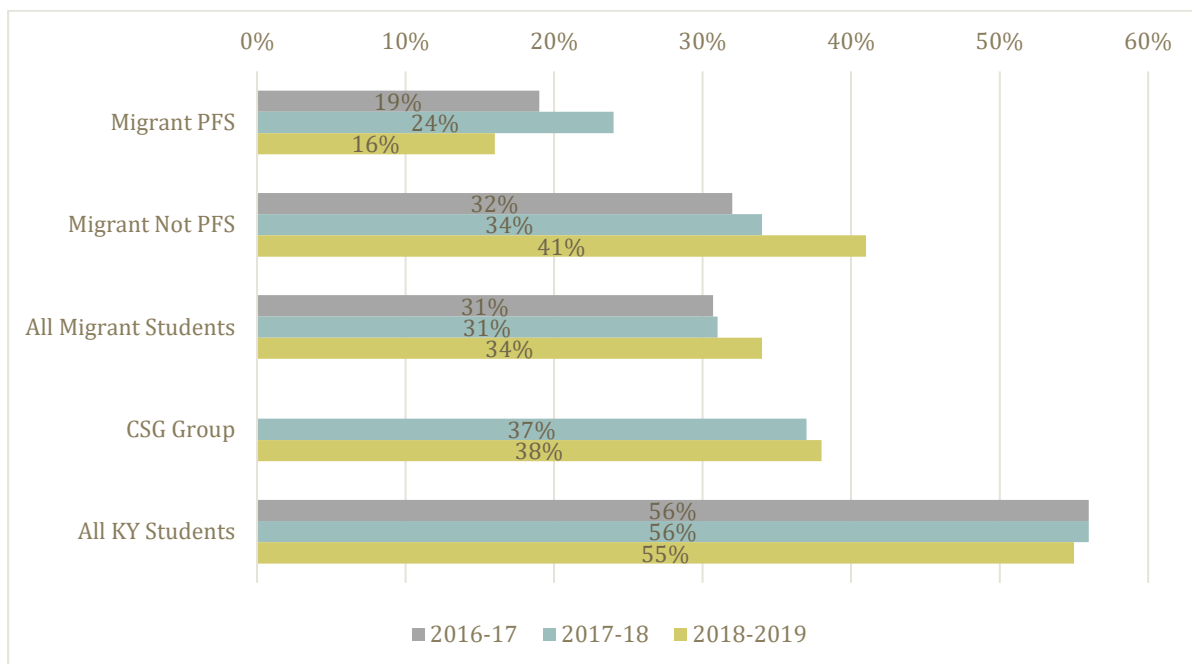
Other findings related to 2018-2019 KPREP Reading performance include:

- Migrant PFS reading proficiency declined between the 2017-2018 and 2018-2019 program years from 24% to 16%.

¹ CSG = Consolidated Student Group: "A non-duplicated aggregation of student groups that includes: African American, Hispanic, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, two or more races, students with disabilities who have an individual education program (IEP), and English learners." CSG was not calculated for the 2016-17 program year.

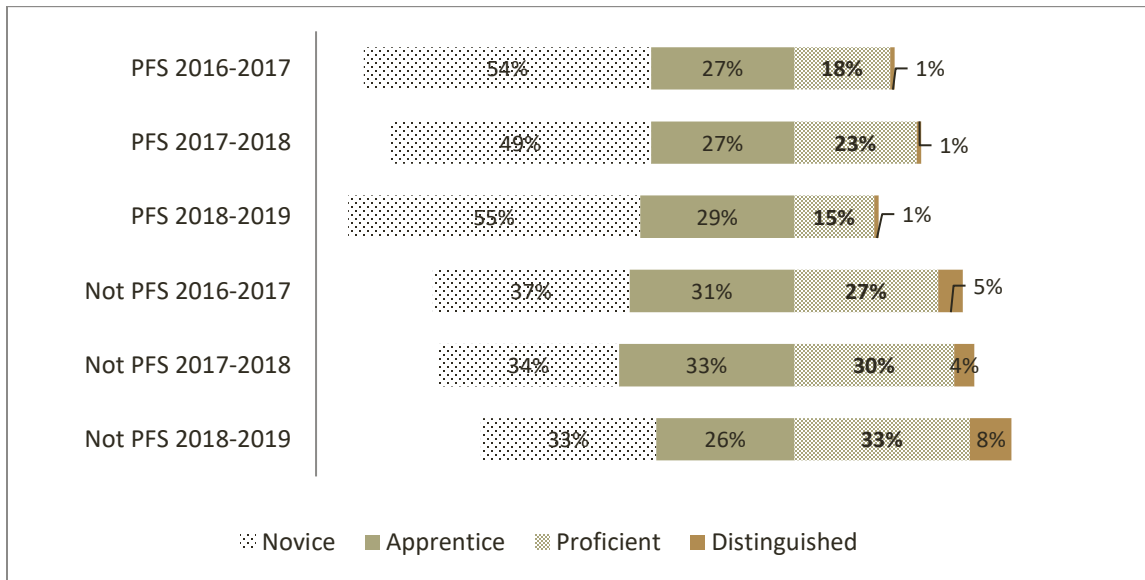
- Non-PFS migrant students outperformed their prior year peers by 7%.
- In grades 3-8, non-PFS migrant students were almost twice as likely to achieve distinguished status on the KPREP Reading in 2018-2019 as in 2016-2017 (8% compared to 5%, 4% in 2017-2018; see Exhibit 20).
- Exhibit 21 shows that, while non-PFS elementary migrant students are closing their performance gap with all Kentucky students, PFS elementary migrant students are falling further behind in reading.
- The same trend can be seen among PFS and non-PFS middle school migrant students (see Exhibit 22).

Exhibit 19. K-PREP Reading Proficiency, Migrant and Other Groups by Program Year



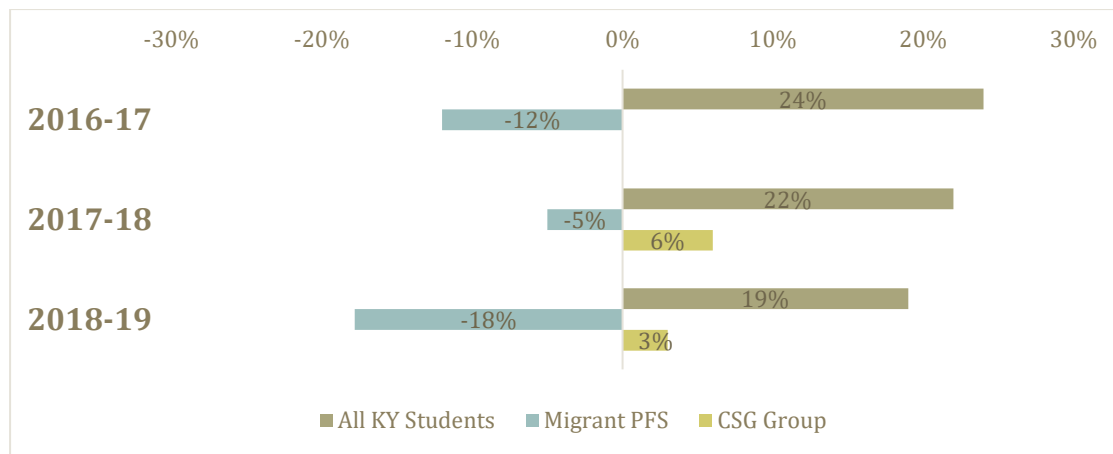
Source: KDE. Note: CSG = Consolidated Student Group. CSG was not calculated for the 2016-17 program year.

Exhibit 20. K-PREP Performance Level Results for Migrant Students, Reading, 2016-2019



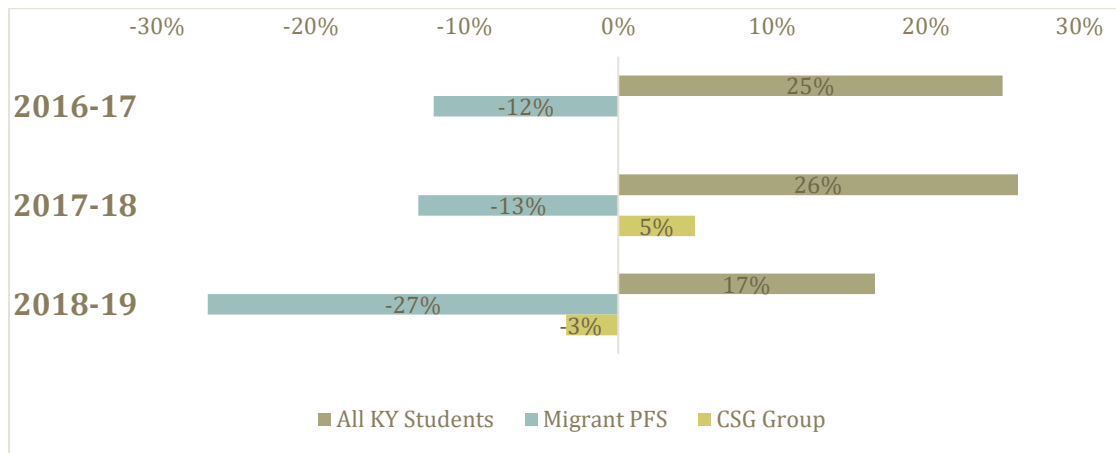
Source: KDE. Note: Results are shown for grades 3-8. Bars are in the same order from left to right as the legend.

Exhibit 21. K-PREP Reading Gaps: Elementary Percent Proficient, by Group and Year



Source: KDE. Note: Migrant performance is not shown directly; each bar represents the difference between migrant non-PFS percent proficient and the percent proficient of the indicated group. CSG was not calculated for the 2016-17 program year.

Exhibit 22. K-PREP Reading Gaps: Middle School Percent Proficient, by Group and Year

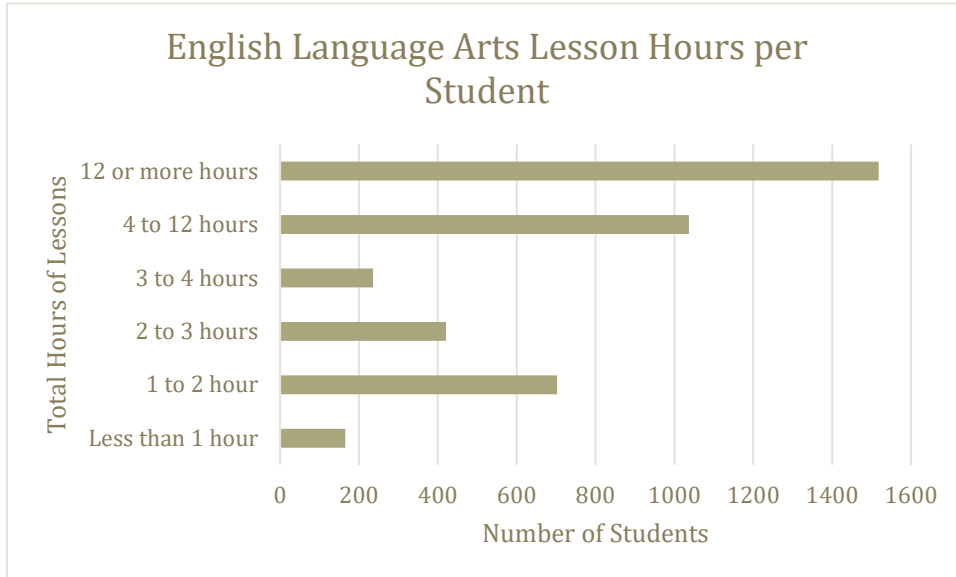


Source: KDE. Note: Migrant performance is not shown directly; each bar represents the difference between migrant non-PFS percent proficient and the percent proficient of the indicated group. CSG was not calculated for the 2016-17 program year.

Implementation

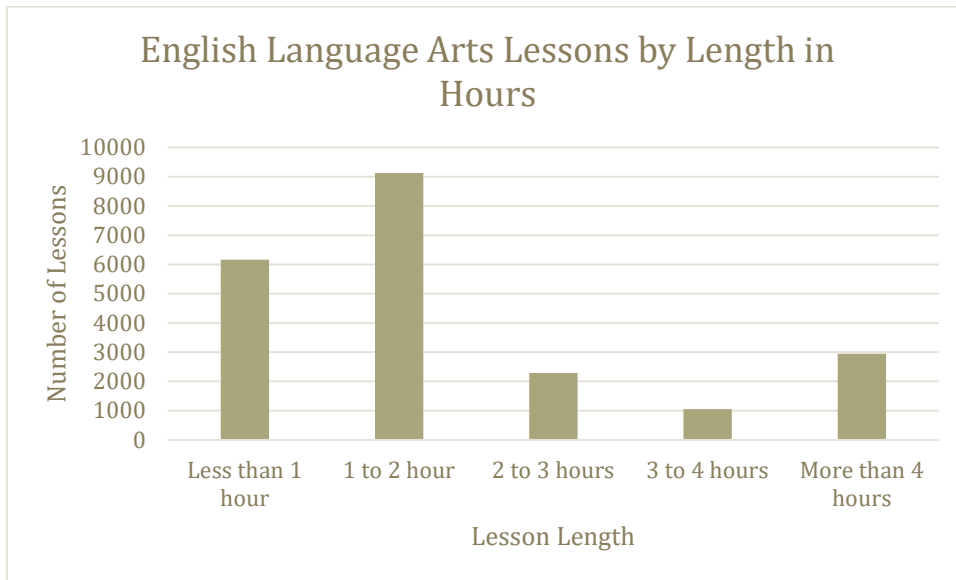
The MPO for reading/language acquisition in the 2019 SDP tied performance to implementation and services received. While proficiency gains were not measured due to suspension of 2020 K-PREP testing, 54% migrant students received at least one supplemental reading and language arts migrant services. A total number of 21,577 reading and language arts lessons were provided in the 2019-20 school year for a total of 52,131 hours of instruction. Results for the 2018-2019 performance on the reading/language arts MPO are shown in Exhibit 26.

Exhibit 23: Hours of ESL Instruction Received per Student



Source: KDE. Note: N=4,813

Exhibit 24: Number of English Lessons Received by Time Reported



Source: KDE.

Exhibit 25. Migrant Student Receipt of Supplemental Educational Services Per Week, 2019-2020

	% of Migrant Students
At least one service per week	95%
Two or more services per week	73%

Source: KDE.

Exhibit 26. K-PREP Reading Level Gains by Services Per Week, PFS and Below Grade Level Migrant Students, 2018-19

	Less than 1 reading level gain	1 or more reading level gain
Fewer than two services per week	62%	38%
Two or more services per week	75%	25%

Source: KDE.

Additional implementation results for reading instructional services are shown in Exhibit 27. Specific findings of note for 2019-2020 include:

- 73% of migrant PFS students received at least two supplemental services per week statewide, compared to 43% in 2018-2019. Regional variation in implementation here was substantial, with Central providing services at a 38% higher rate than that of provided by the Northern region.
- Beginning in Summer 2019, the KY MEP transitioned from an 80-hour summer school model to a 25-hour model. In 2018-19, 34% of summer school migrant students statewide received 25 or more hours of instruction. In 2019-20, this rate decreased to 23%, likely related to the effects of Covid-19 on summer school enrollment and services provided.
- Statewide, 54% of migrant families received home visits on literacy development, up from 39% in the 2018-2019 program year.

Exhibit 27. Instructional Services Implementation Measures for Reading, 2019-2020

Measure	Statewide	Western	Central	Southern	Northern
PFS students and students who are at-risk receiving two or more supplemental services contacts per week	73%	67%	91%	57%	53%
Summer school students receiving greater than or equal to 25 hours of summer instruction	23%	12%	9%	22%	51%
Families receiving home visits focused on literacy development	54%	48%	65%	47%	52%

Source: KDE.

State Performance Target

Increase the K-PREP Mathematics migrant student percent proficient to 40% by SY 2021-2022.

MPO

Each year beginning in Fall 2019, 45% of PFS or at-risk migrant students who receive two or more supplemental services per week will advance at least one proficiency level on the KPREP Mathematics assessment.

MPO Status

Not Evaluated: *Due to the Covid-19 Pandemic, KY schools did not administer the K-PREP Mathematics assessment for the 2019-20 school year. During 2018-2019, 25% of PFS and Below Grade Level migrant students who received two or more supplemental migrant services per week advanced at least one proficiency level in K-PREP Mathematics (see Exhibit 35).*

Discussion

In 2019-20, the Kentucky Department of Education requested and received a waiver from the United States Department of Education to suspend administration of the K-PREP assessment due to the closure of schools as a measure to reduce the spread of Covid-19. The mathematics assessment data provided below are from the 2018-19 school year and provide a baseline for student achievement and targets for the 2020-21 school year. However, per the KY MEP, migrant student service provision and reporting occurred throughout the pandemic, so updates on services provided for the 2020-21 school year are included where appropriate.

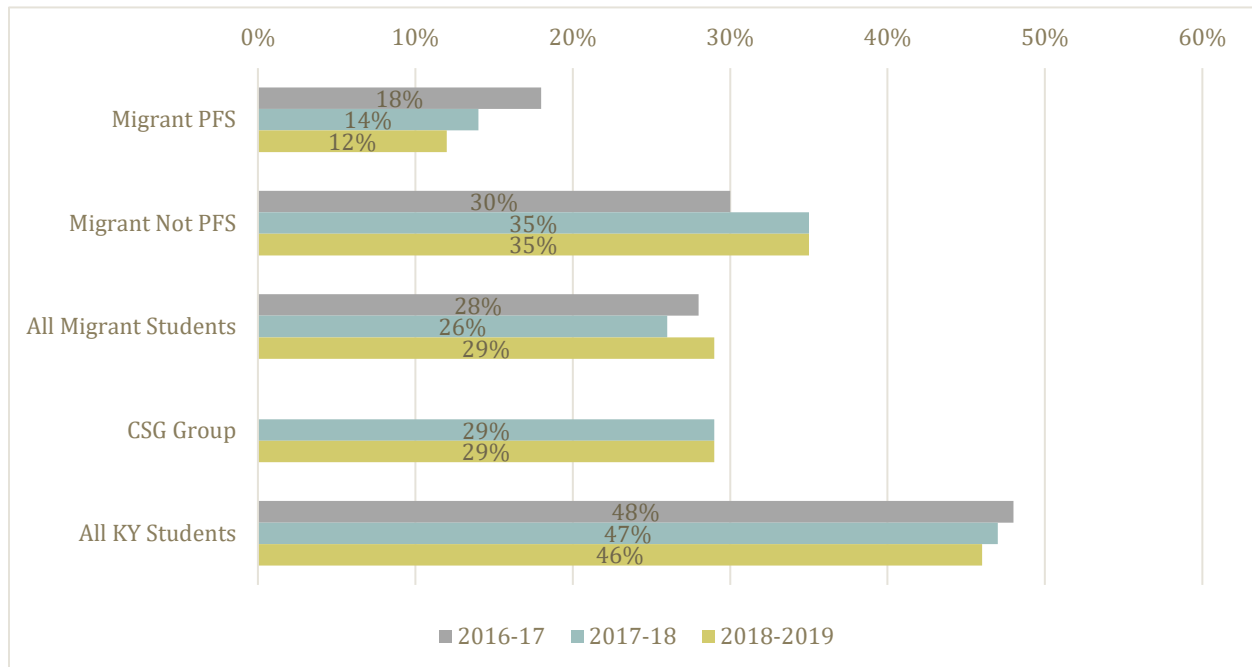
The mathematics proficiency of migrant students overall in 2018-2019 increased to 29% from 26% in 2017-2018 (see Exhibit 28). The gap between migrant students and all Kentucky students declined from 21 percentage points to 17 percentage points from 2017-2018 to 2018-2019. In 2018-2019, there was no gap between the performance of all migrant students and the Consolidated Student Group in math.

Other findings related to KPREP Math performance include:

- Migrant PFS math proficiency declined between the 2016-2017 and 2018-2019 program years (from 18% to 12%).
- Non-PFS migrant student math proficiency increased by 5 percentage points (from 30% to 35% between the 2016-2017 and 2018-2019 school years).

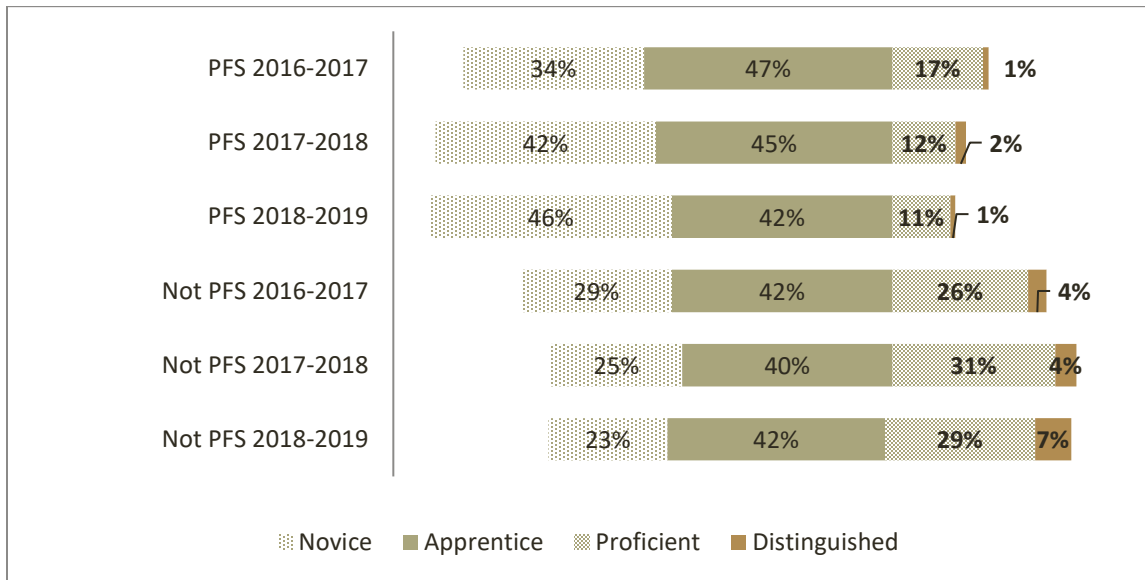
- In grades 3-8, non-PFS migrant students were almost twice as likely to achieve distinguished status on the KPREP Math in 2018-2019 as in 2016-2017 (7% compared to 4%; see Exhibit 27).
- Exhibit 28 shows that, while non-PFS elementary migrant students are closing their performance gap with all Kentucky students, PFS elementary migrant students are falling further behind in math.
- The same trend can be seen among PFS and non-PFS middle school migrant students, although the PFS gap declined slightly from 2017-2018 (see Exhibit 29).

Exhibit 28. K-PREP Mathematics Proficiency, Migrant Compared to Other Groups by Year



Source: KDE. Note: CSG = Consolidated Student Group. CSG was not calculated for the 2016-17 program year.

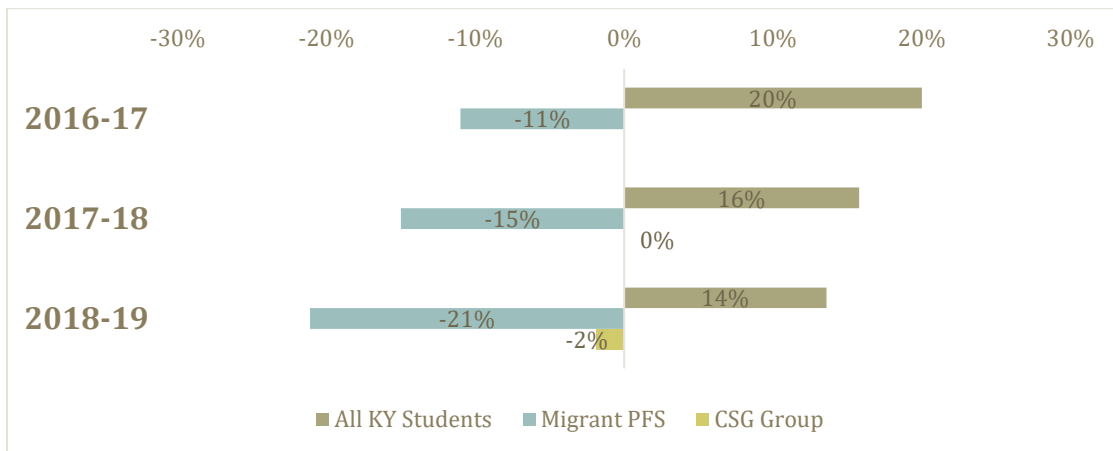
Exhibit 29. K-PREP Performance Level Results for Migrant Students, Math, 2017-2019



Source: KDE.

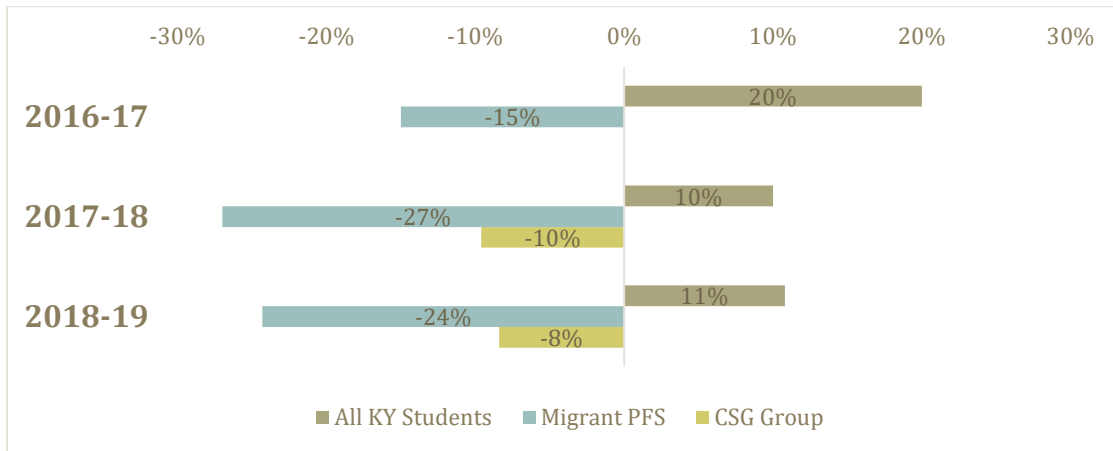
Note: Bars are in the same order from left to right as the legend.

Exhibit 30. K-PREP Math Gaps: Elementary Percent Proficient, by Group and Year



Source: KDE. Note: Migrant performance is not shown directly; each bar represents the difference between migrant non-PFS percent proficient and the percent proficient of the indicated group. CSG was not calculated for the 2016-17 program year.

Exhibit 31. K-PREP Math Gaps: Middle School Percent Proficient, by Group and Year

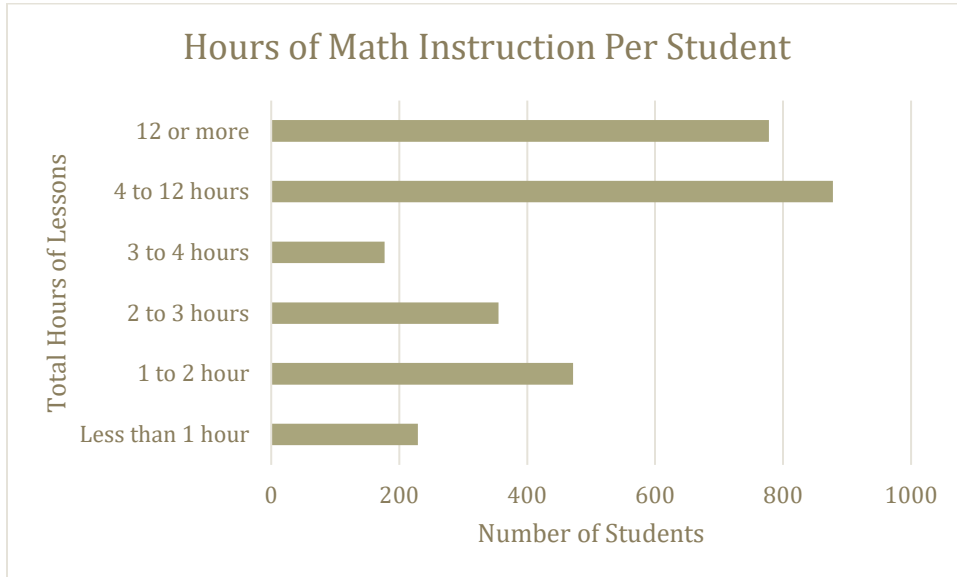


Source: KDE. Note: Migrant performance is not shown directly; each bar represents the difference between migrant non-PFS percent proficient and the percent proficient of the indicated group. CSG was not calculated for the 2016-17 program year.

Implementation

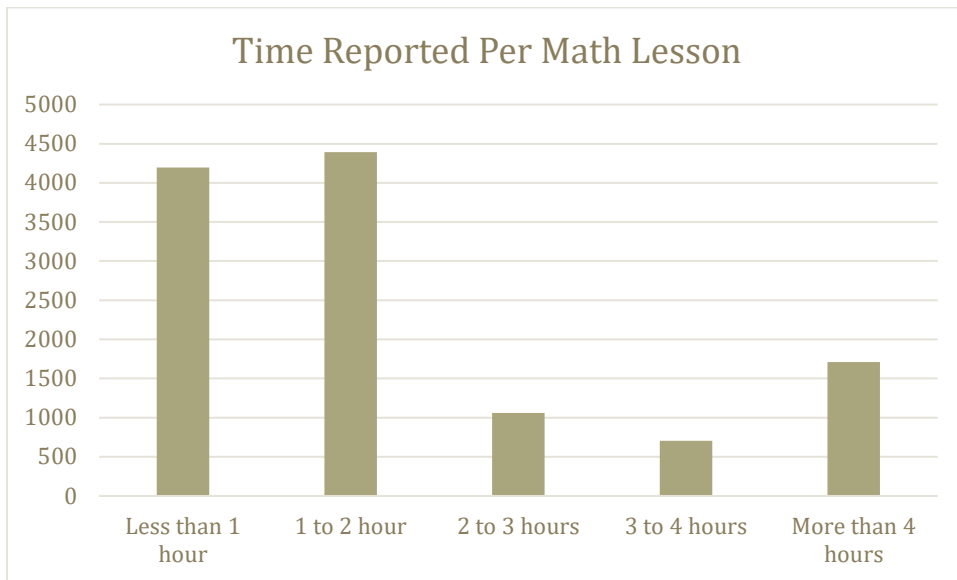
The mathematics MPO described in the 2019 SDP also tied student performance to implementation and services received. While proficiency gains were not measured due to suspension of 2020 K-PREP testing, Exhibit 35 shows MPO results for the 2018-2019 program year, 41% migrant students received at least one supplemental mathematics lesson. A total number of 29,154 math lessons were provided in the 2019-20 school year for a total of 27,448 hours of instruction.

Exhibit 32: Hours of Math Instruction Received per Student



Source: KDE. N=3,708.

Exhibit 33: Number of Math Lessons Received by Time Reported



Source: KDE.

Exhibit 34. Migrant Student Receipt of Supplemental Educational Services Per Week, 2019-2020

	% of Migrant Students
At least one service per week	95%
Two or more services per week	73%

Source: KDE.

Exhibit 35. K-PREP Math Level Gains by Services Per Week, PFS and Below Grade Level Migrant Students, 2018-2019

	Less than 1 math level gain	1 or more math level gain
Fewer than two services per week	71%	29%
Two or more services per week	75%	25%

Source: KDE.

Additional implementation results for instructional services in math are shown in Exhibit 30. Specific findings of note for 2019-2020 include:

- 73% of migrant PFS students received at least two supplemental services per week statewide, compared to 43% in 2018-2019. Regional variation in implementation was substantial, with Central providing two or more supplemental services to 91% of PFS students compared to 53% for the Northern region.
- Beginning in Summer 2019, the KY MEP transitioned from an 80-hour summer school model to a 25-hour model. In 2018-19, 34% of summer school migrant students statewide received 25 or more hours of instruction. In 2019-20, this rate decreased to 23%, likely related to the effects of Covid-19 on summer school enrollment and services provided.
- Statewide, 37% of migrant families received home visits related to mathematics skill development, up from 23% during the 2016-2017 program year.
- Although the proportion of home visits is relatively similar by region, a slightly lower percentage of families in the Central and Western regions received home visits than families in the Southern and Northern regions.

Exhibit 36. Instructional Services Implementation Measures for Mathematics, 2019-2020

Measure	Statewide	Western	Central	Southern	Northern
PFS students and at-risk in mathematics students with two or more supplemental services contacts per week	73%	67%	91%	57%	53%
Summer school students receiving greater than or equal to 25 hours of summer instruction	23%	12%	9%	22%	51%
Families receiving home visits focused on mathematics development	37%	35%	34%	40%	40%

Source: KDE.

State Performance Target

Increase the average four-year graduation rate for migrant students to 87% by 2022.

MPOs

- 1) By Fall 2021, 75% of High School students will be on track to graduate as indicated by the MEP CCR Checklist.
- 2) By Spring 2022, increase the percentage of High School Students targeted for supplemental academic services who receive 2 or more supplemental services per week that are on track to graduate by 10 percentage points over the baseline established in 2018-2019.

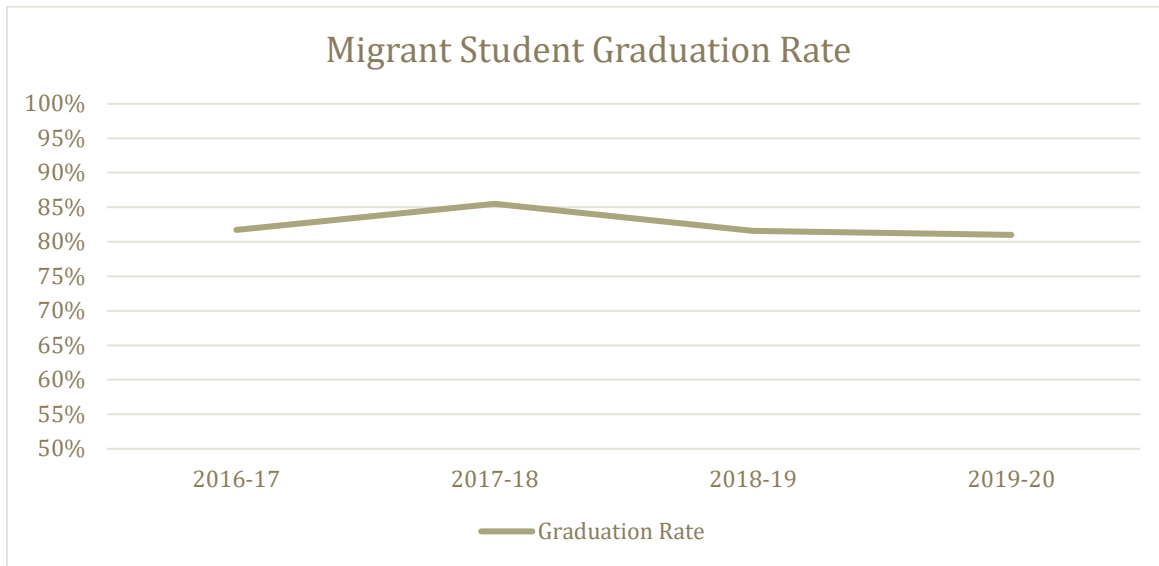
MPO Status

- 1) **In Progress.** In 2019-2020, 68% of High School students enrolled in the MEP were on target to graduate. Local and regional programs began implementing the MEP CCR Checklist throughout the period and statewide tracking of checklist status began in Fall 2019 under the new SDP. The MEP has not yet reached the target date for this MPO.
- 2) **In Progress.** In 2019-2020, 92% of migrant high school students receiving two or more services per week were on track to graduate. 2019-2020 was the first year that CCR data was collected systematically, therefore the 2019-2020 results will serve as the baseline for future evaluation reporting.

Discussion

The migrant student four-year cohort graduation rate in 2019-2020 was 81%, similar to the 82% achieved in 2018-2019 which was lower than the 86% achieved in 2017 (See Exhibit 31).

Exhibit 37. Migrant Student Graduation Rate by Year, 2016-20



Source: KDE School Report Card. Obtained from https://www.kyschoolreportcard.com/organization/20/transition_readiness/academic_readiness/high_school_graduation?year=2020 on May 26, 2021.

Exhibit 38. MEP High School Students on Track to Graduate by Services Per Week, 2019-2020

2019-2020	#	Not On Track to Graduate	On Track to Graduate
Fewer than two services per week	542	8%	92%
Two or more services per week	312	8%	92%

Source: KDE. Note: N=1,149, however sample used to calculate on target to graduate percentages only includes percentage of students with valid responses (excludes missing CCR data), N=854. Percentages are rounded and differ only slightly between groups.

Implementation

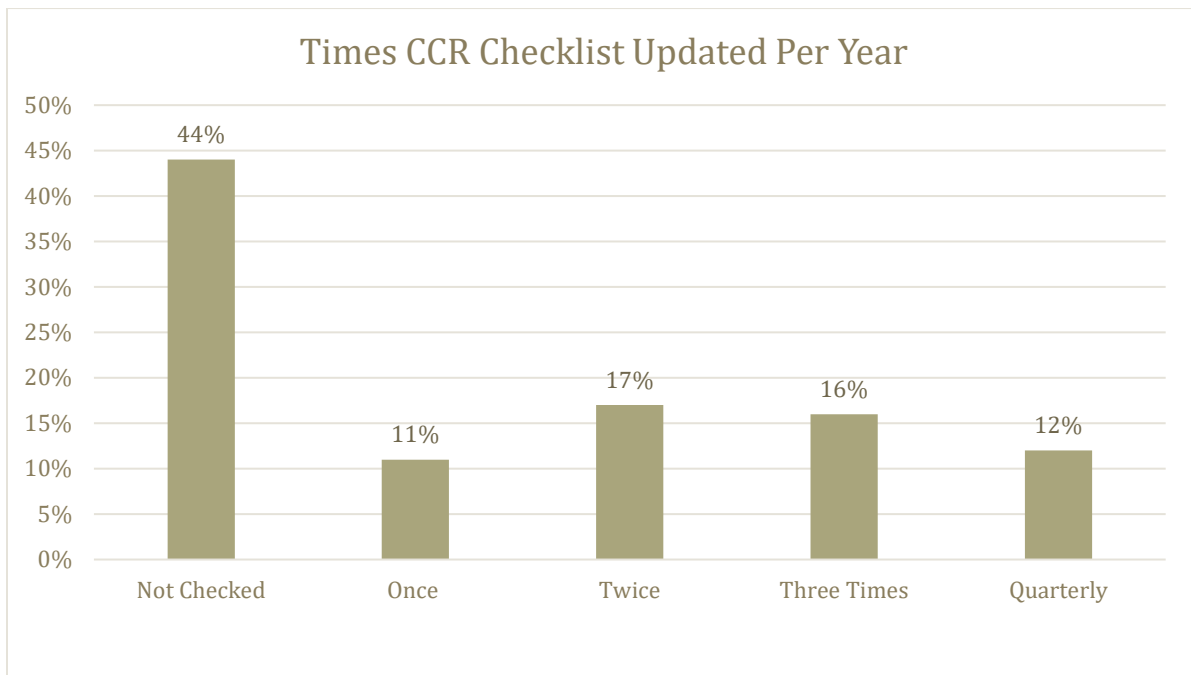
The 2019 KY MEP SDP recommended graduation related activities that included support for assuring migrant students were on track with state-wide individual learning plans,

supporting migrant students in completing checklists associated with college and career readiness and learning goals, and assisting migrant students in engaging in extra-curricular activities. The program expects MEP advocates to work directly with high school students to keep them on track, engaged, and moving toward graduation. Secondary students are expected to update their MEP CCR checklists twice per year or more, to be supported in participating in co-/extra-curricular activities, and families of secondary students receive training on individual learning plans and accessing the Infinite Campus parent portal.

Specific to the MEP CCR checklist and implementation indicators:

- 44% of migrant High School students did not have their MEP CCR checklist updated in the 2019-20 school year; 12% had the checklist updated quarterly.
- Migrant high school students generally did not participate in extra-curricular or co-curricular activities, with only 3% indicating participation, likely due in large part to pandemic-related restrictions on extracurricular activities.
- 92% of migrant high school students receiving two or more services a week are on track to graduate, six percentage points higher than those who do not receive two or more services per week.

Exhibit 39. Number of Times High School Students CCR Checklist Updated, 2019-2020



Source: KDE. Note: N = 1,149 Sample only includes percentage of students with valid responses (excludes missing data)

State Performance Target

Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN) to 65% in 2021-22.

MPO

By Spring 2022, the percent of migrant preschool age children either enrolled in preschool or receiving 10 or more in home service contacts who demonstrate kindergarten readiness on KSCREEN (Brigance) will increase to 60%.

MPO Status

On Track. 59% of migrant students who enrolled in preschool or received 10 or more in home contacts in the prior year were deemed kindergarten ready on the 2018-2019 KSCREEN, up from 52% reported in 2018-19.

Discussion

2020 Kentucky Kindergarten Readiness Assessment (KSCREEN) results are shown in Exhibit 40. Of note:

- 75% of migrant students who received MEP services (preschool or home visits) in 2019-20 performed at the Ready or above level, up from 52% for 2018-19.
- 57% of migrant students who did not receive MEP services performed at Ready or above on the KSCREEN, on par with 58% in 2018-19.
- While the number of preschool age children either enrolled in preschool or receiving MEP services in 2019-2020 decreased, likely due to the Covid-19 pandemic, services provided have shown a much larger effect on outcomes than prior years.

Exhibit 40. 2020 KSCREEN Results, Migrant Kindergarten Students by Pre-school Services Received

	#	Not Ready	Ready
Enrolled in preschool or receiving 10 or more in home service contacts	24	25%	75%
Not enrolled in preschool or receiving 10 or more in home service contacts	184	43%	57%
All Migrant Kindergarten Students	208	41%	59%

Source: KDE.

Implementation

Exhibit 41 shows the results for preschool implementation measures recommended in the 2019 SDP, with target rates for all except the percent of preschool age students receiving enrollment assistance. Specific results of note include:

- The MEP exceeded the statewide targets for the percent of preschool age children not in a preschool program who participate in home-based support services (50% versus 25%) and the percent of all preschool aged migrant children receiving resources (97% versus 50%)
- 34% of migrant preschool age children not enrolled in a preschool program completed the KSCREEN assessment, down from 50% in 2018-19 and short of the 75% target; this decline may be due to the Covid-19 pandemic changes in assessment practices
- 57% of migrant preschool students statewide received preschool or Kindergarten enrollment assistance, up from 54% in 2018-19, and more than double the rate of assistance given in this area in 2016-2017
- Migrant families with preschool age children received supplemental support at almost twice the targeted rate (97% versus a target of 50%)

Exhibit 41. Preschool Implementation Measures, 2019-2020

Measure	Target	Statewide	Western	Central	South	North
Percent of migrant preschool age children receiving preschool or kindergarten enrollment assistance		57%	61%	79%	50%	36%
Percent of migrant preschool age children not in a preschool program with KSCREEN results*	75%	34%	50%	6%	27%	77%
Percent of migrant preschool age children not in a preschool program who participate in home-based support services	25%	50%	57%	51%	45%	48%

Measure	Target	Statewide	Western	Central	South	North
Percent of all preschool aged migrant children receiving resources	50%	97%	93%	99%	95%	100%

* Population is 2020-21 Kindergarten aged students (with preschool age data in 2019-20)

OSY

State Performance Target

Provide and coordinate support services that meet the needs of all students.

MPOs

- 1) By Spring 2022, 75% of OSY who receive English language instruction will demonstrate improved language proficiency based on pre and post testing of lessons used.
- 2) By 2022, 4 percent of OSY will participate in structured education programs (GED or HS Diploma/Credit Recovery).

MPO Status

1) In Progress, On Track. Of the 188 OSY who received ESL instruction and completed pre and post lesson assessments in 2019-20, 67% demonstrated growth, approaching the 75% target.

2) Met. 4.5% of OSY participated in a structured education program during 2019-20, exceeding the 4% target.

Discussion

A total of 176 out of 756 OSY received ESL instruction, ranging from 30 minutes to 40 hours during the 2019-2020 program year. Seventeen of these students received more than 20 hours and also had pre and post English Language Screener results, of which 47% showed growth. A total of 188 OSY completed pre and post lesson assessments, with 66% showing growth.

Exhibit 42: OSY with Pre-Post ESL Screener Growth, 2019-20

2019-2020	#	Did not show growth	Showed growth
OSY who received ESL or mini Lessons	119	0%	100%
OSY who did not Receive ESL or mini lesson	69	90%	10%
Total	188	33%	67%

Exhibit 43: OSY Participating in Structured Education Program, 2019-20

2019-20 OSY Participating in Structured Education Programs		
	#	%
OSY who were enrolled in GED Program	18	2.3%
OSY enrolled in credit recovery Program	17	2.2%
Total	35	4.5%

Note: N=776

Implementation

Implementation measures specified for OSY are reported in Exhibit 44, while instructional support services and general support services are reported in Exhibit 45. Key findings related to 2019 SDP indicators and services include:

- 46% of OSY who received at least one life skills lesson demonstrated gains, short of the 90% target.
- Participation in life skills lessons and associated pre- and post-tests within 30 days of completing the OSY profile was a tenth of the target, with 5% of OSY participating within the 30 day window compared to a target of 50%.
- 100% of OSY who were interested in GED or school re-enrolling received active assistance, double the 50% target.

- Among all OSY, 43% received reading instruction, 13% received math instruction, and an additional 23% received instruction in English as a second language.
- The KY MEP provided material resources to 71% of OSY, and nutrition and health services to 27% of OSY (up from 23% in the prior year)

Exhibit 44. OSY Implementation Measures, 2019-2020

Measure	Total # Students	Target	Statewide	Western	Central	South	North
	2020						
Percent of OSY receiving “life skills” lessons demonstrating gains of at least one additional question correct	80	90%	46%	96%	27%	0%	7%
Percent of OSY completing at least one life skills lesson and associated pre- and post-tests within 30 days of filling out OSY profile	492	50%	5%	10%	0%	0%	1%
Percent of OSY served by <i>districts</i> with at least one instructional service per month	542		9%	0%	8%	16%	3%
Percent of OSY served by <i>regions</i> with at least one instructional service per quarter	176		3%	10%	6%	0%	4%
Percent of OSY who indicate an interest in GED or re-enrolling in school who receive active assistance*	99	50%	100%	100%	100%	100%	100%
Percent of OSY receiving active assistance who successfully enroll in a GED program or public school	32	75%	100%	100%	100%	100%	100%

Note: *Active assistance = received any service

Exhibit 45. OSY Instructional and Support Services Received by Year

	2016-17	2017-18	2018-19	2019-20
Instructional Services	N=911	N=803	N=858	N=776
Reading Instruction	30%	49%	51%	43%
Math Instruction	16%	21%	15%	13%
GED Prep	0%	2%	3%	2%
Secondary Credit Accrual	<1%	<1%	<1%	<1%
Life Skills and Related	29%	48%	37%	30%
ESL	10%	18%	12%	23%
Education/ Career Goal Dev	2%	2%	3%	3%
Academic Referral	18%	28%	27%	34%
Counseling	35%	46%	37%	43%
Support Services				
Material Resources	48%	65%	76%	71%
Nutrition/ health	16%	20%	23%	27%
Translating/ interpreting	6%	12%	11%	10%
Transportation	3%	3%	4%	3%
Support Referral	31%	44%	32%	40%
Other	16%	22%	13%	21%

Source: OSY Profile

Kentucky Department of Education uses the OSY Profile developed by the Out of School Youth Consortium, but is not a current member. Summary results from the 2016-2017, 2017-2018, 2018-2019, and 2019-20 program years are presented below. These results show demographics, needs assessed, and services provided for OSY recruited during the reporting period. Key findings for the 2019-20 OSY Profile data include (see Exhibit 46-Exhibit 55):

- OSY age distribution is substantially similar to prior years.
- More OSY have a home language other than Spanish or English (9% in 2019-2020, up from 8% in 2018-19 and 4% in 2017-18)
- English proficiency and need for translation services are on par with previous years; interest in learning English has continued to grow (75% in 2019-2020, up from 73% in 2018-19 and 68% in 2017-18).
- Among expressed service interests, fewer OSY were identified as candidates for Pre GED/GED (12% compared to 18% in the prior year), a smaller percentage were interested in obtaining a GED (21% versus 28% in the prior year), but an increasing

number of OSY were identified as candidates for service in obtaining Adult Basic Education (ABE; 28% compared to 24% in the prior year).

- In 2020, almost three quarters of OSY (73%, or 353) cited needing to work as their reason for leaving school, similar to the previous year, 2018-19.

Exhibit 46. OSY Last Grade Attended, Location, and Year, 2017-2020

		2017	2018	2019	2020	
		%	%	%	#	%
Last Grade Attended	Elementary (Grades K-5)	6%	5%	7%	27	6%
	Middle (Grades 6-8)	29%	28%	27%	113	26%
	High (Grades 9-12)	65%	67%	67%	302	68%
Age	13	0%	<1%	<1%	3	<1%
	14	0%	<1%	<1%	5	<1%
	15	1%	1%	1%	5	<1%
	16	2%	1%	1%	10	1%
	17	2%	2%	2%	27	4%
	18	15%	15%	15%	58	8%
	19	20%	23%	23%	159	22%
	20	28%	26%	26%	175	24%
	21	31%	31%	31%	257	36%

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data)

Exhibit 47. OSY Access to Transportation 2017-2020

		2017	2018	2019	2020	
		%	%	%	#	%
Has Access to Transportation	Yes	65%	67%	61%	288	60%
	No	35%	33%	39%	189	40%

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data)

Exhibit 48. OSY Languages, 2017-2020

		2017	2018	2019	2020	
		%	%	%	#	%
English Oral Language Proficiency	Yes	12%	12%	7%	33	7%
	No	88%	88%	93%	427	93%
Home Language	English	4%	4%	3%	21	5%
	Spanish	93%	92%	89%	409	87%
	Other	4%	4%	8%	40	9%

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data).

Exhibit 49. OSY Health Needs, 2017-2020

	2017	2018	2019	2020	
	%	%	%	#	%
Medical	1%	3%	5%	10	2%
Vision	0%	1%	1%	3	<1%
Dental	1%	3%	9%	21	5%
Urgent	0%	0%	<1%	0	0%
Other	0%	1%	2%	8	2%

Source: OSY Profile

Note: Percentage reflects the number of OSY compared to the total OSY population (includes missing data)

Exhibit 50. OSY Advocacy Needs, 2017-2020

	2017	2018	2019	2020	
	%	%	%	#	%
Legal	1%	2%	3%	10	2%
Childcare	1%	2%	1%	6	1%
Translation	11%	33%	43%	205	44%
Other	2%	6%	2%	14	3%

Source: OSY Profile

Note: Percentage reflects the number of OSY compared to the total OSY population (includes missing data)

Exhibit 51. OSY Expressed Service Interests, 2017-2020

	2017	2018	2019	2020	
	%	%	%	#	%
Learning English	30%	68%	73%	367	75%
Job Training	2%	6%	6%	14	2%
GED	4%	12%	28%	102	21%
Earning a Diploma	1%	3%	5%	12	3%
Not Sure	2%	5%	5%	23	7%
No Interests	4%	7%	10%	52	12%
Other	30%	68%	5%	18	4%

Source: OSY Profile

Note: Percentage reflects the number of OSY compared to the total OSY population (includes missing data)

Exhibit 52. OSY Housing, 2017-2020

Youth lives:	2017	2018	2019	2020	
	%	%	%	#	%
With a crew	75%	75%	72%	342	71%
With friends outside of work	3%	3%	6%	26	6%
With his/her parents/family	18%	17%	23%	107	23%
With spouse and kids	4%	4%	4%	25	6%
With kids	0%	1%	1%	7	2%
Alone	1%	1%	<1%	1	<1%

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data)

Exhibit 53. OSY Reason for Leaving School, 2017-2020

	2017	2018	2019	2020	
	%	%	%	#	%
Lacking credits	5%	11%	8%	34	7%
Needed to work	23%	57%	74%	353	73%
Missed state test	1%	1%	<1%	1	<1%
Other	4%	11%	6%	36	8%

Source: OSY Profile

Note: Percentage reflects the number of OSY compared to the total OSY population (includes missing data)

Exhibit 54. OSY Candidate for Services, 2017-2020

Youth is Candidate For:	2017	2018	2019	2020	
	%	%	%	#	%
HS diploma	3%	5%	4%	19	4%
Pre GED/GED	9%	13%	18%	54	12%
HEP	0%	<1%	<1%	1	<1%
ABE	9%	9%	24%	134	28%
Health education	7%	17%	10%	88	19%
Job training	2%	3%	8%	31	7%
Career exploration	2%	3%	4%	22	5%
ESL	57%	61%	65%	315	66%
Life skills	48%	55%	56%	272	56%
PASS	0%	0%	0%	0	0%
MP3 players	45%	50%	45%	159	34%
Other	1%	1%	1%	6	1%

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data)

Exhibit 55. OSY Materials Received, 2017-2020

	2017	2018	2019	2020	
	%	%	%	#	%
Educational materials	31%	75%	72%	344	71%
Support services	18%	38%	42%	185	40%
OSY welcome bag	36%	87%	84%	410	84%
Referral(s)	14%	31%	24%	81	18%
Other	3%	5%	5%	50	11%

Source: OSY Profile

Note: Percentage reflects the number of OSY compared to the total OSY population (include missing data)

Discussion and Recommendations

Discussion

The Kentucky Migrant Education Program continues to serve migrant students and families statewide through a hybrid regional/district model that fits the distribution of migrant students across the state. In addition to the findings noted in each section above, the evaluators note the following:

- Although there was a slight decline in the percentage of students receiving math and reading services (to 46% and 38%, respectively, from 50% and 44% percent in the prior year), PFS students are clearly receiving priority, with 74% receiving reading instruction and 68% receiving math instruction, far above the average for all students. Moreover, 70% of PFS received at least one service per week compared to 58% in the prior year, a notable improvement in focus on PFS students.
- Although the preschool MPO was not met, Pre-K MEP implementation was generally strong. We note that not only did the KY MEP exceed its targets in 2 of 3 implementation indicators, but that it more than doubled the percentage of Pre-K children receiving Kindergarten enrollment assistance.
- During March 2020, Kentucky's school districts closed to in-person classes to help contain the spread of the novel coronavirus (COVID-19). Due to the closure, the Kentucky Department of Education applied for and received a waiver from the U.S. Department of Education (USED) for assessments, accountability and school identification, and reporting requirements under the Every Student Succeeds Act. While service data collection for Migrant student groups was not affected, attendance, enrollment, and assessment data were directly affected. Most relevant to this report, the K-PREP statewide assessment was not given for the 2019-20 school year. Several MPOs use that data to calculate student progress and the efficacy of SDP implementation. Additional impacts of COVID on migrant student access to services and on industries that use migrant workers in Kentucky were more difficult to assess within the scope of this report.

Recommendations

Based on the findings and discussions highlighted throughout this report, we make the following recommendations:

- *Review the statewide strategy for providing English language instruction for OSY.* The current approach to English language learning includes a mix of mini-lessons, job-specific language instruction, and more intensive English as a Second Language instruction. Progress measures tied to mini lessons are more indicative of lesson completion than increased language facility, making it a challenge to determine the efficacy of the approach. The KY MEP might consider reviewing and adopting new tools for OSY language acquisition, including support for technology supported

language learning. Many of these may not easily lend themselves to measurement and reporting on outcomes within the migrant student data system but might represent stronger support for OSY language learning than the current strategies.

- *Review missing CCR data for students in grades 9 through 12.* We note CCR data to be missing for 505 students in grades 9 through 12. While some missing data may be due to short-term stays, we recommend that the MEP investigate regional differences in CCR completion and recording within the data system and inquire about barriers to completion and reasons why some students may not have a completed CCR. CCR data reported earlier in this report leaves out the students without any CCR data because their “on track to graduation status” is unknown to the evaluators and may be a mix of on track and not on track.
- *Consider revising the Graduation MPO for students targeted for supplemental academic services who receive two or more services per week and are on track to graduate.* Because CCR tracking began in Fall 2019 for all migrant students, 2019-2020 is the baseline year for this MPO. The baseline is 92%, and the target per the SDP is a 10 percentage point increase over the baseline. The evaluation would consider 100% to meet the target, but we recommend revising the MPO to a specific target of 90% of students receiving 2 or more services to be on track to graduate. We recommend setting this below the 2019-2020 performance of 92% because a) we believe that to be a high level of performance, and b) we think the percentage of students who receive two or more supplemental academic services who are on track to graduate per CCR will decline once nearly all students have a completed CCR as discussed above.
- *Review regional differences in service provision.* While some regional variation in service provision discussed throughout the report are almost certainly the result of regional differences in migrant student populations, including patterns of migration, distance from service providers, and services provided by local schools, others may be due to differences in regional approach to identifying and serving migrant youth. We recommend that the MEP further review these differences, discuss them with the regional directors, and consider whether these reflect differences in interpretation of the SDP and statewide guidance, differences in migrant student and family needs, or other issues that may require further clarification from the statewide MEP.

Appendix A: Priority for Services Determination

The 2019 KY MEP Service Delivery Plan includes the following regarding how Priority for Services is determined for individual migrant students.

Federal law requires that the MEP must provide services first to migrant students who have been identified as PFS. Section 1304(d) of the most recent reauthorization of the ESEA revised the definition of PFS to specifically include students who have dropped out and to include students who moved at any point during the prior year:

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet challenging state academic standards or (2) have dropped out of school.

In response to OME guidance that state MEPs must identify which migrant students are priority for service, the KYMEP identifies PFS students as follows. The student must have had a QAD within the previous 12 months and must be failing or at risk of failing as verified by state assessments, grades, and/or district assessments.

The KYMEP uses a numerical rating scale based on a set of criteria; children scoring at a five or higher in at least two areas are considered PFS. The following bullets are the criteria used on the needs assessment form to evaluate PFS designations, with point values assigned to each item ranging in value from zero to four points depending on the criterion. In general, a student is PFS if their Qualifying Arrival Date (QAD) is within the past 12 months and 2 or more conditions on the list below are true.

Preschool (3-5 years old)

- Student speaks limited English.
- No access to preschool.
- Student qualified for preschool based on disability.

K-12 Students

- QAD within the last 12 months.
- Has a current IEP.
- Has received a score less than 5 on the WAPT/WIDA Access test in speaking, listening, reading, writing.
- Academic Performance:
 - Has demonstrated low academic performance during present academic year and under the current COE (e.g., One or more F's in two or more different

core subject areas or 2 D's in two or more core subject areas. Core subject areas include reading/language arts, mathematics, science, and social studies.

- Has scored novice on the Kentucky State Assessment (K-PREP) in these areas: reading, math, science, social studies, other.
- Retained/over age:
 - Student retained any time in the student's academic career.
 - Student is over age for reasons other than grade retention (foreign school system).
- Student has dropped out of school (automatically qualifies).
- Is not on grade level in reading, math, and/or science or social studies based on district assessments.
- In the current school year, student has missed 10+ days.
- Student is enrolled in GED program.

The needs assessment form also references the following items:

- By Kentucky definition, student is considered "homeless".
- Immunizations are up to date for Kentucky requirements for school enrollment.
- Medical alert, chronic, acute or none.

Staff are trained on the needs assessment during their initial training with the migrant program as well as annually at our August-September paperwork training. We review all the forms and policies at that time.