

ANNUAL EVALUATION REPORT 2022-2023

Kentucky Migrant Education Program
June 2024



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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 the Kentucky Department of Education: 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
KSA	Kentucky Summative Assessment
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 2022-2023 program year (Sept. 1, 2022, through Aug. 31, 2023), the KY MEP served 4,897 migrant students (ages 3-21), compared to 4,613 in 2021-2022 and 4,238 in 2019-2020. The largest group of students was elementary aged, comprising 47% of all enrolled K-12 students. Services included: instructional services, home visits, tutoring after school and during summer programs, referrals, supportive and supplemental services, and assistance to parents with school communication.

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 2022-2023 program year.

Exhibit 1. Summary of Measurable Program Outcomes (MPOs) for 2022-23 Migrant Education Program (MEP) Year

KY MEP MPO	MPO Status	Evidence
Reading Language Arts		
Each year beginning in fall 2022, 50% of PFS migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the KSA reading assessment.	<i>Not Met</i>	<i>In 2022-2023, 24% of PFS students receiving two or more services per week advanced at least one proficiency level on the KSA reading assessment, falling short of the 50% target.</i>
Mathematics		
Each year beginning in fall 2022, 45% of PFS migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the KSA mathematics assessment.	<i>Not Met</i>	<i>In 2022-2023, 24% of PFS students receiving two or more services per week advanced at least one proficiency level on the KSA mathematics assessment, falling short of the 45% target.</i>

KY MEP MPO	MPO Met?	Evidence
Graduation		
By fall 2024, 70% of high school students will be on track to graduate as indicated by the MEP Transition Ready Checklist.	<i>Met</i>	<i>In 2022-2023, 73% of high school students enrolled in the MEP were on target to graduate.</i>
By spring 2025, at least 90% of high school students targeted for supplemental academic services who receive two or more supplemental services per week will be on track to graduate.	<i>Not yet to target date</i>	<i>In 2022-2023, 74% of migrant high school students receiving two or more services per week were on track to graduate.</i>
Preschool		
By spring 2025, 65% of migrant preschool age children either enrolled in preschool or receiving 10 or more in home service contacts will demonstrate kindergarten readiness on KSCREEN (Brigance).	<i>Not yet to target date</i>	<i>51% 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 2022-2023 KSCREEN.</i>
Out-of-School Youth (OSY)		
By spring 2025, 75% of OSY who receive English language instruction will demonstrate improved language proficiency based on pre and post testing of lessons used.	<i>Met</i>	<i>Of the 71 OSY who received ESL instruction and completed pre and post lesson assessments in 2022-2023, 99% demonstrated growth, exceeding the 75% target.</i>
By the end of project year 2024-2025, the percent of migrant students who a) drop out of a Kentucky school in grades 9-12; b) receive MEP supplemental or academic services; and c) return to school or participate in a high school equivalency program within one year will increase by eight percentage points over the 2022-2023 baseline.	<i>Baseline established</i>	<i>In 2022-2023, four of the 492 OSY receiving MEP supplemental or academic services returned to school or participated in a high school equivalency program. Zero did so within one year of dropping out, setting the 2022-2023 baseline at 0%.</i>

Full Evaluation Report

This report provides data regarding outcomes obtained and services provided by the Kentucky Migrant Education Program (KY MEP) during the 2022-2023 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 2022. 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 in the Northern, Southern, Central, and Western Regions as shown in the [Kentucky Migrant Regions Map](#)¹. Over 32% of Kentucky's migrant students are concentrated in the central region. 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.

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 2022 SDP. The MPOs were based on a gap analysis between migrant and non-migrant student achievement and are outlined in the sections that follow.

1

<https://www.education.ky.gov/federal/progs/tic/Documents/Kentucky%20Migrant%20Regions%20Map.pdf>

During the evaluation, the evaluation team provided consultation, data collection, and analysis through multiple mechanisms to bolster the capacity of the KY MEP to evaluate its services.

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.

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 are 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.

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 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, for example, will be counted in each period. Exhibit 2 shows relatively stable Regular School Year Enrollment, but increased Summer enrollment in 2022-2023 after a period of decline from 2018-2019 through 2021-2022. Residency Only enrollment dropped in 2022-2023.

Exhibit 2. Number of Migrant-Eligible Students by Enrollment Period and Year

Enrollment Period	2018-2019 #	2019-2020 #	2020-2021 #	2021-2022 #	2022-2023 #
Regular School Year	3,853	3,995	3,731	3,808	
Summer	3,707	3,568	3,412	2,943	3,604
Residency Only	1,381	1,541	1,265	1,362	1,065

Source: MIS2000

Exhibit 3 shows the distribution of migrant-eligible students by region. The data indicate that consistent with prior years, the Central region enrolled the highest proportion of migrant-eligible students during regular school year and summer periods.

Exhibit 3. Migrant-Eligible Students by Enrollment Period, Geographic Region and Year

Region	Regular 2020- 2021 (n=3,731)	Regular 2021- 2022 (n=3,808)	Regular 2022- 2023 (n=3,773)	Summer 2020- 2021 (n=3,412)	Summer 2021- 2022 (n=2,943)	Summer 2022- 2023 (n=3,604)
Western	20%	20%	21%	21%	25%	23%
Central	32%	33%	32%	34%	38%	34%
Southern	25%	25%	27%	20%	19%	25%

Northern	23%	22%	19%	25%	18%	19%
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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. 2019-20 Regular n=3,995. 2019-20 Summer n=3,568.

Source: MIS2000.

Exhibit 4. Migrant-Eligible Students Enrolled during Regular School Year, by Grade Level and Year

Grade Level	2019-2020 (n=3,995)	2020-2021 (n=3,731)	2021-2022 (n=3,808)	2022-2023 (n=3,773)
Age 3-5	6%	6%	7%	8%
Elementary (Grades K-5)	49%	48%	46%	47%
Middle (Grades 6-8)	22%	23%	22%	21%
High (Grades 9-12)	22%	23%	24%	25%
OSY	<1%	<1%	0%	<1%

Note: Shown are percentages of total migrant students enrolled during the Regular School Year, as listed under each year. 2018-2019 n=3,853.

Source: MIS2000.

Exhibit 5. Migrant-Eligible Students Enrolled during summer, by Grade Level and Year

Grade Level	2019-2020 (n=3,5678)	2020-2021 (n=3,412)	2021-2022 (n=2,944)	2022-2023 (n=3,604)
Age 3-5	11%	11%	12%	12%
Elementary (Grades K-5)	40%	39%	41%	39%
Middle (Grades 6-8)	21%	20%	19%	19%
High (Grades 9-12)	21%	23%	22%	24%
OSY	6%	7%	7%	6%

Note: Shown are percentages of total migrant students enrolled in Summer by program year.

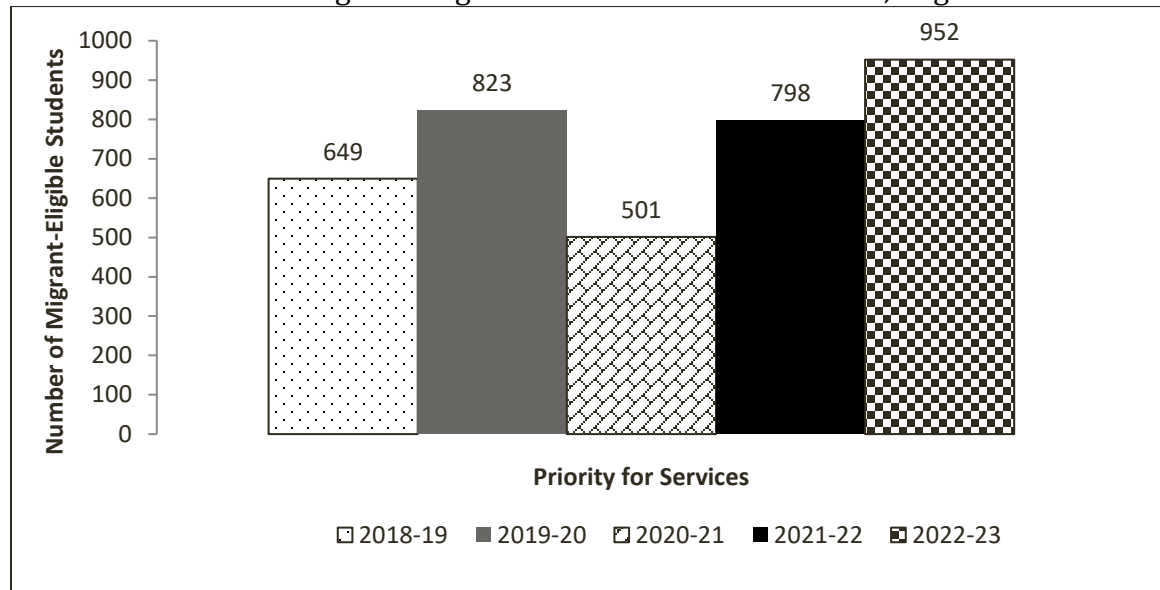
Source: MIS2000.

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. The specific guidance for PFS determination provided in the KY MEP Service Delivery Plan can be found in Appendix A.

As shown in Exhibit 6 below, 823 (21%) of Regular School Year-enrolled migrant students were identified as PFS in 2019-2020, compared to 649 (17%) one year prior. This figure fell substantially in the 2020-2021 program year but rose to 798 in the 2021-2022 program year, almost certainly related to pandemic modifications to testing and program participation. Growth continued in 2022-2023 with 952 PFS students. All identified students were school age. Exhibit 9 shows the number and percent of total represented by PFS students by grade level for 2022-2023.

Exhibit 6. Number of Migrant-Eligible Students Identified as PFS, Regular School Year



Source: MI2000

Exhibit 7. Migrant-Eligible Students Identified as PFS, by Enrollment Period and Grade Level, 2022-23

	Elementary (K-5)	Middle School (6-8)	High School (9-12)	Total #PFS	Total #All	Total % PFS
Regular School Year	508	243	200	952	3773	25%
Summer	245	127	121	501	3604	14%

Source: MIS2000.

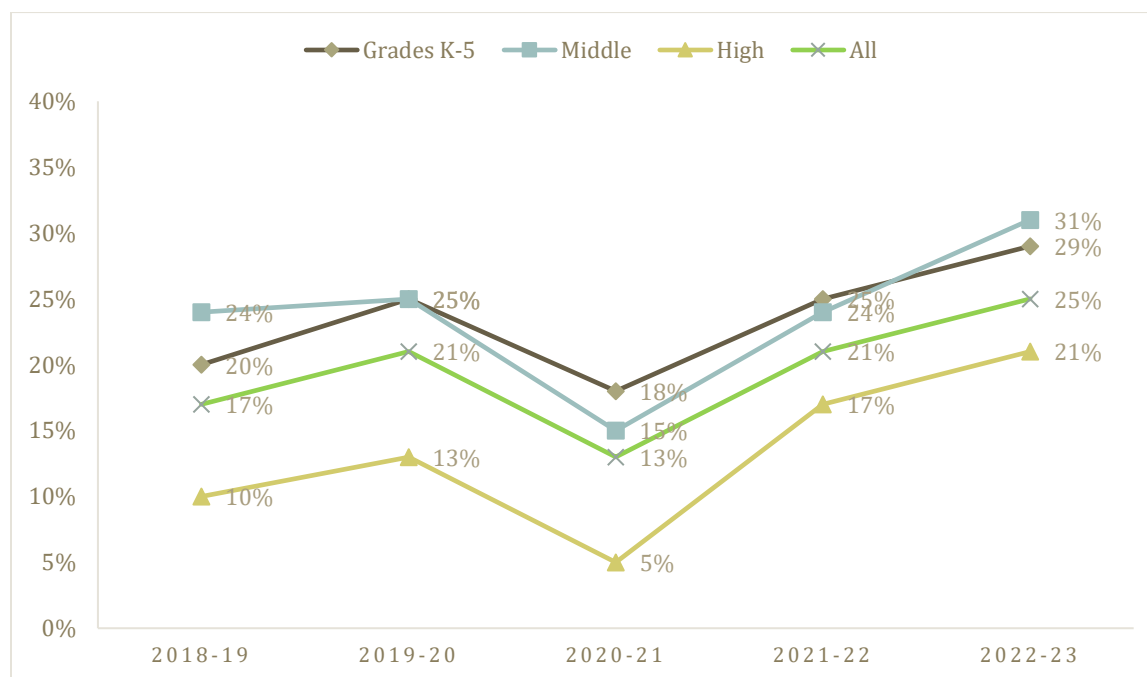
Elementary students comprise the largest share of PFS students, reflecting their enrollment proportion (see Exhibit 6). A similar percentage of elementary and middle school students are identified as PFS (29% and 31% respectively in 2022-2023, see Exhibit 10). The overall percentage of Kentucky migrant students identified as PFS increased to 25% in 2022-2023 from 21% in 2021-2022, just below the rate of 26% in 2017-18.

Exhibit 8. Distribution Across Grade Levels of Migrant-Eligible Students Identified as PFS during Regular School Year, 2019-2023

Grade Level	2019-2020 (n=823)	2020-2021 (n=501)	2021-2022 (n=798)	2022-2023 (n=952)
Elementary (Grades K-5)	59%	66%	55%	53%
Middle (Grades 6-8)	27%	25%	26%	26%
High (Grades 9-12)	14%	8%	19%	21%
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 9. Percent of Regular School Year Migrant Students Identified as PFS by Grade Level and School Year, 2018-2023



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 received at least one service between 2019 and 2022. In 2023, 98% of eligible migrant students in the Regular School Year and almost 100% of those in Summer received at least one service. The percentage of students receiving Reading Instruction and Math Instruction decreased slightly during the school year compared to summer, from 80% to 64% in reading, and from 64% to 51% 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, support, and referral services being utilized more frequently than mathematics and other instructional services.
- Summer students were more likely to receive reading and support services than other services.
- The percentage of PFS students receiving two or more services per week increased from 46% in 2018-2019 to 64% in 2021-2022 and remained stable at 63% in 2022-23 (see Exhibit 12). Overall, 79% of PFS migrant students in 2022-23 received at least one service per week, similar to 2021-22 and up from 70% in 2018-2019.

Exhibit 10. Percent of Migrant-Eligible Students Receiving Services, Regular and Summer, 2020-2023

Service	Regular School Year	Regular School Year	Regular School Year	Summer	Summer	Summer
	2020-21 (n=3,731)	2021-22 (n=3,808)	2022-23 (n=3,773)	2020-21 (n=3,412)	2021-22 (n=2,944)	2022-23 (n=3,604)
Reading Instruction	50%	60%	64%	78%	85%	80%
Math Instruction	40%	45%	51%	63%	63%	64%
Other Instruction	21%	25%	21%	40%	45%	26%
Counseling Service	77%	79%	70%	39%	47%	22%
Support Service	89%	91%	72%	71%	80%	75%
Referral	41%	41%	77%	15%	19%	23%
At least one service	95%	97%	98%	96%	100%	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 reading services being the most often received (90%) and other instructional services being utilized least (25%).

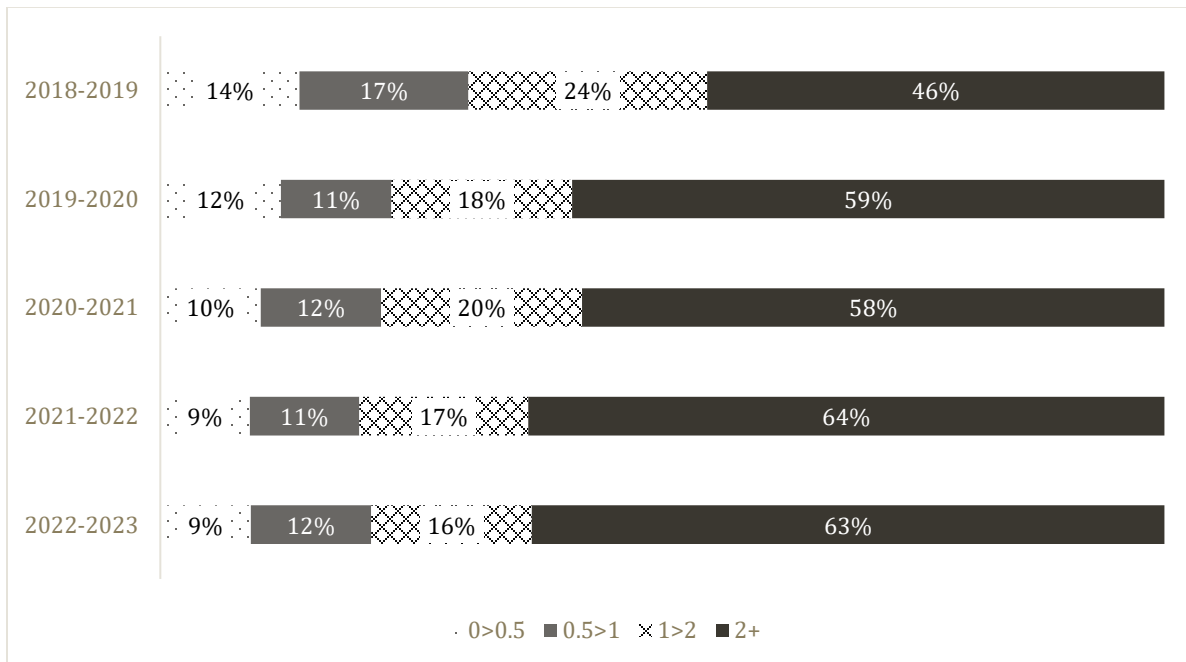
Exhibit 11. Migrant-Eligible Students Identified as PFS Receiving Services, Regular School Year, 2022-2023

Service	2022-2023 (n=952)
Reading Instruction	90%
Math Instruction	75%
Other Instruction	25%
Counseling Service	84%
Support Service	84%
Referral	85%
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 2018-19 to 2022-2023, the percentage of migrant students identified as PFS who received two or more services on average per week rose by 17 percentage points (see Exhibit 12). Overall, 79% of PFS migrant students in 2022-2023 received at least one service per week, compared to 70% in 2018-2019.

Exhibit 12. Average Number of Services Received Per Week for Migrant-Eligible Students Identified as PFS, 2018-2023



Source: MIS2000

Exhibit 13 shows the percent of students receiving services by grade level for the 2022-2023 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 96-99% of eligible migrant students from preschool age to high school age receiving at least one supplemental service.
- Support and referral services were the most often received services in 3-5 and Elementary age groups, along with reading instruction for Elementary students.
- Counseling services were the most often received services among middle and high school students, increasing significantly from younger age groups.
- Elementary and middle school students were the most likely to receive reading and math instruction.
- Additional service and implementation data are included in each section that follows.

Exhibit 13. Migrant-Eligible Students Receiving Services by Grade Level, Regular School Year 2022-2023

Grade Level	Reading Instruction	Math Instruction	Other Instruction	Counseling Service	Support Service	Referral	If Ever Served
Age 3-5	31%	22%	6%	32%	73%	66%	96%
Elementary (K-5)	72%	58%	17%	59%	72%	76%	99%
Middle School (6-8)	66%	54%	24%	86%	72%	80%	99%
High School (9-12)	60%	46%	30%	87%	71%	80%	98%

Source: MIS2000

Note: Services include migrant and mixed funded.

Exhibit 14. Instructional Services Implementation Measures, 2022-2023

Measure	Statewide	Western	Central	Southern	Northern
Number/percentage of PFS students receiving two or more supplemental services contacts per week	72%	80%	82%	61%	57%
Number/percentage of all migrant students receiving two or more supplemental services contacts per week	40%	51%	45%	31%	31%
Number/percentage of summer students receiving greater than or equal to 25 hours of summer instruction	42%	67%	32%	45%	31%

Source: KDE.

Additional implementation results for reading instructional services are shown in Exhibit 14. Specific findings of note for 2022-2023 include:

- 63% of migrant PFS students received at least two supplemental services per week statewide, down from 70% in 2021-2022 but higher than the 43% in 2018-2019.
- Beginning in summer 2019, the KY MEP transitioned to a 25-hour summer services model. In 2022-2023, 42% of summer migrant students statewide received 25 or more hours of instruction, a seven percentage point increase over 2021-2022 and up from the COVID-depressed 23% in 2019-2020.

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 2022 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 KSA Reading migrant student percent proficient to 35% by SY 2024-2025.

State Performance Target Status

Not met. In both 2021-2022 and 2022-2023, 23% of migrant students were proficient or higher on the KSA.

MPO

Each year beginning in fall 2022, 50% of PFS migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the KSA Reading assessment.

MPO Status

Not Met: *In 2022-2023, 24% of PFS students receiving two or more services per week advanced at least one proficiency level on the KSA Reading Assessment, falling short of the 50% target.*

Discussion

Migrant student reading proficiency reached 34% in 2018-2019 before falling sharply in the post-pandemic period of 2020-2021 (see Exhibit 15). Performance was higher in 2021-2022 (23%) but remained 22 percentage points below the percent proficient for all KY students. Migrant students reading proficiency remained stable in 2022-2023 while all KY students grew, leaving migrant student reading proficiency 31 percentage points below all KY students. Many migratory students are not present for testing, or move frequently, so the results below represent the 23% of all migrant students who had assessment results on the KSA reading exam.

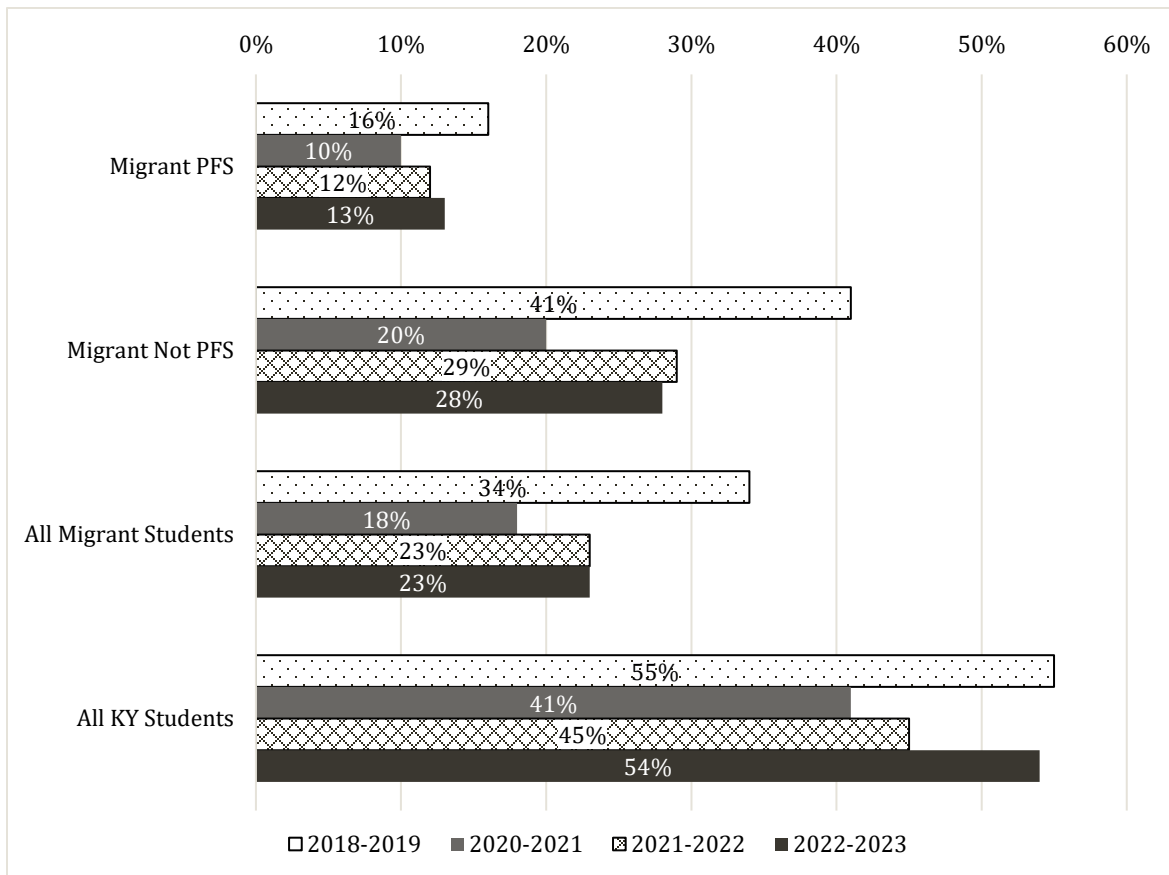
Other findings related to Reading performance include:

- Migrant PFS reading proficiency follows the same overall pattern as non-PFS students, declining in 2020-2021 and recovering slightly in 2021-2022, though non-PFS results fell further than PFS during the period. PFS reading results increased one percentage point in 2022-2023 while non-PFS results remained stable.
- Migrant PFS reading proficiency drops sharply between elementary, middle and high school, while all Kentucky students drop only two to three percentage points (see Exhibit 16). The gap between all Migrant students and all Kentucky students is largest in high school.

- The gap in percent proficient between migrant students and all Kentucky students was 31 percentage points in 2022-2023, larger than the 25-point gap in 2017-2018 and all other years between 2018-2022. Migrant reading proficiency was the same in 2022-2023 as it was in 2021-2022 while all KY students performed 9-percentage points higher.

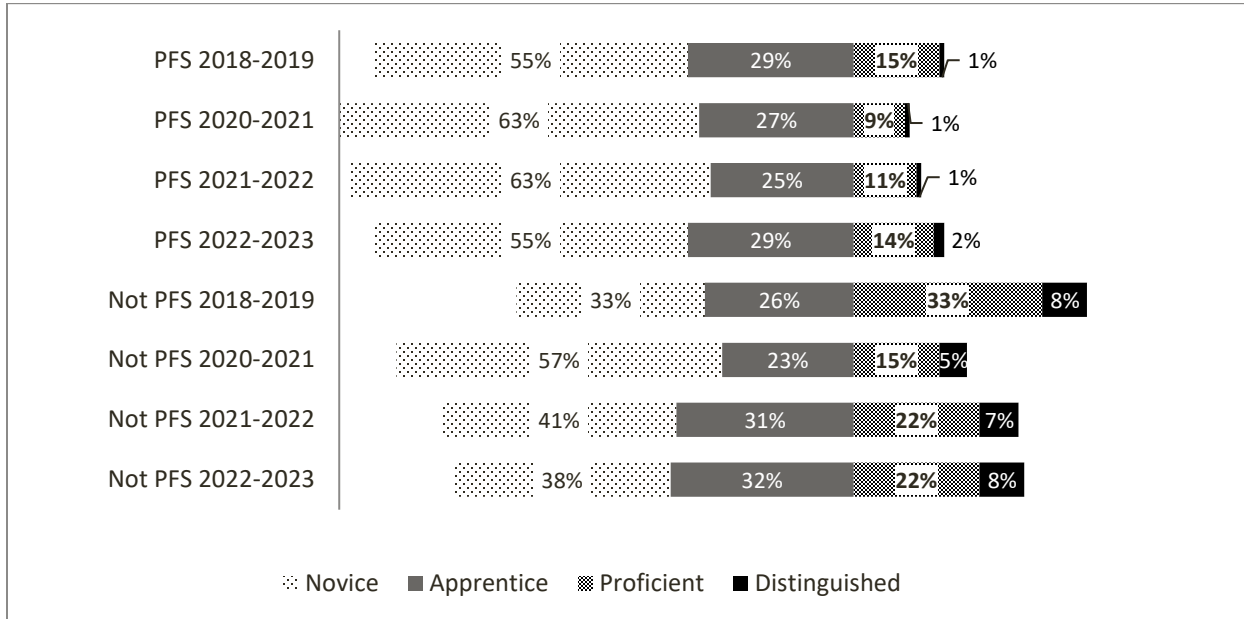
Note: In 2019-20, the Kentucky Department of Education requested and received a waiver from the U.S. Department of Education to suspend administration of the K-PREP assessment due to the closure of schools as a measure to reduce the spread of Covid-19. Kentucky adopted the KSA in 2021-2022. Reading assessment data for each available year are provided below, but 2021-2022 and later results are not comparable to prior years due to the switch from K-PREP to KSA.

Exhibit 15. Kentucky State Reading Proficiency, Migrant and Other Groups by Program Year



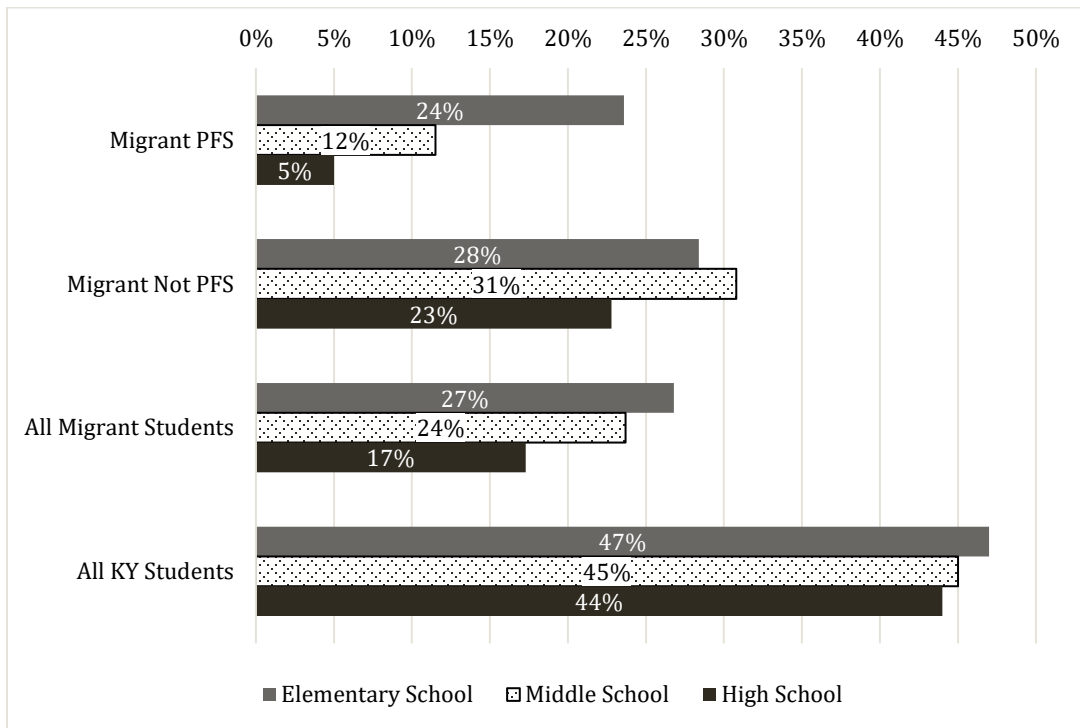
Source: KDE. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

Exhibit 16. K-PREP Performance Level Results for Migrant Students, Reading, 2018-2023



Source: KDE. Note: Results are shown for grades 3-8. Bars are in the same order from left to right as the legend. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

Exhibit 17. 2022-23 Kentucky State Reading Proficiency, Migrant and Other Groups by Age



Source: KDE.

Implementation

The MPO for reading/language acquisition in the 2022 SDP tied performance to implementation and services received for migrant students identified as PFS. Results for the 2022-2023 performance on the reading/language arts MPO are shown in Exhibit 18.

Exhibit 18. KSA Reading Level Gains by Services Per Week, PFS Migrant Students, 2022-23

	Less than 1 reading level gain	1 or more reading level gain
Fewer than two services per week	85%	15%
Two or more services per week	76%	24%

Source: KDE.

State Performance Target

Increase the KSA Mathematics migrant student percent proficient to 32% by SY 2024-2025.

State Performance Target Status

Not Met. In 2021-2022, 23% of migrant students were proficient or higher on the KSA. In 2022-2023, the number migrant students who were proficient or higher on the KSA dropped four percentage points to 19%.

MPO

Each year beginning in fall 2022, 45% of PFS students who receive two or more supplemental services per week will advance at least one proficiency level on the KSA Mathematics assessment.

MPO Status

Not Met: *In 2022-2023, 24% of PFS students receiving two or more services per week advanced at least one proficiency level on the KSA Mathematics Assessment, short of the 45% target.*

Discussion

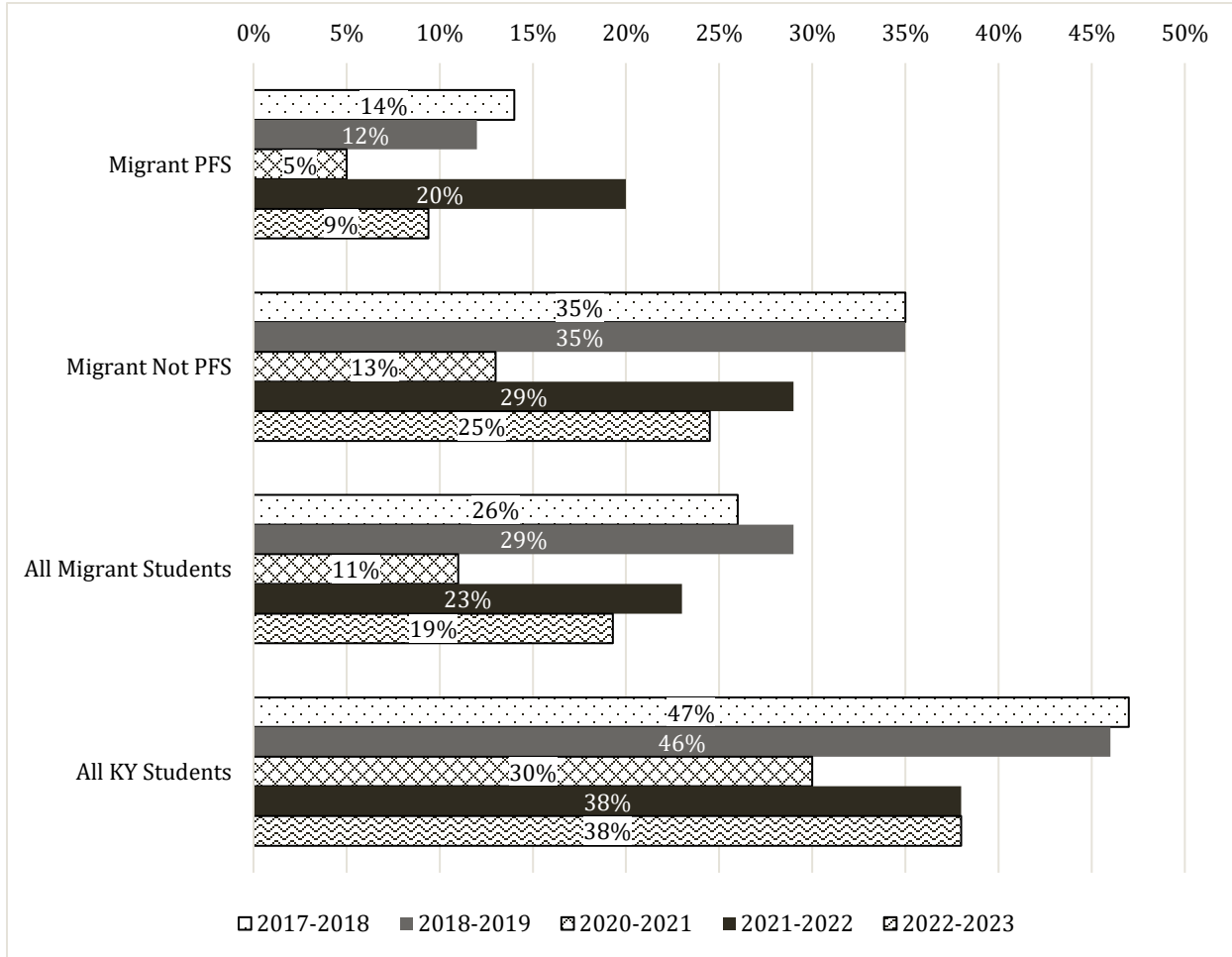
The mathematics proficiency of migrant students overall fell from 29% in 2018-2019 to 11% in 2020-2021 before rising to 23% in 2021-2022 (see Exhibit 19). Overall mathematics proficiency of migrant students was 19% in 2022-2023. The gap between migrant students and all Kentucky students increased to 19 percentage points in 2022-2023 from 15 percentage points in 2021-2022.

Migrant mathematics proficiency drops at a higher rate than all KY students between elementary, middle and high school, with the most pronounced effects on PFS students. Just one high school PFS student (1%) was proficient on the mathematics KSA in 2022-2023 (see Exhibit 21). Many migratory students are not present for testing, so the results below represent the 24% of all migrant students who had assessment results on the KSA mathematics exam.

Note: 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.

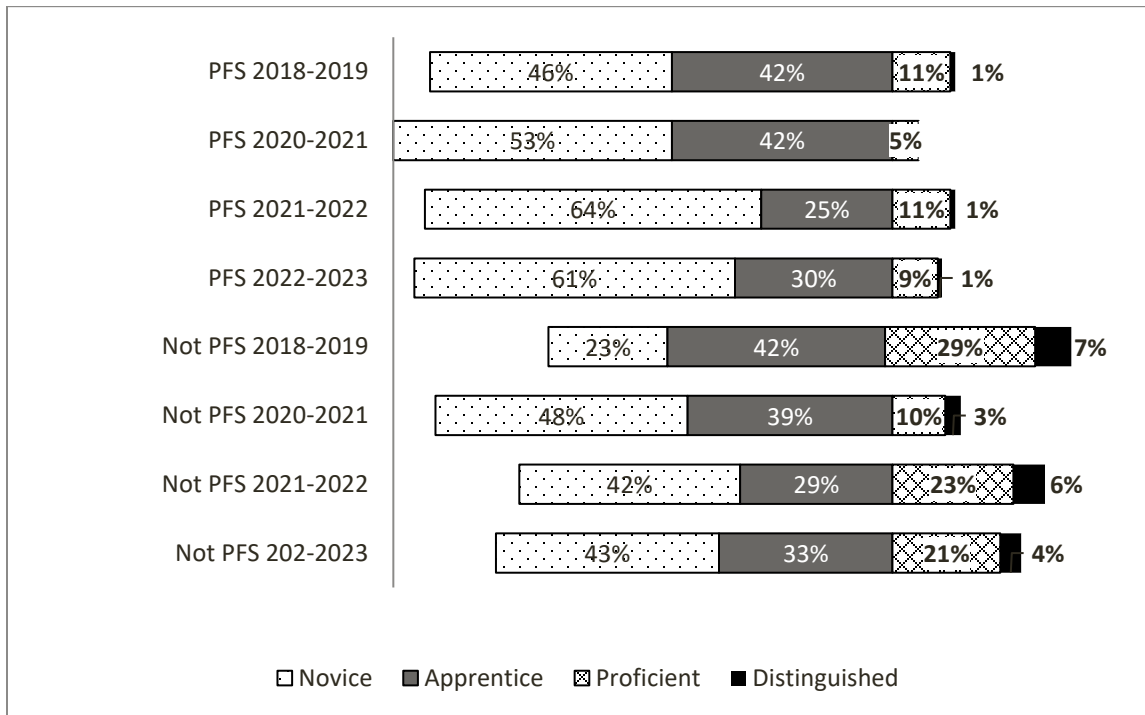
Kentucky adopted the KSA in 2021-2022, and results are not directly comparable to prior years. Mathematics assessment data for each available year are provided below.

Exhibit 19. K-PREP Mathematics Proficiency, Migrant Compared to Other Groups by Year



Source: KDE. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

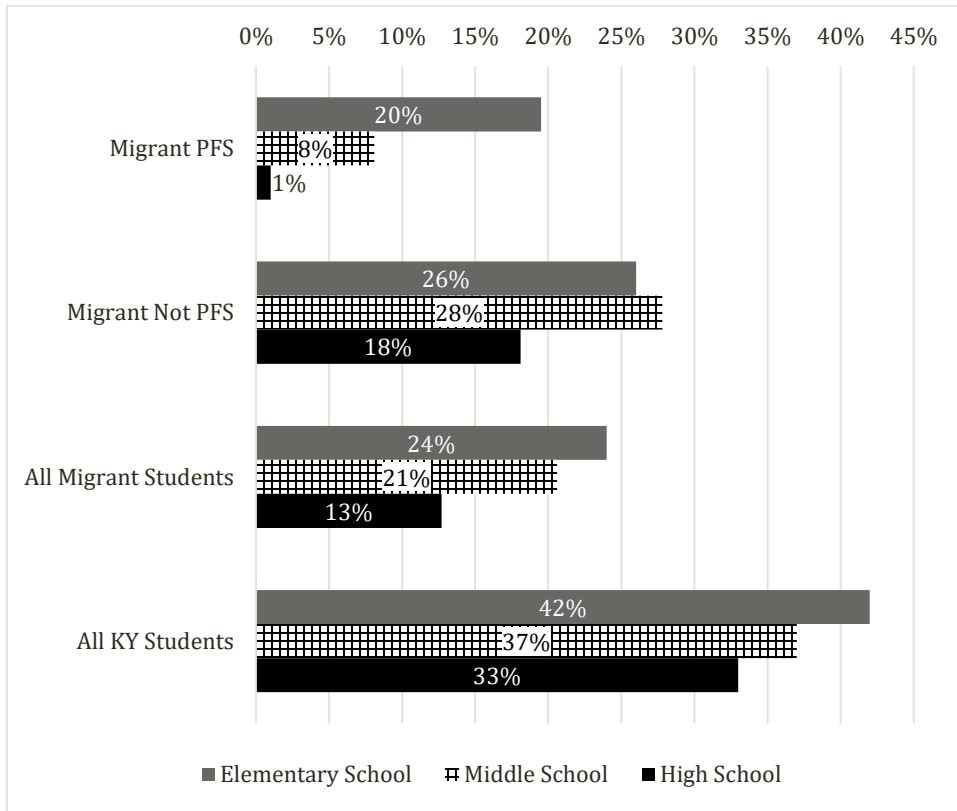
Exhibit 20. K-PREP Performance Level Results for Migrant Students, Math, 2018-2023



Source: KDE. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

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

Exhibit 21. 2022-2023 Kentucky State Mathematics Proficiency, Migrant and Other Groups by Age



Implementation

The mathematics MPO in the 2022 SDP tied performance to implementation and services received for migrant students identified as PFS. Results for the 2022-2023 performance on the mathematics MPO are shown in Exhibit 22.

Exhibit 22. K-PREP Math Level Gains by Services Per Week, PFS Students, 2022-23

	Less than 1 math level gain	1 or more math level gain
Fewer than two services per week	83%	17%
Two or more services per week	76%	24%

Source: KDE.

State Performance Target

Increase the average four-year graduation rate for migrant students to 84.7% by 2025.

State Performance Target Status

Met. The 2022-2023 four-year graduation rate for migrant students was 86.1%.

MPOs

- 1) By fall 2024, 70% of high school students will be on track to graduate as indicated by the MEP Transition Ready Checklist.
- 2) By spring 2025, at least 90% of high school students targeted for supplemental academic services who receive two or more supplemental services per week will be on track to graduate.

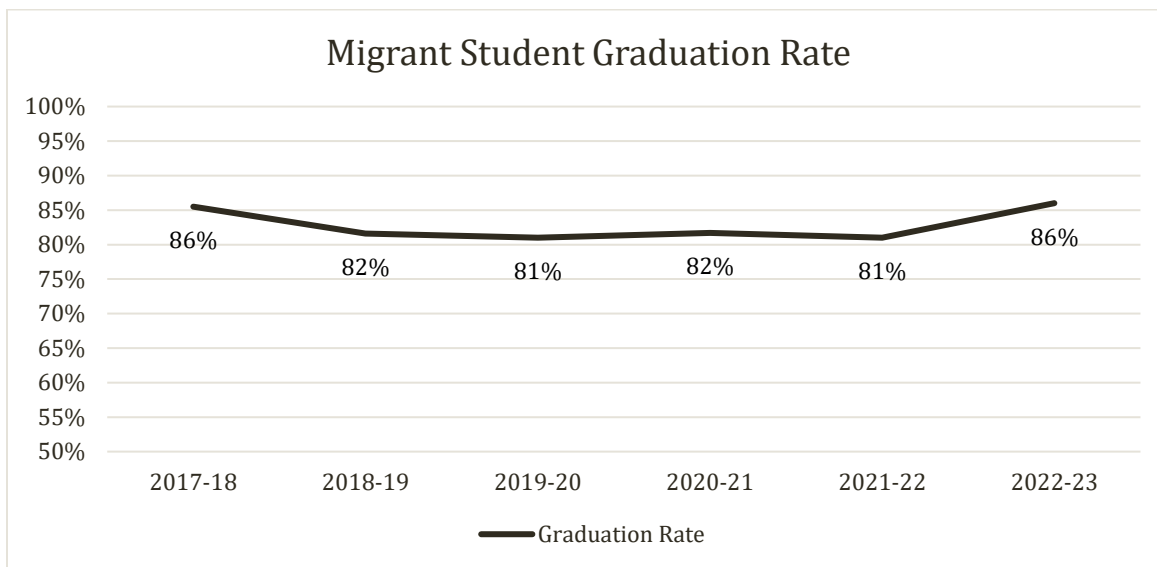
MPO Status

- 1) **Met.** In 2022-2023, 91% of high school students enrolled in MEP were on track to graduate.
- 2) **Not yet to target date.** In 2022-2023, 89% of high school students receiving two or more supplemental services per week were on track to graduate.

Discussion

The 2023 migrant student four-year graduation rate was 86%, an increase of five percentage points over 2022. This represents a return to 2017-2018 levels after four years in the 81-82% range (See Exhibit 23).

Exhibit 23. Migrant Student Graduation Rate by Year, 2017-2023



Source: KDE School Report Card. Obtained from <https://www.kyschoolreportcard.com/datasets?year=2023> on July 16, 2024.

Exhibit 24. MEP High School Students on Track to Graduate by Services Per Week, 2022-2023

2022-2023	#	On Track to Graduate
Fewer than two services per week	675	93%
Two or more services per week	1,195	89%

Source: KDE. Note: n=1,870.

Implementation

The 2022 KY MEP SDP recommended secondary and graduation related activities that included completing migrant needs assessments, 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 Transition Ready checklists quarterly or more, to be supported in participating in co-extra-curricular activities, and families of secondary students receive assistance with school

communication or advocacy. In addition to promoting school engagement, the program expects MEP advocates to promote access to mental health services through referrals.

Specific to the Secondary and Graduation Services implementation indicators:

- Data for high school student participation in extra-curricular or co-curricular activities was missing for many students, making it difficult to infer results for all migrant students. Excluding missing data, 52% of high school students reported participation in extra-curricular or co-curricular activities.
- In 2022-2023, 75% of all parents, including 85% of K-12 parents, were assisted with school communication or advocacy.
- Of all migrant students, 31% were referred to mental health support in 2022-2023.
- Transcripts reviewed for migratory secondary students found 97% to accurately reflect credit accumulation.

Preschool

State Performance Target

Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN/Brigance) to 60% in 2024-25.

State Performance Target Status

Not yet to target date. 50% of migrant kindergarten students were determined to be ready on the KSCREEN assessment in 2022-2023.

MPO

By spring 2025, 65% of migrant preschool age children either enrolled in preschool or receiving 10 or more in home service contacts will demonstrate kindergarten readiness on KSCREEN (Brigance).

MPO Status

Not yet to target date. 57% 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 2022-2023 KSCREEN.

Discussion

2022-2023 Kentucky Kindergarten Readiness Assessment (KSCREEN) results are shown in Exhibit 25. Of note:

- 57% of migrant students who received MEP services (preschool or home visits) in 2022-2023 performed at the Ready or above level, up from 46% in 2021-2022 but lower than the 75% achieved in 2019-2020.
- Services provided continue to show effects on kindergarten readiness.

Exhibit 25. 2023 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	21	43%	57%
Not enrolled in preschool or receiving 10 or more in home service contacts	133	50%	50%
All Migrant Kindergarten Students	154	49%	51%

Source: KDE.

Implementation

Exhibit 26 shows the results for preschool implementation measures recommended in the 2022 SDP. The percentage of migrant preschool age children with preschool assessment results will serve as the baseline for future evaluation reports with the target of increasing the percent assessed. Specific results of note for 2022-2023 include:

- Of migrant preschool age children, 46% had preschool assessment results in 2022-2023.
- 21% of migrant preschool age children not enrolled in a preschool program received preschool readiness skill development once per month statewide, though this varied by region. The central region provided monthly skill development to the largest percentage of migrant preschool age children (40%) while the northern region provided monthly skill development to the lowest percentage of children (3%).
- Preschool enrollment also varied significantly by region, with the northern region enrolling the highest percentage of migrant preschool age children (32%) and the western region enrolling the lowest percentage (3%). Statewide, 17% of migrant preschool age children were enrolled in a preschool program in 2022-2023.

Exhibit 26. Preschool Implementation Measures, 2022-2023

Measure	Statewide	Western	Central	South	North
Percentage of migrant preschool age children with preschool assessment results using Brigance, district preschool assessments or the migrant preschool screener.	46%	33%	53%	49%	48%
Number/percentage of preschool age migrant youth not enrolled in a preschool who receive preschool readiness skill development once per month	21%	12%	40%	28%	3%
Percentage of migrant children enrolled in preschool	17%	3%	20%	16%	32%

OSY

State Performance Target

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

MPOs

- 1) By spring 2025, 75% of OSY who receive English language instruction will demonstrate improved language proficiency based on pre and post testing of lessons used.
- 2) By the end of project year 2024-2025, the percent of migrant students who a) drop out of a Kentucky school in grades 9-12; b) receive MEP supplemental or academic services; and c) return to school or participate in a high school equivalency program within one year will increase by eight percentage points over the 2022-2023 baseline.

MPO Status

1) Met. Of the 71 OSY who received ESL instruction and completed pre and post lesson assessments in 2022-2023, 99% demonstrated growth, exceeding the 75% target.

2) Baseline established. In 2022-2023, four of the 492 OSY receiving MEP supplemental or academic services returned to school or participated in a high

school equivalency program. 0 did so within one year of dropping out, setting the 2022-2023 baseline at 0%.

Discussion

A total of 71 out of 488 OSY received ESL instruction and responded to pre and post assessments during the 2022-2023 program year, with 99% showing growth.

Exhibit 27: OSY with Pre-Post ESL Screener Growth, 2022-2023

2022-2023	#	Did not show growth	Showed growth
OSY who received ESL or mini lessons	71	1%	99%

Exhibit 28: OSY Receiving MEP Services who Return to School within One Year*

Program Year	%
2022-2023	0

* The percent of migrant students who a) drop out of a Kentucky school in grades 9-12; b) receive MEP supplemental or academic services; and c) return to school or participate in a high school equivalency program within one year.

Implementation

Implementation measures specified for OSY are reported in Exhibit 29, while instructional support services and general support services are reported in Exhibit 30. Key findings related to 2022 SDP indicators and services include:

- 89% of OSY received at least one contact and/or service per month, including 98% of OSY in the central region.
- Among all OSY, 47% received reading instruction, 10% received math instruction, and an additional 3% received instruction in English as a second language. Provision of reading and math instruction is up from 2021-2022 while ESL provision continued to decline.
- The KY MEP provided material resources to 64% of OSY, and nutrition and health services to 5% of OSY (continuing a pattern of decline from prior years). The KY MEP provided counseling to 65% of OSY, a significant increase from prior years

Exhibit 29. OSY Implementation Measures, 2022-2023

Measure	Total # Students	Statewide	Western	Central	South	North
Percent of OSY with a completed OSY profile within two weeks of enrollment	488	34%	46%	32%	33%	42%
Percent of OSY completing at least one life skills lesson	488	31%	11%	34%	53%	41%
Percent of OSY with at least one service/contact per month	488	89%	80%	98%	91%	84%

Exhibit 30. OSY Instructional and Support Services Received by Year

	2019-20	2020-21	2021-22	2022-23
Instructional Services	N=776	N=768	N=726	N=599
Reading Instruction	43%	39%	38%	47%
Math Instruction	13%	12%	8%	10%
GED Prep	2%	<1%	<1%	1%
Secondary Credit Accrual	<1%	<1%	<1%	<1%
Life Skills and Related	30%	33%	26%	26%
ESL	23%	9%	6%	3%
Education/ Career Goal Dev	3%	2%	3%	5%
Academic Referral	34%	17%	9%	8%
Counseling	43%	17%	17%	65%
Support Services				
Material Resources	71%	72%	68%	76%
Nutrition/ health	27%	15%	10%	5%
Translating/ interpreting	10%	8%	9%	10%
Transportation	3%	1%	3%	5%
Support Referral	40%	28%	19%	18%
Other (e.g., monthly check in or other communication)	21%	56%	59%	68%

Source: MIS2000

Kentucky Department of Education uses the OSY Profile developed by the Out of School Youth Consortium. Summary results from the 2018-2019 through 2023 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 2022-2023 OSY Profile data include (see Exhibit 31):

- Most (55%) OSY are 20 or 21 years old.
- More OSY have a home language other than Spanish or English (12% in 2022-2023 up from 4% in 2017-18, continuing the trend seen in 2021-2022)
- Among OSY, 80% expressed interest in learning English, an increase of 10 percentage points over 2022 and the highest percentage between 2018-2023. English proficiency increased slightly to 8% after remaining at 7% between 2018-2022.
- Among expressed service interests, a smaller percentage were interested in obtaining a GED (8% in 2022-2023 down from 11% in 2021-2022 and from 28% in 2018-2019)

- In 2023, 62% cited needing to work as their reason for leaving school, on par with 63% in 2022 but down from 74% in 2019.
- Translation needs in 2022 were lower than prior years while legal advocacy needs were higher.
- OSY candidacy for services were down in nearly every category and equivalent to prior years in the remaining three (excluding HEP candidacy, which increased from 0% to 0.4%).

Exhibit 31. OSY Last Grade Attended and Age , 2019-2023

	2019	2020	2021	2022	2023
Last Grade Attended: Elementary (Grades K-5)	7 %	6 %	5 %	5 %	6 %
Last Grade Attended: Middle (Grades 6-8)	2 7 %	2 6 %	2 4 %	2 4 %	2 4 %
Last Grade Attended: High (Grades 9-12)	6 7 %	6 8 %	7 1 %	7 1 %	7 0 %
Age: 13	< 1 %	< 1 %	0 %	0 %	0 %
Age: 14	< 1 %	< 1 %	< 1 %	0 %	< 1 %
Age: 15	1 %	< 1 %	< 1 %	1 %	1 %
Age: 16	1 %	1 %	2 %	3 %	4 %
Age: 17	2 %	4 %	6 %	4 %	3 %
Age: 18	1 5 %	8 %	1 0 %	1 3 %	1 4 %
Age: 19	2 3 %	2 2 %	1 9 %	2 0 %	2 2 %
Age: 20	2 6 %	2 4 %	2 6 %	2 4 %	2 1 %

Age: 21	3 1 %	3 6 %	3 5 %	3 4 %	3 4 %
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Source: OSY Profile

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

Exhibit 32. OSY Access to Transportation 2019-2023

	2019	2020	2021	2022	2023
Yes	61%	60%	74%	74%	75%
No	39%	40%	26%	26%	25%

Source: OSY Profile

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

Exhibit 33. OSY Languages, 2019-2023

	2019	2020	2021	2022	2023
English Oral Language Proficiency: Yes	79%	70%	71%	72%	83%
English Oral Language Proficiency: No	93%	93%	93%	93%	92%
Home Language: English	3%	5%	3%	3%	4%
Home Language: Spanish	89%	87%	84%	84%	84%
Home Language: Other	8%	9%	13%	13%	12%

Source: OSY Profile

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

Exhibit 34. OSY Health Needs, 2019-2023

	2019	2020	2021	2022	2023
Medical	59%	25%	55%	55%	59%
Vision	1%	<1%	2%	2%	2%
Dental	9%	5%	6%	6%	5%
Urgent	<1%	0%	0%	0%	<1%
Other	2%	2%	2%	2%	4%

Source: OSY Profile

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

Exhibit 35. OSY Advocacy Needs, 2019-2023

	2019	2020	2021	2022	2023
Legal	3%	2%	3%	3%	6%
Childcare	1%	1%	1%	1%	1%
Translation	43%	44%	34%	36%	28%
Other	2%	3%	5%	6%	7%

Source: OSY Profile

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

Exhibit 36. OSY Expressed Service Interests, 2019-2023

	2019	2020	2021	2022	2023
Learning English	73%	75%	66%	70%	80%
Job Training	6%	2%	7%	7%	7%
GED	28%	21%	10%	11%	8%
Earning a Diploma	5%	3%	5%	5%	7%
Not Sure	5%	7%	10%	11%	11%
No Interests	10%	12%	8%	9%	10%
Other	5%	4%	4%	4%	5%

Source: OSY Profile

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

Exhibit 37. OSY Housing, 2019-2023

Youth lives:	2019	2020	2021	2022	2023
With a crew	72%	71%	52%	61%	57%
With friends outside of work	6%	6%	8%	10%	10%
With his/her parents/family	23%	23%	26%	32%	37%
With spouse and kids	4%	6%	6%	7%	4%
With kids	1%	2%	1%	1%	1%
Alone	<1%	<1%	1%	1%	2%

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data); data are not mutually exclusive.

Exhibit 38. OSY Reason for Leaving School, 2019-2023

	2019	2020	2021	2022	2023
Lacking credits	8%	7%	7%	7%	6%
Needed to work	74%	73%	59%	63%	62%
Missed state test	<1%	<1%	<1%	<1%	<1%
Other	6%	8%	7%	7%	9%

Source: OSY Profile

Note: Percentage reflects the number of OSY compared to the total OSY population (includes missing data). Data are not mutually exclusive and fields will not add to 100%.

Exhibit 39. OSY Candidate for Services, 2019-2023

Youth is Candidate For:	2019	2020	2021	2022	2023
HS diploma	4%	4%	9%	9%	6%
Pre GED/GED	18%	12%	14%	14%	12%
HEP	<1%	<1%	0%	0%	<1%
Adult Basic Education	24%	28%	29%	29%	19%
Health education	10%	19%	16%	16%	7%
Job training	8%	7%	8%	8%	4%
Career exploration	4%	5%	7%	7%	7%
ESL	65%	66%	65%	65%	60%
Life skills	56%	56%	60%	60%	56%
PASS	0%	0%	0%	0%	0%
MP3 players or iPods	45%	34%	25%	25%	13%
Other	1%	1%	2%	2%	2%

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data). Rows are not mutually exclusive. 2023 N=599 for the full sample; # shown is the actual number of students with this need; percent shown is the percent of students for whom data is available for that field which varies for each row.

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:

- The 2022-2023 program year was the first year operating under a new Service Delivery Plan, and the second year operating under the revised KSA assessment regime. Not all figures are therefore comparable to prior evaluations, and in some cases, a baseline is being established in this report that will be used to evaluate targets in subsequent reports. Additionally, targets for KSA growth were established in the SDP without the benefit of experience with the new assessments and may warrant review in subsequent iterations of the SDP.
- KY MEP maintained and expanded services during the period: the percentage of PFS students receiving two or more services per week increased from 46% in 2018-2019 to 64% in 2021-2022 and remained stable at 63% in 2022-23. Overall, 79% of PFS migrant students in 2022-23 received at least one service per week.
- The strength of KY MEP graduation efforts through consistent use of the Transition Ready Checklist and related support is reflected in the 86% cohort graduation rate.
- The number of PFS students identified and served surpassed pre-pandemic levels in 2022-2023, reaching 952 in 2022-2023 compared to 823 in 2019-2020. The number of PFS students strongly declined to 501 in 2020-2021 before returning to normal levels at 798 students in 2021-2022. Among PFS students, 79%, up from 70% in 2018-2019, received at least one service per week.
- Summer services were notably expanded during the period, with the KY MEP serving 22% more students in summer during 2022-2023 than in 2021-2022.
- Access to preschool students, and KY MEP services for them, continues to have a different profile post-pandemic than was the case prior to that. Among the continuing effects: lower numbers of migrant students with KSCREEN results and continuing lower performance on the KSCREEN assessment. Additional local assessment results are now available within MIS2000, and the evaluators will conduct additional analyses of these local assessments and consult with the KY MEP regarding their use.

Recommendations

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

- Review and expand guidance for KY MEP support for the Transition Ready Checklist to ensure consistent use and related data entry.
- Consider strategies for expanded use of local assessment results for both informing the focus of work with individual students and providing data for revised MPOs and indicators in the next iteration of the SDP.
- Consider more clearly defining the expected process for working with recently dropped out students and how best to track this in MIS2000. Although this report includes analyses of these efforts, the timing of outreach and services post drop out was not clear and can likely be accelerated.
- Gather and include additional student and MEP staff feedback in the annual evaluation reports through interviews and surveys to provide more data on barriers encountered and overcome, implementation strategies and successes, and student responses to program opportunities. Arroyo Research Services will plan to do so during the fall 2024 period.

Appendix A: Priority for Services Determination

The 2022 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 one-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 two 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 Fs in two or more different core

subject areas or 2 Ds 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 and others.
- 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 or more 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 September paperwork training. We review all the forms and policies at that time.