

# *Annual Evaluation Report 2022-2025*

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Kentucky Migrant Education Program  
*June 2026*



## CREDITS

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## Abbreviations Used in the Report

| Abbreviation   | Definition                                                                                                                                                                                                                                                                                                                                                         |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CAMP</b>    | College Assistance Migrant Program                                                                                                                                                                                                                                                                                                                                 |
| <b>CCR</b>     | College and Career Ready                                                                                                                                                                                                                                                                                                                                           |
| <b>CNA</b>     | Comprehensive Needs Assessment                                                                                                                                                                                                                                                                                                                                     |
| <b>COE</b>     | Certificate of Eligibility                                                                                                                                                                                                                                                                                                                                         |
| <b>CSG</b>     | 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 |
| <b>EL</b>      | English Learners                                                                                                                                                                                                                                                                                                                                                   |
| <b>ESEA</b>    | Elementary and Secondary Education Act                                                                                                                                                                                                                                                                                                                             |
| <b>ESSA</b>    | Every Student Succeeds Act                                                                                                                                                                                                                                                                                                                                         |
| <b>GED</b>     | General Educational Development                                                                                                                                                                                                                                                                                                                                    |
| <b>GOSOSY</b>  | Graduation and Outcomes for Success for Out of School Youth                                                                                                                                                                                                                                                                                                        |
| <b>ILP</b>     | Individual Learning Plan                                                                                                                                                                                                                                                                                                                                           |
| <b>KDE</b>     | Kentucky Department of Education                                                                                                                                                                                                                                                                                                                                   |
| <b>KMPAC</b>   | Kentucky Migrant Parent Advisory Council                                                                                                                                                                                                                                                                                                                           |
| <b>K-PREP</b>  | Kentucky Performance Rating for Educational Progress                                                                                                                                                                                                                                                                                                               |
| <b>KSA</b>     | Kentucky Summative Assessment                                                                                                                                                                                                                                                                                                                                      |
| <b>KSCREEN</b> | Kentucky Kindergarten Readiness Assessment                                                                                                                                                                                                                                                                                                                         |
| <b>LEA</b>     | Local Education Agency, aka District                                                                                                                                                                                                                                                                                                                               |
| <b>MEP</b>     | Migrant Education Program                                                                                                                                                                                                                                                                                                                                          |
| <b>MPO</b>     | Measurable Program Outcome                                                                                                                                                                                                                                                                                                                                         |
| <b>NCLB</b>    | No Child Left Behind Act of 2001                                                                                                                                                                                                                                                                                                                                   |
| <b>OME</b>     | Office of Migrant Education (U.S. Department of Education)                                                                                                                                                                                                                                                                                                         |
| <b>OSY</b>     | Out of School Youth                                                                                                                                                                                                                                                                                                                                                |
| <b>PAC</b>     | Parent Advisory Council                                                                                                                                                                                                                                                                                                                                            |
| <b>PASS</b>    | Portable Assisted Study Sequence                                                                                                                                                                                                                                                                                                                                   |
| <b>PFS</b>     | Priority for Service                                                                                                                                                                                                                                                                                                                                               |
| <b>QAD</b>     | Qualifying Arrival Date                                                                                                                                                                                                                                                                                                                                            |
| <b>SDP</b>     | Service Delivery Plan                                                                                                                                                                                                                                                                                                                                              |
| <b>SEA</b>     | 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 2024-2025 program year, (Sept. 1, 2024, through Aug. 31, 2025), the KY MEP served 4,965 migrant students (ages 3-21), compared to 4,897 in 2022-2023. 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 2024-2025 program year.

Exhibit 1. Summary of Measurable Program Outcomes (MPOs) for 2024-25 Migrant Education Program (MEP) Year

| Goal Area                    | KY MEP MPO                                                                                                                                                                                                                              | MPO Status     | Evidence                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading Language Arts</b> | 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 Kentucky Summative Assessment (KSA) Reading assessment. | <i>Not Met</i> | <i>In 2024-2025, 26% of PFS students receiving two or more services per week advanced at least one proficiency level on the KSA Reading Assessment. This was short of the 50% target but an increase over 2022-2023, where 24% of PFS students receiving two or more services per week advanced at least one proficiency level on the KSA Reading Assessment, and 2023-2024, where 19% did so.</i> |

| <b>Goal Area</b>                 | <b>KY MEP MPO</b>                                                                                                                                                                                           | <b>MPO Status</b> | <b>Evidence</b>                                                                                                                                                                                                                                                                                                                       |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mathematics</b>               | 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 2024-2025, 26% 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. In 2022-2023, 24% of PFS students receiving two or more services per week advanced at least one proficiency level, and in 2023-2024, 21% did so.</i> |
| <b>Graduation</b>                | 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 2024-2025, 92% of high school students enrolled in MEP were on track to graduate, up from 91% in 2022-2023.</i>                                                                                                                                                                                                                 |
| <b>Graduation</b>                | 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>Met</i>        | <i>In 2024-2025, 92% of high school students receiving two or more supplemental services per week were on track to graduate, up from 89% in 2022-2023.</i>                                                                                                                                                                            |
| <b>Preschool</b>                 | 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 met</i>    | <i>56% 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 2024-2025 KSCREEN. For 2022-23, 57% were kindergarten ready; for 2023-2024, 50% were kindergarten ready.</i>                                                                     |
| <b>Out-of-School Youth (OSY)</b> | 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 91 OSY who received English as a Second Language (ESL) instruction and completed pre and post lesson assessments in 2024-2025, 98% demonstrated growth, exceeding the 75% target.</i>                                                                                                                                       |



| Goal Area                        | KY MEP MPO                                                                                                                                                                                                                                                                                                                                     | MPO Status     | Evidence                                                                                                                                                                                                                                               |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Out-of-School Youth (OSY)</b> | 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>Not Met</i> | <i>In 2024-2025, three of the 469 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, the same rate as the 2022-2023 baseline.</i> |

## Full Evaluation Report

This report provides data regarding outcomes obtained and services provided by the Kentucky Migrant Education Program (KY MEP) during the 2024-2025 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 farm workers 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](#). 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, an 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.

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 not enrolled in school. 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 9% growth in Regular School Year Enrollment, but relatively level Summer enrollment from 2022-2023 to 2024-2025.

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

| <b>Enrollment Period</b>   | <b>2021-2022<br/>#</b> | <b>2022-2023<br/>#</b> | <b>2023-2024<br/>#</b> | <b>2024-2025<br/>#</b> |
|----------------------------|------------------------|------------------------|------------------------|------------------------|
| <b>Regular School Year</b> | 3,808                  | 3,773                  | 3,984                  | 4,123                  |
| <b>Summer</b>              | 2,943                  | 3,604                  | 3,984                  | 3,564                  |
| <b>Residency Only</b>      | 1,362                  | 1,065                  | 1,013                  | 1,110                  |

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

|                 | <b>Regular SY<br/>2022-23<br/>(n=3,773)</b> | <b>Regular SY<br/>2023-24<br/>(n=3,984)</b> | <b>Regular SY<br/>2024-25<br/>(n=4,123)</b> | <b>Summer<br/>2022-23<br/>(n=3,604)</b> | <b>Summer<br/>2023-24<br/>(n=3,984)</b> | <b>Summer<br/>2024-25<br/>(n=3,564)</b> |
|-----------------|---------------------------------------------|---------------------------------------------|---------------------------------------------|-----------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Western</b>  | 21%                                         | 24%                                         | 23%                                         | 23%                                     | 25%                                     | 21%                                     |
| <b>Central</b>  | 32%                                         | 30%                                         | 29%                                         | 34%                                     | 32%                                     | 30%                                     |
| <b>Southern</b> | 27%                                         | 27%                                         | 29%                                         | 25%                                     | 27%                                     | 30%                                     |
| <b>Northern</b> | 19%                                         | 19%                                         | 19%                                         | 19%                                     | 17%                                     | 20%                                     |

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

Source: MIS2000.

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

| Grade Level                | 2022-2023<br>(n=3,773) | 2023-2024<br>(n=3,984) | 2024-2025<br>(n=4,123) |
|----------------------------|------------------------|------------------------|------------------------|
| Age 3-5                    | 8%                     | 7%                     | 8%                     |
| Elementary<br>(Grades K-5) | 47%                    | 47%                    | 46%                    |
| Middle<br>(Grades 6-8)     | 21%                    | 21%                    | 21%                    |
| High<br>(Grades 9-12)      | 25%                    | 26%                    | 25%                    |
| OSY                        | <1%                    | <1%                    | 0%                     |

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

Source: MIS2000.

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

| Grade Level                | 2022-2023<br>(n=3,604) | 2023-2024<br>(n=3,984) | 2024-2025<br>(n=3,565) |
|----------------------------|------------------------|------------------------|------------------------|
| Age 3-5                    | 12%                    | 12%                    | 11%                    |
| Elementary<br>(Grades K-5) | 39%                    | 39%                    | 42%                    |
| Middle<br>(Grades 6-8)     | 19%                    | 19%                    | 19%                    |
| High<br>(Grades 9-12)      | 24%                    | 24%                    | 23%                    |
| OSY                        | 6%                     | 6%                     | 5%                     |

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

Source: MIS2000.

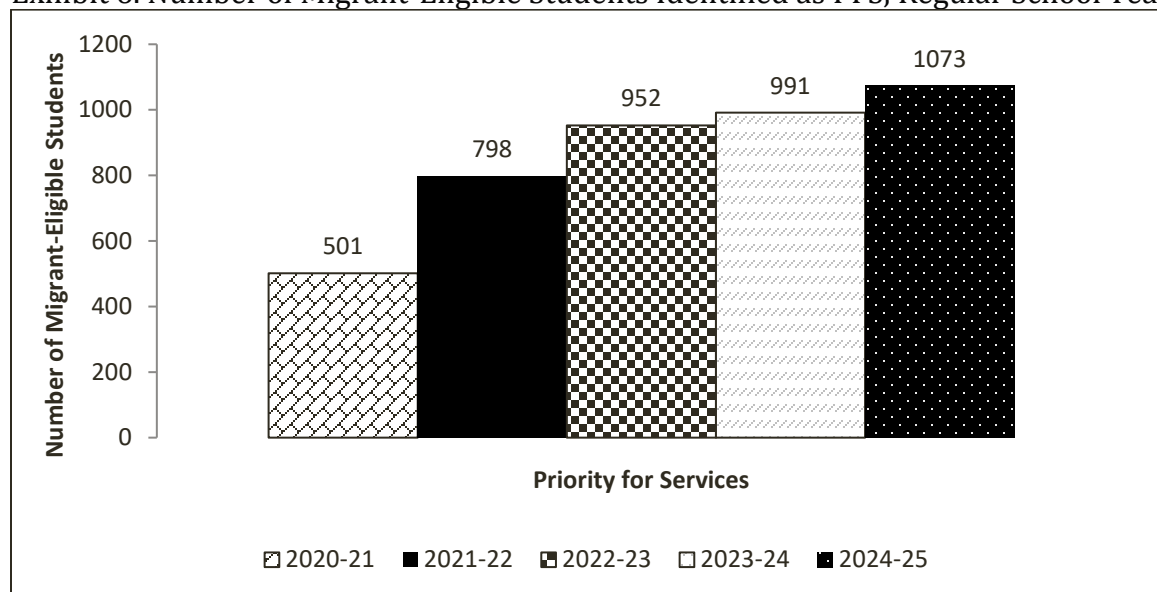


## Priority for Service

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, 1,073 (26%) of Regular School Year-enrolled migrant students were identified as PFS in 2024-2025, compared to 952 in 2022-2023. Drops shown in the 2020-2021 program year were almost certainly related to pandemic modifications to testing and program participation. Growth in PFS identification started 2021-2022 and continued throughout the period.

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, 2024-25

|                            | Elementary | Middle School | High School | Total        | Total        | Total      |
|----------------------------|------------|---------------|-------------|--------------|--------------|------------|
|                            | (K-5)      | (6-8)         | (9-12)      | # PFS        | # All        | % PFS      |
| <b>Regular School Year</b> | 600        | 271           | 202         | <b>1,073</b> | <b>4123</b>  | <b>26%</b> |
| <b>Summer</b>              | 246        | 116           | 106         | <b>469</b>   | <b>3,564</b> | <b>13%</b> |

Source: MIS2000.

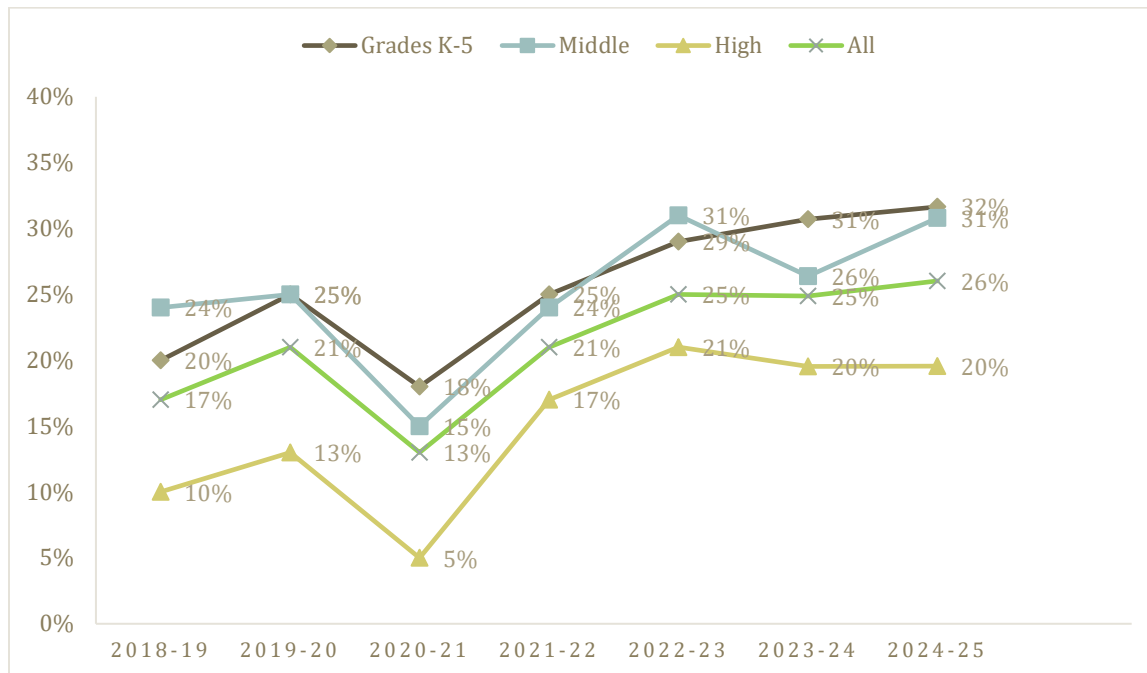
Elementary students comprise the largest share of PFS students, reflecting their enrollment proportion (see Exhibit 8). A similar percentage of elementary and middle school students are identified as PFS. The overall percentage of Kentucky migrant students identified as PFS increased to 26% in 2024-25.

Exhibit 8. Distribution Across Grade Levels of Migrant-Eligible Students Identified as PFS during Regular School Year, 2019-2025

| Grade Level                        | 2019-2020<br>(n=823) | 2020-2021<br>(n=501) | 2021-2022<br>(n=798) | 2022-2023<br>(n=952) | 2023-2024<br>(n=991) | 2024-2025<br>(n=1,073) |
|------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|
| <b>Elementary<br/>(Grades K-5)</b> | 59%                  | 66%                  | 55%                  | 53%                  | 58%                  | <b>56%</b>             |
| <b>Middle<br/>(Grades 6-8)</b>     | 27%                  | 25%                  | 26%                  | 26%                  | 22%                  | <b>25%</b>             |
| <b>High<br/>(Grades 9-12)</b>      | 14%                  | 8%                   | 19%                  | 21%                  | 20%                  | <b>19%</b>             |

*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, 2018-2025



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 increased across nearly every service category, with 98% of students receiving at least one service in the Regular School Year and Summer periods. The percentage of students receiving Reading Instruction and Math Instruction during the school year increased from 2022-2023 to 2024-2025 from 64% to 73% in reading, and from 51% to 58% in math.
- 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 in response to new KDE requirements that summer services include reading or math services.
- The percentage of PFS students receiving two or more services per week increased to 66% in 2024-2025, its highest level over the past seven years. Overall, 81% of PFS migrant students in 2024-25 received at least one migrant-provided service per week.

Exhibit 10. Percent of Migrant-Eligible Students Receiving Services, Regular and Summer, 2020-2025

| Service                             | Regular<br>School<br>Year | Regular<br>School<br>Year | Regular<br>School<br>Year | Regular<br>School<br>Year | Regular<br>School<br>Year | Summer               | Summer               | Summer               | Summer               | Summer               |
|-------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
|                                     | 2020-21<br>(n=3,731)      | 2021-22<br>(n=3,808)      | 2022-23<br>(n=3,773)      | 2023-24<br>(n=3,894)      | 2024-25<br>(n=3,773)      | 2020-21<br>(n=3,412) | 2021-22<br>(n=2,944) | 2022-23<br>(n=3,604) | 2023-24<br>(n=3,984) | 2024-25<br>(n=3,604) |
| <b>Reading<br/>Instruction</b>      | 50%                       | 60%                       | 64%                       | 60%                       | <b>73%</b>                | 78%                  | 85%                  | 80%                  | 82%                  | <b>86%</b>           |
| <b>Math<br/>Instruction</b>         | 40%                       | 45%                       | 51%                       | 43%                       | <b>58%</b>                | 63%                  | 63%                  | 64%                  | 70%                  | <b>70%</b>           |
| <b>Other<br/>Instruction</b>        | 21%                       | 25%                       | 21%                       | 16%                       | <b>17%</b>                | 40%                  | 45%                  | 26%                  | 22%                  | <b>21%</b>           |
| <b>Counseling<br/>Service</b>       | 77%                       | 79%                       | 70%                       | 71%                       | <b>81%</b>                | 39%                  | 47%                  | 22%                  | 49%                  | <b>20%</b>           |
| <b>Support<br/>Service</b>          | 89%                       | 91%                       | 72%                       | 71%                       | <b>76%</b>                | 71%                  | 80%                  | 75%                  | 78%                  | <b>68%</b>           |
| <b>Referral</b>                     | 41%                       | 41%                       | 77%                       | 65%                       | <b>74%</b>                | 15%                  | 19%                  | 23%                  | 18%                  | <b>10%</b>           |
| <b>At least<br/>one<br/>service</b> | <b>95%</b>                | <b>97%</b>                | <b>98%</b>                | <b>96%</b>                | <b>98%</b>                | <b>96%</b>           | <b>100%</b>          | <b>100%</b>          | <b>100%</b>          | <b>98%</b>           |

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

*Source: MIS2000.*

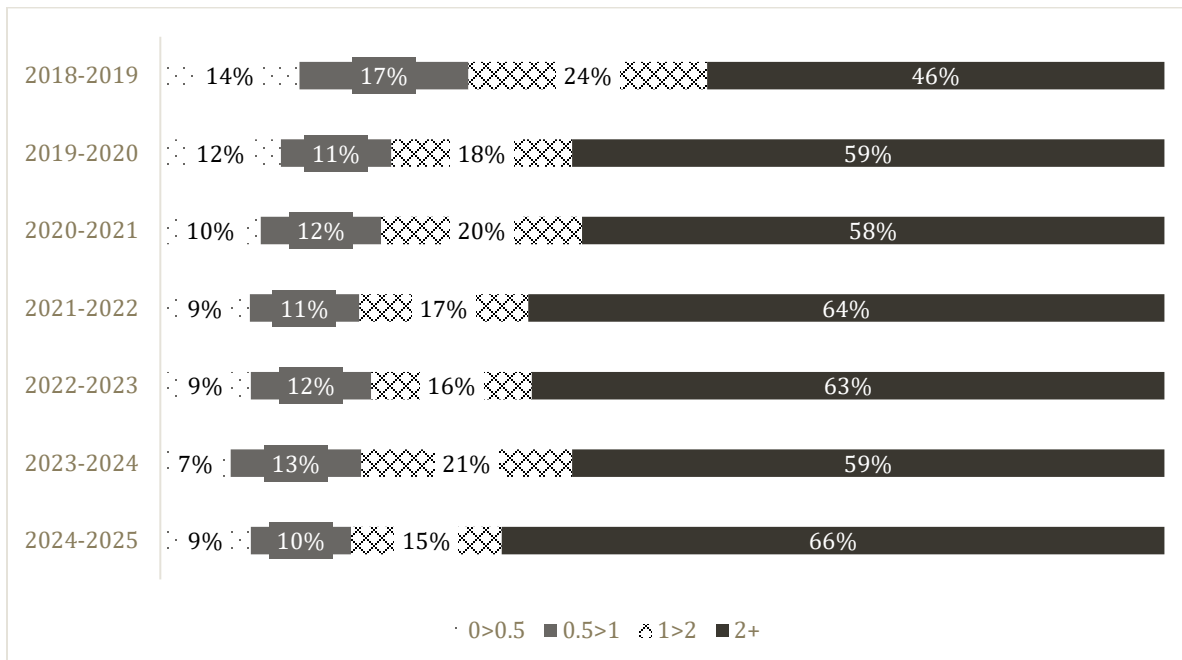
Virtually all migrant students identified as PFS in 2024-2025 received at least one service during the Regular School Year (100%), with reading services being the most often received (95%) and other instructional services being utilized least (21%).

Exhibit 11. Migrant-Eligible Students Identified as PFS Receiving Services, Regular School Year, 2022-2025

| Service              | 2022-2023<br>(n=952) | 2023-2024<br>(n=952) | 2024-2025<br>(n=952) |
|----------------------|----------------------|----------------------|----------------------|
| Reading Instruction  | 90%                  | 88%                  | 95%                  |
| Math Instruction     | 75%                  | 68%                  | 82%                  |
| Other Instruction    | 25%                  | 20%                  | 21%                  |
| Counseling Service   | 84%                  | 85%                  | 92%                  |
| Support Service      | 84%                  | 78%                  | 84%                  |
| Referral             | 85%                  | 75%                  | 80%                  |
| At least one service | 100%                 | 99%                  | 100%                 |

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

Exhibit 12. Average Number of Services Received Per Week for Migrant-Eligible Students Identified as PFS, 2018-2025



Source: MIS2000

From 2022-2023 to 2024-2025, the percentage of migrant students identified as PFS who received two or more services on average per week rose by three percentage points (see Exhibit 12). Overall, 81% of PFS migrant students in 2024-2025 received at least one service per week.

Exhibit 13 shows the percent of students receiving services by grade level for the 2024-2025 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 96-98% of eligible migrant students from preschool age to high school age receiving at least one supplemental service.
- Elementary, Middle and High School students all received increased services in 2024-2025 compared to 2022-2023, with gains ranging from six to 13 percentage points in Reading, Math and Other instruction. All groups saw increases in the percent receiving counseling services.

Exhibit 13. Migrant-Eligible Students Receiving Services by Grade Level, Regular School Year 2024-2025

| Grade Level                | Reading Instruction | Math Instruction | Other Instruction | Counseling Service | Support Service | Referral | If Ever Served |
|----------------------------|---------------------|------------------|-------------------|--------------------|-----------------|----------|----------------|
| <b>Age 3-5</b>             | 30%                 | 14%              | 6%                | 49%                | 69%             | 57%      | <b>96%</b>     |
| <b>Elementary (K-5)</b>    | 82%                 | 67%              | 17%               | 77%                | 78%             | 74%      | <b>98%</b>     |
| <b>Middle School (6-8)</b> | 76%                 | 63%              | 20%               | 88%                | 76%             | 79%      | <b>98%</b>     |
| <b>High School (9-12)</b>  | 66%                 | 52%              | 19%               | 91%                | 75%             | 75%      | <b>98%</b>     |

Source: MIS2000

Note: Services include migrant and mixed funded.

#### Exhibit 14. Instructional Services Implementation Measures, 2024-2025

| Measure                                                                                                 | Statewide | Western | Central | Southern | Northern |
|---------------------------------------------------------------------------------------------------------|-----------|---------|---------|----------|----------|
| Number/percentage of PFS students receiving two or more supplemental services contacts per week         | 81%       | 75%     | 88%     | 84%      | 69%      |
| Number/percentage of all migrant students receiving two or more supplemental services contacts per week | 39%       | 42%     | 39%     | 41%      | 32%      |
| Number/percentage of summer students receiving greater than or equal to 25 hours of summer instruction  | 27%       | 37%     | 15%     | 36%      | 20%      |

*Source: KDE. Services include services funded by the MEP and by MEP funds combined with other funds.*

Additional implementation results for reading instructional services are shown in Exhibit 14. Specific findings of note for 2024-2025 include:

- 81% of migrant PFS students received at least two supplemental services per week statewide, up from 63% in 2022-2023.
- Beginning in summer 2019, the KY MEP transitioned to a 25-hour summer services model. In 2024-2025, 27% of students received 25 or more hours of summer services, down from 42% in 2022-2023.

#### 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.

## Reading Language Arts

### *State Performance Target*

**Increase the KSA Reading migrant student percent proficient to 35% by SY 2024-2025.**

### *State Performance Target Status*

**Not met.** In 2023-2024, 23% of migrant students were proficient or higher on the KSA; 20% of migrant students were proficient or higher on the KSA Reading in 2024-2025.

### *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. In 2023-2024, 19% did so, while in 2024-2025, 26% of PFS students receiving two or more services per week advanced at least one proficiency level on the KSA Reading assessment***

### *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 student 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.

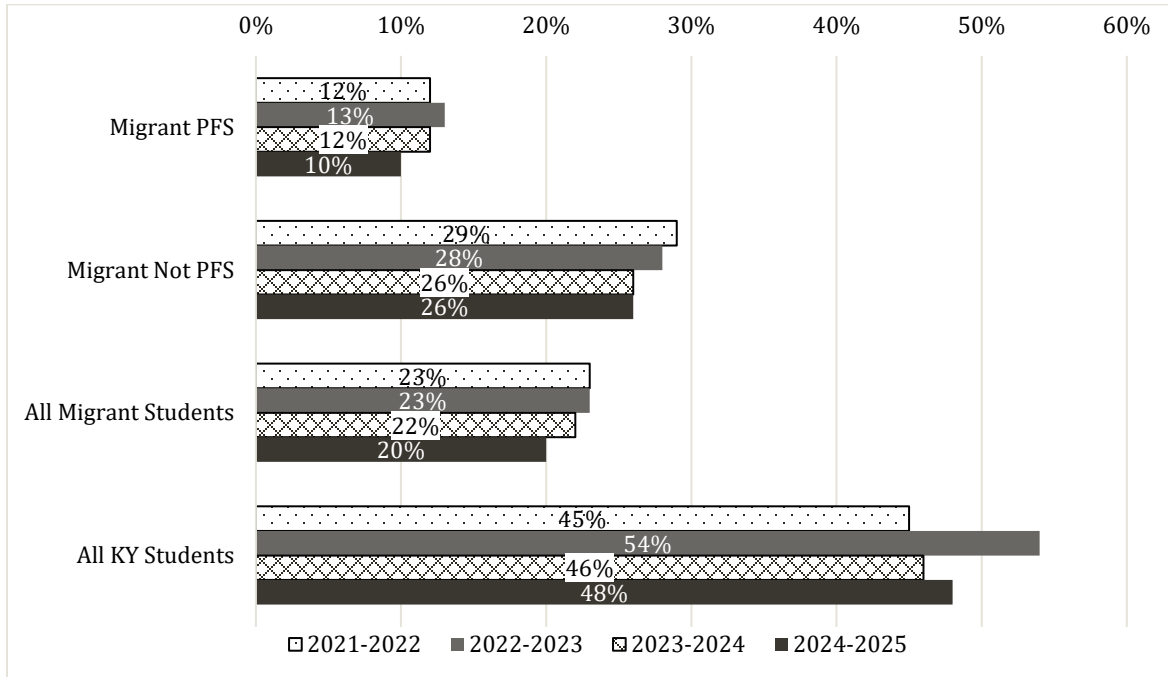
Other findings related to Reading performance include:

- Migrant PFS reading proficiency follows the same overall pattern as non-PFS students, declining in each year during the period from 2022-2023 to 2024-2025.



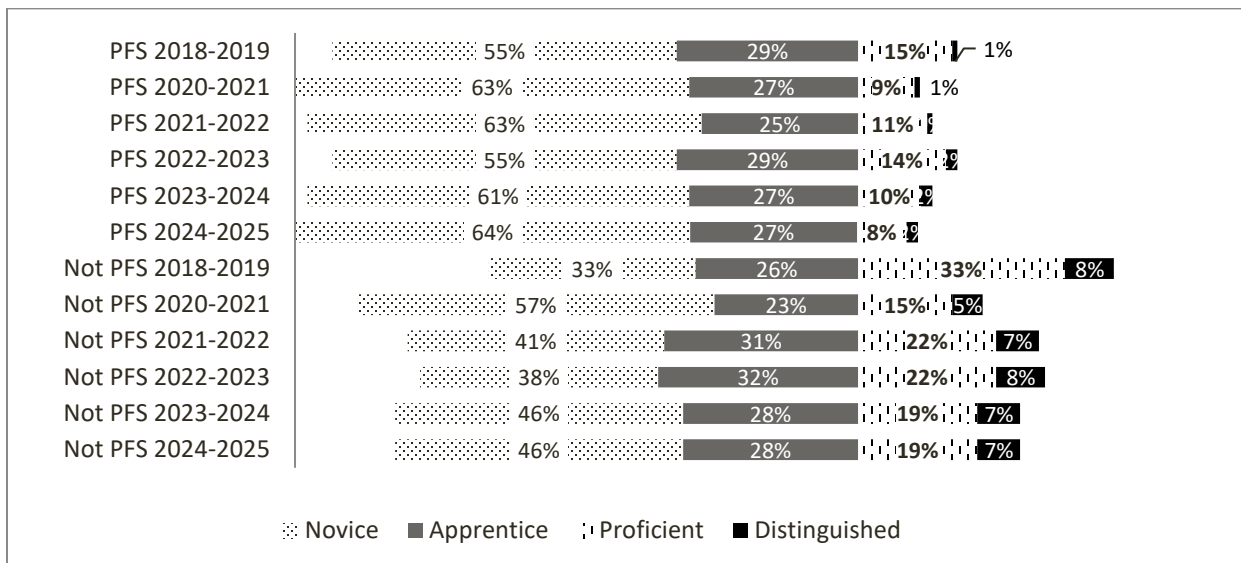
- The gap in percent proficient between migrant students and all Kentucky students was 31 percentage points in 2022-2023, falling to 28 points by 2024-2025.

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



Source: KDE.

Exhibit 16. KSA Performance Level Results for Migrant Students, Reading, 2021-2025



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 2021-2025.

## 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 2024-2025 performance on the reading/language arts MPO are shown in Exhibit 17. Across all students, including those who did not have KSA results, 81% received two or more services per week.

Exhibit 17. KSA Reading Level Gains by Services Per Week, PFS Migrant Students, 2024-25

|                                  | Less than 1 reading level gain | 1 or more reading level gain |
|----------------------------------|--------------------------------|------------------------------|
| Fewer than two services per week | 82%                            | 18%                          |
| Two or more services per week    | 74%                            | 26%                          |

Source: KDE.

## Mathematics

### *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 19% were proficient or higher and in 2023-2024 and 2024-2025, 18% were proficient or higher.

### *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.

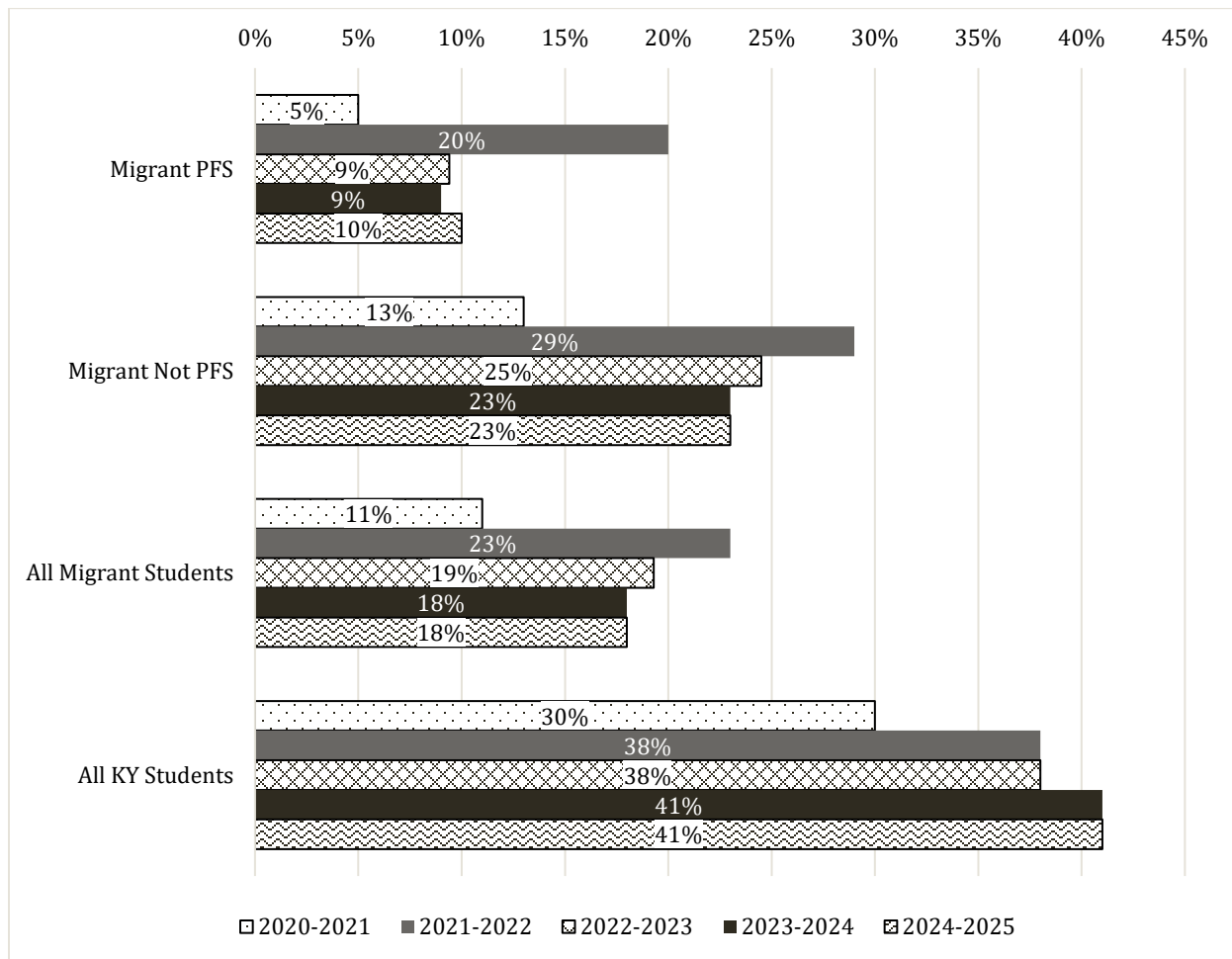
### *MPO Status*

**Not Met:** *In 2024-2025, 26% 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. In 2022-2023, 24% of PFS students receiving two or more services per week advanced at least one proficiency level, and in 2023-2024, 21% did so.*

### *Discussion*

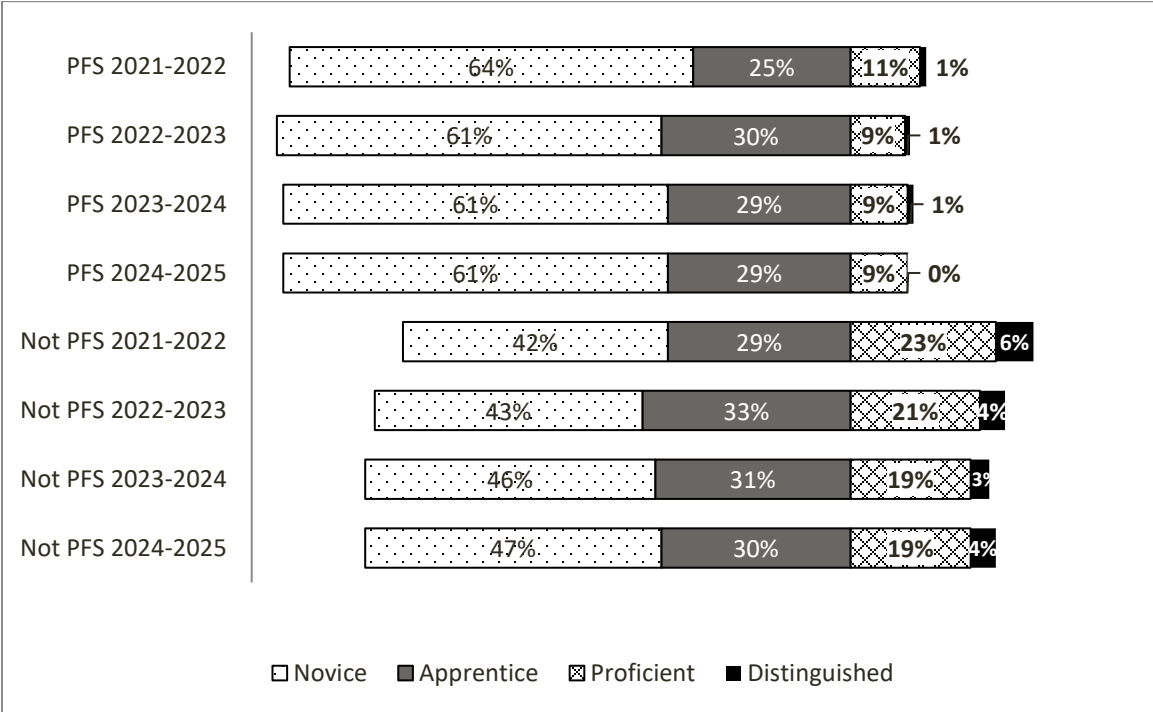
The mathematics proficiency of migrant students overall rose from 11% in 2020-2021 to 18% in 2024-2025. In general, migrant student proficiency in mathematics was steady during the 2022-2023 to 2024-2025 evaluation period. The gap between migrant students and all Kentucky students increased from 19 percentage points in 2022-2023 to 23 percentage points in 2024-2025.

Exhibit 18. KSA Mathematics Proficiency, Migrant Compared to Other Groups by Year



Source: KDE.

Exhibit 19. KSA Performance Level Results for Migrant Students, Math, 2021-2025



Source: KDE. Results from K-PREP in 2017-2021 and KSA in 2021-2025.

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

Implementation

The mathematics MPO in the 2022 SDP tied performance to implementation and services received for migrant students identified as PFS. Results for the 2024-2025 performance on the mathematics MPO are shown in Exhibit 20.

Exhibit 20. K-PREP Math Level Gains by Services Per Week, PFS Students, 2024-25

|                                  | Less than 1 math level gain | 1 or more math level gain |
|----------------------------------|-----------------------------|---------------------------|
| Fewer than two services per week | 75%                         | 25%                       |
| Two or more services per week    | 74%                         | 26%                       |

Source: KDE.

## Graduation

### *State Performance Target*

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

### *State Performance Target Status*

Met. The 2024-2025 four-year graduation rate for migrant students was 89.3%. For 2022-2023 the rate was 86.1%; for 2023-2024 it was 87.6%.

### *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.

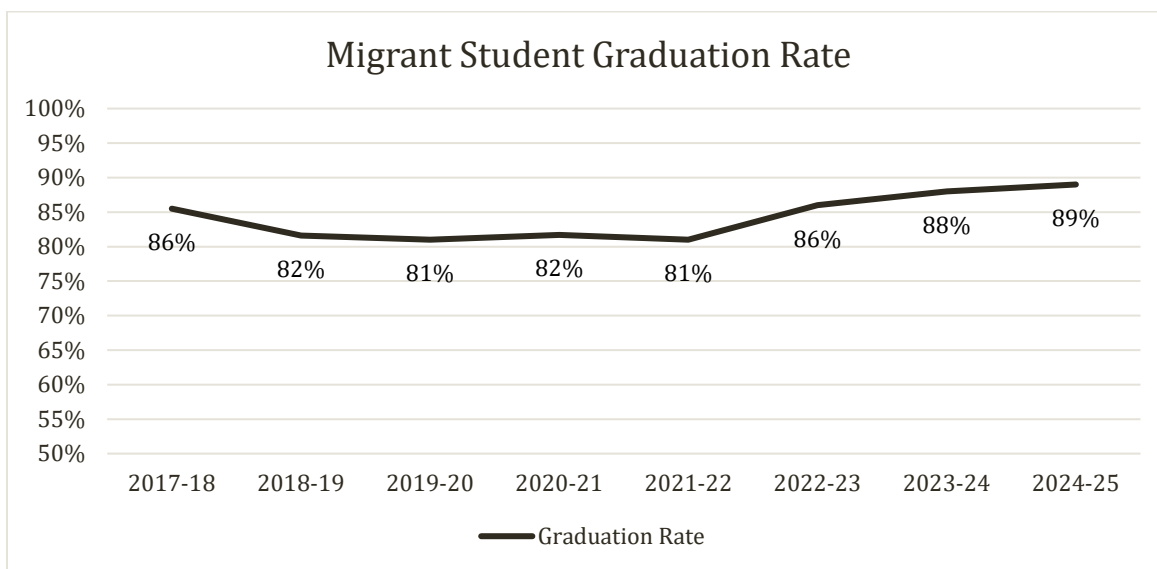
### *MPO Status*

- 1) **Met.** In 2024-2025, 92% of high school students enrolled in MEP were on track to graduate, up from 91% in 2022-2023.
- 2) **Met.** In 2024-2025, 92% of high school students receiving two or more supplemental services per week were on track to graduate, up from 89% in 2022-2023.

### *Discussion*

The 2023 migrant student four-year graduation rate was 86%, already high for the migratory student population and an increase of five percentage points over 2022; Kentucky migrant students graduated at an even higher rate of 89% in 2024-2025 (See Exhibit 21).

Exhibit 21. Migrant Student Graduation Rate by Year, 2017-25



Source: KDE School Report Card. Obtained from <https://www.kyschoolreportcard.com/datasets>.

Exhibit 22. MEP High School Students on Track to Graduate by Services Per Week, 2024-2025

| 2024-2025                        | #   | On Track to Graduate |
|----------------------------------|-----|----------------------|
| Fewer than two services per week | 735 | 91%                  |
| Two or more services per week    | 539 | 92%                  |

Source: KDE. Note: n=1,274.

### 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; in 2024-2025 36% of high school migratory students did so.
- Of all high school migrant students, 3% were referred to mental health support in 2024-2025.
- Transcripts reviewed for migratory secondary students found 98% 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 met.** 47% of migrant kindergarten students were determined to be ready on the KSCREEN assessment in 2024-2025. 50% were kindergarten ready in 2022-2023 and 2023-2024.

### *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 met.** 56% 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 2024-2025 KSCREEN. For 2022-23, 57% were kindergarten ready; for 2023-2024, 50% were kindergarten ready.

### *Discussion*

2024-2025 Kentucky Kindergarten Readiness Assessment (KSCREEN) results are shown in Exhibit 23. Of note:



- 56% of migrant students who received MEP services (preschool or home visits) in 2024-2025 performed at the Ready or above level, up from 46% in 2021-2022.
- Services provided continue to show effects on kindergarten readiness.

Exhibit 23. 2025 KSCREEN Results, Migrant Kindergarten Students by Pre-school Services Received

|                                                                                   | #   | Not Ready | Ready      |
|-----------------------------------------------------------------------------------|-----|-----------|------------|
| <b>Enrolled in preschool or receiving 10 or more in home service contacts</b>     | 34  | 44%       | <b>56%</b> |
| <b>Not enrolled in preschool or receiving 10 or more in home service contacts</b> | 186 | 54%       | <b>46%</b> |
| <b>All Migrant Kindergarten Students</b>                                          | 220 | 53%       | <b>47%</b> |

Source: KDE.

### Implementation

Exhibit 24 shows the results for preschool implementation measures recommended in the 2022 SDP. Specific results of note for 2022-2023 include:

- Of migrant preschool age children, 58% had preschool assessment results in 2024-2025, up from 46% in 2022-2023.
- 34% of migrant preschool age children not enrolled in a preschool program received preschool readiness skill development once per month statewide in 2024-2025, up from 21% in 2022-2023. 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 southern region enrolling the highest percentage of migrant preschool age children (30%) and the western region enrolling the lowest percentage (4%). Statewide, 21% of migrant preschool age children were enrolled in a preschool program in 2024-2025, up from 17% in 2022-2023.

Exhibit 24. Preschool Implementation Measures, 2024-2025

| 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. | 58%       | 23%     | 65%     | 68%   | 66%   |
| Number/percentage of preschool age migrant youth not enrolled in a preschool who receive preschool readiness skill development once per month                    | 34%       | 28%     | 54%     | 30%   | 20%   |
| Percentage of migrant children enrolled in preschool                                                                                                             | 21%       | 4%      | 23%     | 30%   | 22%   |

## 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 91 OSY who received ESL instruction and completed pre and post lesson assessments in 2024-2025, 98% demonstrated growth, exceeding the 75% target.

**2) Not met.** In 2024-2025, three of the 469 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, the same rate as the 2022-2023 baseline.

### Discussion

A total of 91 OSY received ESL instruction and responded to pre and post assessments during the 2024-2025 program year, with 98% showing growth.

Exhibit 25: OSY with Pre-Post ESL Screener Growth, 2024-2025

| 2024-2025                                   | #         | Did not show growth | Showed growth |
|---------------------------------------------|-----------|---------------------|---------------|
| <b>OSY who received ESL or mini lessons</b> | <b>91</b> | <b>2%</b>           | <b>98%</b>    |

Exhibit 26: OSY Receiving MEP Services who Return to School within One Year\*

| Program Year     | %        |
|------------------|----------|
| <b>2024-2025</b> | <b>0</b> |

\* 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 27, while instructional support services and general support services are reported in Exhibit 28. Key findings related to 2022 SDP indicators and services include:

- 88% of OSY received at least one contact and/or service per month, including 98% of OSY in the central and northern regions.
- Among all OSY, 54% received reading instruction, 10% received math instruction, a notable increase in reading instruction over prior years.
- The KY MEP provided material resources to 82% of OSY, up notably from prior years, and nutrition and health services to 7% of OSY (continuing a pattern of decline from prior years). The KY MEP provided counseling to 88% of OSY, a continuing the pattern of significant increases in each recent program year.

Exhibit 27. OSY Implementation Measures, 2024-2025

| Measure                                                                    | Total # Students | Statewide | Western | Central | South | North |
|----------------------------------------------------------------------------|------------------|-----------|---------|---------|-------|-------|
| Percent of OSY with a completed OSY profile within two weeks of enrollment | 469              | 31%       | 51%     | 22%     | 20%   | 46%   |
| Percent of OSY completing at least one life skills lesson                  | 469              | 23%       | 21%     | 18%     | 26%   | 37%   |
| Percent of OSY with at least one service/contact per month                 | 469              | 88%       | 63%     | 98%     | 94%   | 98%   |

Exhibit 28. OSY Instructional Services Received by Year

| Instructional Service             | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-----------------------------------|---------|---------|---------|---------|
| <b>Reading Instruction</b>        | 38%     | 47%     | 41%     | 54%     |
| <b>Math Instruction</b>           | 8%      | 10%     | 4%      | 10%     |
| <b>GED Prep</b>                   | <1%     | 1%      | 1%      | 1%      |
| <b>Secondary Credit Accrual</b>   | <1%     | <1%     | 0%      | 0%      |
| <b>Life Skills and Related</b>    | 26%     | 26%     | 28%     | 25%     |
| <b>ESL</b>                        | 6%      | 3%      | 3%      | <1%     |
| <b>Education/ Career Goal Dev</b> | 3%      | 5%      | 5%      | 2%      |
| <b>Academic Referral</b>          | 9%      | 8%      | 5%      | 3%      |
| <b>Counseling</b>                 | 17%     | 65%     | 78%     | 88%     |

Source: MIS2000. 2021-2022, N=726; 2022-2023 N=599; 2023-2024 N=507; 2024-2025 N=469.

Exhibit 29. OSY Support Services Received by Year

| Support Service                                              | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|--------------------------------------------------------------|---------|---------|---------|---------|
| <b>Material Resources</b>                                    | 68%     | 76%     | 78%     | 82%     |
| <b>Nutrition/ health</b>                                     | 10%     | 5%      | 5%      | 7%      |
| <b>Translating/ interpreting</b>                             | 9%      | 10%     | 6%      | 14%     |
| <b>Transportation</b>                                        | 3%      | 5%      | 6%      | 6%      |
| <b>Support Referral</b>                                      | 19%     | 18%     | 12%     | 15%     |
| <b>Other (e.g., monthly check in or other communication)</b> | 59%     | 68%     | 82%     | 88%     |

Source: MIS2000. 2021-2022, N=726; 2022-2023 N=599; 2023-2024 N=507; 2024-2025 N=469.

Kentucky Department of Education uses the OSY Profile developed by the Out of School Youth Consortium. Summary results are presented below showing demographics, needs assessed, and services provided for OSY recruited during the reporting period. Key findings for the 2024-2025 OSY Profile data:

- OSY home language was stable during the period, with 88% speaking Spanish at home.
- Among OSY, 44% expressed interest in learning English, a decline from recent years. English proficiency was steady at 9% of OSY for the 2024 and 2025 periods.
- Among expressed service interests, a smaller percentage were interested in learning English and obtaining a diploma than in prior years.

- In 2023, 62% cited needing to work as their reason for leaving school, rising to 66% in 2025.

Exhibit 30. OSY Access to Transportation 2019-2025

|            | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025       |
|------------|------|------|------|------|------|------|------------|
| <b>Yes</b> | 61%  | 60%  | 74%  | 74%  | 75%  | 76%  | <b>76%</b> |
| <b>No</b>  | 39%  | 40%  | 26%  | 26%  | 25%  | 24%  | <b>24%</b> |

Source: OSY Profile

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

Exhibit 31. OSY Languages, 2019-2025

|                                               | 2020 | 2021 | 2022 | 2023 | 2024 | 2025       |
|-----------------------------------------------|------|------|------|------|------|------------|
| <b>English Oral Language Proficiency: Yes</b> | 7%   | 7%   | 7%   | 8%   | 9%   | <b>9%</b>  |
| <b>English Oral Language Proficiency: No</b>  | 93%  | 93%  | 93%  | 92%  | 91%  | <b>91%</b> |
| <b>Home Language: English</b>                 | 5%   | 3%   | 3%   | 4%   | 4%   | <b>4%</b>  |
| <b>Home Language: Spanish</b>                 | 87%  | 84%  | 84%  | 84%  | 88%  | <b>88%</b> |
| <b>Home Language: Other</b>                   | 9%   | 13%  | 13%  | 12%  | 8%   | <b>8%</b>  |

Source: OSY Profile

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

Exhibit 32. OSY Health Needs, 2019-2025

|                | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025          |
|----------------|------|------|------|------|------|------|---------------|
| <b>Medical</b> | 5%   | 2%   | 5%   | 5%   | 5%   | 4%   | <b>4%</b>     |
| <b>Vision</b>  | 1%   | <1%  | 2%   | 2%   | 2%   | 1%   | <b>1%</b>     |
| <b>Dental</b>  | 9%   | 5%   | 6%   | 6%   | 5%   | 2%   | <b>2%</b>     |
| <b>Urgent</b>  | <1%  | 0%   | 0%   | 0%   | <1%  | <1%  | <b>&lt;1%</b> |
| <b>Other</b>   | 2%   | 2%   | 2%   | 2%   | 4%   | 3%   | <b>3%</b>     |

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

Exhibit 33. OSY Advocacy Needs, 2019-2025

|                    | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025      |
|--------------------|------|------|------|------|------|------|-----------|
| <b>Legal</b>       | 3%   | 2%   | 3%   | 3%   | 6%   | 3%   | <b>3%</b> |
| <b>Childcare</b>   | 1%   | 1%   | 1%   | 1%   | 1%   | 1%   | <b>7%</b> |
| <b>Translation</b> | 43%  | 44%  | 34%  | 36%  | 28%  | 21%  | <b>5%</b> |
| <b>Other</b>       | 2%   | 3%   | 5%   | 6%   | 7%   | 6%   | <b>6%</b> |

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

Exhibit 34. OSY Expressed Service Interests, 2019-2025

|                          | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025       |
|--------------------------|------|------|------|------|------|------|------------|
| <b>Learning English</b>  | 73%  | 75%  | 66%  | 70%  | 80%  | 74%  | <b>44%</b> |
| <b>Job Training</b>      | 6%   | 2%   | 7%   | 7%   | 7%   | 6%   | <b>7%</b>  |
| <b>GED</b>               | 28%  | 21%  | 10%  | 11%  | 8%   | 7%   | <b>10%</b> |
| <b>Earning a Diploma</b> | 5%   | 3%   | 5%   | 5%   | 7%   | 5%   | <b>2%</b>  |

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

Exhibit 35. OSY Housing, 2019-2025

| <b>Youth lives:</b>                 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025       |
|-------------------------------------|------|------|------|------|------|------|------------|
| <b>With a crew</b>                  | 72%  | 71%  | 52%  | 61%  | 57%  | 47%  | <b>49%</b> |
| <b>With friends outside of work</b> | 6%   | 6%   | 8%   | 10%  | 10%  | 11%  | <b>17%</b> |
| <b>With his/her parents/family</b>  | 23%  | 23%  | 26%  | 32%  | 37%  | 37%  | <b>42%</b> |
| <b>With spouse and kids</b>         | 4%   | 6%   | 6%   | 7%   | 4%   | 3%   | <b>6%</b>  |
| <b>With kids</b>                    | 1%   | 2%   | 1%   | 1%   | 1%   | 1%   | <b>1%</b>  |
| <b>Alone</b>                        | <1%  | <1%  | 1%   | 1%   | 2%   | 1%   | <b>1%</b>  |

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

Exhibit 36. OSY Reason for Leaving School, 2019-2025

|                          | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025       |
|--------------------------|------|------|------|------|------|------|------------|
| <b>Lacking credits</b>   | 8%   | 7%   | 7%   | 7%   | 6%   | 5%   | <b>5%</b>  |
| <b>Needed to work</b>    | 74%  | 73%  | 59%  | 63%  | 62%  | 53%  | <b>66%</b> |
| <b>Missed state test</b> | <1%  | <1%  | <1%  | <1%  | <1%  | 0%   | <b>0%</b>  |
| <b>Other</b>             | 6%   | 8%   | 7%   | 7%   | 9%   | 9%   | <b>9%</b>  |

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 37. OSY Candidate for Services, 2019-2025

| Youth is Candidate For:      | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025          |
|------------------------------|------|------|------|------|------|------|---------------|
| <b>HS diploma</b>            | 4%   | 4%   | 9%   | 9%   | 6%   | 2%   | <b>5%</b>     |
| <b>Pre GED/GED</b>           | 18%  | 12%  | 14%  | 14%  | 12%  | 10%  | <b>16%</b>    |
| <b>HEP</b>                   | <1%  | <1%  | 0%   | 0%   | <1%  | <1%  | <b>&lt;1%</b> |
| <b>Adult Basic Education</b> | 24%  | 28%  | 29%  | 29%  | 19%  | 12%  | <b>14%</b>    |
| <b>Health education</b>      | 10%  | 19%  | 16%  | 16%  | 7%   | 2%   | <b>6%</b>     |
| <b>Job training</b>          | 8%   | 7%   | 8%   | 8%   | 4%   | 2%   | <b>5%</b>     |
| <b>Career exploration</b>    | 4%   | 5%   | 7%   | 7%   | 7%   | 5%   | <b>5%</b>     |
| <b>ESL</b>                   | 65%  | 66%  | 65%  | 65%  | 60%  | 44%  | <b>49%</b>    |
| <b>Life skills</b>           | 56%  | 56%  | 60%  | 60%  | 56%  | 42%  | <b>47%</b>    |
| <b>MP3 players or iPods</b>  | 45%  | 34%  | 25%  | 25%  | 13%  | 9%   | <b>7%</b>     |
| <b>Other</b>                 | 1%   | 1%   | 2%   | 2%   | 2%   | 1%   | <b>2%</b>     |

Source: OSY Profile

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

## 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 2024-2025 program year was the final year of the three-year 2022 Service Delivery Plan.
- KY MEP maintained and expanded services during the period: the percentage of PFS students receiving two or more services per week increased from 63% in 2022-23 to 66% in 2024-2025. Overall, 79% of PFS migrant students in 2022-23 received at least one service per week rising to 81% in 2024-2025.
- The number of PFS students identified and served rose in each year of the evaluation period ending in 1,073 PFS students for the 2024-2025 period.
- Student performance in reading and math declined throughout the period.



- The strength of KY MEP graduation efforts through consistent use of the Transition Ready Checklist and related support is reflected in the 89% cohort graduation rate.
- Summer services continued the expansion noted in 2022-2023, raising the percentage of students receiving reading and math instruction to its highest recent level, with 86% of students participating in reading instruction and 70% of students participating in math instruction during Summer 2025.

## **Recommendations**

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

- 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.
- Review the content, focus and coordination of MEP-provided reading and math instruction to ensure that supplemental MEP tutoring is aligned to other school and classroom efforts.
- Consider additional efforts to ensure migratory students are welcomed at school and in the community as a strategy for promoting student growth and educational success.
- 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.

## 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.