



# Capturing Data for McKinney- Vento Story Telling

Wednesday, September 27th,  
10:00am – 12:00pm



# ***Tribal Land Acknowledgement***

*We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today.*

*Building Changes is on the land of the Duwamish and Coast Salish People.*

***<https://native-land.ca/>***



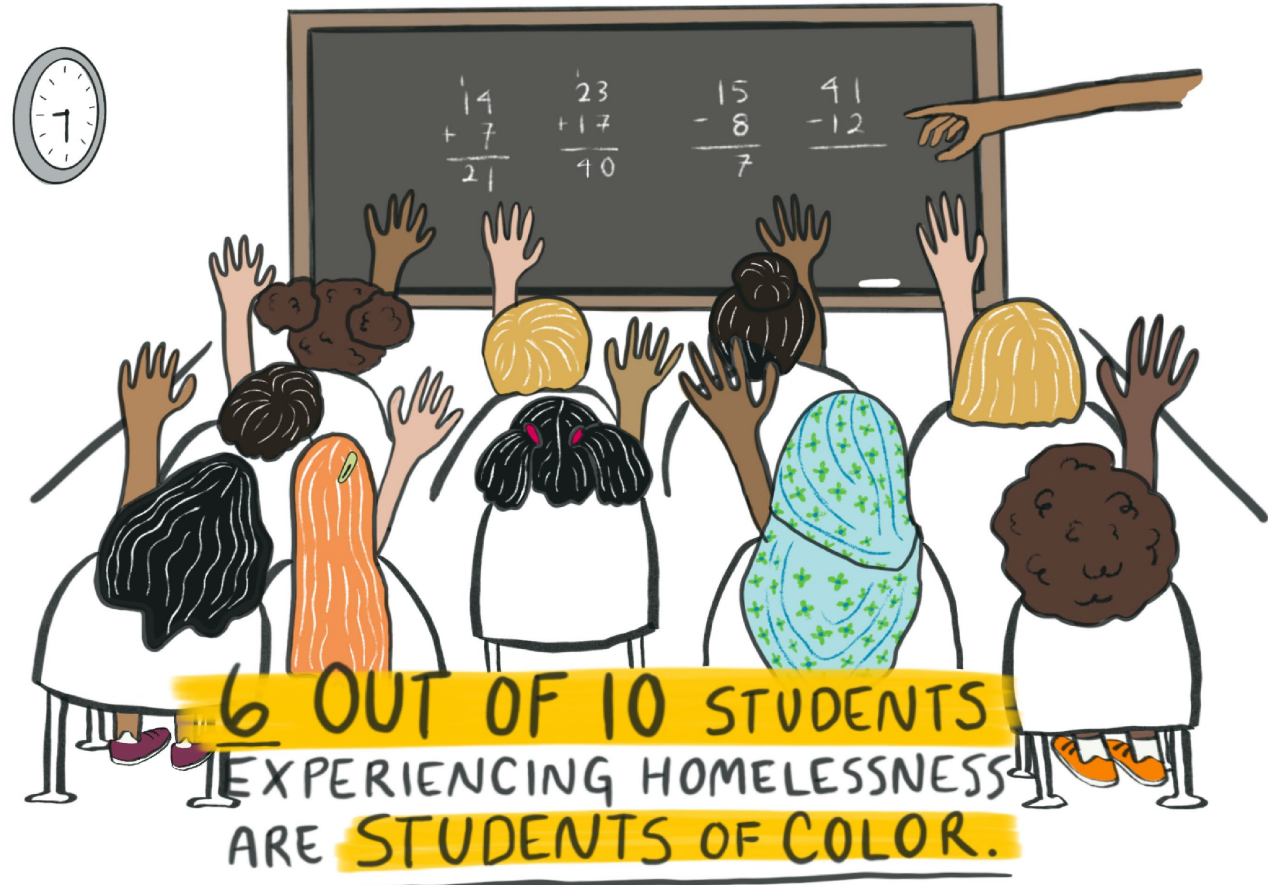
Please update your name as it appears in pdEnroller for clock hour attendance.



Mute when not speaking, bio breaks as needed, and take care of yourself! Live transcript available.



Use the "reactions" buttons, raise your hand during Q&As, and add questions to the chat as they arise.



*Building Changes, 2019*



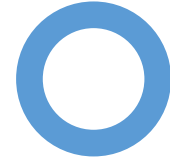
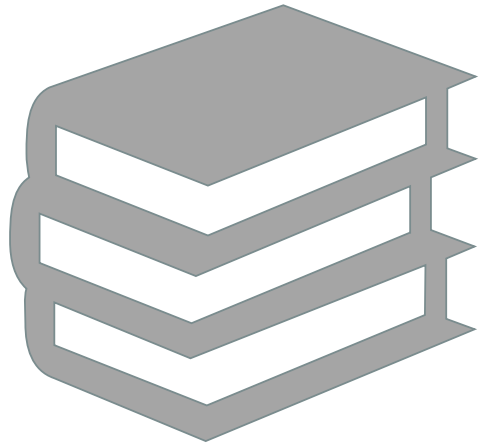
## BC's Education Team

## Our Work with OSPI

Building Changes explores how school and housing systems interact with one another to serve students experiencing homelessness through our Education Team's work. We show up for students, encourage cross systems partnerships, and influence policies that shape on the ground practice.

OSPI and Building Changes have partnered, with the help of ARP funds, to provide training for McKinney-Vento school staff and community-based organizations serving students experiencing homelessness. We intend to offer 7 trainings (each one will occur 4 times) through September 2023. This partnership will offer content, tools, and peer networking opportunities to help those supporting students experiencing homelessness across our state.





# Our Agenda

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Building Changes Data Resource Talk

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Capturing Data - Tukwila

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Data & the Bigger Picture - Clover Park

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*Break*

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Student & Community Voice- Spokane

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Key Takeaways

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Breakout Room – Strategy Sharing

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Group Discussion

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Closing

# Objectives

- Participants will leave with understanding of publicly available student and education data resources.
- Attendees will learn what tools other districts are using to capture data for their McKinney-Vento program.
- Participants will gain understanding of the importance of capturing and utilizing data to identify gaps, improve supports, and effectively communicate their work.
- Attendees will have the opportunity to network and strategize with colleagues across the state.

**Betsy Naymon**

*Senior Research  
Associate*

*Building Changes*

# Data Resources

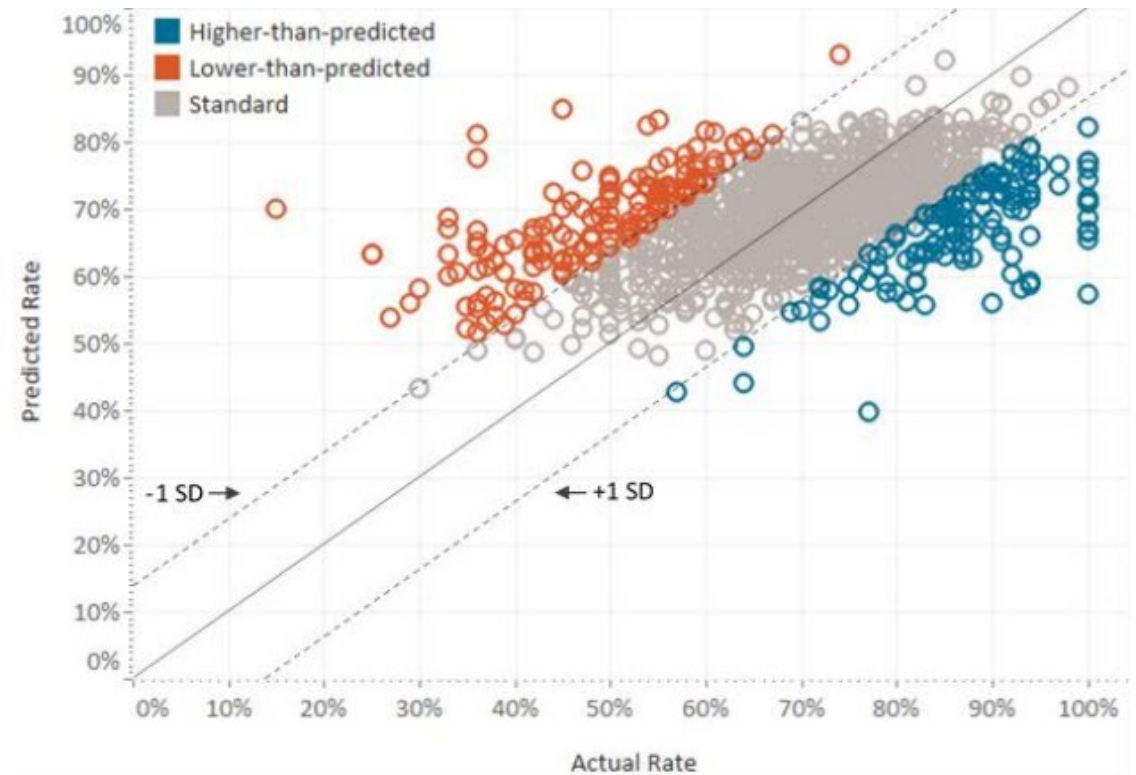




# Setting the Context

## Using data can support better outcomes for students experiencing homelessness

- In 2020, a Building Changes [report](#)\* found that data-informed programs were associated with better academic outcomes
- While all schools use data in some way, the analysis found that those with better outcomes were more likely to use data in an *embedded, frequent, and systematic way*, with a focus on *using data to drive decision making*.

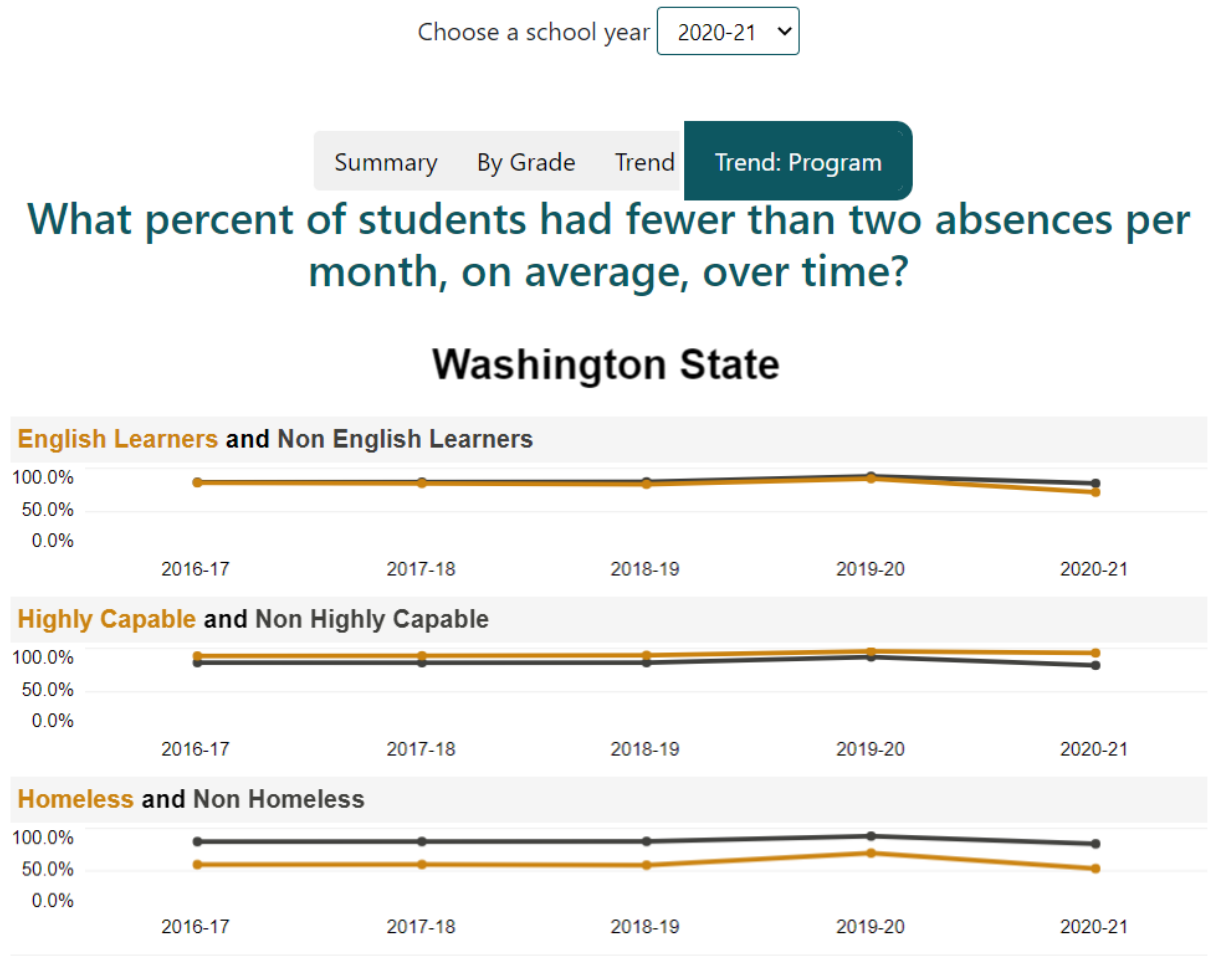


\*The report can be accessed at [https://buildingchanges.org/wp-content/uploads/2021/04/SchoolhouseWA\\_BeatingtheOdds\\_2020.pdf](https://buildingchanges.org/wp-content/uploads/2021/04/SchoolhouseWA_BeatingtheOdds_2020.pdf).

Note: Data analyzed in the report are from the 2014-15 to 2016-17 school years and were obtained from OSPI via a data sharing agreement in 2018. All analyses and interpretations are the authors and do not necessarily reflect the views of OSPI.

# OSPI WA State Report Card

- Compare data for students experiencing homelessness vs. housed students over time
- View enrollment counts, academic outcomes (e.g., assessments, graduation), and non-academic outcomes (e.g., regular attendance, discipline)
- Available at the state-, district-, and school-level

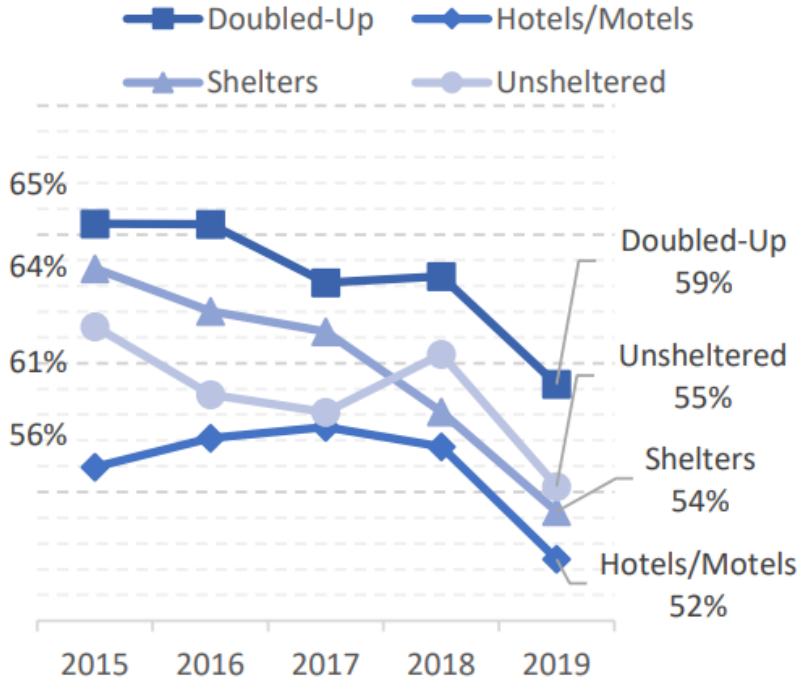


Link: <https://washingtonstatereportcard.ospi.k12.wa.us/>

# BC K-12 Outcomes Report

- Statewide data with trends since 2015
- Data on academic and non-academic outcomes
- Shows outcomes by race/ethnicity, nighttime residence (e.g., doubled-up), grade level, and location type (e.g., rural, city)
- Current version is through 2018-19 school year (new version expected Fall 2023)

Figure 27.  
Regular Attendance Rates by Nighttime Residence, 2015–2019.



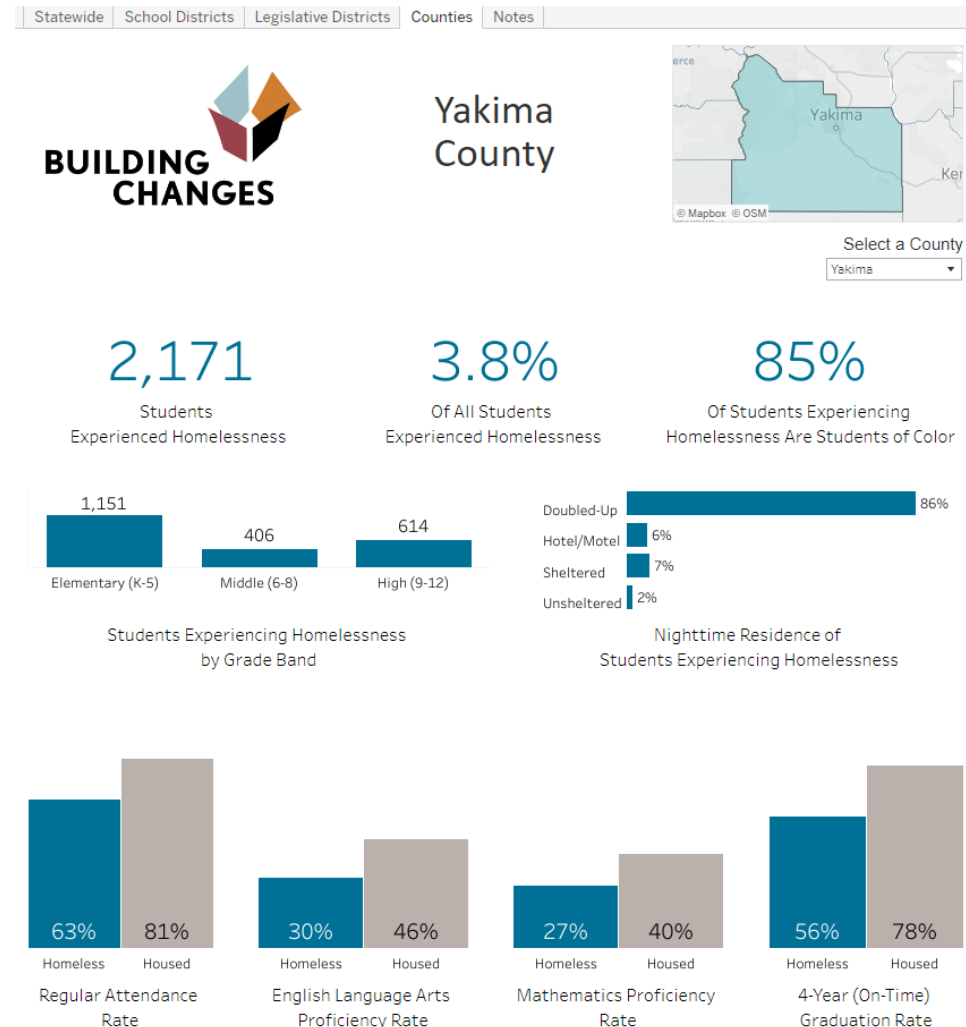
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A8](#) for more information.

Link: [https://buildingchanges.org/wp-content/uploads/2021/06/2015-2019\\_K-12\\_OutcomesReport.pdf](https://buildingchanges.org/wp-content/uploads/2021/06/2015-2019_K-12_OutcomesReport.pdf)



# BC Local Data Dashboard

- Snapshot of summary data at different levels:
  - Statewide
  - School district
  - County
  - Legislative district
- Includes number/percentage of students, percentage of students of color, grade levels, nighttime residence, and outcomes
- Current version is for 2018-19 school year (new version expected in 2023)



Link: <https://buildingchanges.org/resources/local-data-and-outcomes/>



# Healthy Youth Survey

- Data on student health and well-being across several topics including school climate, community safety, anxiety and depression, substance use, nutrition, and physical activity
- Data for students experiencing housing insecurity (not directly aligned with McKinney-Vento definition of homelessness)
- Can get analytic reports for select grades or data on specific questions/topics



The screenshot displays the 'Healthy Youth Survey' website. At the top, there is a navigation bar with links for Home, Survey Results, Resources, Press Releases, Contact, About, and Log On. The main content area is titled 'Frequency Reports' and includes a 'Select Survey Year' dropdown menu set to '2021'. Below this is a 'Select Population' section with radio buttons for State, ESD, County, Special Regions (ACH, BHO and RSA), and Non-Geographic Subpopulations. The 'Non-Geographic Subpopulations' option is selected, and a dropdown menu shows 'Housing Insecurity'. To the right, there is a 'Housing Insecurity' section with a 'Report and Grade' table. The table has a header row and four data rows for Grade 6, Grade 8, Grade 10, and Grade 12. A green button below the table reads 'ZIP file containing all of the reports for this location'.

Report and Grade
Grade 6
Grade 8
Grade 10
Grade 12

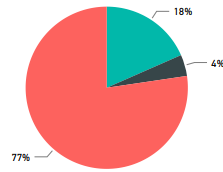
Link: <https://www.askhys.net/>

Additional info at <https://www.k12.wa.us/student-success/health-safety/healthy-youth-survey>

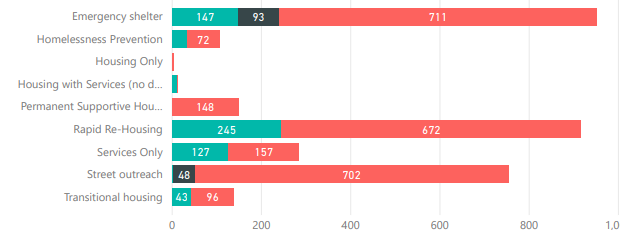
# Local Homelessness Data

- Data on people experiencing homelessness using the HUD definition (does not include doubled-up)
- Data from Homeless Management Information System (HMIS) and/or Point in Time (PIT) counts
- Available data varies by location but may include counts by population type (e.g., families), types of supports (e.g., shelter), and outcomes

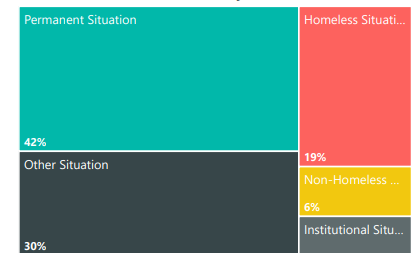
Percent of Household Types



Count of Household Types by Housing Solution/Intervention



Exit Destination by Household



## Households in the Spokane Housing System

Average Length of Stay for Leavers

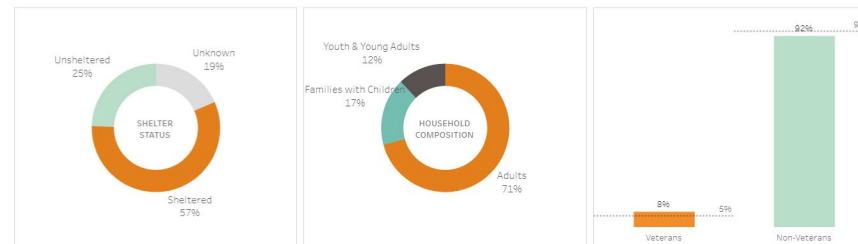
2019 2019

80

## King County's Homeless Response System

Who are we serving? How is homelessness changing over time? What is the need? How are we doing? What resources exist?

**9,406** households experienced homelessness and received services in the homeless response system on 8/31/2022



See the following slide for links to specific resources Dashboards from <https://kcrha.org/data-overview/> and <https://static.spokanecity.org/documents/chhs/hmis/2019-q4-dashboard.pdf>

# Local Homeless Data Resources

Location	Organization and Link
Clark County	Council for the Homeless <a href="https://www.councilforthehomeless.org/annual-system-data-2021/">https://www.councilforthehomeless.org/annual-system-data-2021/</a>
King County	King County Regional Homelessness Authority <a href="https://kcrha.org/data-overview/">https://kcrha.org/data-overview/</a>
Pierce County	Pierce County Department of Human Services <a href="https://www.piercecountywa.gov/5978/Infographics-and-Dashboards">https://www.piercecountywa.gov/5978/Infographics-and-Dashboards</a>
Snohomish County	Snohomish County Office of Community & Homeless Services <a href="https://snohomishcountywa.gov/856/HMIS-Reports">https://snohomishcountywa.gov/856/HMIS-Reports</a> <a href="https://public.tableau.com/app/profile/snocohmis">https://public.tableau.com/app/profile/snocohmis</a>
Spokane City/County	Spokane Department of Community, Housing, and Human Services <a href="https://my.spokanecity.org/chhs/cmhs/reports/">https://my.spokanecity.org/chhs/cmhs/reports/</a>
Balance of State (all other counties) and statewide data	Department of Commerce <a href="https://www.commerce.wa.gov/serving-communities/homelessness/homeless-system-performance/">https://www.commerce.wa.gov/serving-communities/homelessness/homeless-system-performance/</a> <a href="https://public.tableau.com/app/profile/comhau#!/">https://public.tableau.com/app/profile/comhau#!/</a>

Note: The data links above are to specific resource pages. Additional data may be available from each site.



# Capturing Data

Julie Herdt &  
Maryan Abdow  
*Tukwila School District*







# Tukwila School District Family Engagement, McKinney- Vento & Foster Care

*Julie Herdt : [herdtj@tukwila.wednet.edu](mailto:herdtj@tukwila.wednet.edu)*

*Maryan Abdow : [abdowma@tukwila.wednet.edu](mailto:abdowma@tukwila.wednet.edu)*

*QES = Quality Engagement Specialists*

## About Tukwila

- **2 Liaisons** - divided by Elementary and Secondary
- McKinney- Vento, Foster Care & Family Engagement
- District and Building point of contact

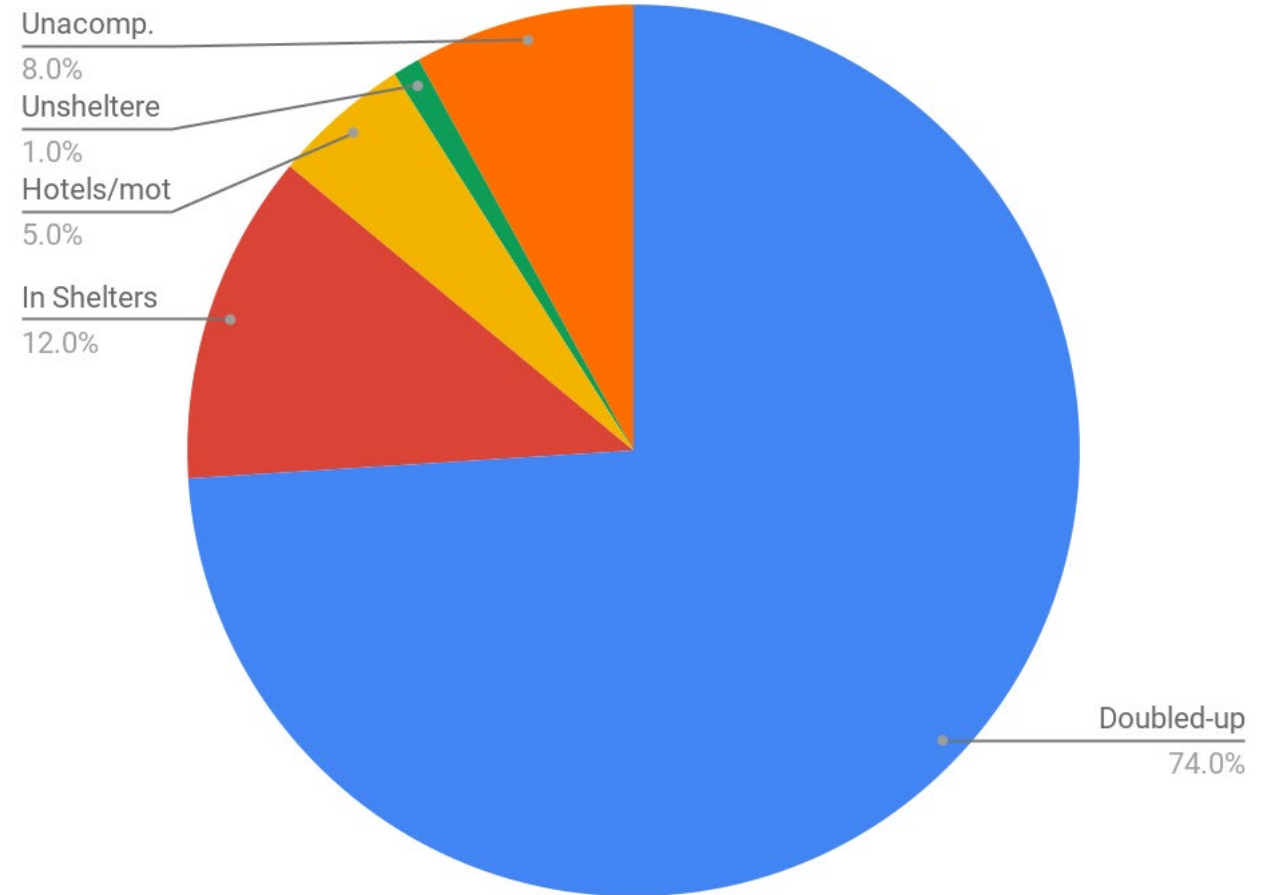
# McKinney-Vento Statistics

**192 students experiencing housing instability identified, so far, in 2022-2023**

- 75% Doubled-up (staying with extended family or friends due to economic hardship)
- 8% Unaccompanied Youth
- 5% in Hotels/ Motels
- 12% in Shelters
- 1% Unsheltered (in car)

- Cascade View - 38
- Thorndyke - 35
- Tukwila El - 40
- Showalter - 29
- Foster - 50

**(258 students experiencing housing instability for 2021-2022 school year. That is 10% of our students)**




**Thank you!**

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Questions?

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*Maryan Abdow : [abdowma@tukwila.wednet.edu](mailto:abdowma@tukwila.wednet.edu)*



# Data & The Bigger Picture

Melissa Ford

*Clover Park School  
District*



Clover Park

School District

Creating Promising Futures

**How to Use  
Quantitative & Qualitative Data  
to Help Improve Systems for  
Students Experiencing Homelessness**

Slides by **Jesus Villegas**, Student Services Support Specialist

Clover Park School District

**Feb. 15th, 2022**

# Why gather additional quantitative & qualitative data?

## ➤ Needs Assessments for

✓ Grants

✓ Change in programs

✓ Capacity building

## ➤ Find gaps in resources/services, as well as inequities

## ➤ Advocacy through real life examples and stories

✓ To help advocate for school district supports, additional resources, and partnerships.

✓ Prior permission to use someone's story. Names kept anonymous.

## ➤ Figure out what other holistic supports are needed

✓ Gather information to see if more culturally-relevant or specific resources & supports are needed. (Ex: Connect to tribal community resources for Native American families, or on base resources for military families.)




# Data Sources

- Student Information Management System
- OSPI EDS & Tableau
- Washington State Report Card
- Other local entities gathering homeless data:
  - State agencies
  - County
  - City
  - Other community organizations
- Other qualitative data/info from students/families

# Data Sources Cont'd

Intake Form used by MKV Liaison as a tool to gather information for purposes of qualification, identifying needs, and see if additional supports/resources are needed.

- **Kept confidential except for basic info needed to provide services or to advocate for the family per their request.** (i.e. address to route bus, basic MKV category, basic student needs that may require additional supports...)
- **Families are not required to complete or sign form** in order to qualify for or request services. MKV identification info can be provided by different individuals or entities, as well as through different modes of communication.
- **Families do not have to give any information they do not want to share or feel might jeopardize their living situation. Additional questions or options to provide evidence are used if additional info is needed to verify qualification in accordance with the McKinney-Vento Act.**



## McKinney-Vento Program Intake Form

(For Liaison use upon Intake)

PARENT/GUARDIAN/OTHER <input type="text"/>	CURRENT ADDRESS <input type="text"/>	PHONE <input type="text"/>	<b>For Office Use Only:</b> <input type="checkbox"/> Entered in Skyward <input type="checkbox"/> Entered in Log <input type="checkbox"/> Initial Intake <input type="checkbox"/> Change of Address <input type="checkbox"/> Obtained Per. Housing <input type="checkbox"/> Denied / Not Eligible
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Please list ALL children (Birth through 21 years of age) in your care: (For non-relative caregivers, please list only the children staying with you temporarily)

Name	Student No. (SSID)	Grade	Age	Date of Birth	Current or Last Attended School (if not enrolled, please indicate)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Student(s) living situation:**

<input type="checkbox"/> Shelter	<input type="checkbox"/> Doubled Up <sup>1</sup> Motel/Hotel	<input type="checkbox"/> Migrant Transitional Housing <sup>4</sup>
<input type="checkbox"/> Unsheltered <sup>2</sup>		
<input type="checkbox"/> Unaccompanied Child or Youth <sup>3</sup>		

<sup>1</sup> Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason  
<sup>2</sup> Living in a car, park, campsite, trailer park, bus/train station, abandoned building, abandoned hospital, or other location not ordinarily used as sleeping accommodations  
<sup>3</sup> Unaccompanied child or youth not living with a parent or guardian  
<sup>4</sup> Transitional housing program that has specific requirements such as case management, staying sober, mandatory classes etc., is temporary & for which client can lose housing with minimal notice if requirements are not met. \*Rapid Rehousing, Section 8, & similar programs do not qualify for McKinney Vento services.

Last per. Housing:  Approx. date housing was lost:   
 Is your living arrangement due to the loss of housing or economic hardship?  Yes  No

**Please check the following services that are needed or desired:**

<input type="checkbox"/> Academic Support (extra support, tutoring)	<input type="checkbox"/> Low Income Housing Info
<input type="checkbox"/> Childcare (community resources)	<input type="checkbox"/> Medical / Dental / Vision Benefits
<input type="checkbox"/> Clothing/Uniform/PE shoes	<input type="checkbox"/> Mentoring
<input type="checkbox"/> College/FAFSA (support, info)	<input type="checkbox"/> Missing Records (birth cert., etc.)
<input type="checkbox"/> Counseling / Mental Health Referral	<input type="checkbox"/> Pre-School / Early Learning
<input type="checkbox"/> Credit Recovery (high school)	<input type="checkbox"/> Rent / Utility Assistance (community resources)
<input type="checkbox"/> DSHS Benefits (food stamps, etc.)	<input type="checkbox"/> School Supplies
<input type="checkbox"/> ELL – English Language Learner program	<input type="checkbox"/> Shelter / Transitional Housing Referral
<input type="checkbox"/> Enrollment (assistance)	<input type="checkbox"/> Special Education Services
<input type="checkbox"/> Extra-Curricular Activities / Clubs	<input type="checkbox"/> Sports / Athletics (fees, physical etc.)
<input type="checkbox"/> Fees (help with ASB, lab, other school fees)	<input type="checkbox"/> Summer School
<input type="checkbox"/> Food Bank (referral, resources)	<input type="checkbox"/> Transportation (to & from school)
<input type="checkbox"/> Free School Meals	<input type="checkbox"/> Vehicle Repair (community resources)
<input type="checkbox"/> Furniture Bank Referral	<input type="checkbox"/> Vocational / Technical Programs

# Data Sources Cont'd Cont'd

Example of information entered in the Student Information Management System.

The screenshot displays a web-based Student Information Management System (SIMS) interface. The top navigation bar includes 'Home', 'Students', 'Families', 'Office', 'Advanced Features', 'Federal/State Reporting', and 'Custom Reports'. The main content area is titled 'Homeless' and shows a student record with the following fields:

- Student: [Redacted]
- Grad Year (Grade): [Redacted] DOB (Age): [Redacted] Entity, School, Status: [Redacted] Default: [Redacted]
- Gender: [Redacted] NY Status: [Redacted] Other ID: [Redacted] Counselor: [Redacted] State ID: [Redacted]
- Most Consecutive Homeless Years: 0.97

The 'Homeless' section includes a table with the following data:

Start Date	School Year	End Date	School Year	Years
06/27/2021	2021	06/15/2022	2022	0.97

Below the table, there are buttons for 'Expand All', 'Collapse All', and 'View Printable Details'. The 'Details' section shows the following information:





- Category: A - Short-term residt'l placements
- Entrance: YWCA shelter due to DV situation. 8/23/21- Re-identified. 10/25/21- Obtained perm. housing at [Redacted]
- Comment: [Redacted]
- Exit Comment: [Redacted]

The left sidebar contains a navigation menu with options such as 'Discipline', 'Health', 'Activity', 'Test Scores', 'Guidance', 'Edu Milestones', 'Picture', 'Custom Forms', and 'Special Prgms'. The 'Special Prgms' section is expanded, showing 'Imm Status', '\*Homeless', 'Hmbnd/Hosp', 'Res Enrl Out', 'Non-Res In', 'Ltd Eng Prof', '\*Lm Ast Prg', 'Title Prg', and 'Oth WA Prg'.

# Excel to help gather additional data

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK								
Total Count (MV & Foster)	Foster only	Current Date	Original Date	Student First	Student Last	Skyward #	Student ID #	Date of Birth	Age	Gender	Male	Female	Ethnicity	Not Hispanic	Hispanic	Race	American Indian / Alaskan Native	Asian	African American / Black	Hispanic	Native Hawaiian / Pacific Islander	White	Multiracial	Grade	Early Learning	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th								
#	#	Homeless = )		#							#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#							
											Minus Foster-Not Homeless		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Key for highlighted colors

-  Name highlighted green - Email was sent out for services.
-  Count highlighted yellow - Student coded in Skyward.
-  Name highlighted orange - Foster student
-  Row highlighted purple - Withdrawn

## Wonders/Notes

- Disseminating new data of "Other Challenges Obtaining Housing" which includes reasons such as: not passing screening due to eviction or background, unable to find/obtain affordable housing, unable to find/obtain adequate housing for number of family members, still on waitlist for Section 8 or similar program. This is to help discover reasons why families continue in longer-term doubled-up arrangements or hotels/motels.
- Eviction moratorium which was in effect since last year ended Nov. 1st, 2021. Many families remained in their housing after the moratorium until forcibly removed due to lack of other alternative accommodations or economic hardship.
- Improvement in foster student identification from social workers and access to OSPI CEDARS list.
- District now hosting students for Intensive Habilitation Services. Students are placed there from all over the state and return to their district of origin after exiting from program. These students are counted under foster care. (Link not hyperlinked)

- Gray columns use AutoSum to facilitate gathering totals of each category.
- Demographic data comes from Student Management System.
- Wonders/Notes – Additional information or wonders that may affect data or further explain different community factors.

# Excel to help gather additional data Cont'd

When, where & frequency of mobility				Reason they lost housing										Case notes										
Name of Apts/Hotel etc.	Neighborhood (From 1st homeless address)	School path of origin	Address where family is living	Abuse/Domestic Violence	Drug/Alcohol/Rehab	Eviction	Other challenges obtaining perm. Housing	Family Crisis	Child Protective Services	Financial/Foreclosure/Bankrupt	Fire/Disaster	Jail/Prison	Job Loss/Economic Hardship	Military/Deployment	Runaway Youth	Environmental Issue or substandard housing	Kicked out	Health Condition/Medical Bill	Fleeing other unsafe situation/traumatization	Intensive Habilitation Services	THANKSGIVING BASKET	Xmas Basket	Anonymous Donor	Comments
				Times family moved																				
				Moved 3 or more times in 2 SY																				

District Programs										MKV Categories			Referrals & services provided																		
SPECIAL ED	504 Plan	TITLE I	Safety Plan	LAP	Limited English Proficiency	Indian Education Program	HiCap/Gifted	Iready on Free/Reduced Lunch	BECCA	Military Affiliated	Free Meals	Transportation Services	Unaccompanied Youth	Star Care / C.A. Dependent	B - Doubled-Up	C - Unsheltered	D - Transitional	E - Hotel/Hotel	Dispute Resolution Started	\$10 ORCA Card	Clothing Assistance	School Supplies	Food Assistance	Medical/Mental Health Referral	DSHS	Shelter/Housing Referral	Rent/Utility Assistance	Enrollment Assistance	Interpreter/Translation Services	Legal Services Resources	School Fees

## Additional data & info gathered includes:

- When, where & frequency of family mobility
- Reasons families lost housing (i.e. eviction...)
- District programs student is in (i.e. SPED, MLL...)
- Military Affiliation if any.
- Initial MKV qualification category (i.e. doubled-up)
- Referrals & services provided by the district liaison.
- Brief notes of the individual cases.

# Example of data obtained by the county

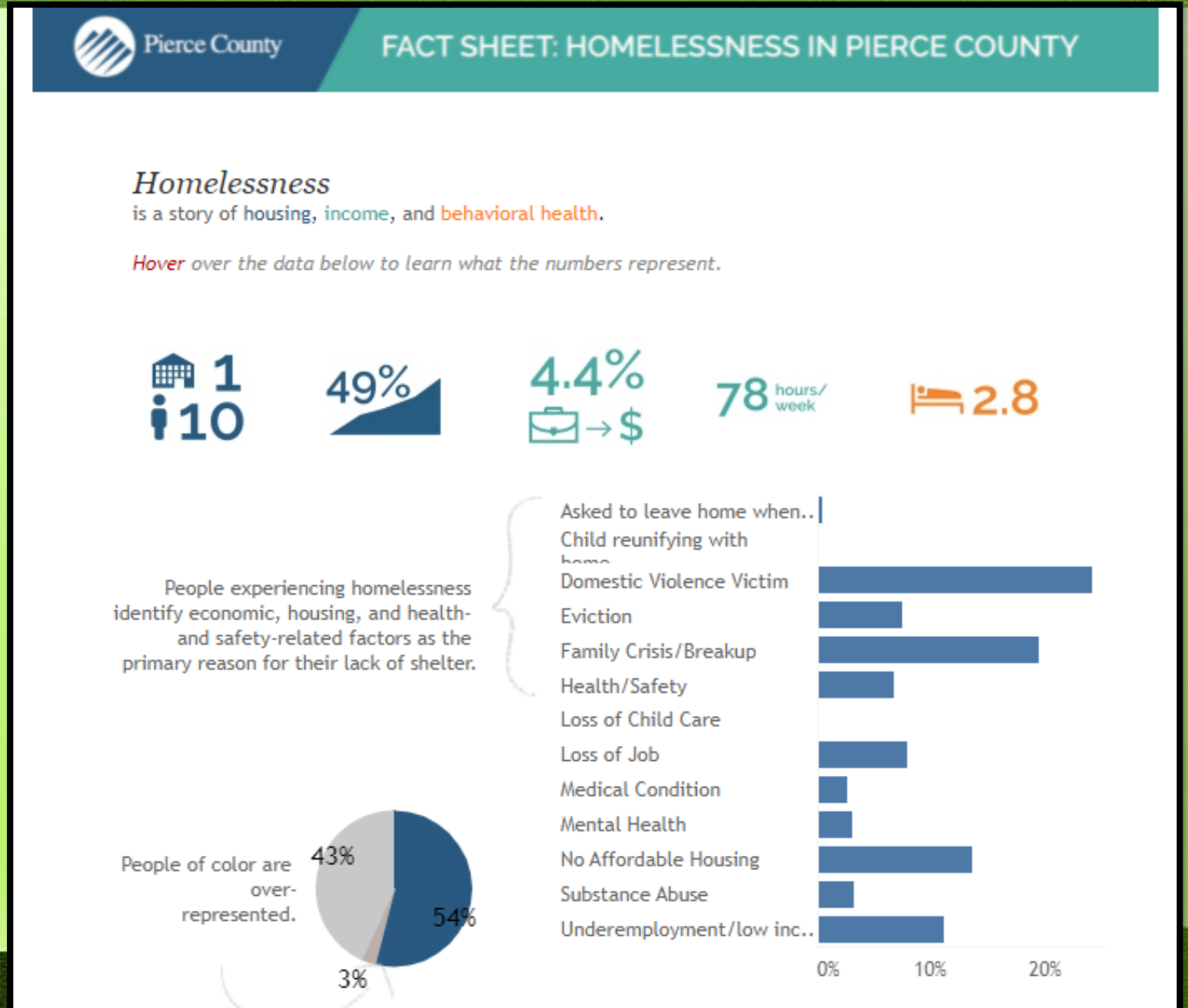
**1 in 10** = Number of affordable rental units compared to the number of people who need them.

**49%** = Increase of median rent for 1 bedroom apartment.

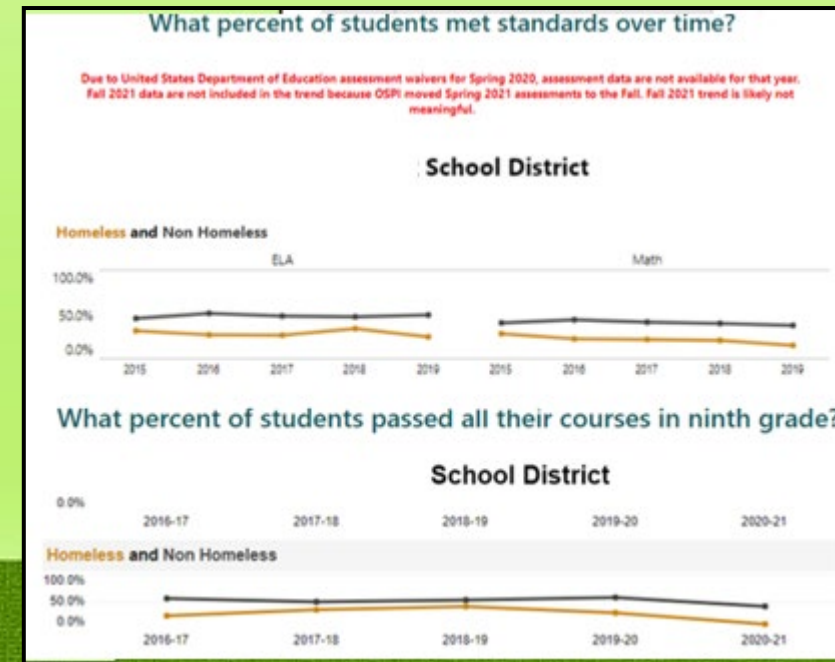
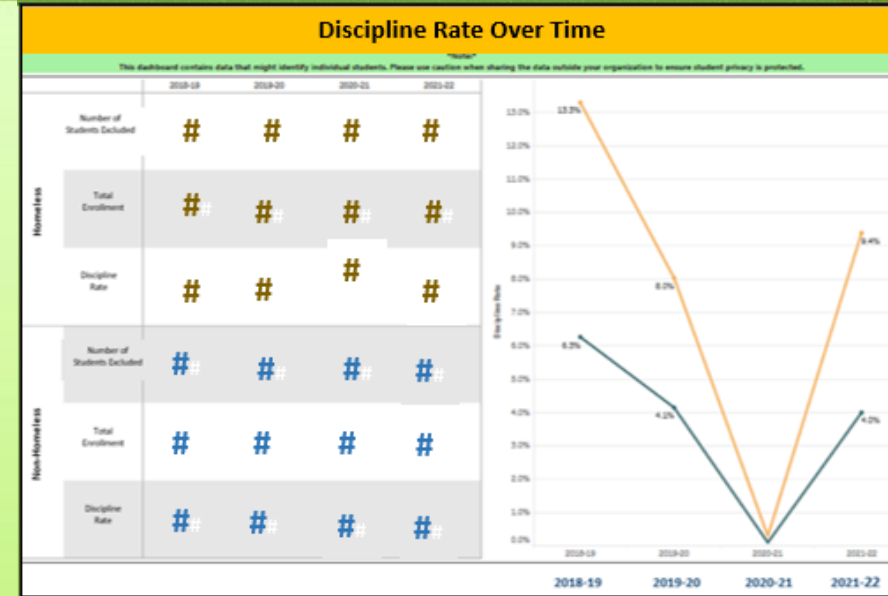
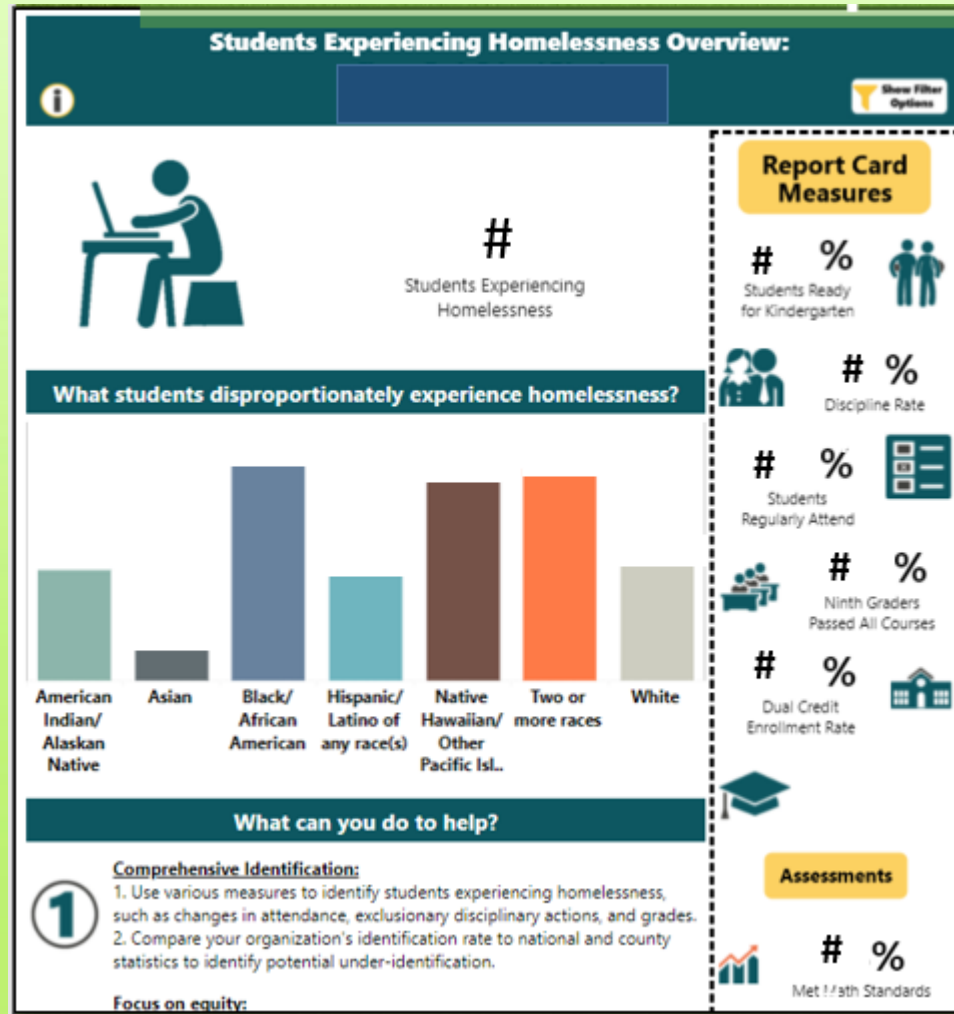
**4.4%** = Increase in median household income.

**78** = Hours an individual earning min wage (\$11.50) needs to work to spend 30% of their income on a 1 bedroom apt.

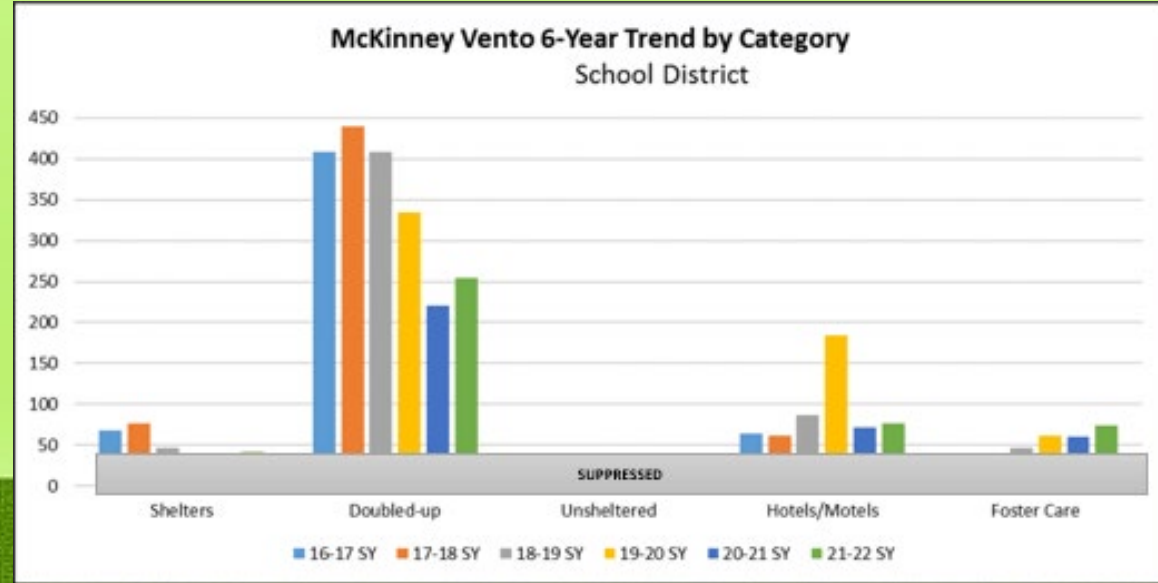
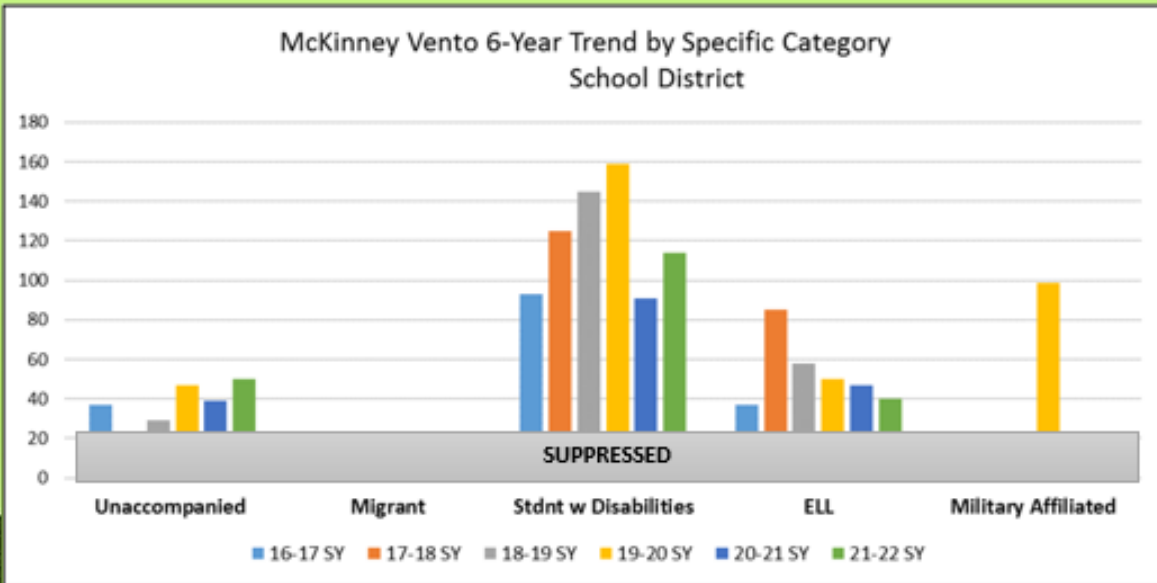
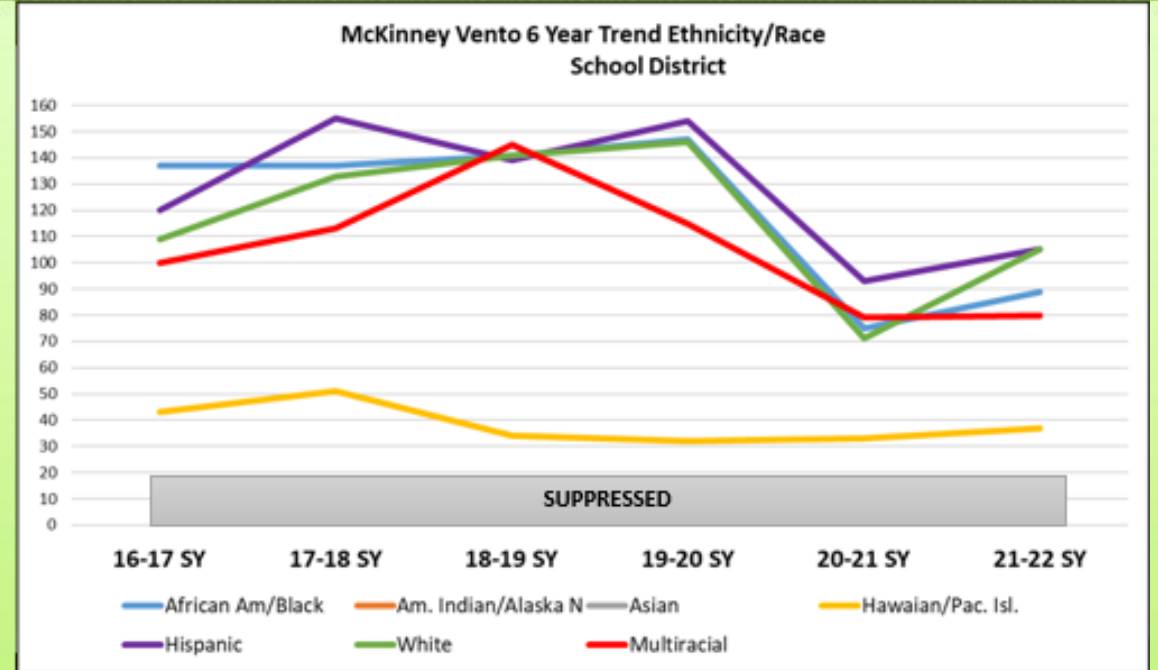
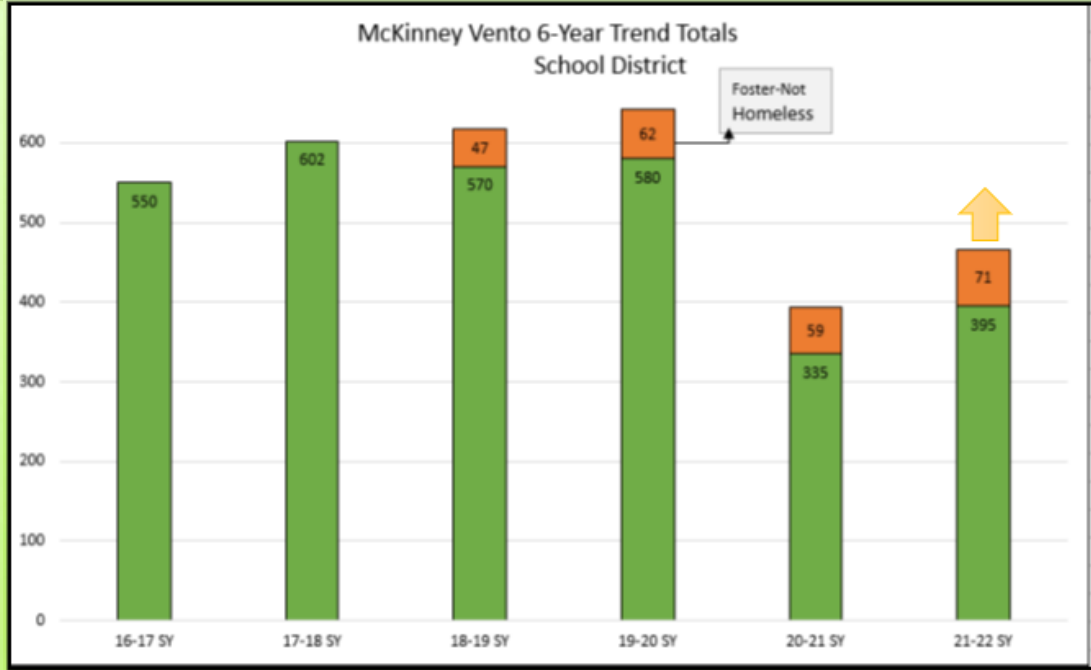
County data also shows that **people of color are over-represented.**



# Example of OSPI Tableau & WA State Report Card Data

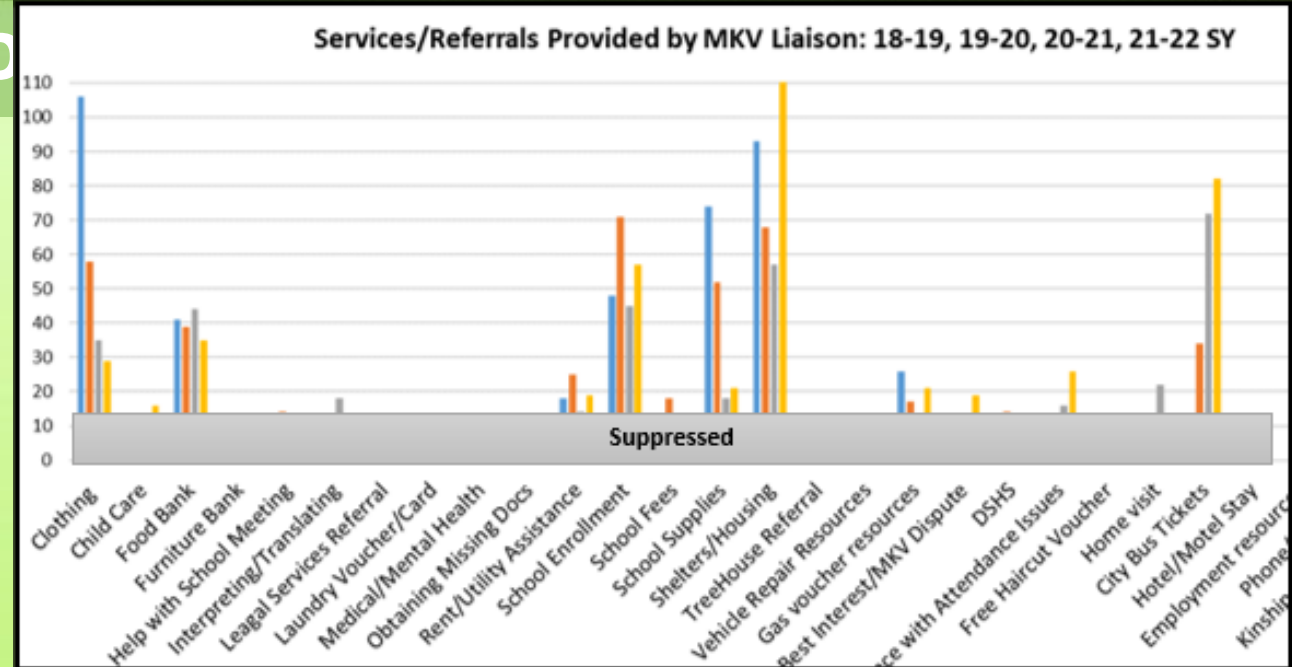


# Custom Excel graphs using data from different sources





# Custom Excel graphs using data from different sources



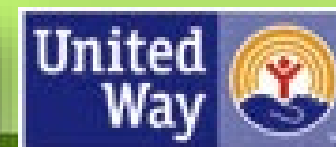
English Lang. Learners	Hi Cap	SPED	504 Plan	Safety Plan	Foster Care	Unaccompanied
Average Attendance Rate 21-22 SY		Average # of Discipline Offenses 21-22 SY		Average # of Failed/Needs Improvement Courses 21-22 SY		How mobile were the students
Total Avg	% of Students below 50% Attendance	Total Avg	# of student with more than 5	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	Average # of times moved
			with 10 or more with 20 or more	with 4+	with 4+	

# Example of presentation for Community Partnerships

Challenges/barriers to getting out of homelessness and obtaining housing:

- a) Overwhelmed homeless assistance services & shelters
- b) Large number of people needing extensive services
- c) Lack of affordable housing & continued increases in rent
- d) Move-in costs
- e) Lack of comprehensive resources (Ex: a family may need help in several areas... i.e. finding & keeping employment, transportation, mental health services, etc.)
- f) Transportation & high mobility
- g) Difficulty navigating resources...
- h) For foster students – lack of foster homes, overwhelmed system

That is why community partnerships are an essential part to help students experiencing homelessness and in foster care better succeed in school.



# Possible challenges with gathering data

- Staff capacity
- No system of collaboration
- Lack of knowledge/training of data systems

## Best Practices

- Prioritize funding to help **improve capacity**
- Create process of **regular collaboration with other depts.** (IT, Assessment) & agencies/orgs.
- Seek **professional development** or **work with other professionals that can help** facilitate process.
- **Use other existing data sources.**
- Research & **advocate for other existing data programs or systems** that may streamline or facilitate the process. (Ex: Cayen HIMSS Software, Social Solutions/Apricot)

**Break**





Sarah Miller

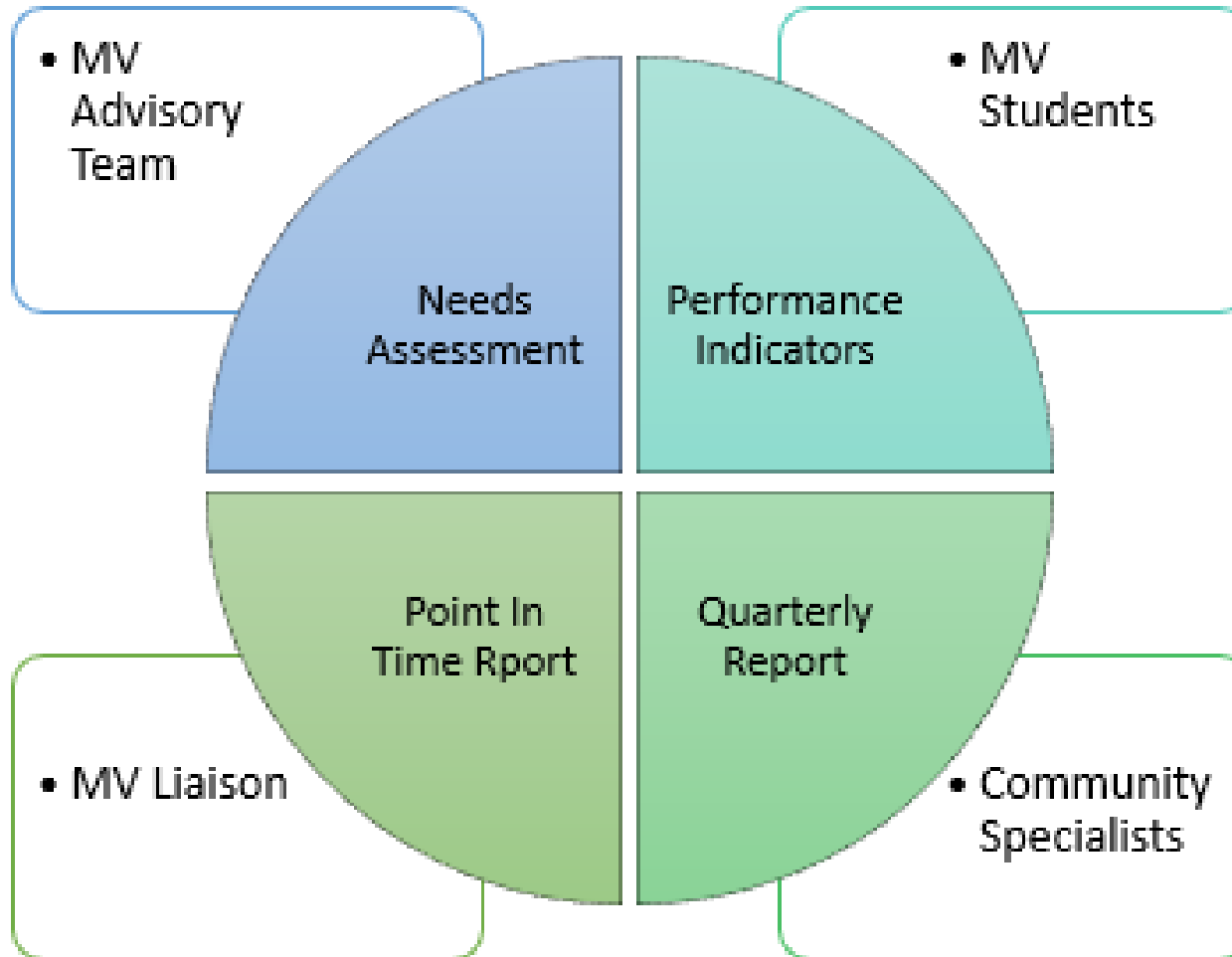
*Spokane Public  
Schools*

# Spokane Public Schools

- Serve about 30,000 students a year
- On Average 4% of student population is McKinney-Vento identified
- 57% of student population is free and/or reduced priced meal eligible
- Employ 5,200 staff
- District area of 98 square miles covering 54 different schools
- Our program name is HEART (sorry if I use this interchangeably)



# How Does SPS MV Program Use Data??



# MV Students

## School Data Tools

Allows team to view a “High Risk Report” which rank orders students based on attendance, discipline, and class performance

## Outcome Form

Completed at the end of each semester for each MV secondary student

Completed Weekly for each MV student that is in Tier III intervention – Check & Connect

Classroom: All					School: ABC High School				
Student Name	Student Number	Grade Level	Class of	Credits Earned	Current F's	Periods Absent Last Week	Discipline incidents last week	Math Percentile	Reading Percentile
Student 5	1234571	12	2019	24	5	11	1	68.07%	40.76%
Student 7	1234573	10	2019	18	5	15	1	66.15%	64.82%
Student 8	1234574	11	2020	9.5	5	3	0	45.55%	30.32%
Student 13	1234579	11	2021	21	5	16	0	14.05%	18.35%
Student 9	1234575	12	2022	6	4	7	0	15.83%	13.77%
Student 12	1234578	10	2021	21.5	4	21	1	29.60%	23.03%
Student 15	1234581	12	2022	23	4	8	1	19.36%	30.14%
Student 11	1234577	10	2018	23	3	7	1	19.97%	29.66%
Student 1	1234567	12	2020	17	2	23	1	34.35%	64.23%
Student 6	1234572	9	2018	24.5	2	14	0	42.20%	49.38%
Student 10	1234576	9	2019	7.5	2	8	0	14.80%	17.07%
Student 14	1234580	12	2022	16	2	23	1	16.14%	29.17%
Student 2	1234568	10	2022	16.5	1	17	1	80.59%	65.60%
Student 3	1234569	9	2020	6.5	1	2	0	47.73%	57.07%
Student 4	1234570	11	2021	19	1	1	1	10.13%	33.75%

*(Data on this slide is example data.)*



# MV Student Outcome Form

HEART Outcome Form

Student Name	Student ID	Grade	School	UY?	HEART Start Date	Check & Connect Start Date

Initial Check	BECCA Involved?	Periods Absent	Discipline Incidents (#)	Current P's (#)	Credits Earned (total)
Date:					
Outcome Checks					
Semester 1:					
Semester 2:					

CHECK codes	A. Attendance (number of absences and codes)	B. Behavior (number of discipline incidents)	C. Course Completion (number of failing grades)
CONNECT codes	D. College/Career Readiness (FAFSA, HS & Beyond)	E. Housing	F. Community Resources
	G. Medical/Dental/Health	H. Employment	I. Family
	J. School Barriers	K. Crisis Intervention	L. Food (outside of school)

HEART Outcome Form

Student Name	Student ID	Grade	School	UY?	HEART Start Date	Check & Connect Start Date

Check & Connect Log			
(D-College/Career E-Housing F-Community Resources G-Medical/Dental/Health H-Employment I-Family J-School Barriers K-Crisis Intervention L-Food)			
Date	CHECK data	CONNECT codes	Notes
	A: B: C:		
	A: B: C:		
	A: B: C:		
	A: B: C:		
	A: B: C:		
	A: B: C:		
	A: B: C:		
	A: B: C:		

# Community Specialist

## Key Performance Indicators

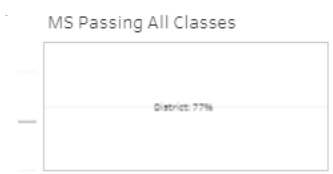
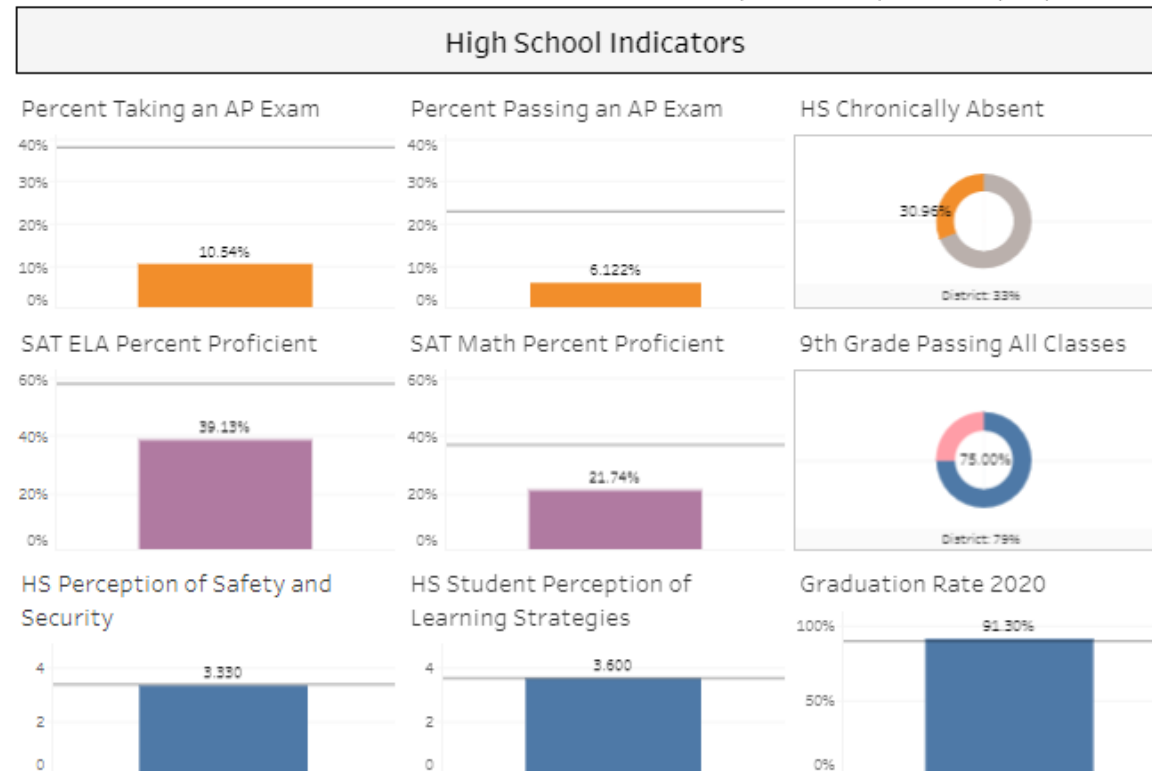
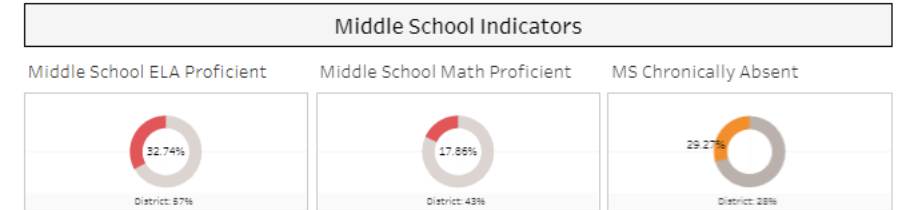
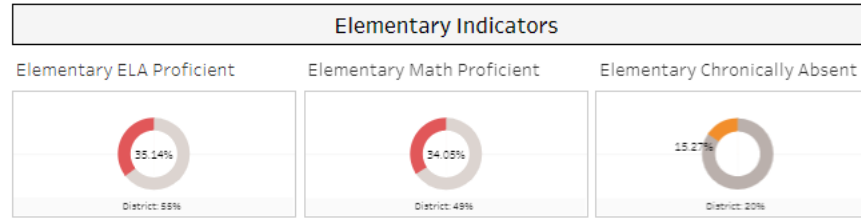
Able to look at program whole

Able to look at specific schools

## Quarterly Report

Completed the week following the end of each school quarter

Designed for HCS's to evaluate individual school performance



# HCS Quarterly Report

## HEART Program

Quarterly Report 2020-2021

Homeless Community Specialist: Danielle

Quarter 1

The goal of this report is to summarize the work of the Homeless Community Specialist. Information will be provided about student service data, student demographic data, school site 'ABC' data, professional development and outreach services.

### Student Service Data

School Name	Check and Connect - Number of Students	General HEART Support - Number of Students	Dropped - Number of Students	Transferred Out - Number of Students
NCHS	6	50	2	1
Shadle	2	19	0	0

### Student Demographic Data (total all schools)

Primary Nighttime Residence of all active students:

(A) Sheltered	(B) Doubled	(C) Unsheltered	(D) Hotel/Motel
3	47	4	2
	19		2

Current Nighttime Residence of all active students:

(A) Sheltered	(B) Doubled	(C) Unsheltered	(D) Hotel/Motel	(N) Housed
5	45	2	2	2
2	15	0	0	4

Accompanied Status of all active students:

(AY) Accompanied Youth	(UY) Unaccompanied Youth
24	32
12	9

### School Site 'ABC' Data

School Name	Total Student Population	Percent Chronically Absent - All Students	Exclusionary Consequences - All Students	Percent Passing All Classes - All Students
NC	1594	45	20	69
Shadle	1224	49	31	61

School Name	HEART Population (active)	Percent Chronically Absent - HEART Students	Exclusionary Consequences - HEART Students	Percent Passing All Classes - HEART Students
NC	56	71	32	44
Shadle	21	75	27	55

### Professional Development and Outreach

*(Data on this slide is example data.)*

# MV Liaison

## Program Quarterly Report

Completed second week following end of school quarter

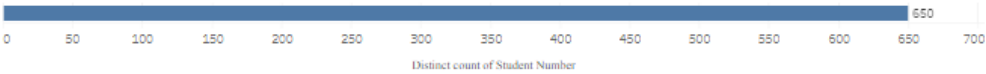
Also completed is a file audit to ensure data reported to OSPI through CEDARS is accurate

Designed for the program to evaluate effectiveness.

Report has 8 sheets of information including student count and percentage, types of transportation, KPI data, MTSS Support levels, etc.

*(School count data redacted.)*

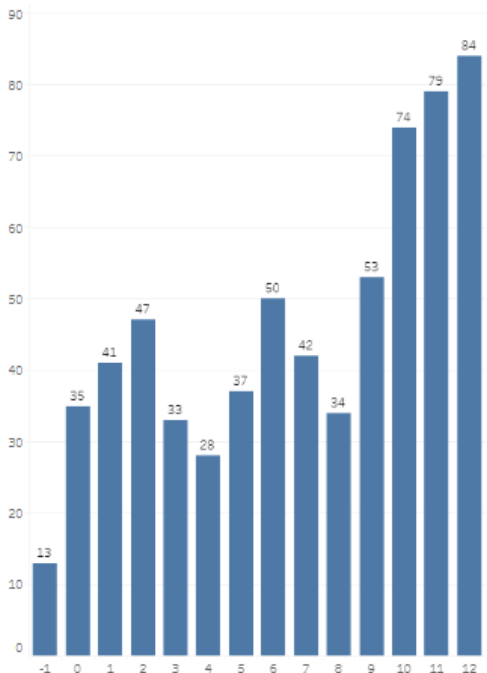
Count of Homeless Students



Heart Students by School



Heart Students by Grade



Percent of Students in HEART



Percent of Heart Students with an IEP

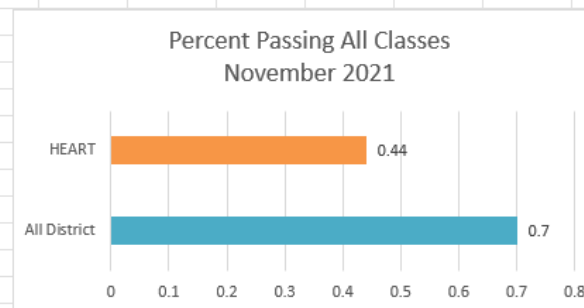
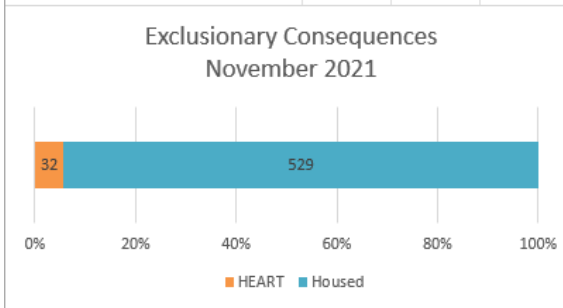
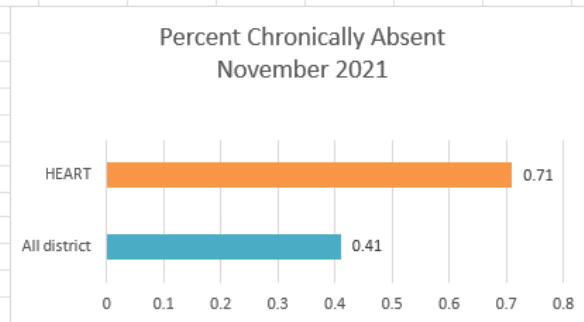
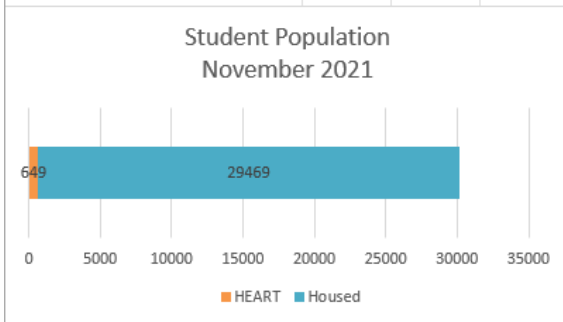


Percent of Heart Students Receiving ELD Services

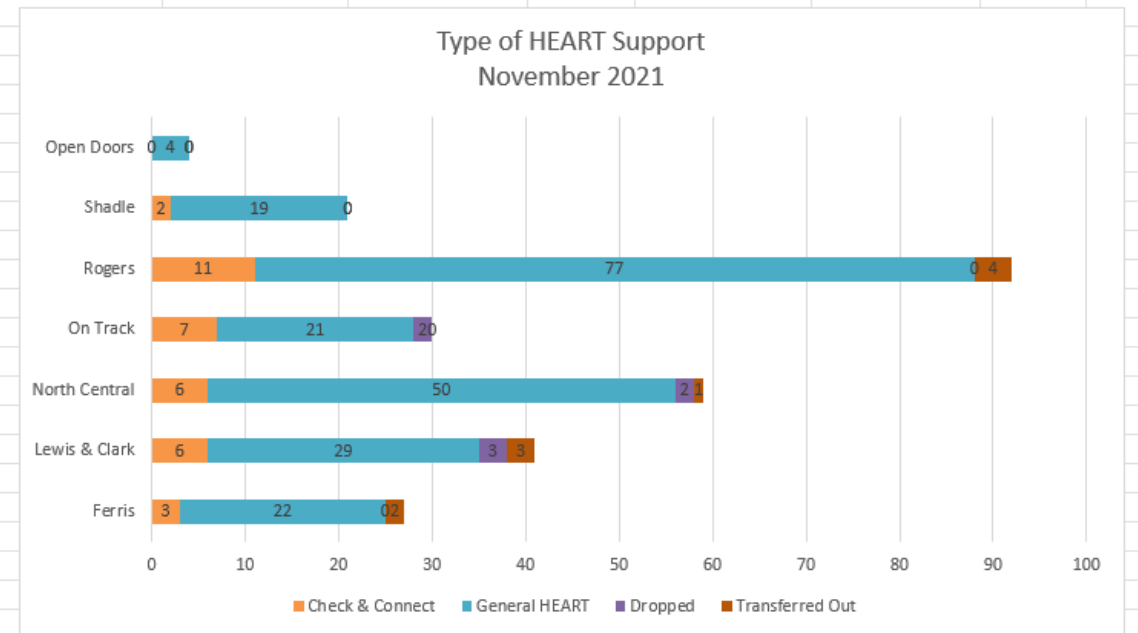


# Point In Time Report

## First Quarter - November 2021



## HEART Support at High School Level



*(Data on this slide is sample data.)*

# Needs Assessment Surveys

- For the last two years we have sent out surveys using Microsoft Forms.
- The first year, just to district staff
- Last year we did two different surveys:
  - Students and Families
  - District Staff
- Goals are to ensure our data and narratives align and to further define gaps in services that need to be addressed.
- Biggest limitation is the low response rate!



# Survey Results

## Students and Families

### Key Findings

2. What grade level do you think the HEART program should focus their supports?

[More Details](#)

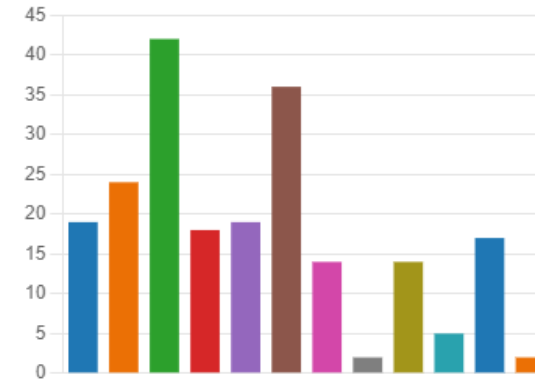
Elementary (Pre K to 6th)	24
Secondary (7th - 12th)	39



3. Please indicate the top three (3) supports students need AT SCHOOL to be successful.

[More Details](#)

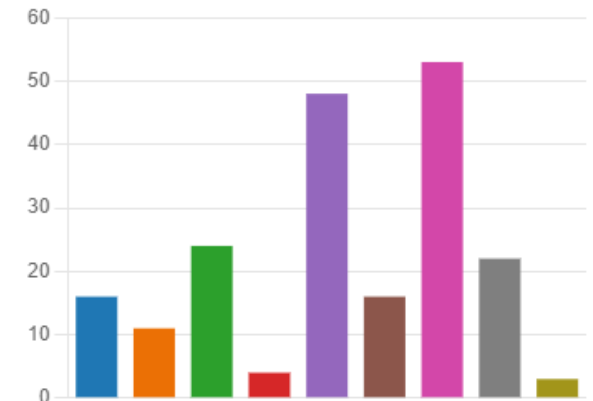
Clothing	19
School Supplies	24
Meals at School	42
Payment of Fines and Fees	18
Assistance Retrieving Class Cred...	19
Transportation (School Bus, STA ...	36
Support for an IEP or 504 plan	14
Language Services	2
Tutoring	14
Communication with School	5
Encouragement & Motivation	17
Other	2



4. Please indicate the top three (3) supports that students need OUTSIDE OF SCHOOL to be successful.

[More Details](#)

Medical Care	16
Dental Care	11
Mental Health Services / Couns...	24
Alcohol and Drug Treatment Ser...	4
Housing	48
Utility Assistance	16
Food & Basic Needs	53
Clothing	22
Other	3



# Survey Results Cont'd

## District Staff

### Key Findings

3. What grade level do you feel the HEART program should focus their support to students/families?

[More Details](#)

[Insights](#)

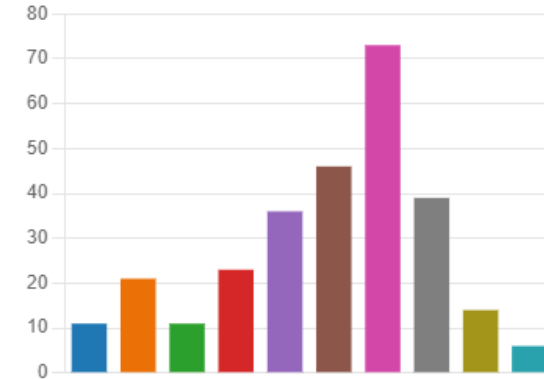
Elementary (Pre-K - 6)	51
Middle (7,8)	7
High (9-12)	34



4. Please select the top three (3) barriers that students face at school.

[More Details](#)

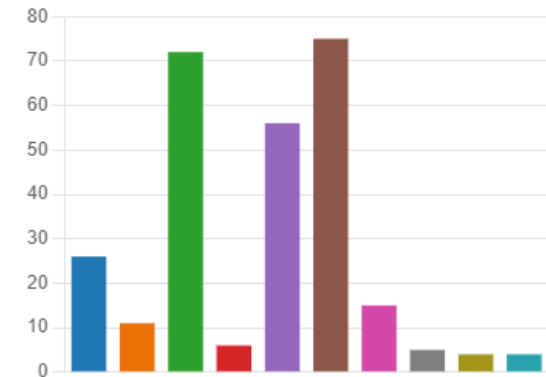
Documents needed for enrollm...	11
School Clothing	21
School Supplies	11
Fee Payment	23
Lack of Credits/Below Grade Level	36
Lack of Transportation	46
Lack of Parent/Guardian/Adult I...	73
Lack of Student Engagement	39
Support Services (language barr...	14
Other	6



5. Please select the top three (3) barriers students face away from school:

[More Details](#)

Medical Care	26
Dental Care	11
Mental Health Services	72
Alcohol and Drug Treatment Ser...	6
Lack of Housing	56
Family Issues	75
Childcare (for student/siblings)	15
Legal Services	5
Utility Assistance	4
Other	4





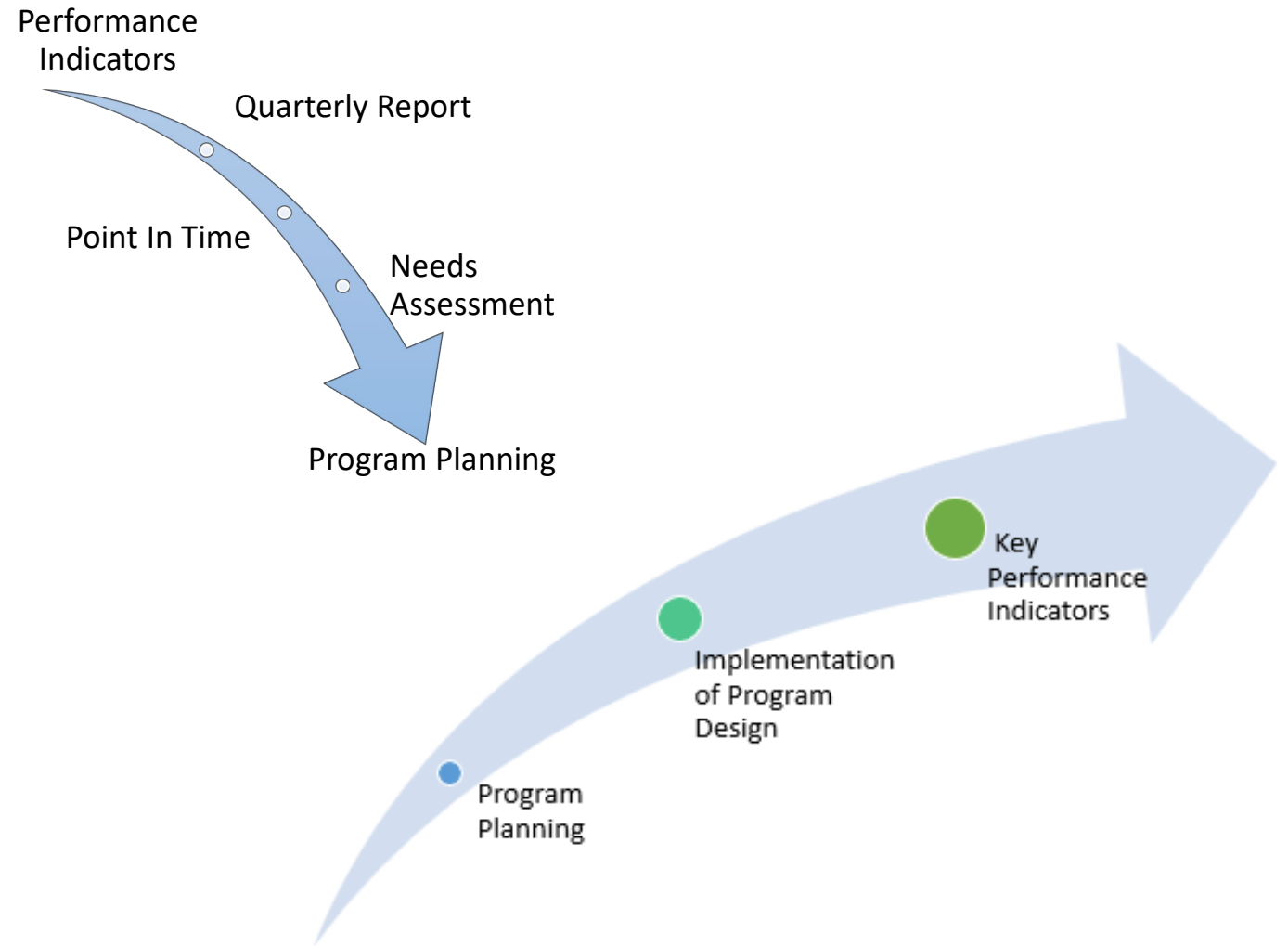
# MV Advisory Team

## Needs Assessment

Data from Point In Time Report

Data from Survey Information

Matches gaps in service with available staffing with shifting as appropriate



# Key Takeaways

- Small steps in looking at your data make a difference and can help make change happen!
  - Look at it, start using it, and share it.
  - Sharing data can help get buy in from stakeholders at all levels.
- It takes time! You can tailor how you use data to your district.
  - It may be one person or a whole team.
  - You have a whole data team at your district that you can partner with.
- Tracking your own data is a way to know what is current.
  - Often data is a point in time representation.
  - Reports may not match each other depending on timing.
- Look at data from different angles (education, county, state, local, HYS) get a well-rounded picture.



# Breakout Rooms!

## Guiding Questions:

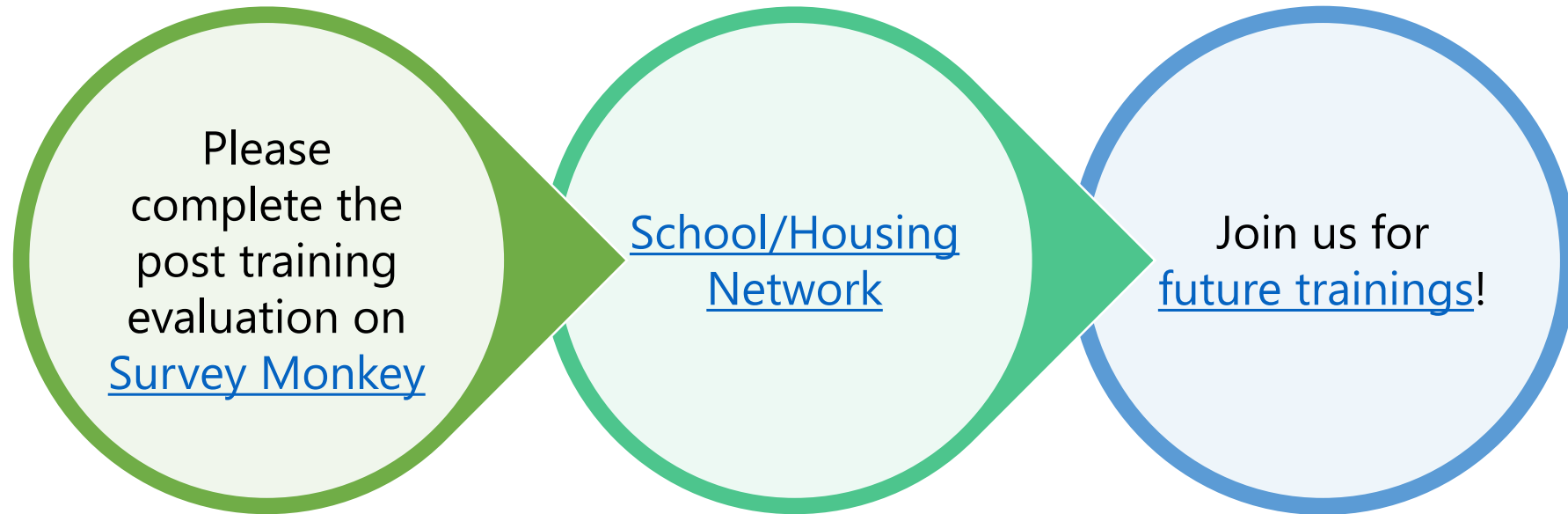
- What are your district's data capturing practices?
- Do you have a system that works well? Or maybe isn't working for you?
- After seeing examples from other districts, what changes to your data collection practices are you interested in making?





# ***Reflections & Questions***

# In Closing...



- For Clock Hours, please complete the survey through pdEnroller



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
[homelessed@k12.wa.us](mailto:homelessed@k12.wa.us)



*Connect with us!*

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