



REPORT TO THE LEGISLATURE

UPDATE: Homeless Students Data

2016

Authorizing legislation: RCW 28A.300.540

(<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.540>)

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TABLE OF CONTENTS

Executive Summary.....	3
Background	4
Legislation	4
Homeless enrollment.....	5
Conclusion and Next Steps	13

List of Tables

Table 1: Change in the Number of Homeless Students, 2008-09 – 2015-16	3
Table 2: Homeless Nighttime Residence	5
Table 3: 2015-16 Homeless Student Enrollment by Subgroup	5
Table 4: 2015-16 Homeless Student Enrollment by Grade Level.....	6
Table 5: Percent of Homeless Students Meeting Standard in English Language Arts by Subgroup, 2015-16.....	6
Table 6: Percent of Homeless Students Meeting Standard in Math by Subgroup, 2015-16	7
Table 7: Percent of Homeless Students Meeting Standard in Science by Subgroup, 2015-16.....	7
Table 8: Homeless Students Meeting Standard in End of Course Biology, 2015-16.....	8
Table 9: Percent of Homeless Students Meeting Standard in End of Course Biology by Subgroup, 2015-16	8
Table 10: Homeless Student Performance on the English Language Proficiency Assessment, 2015-16	9
Table 11: Homeless Students Graduation Rates, 4-Year Adjusted Cohort, Class of 2016.....	9
Table 12: Homeless Students Graduation Rates, 5-Year Adjusted Cohort, Class of 2015	10
Table 13: Homeless Absenteeism and Truancy by Subgroup, 2015-16	11
Table 14: Homeless Suspensions and Expulsions by Subgroup, 2015-16	12

Executive Summary

Currently, more than 1.26 million homeless children and youth are enrolled in schools across the nation. Students experiencing homelessness are more likely to suffer academically than their housed peers. They are more likely to drop out of school and have higher absentee rates; on average, they score substantially lower on state tests.

The federal McKinney-Vento Act broadly defines homelessness in an effort to provide protections and supports for students living in a variety of unstable housing situations. The overarching goal of the supports is to ensure continuity in that student's education while the student's nighttime residence may constantly change.

The homeless student population in Washington has increased every year since 2001, when McKinney-Vento began requiring all school districts to annually report the number of homeless students enrolled in schools. Between 2008-09 and 2015-16, the number of homeless students has almost doubled.

In 2014 the Washington State Legislature passed Substitute Senate Bill 6074. The bill aims to improve educational outcomes for homeless children and youth by bolstering homeless student identification and establishing further data reporting requirements.

Table 1: Change in the Number of Homeless Students, 2008-09 – 2015-16

School Year	Number of Homeless Students
2008-09	20,780
2009-10	21,826
2010-11	26,049
2011-12	27,390
2012-13	30,609
2013-14	32,539
2014-15	35,511
2015-16	39,671
% change, 2008-09 – 2015-16	90.9

Specific reasons for the increase in homeless students are difficult to determine at the state level. It is possible that the collection of data has improved. Community factors – lack of affordable housing options, unemployment or under-employment, available local services – may contribute. And economic recessions – which typically hit the poorest people the longest – may also contribute.

For more information related to the McKinney-Vento Homeless Assistance Act and the education of homeless youth, please visit the OSPI Homeless Children and Youth website at <http://www.k12.wa.us/homelessed>, the National Center for Homeless Education website at www.nche.ed.gov or the National Association for the Education of Homeless Children and Youth website at www.naehcy.org.

Background

Legislation

The 2014 Washington State Legislature passed a law (SSB 6074, codified as RCW 28A.300.540) requiring OSPI to report homeless students data in odd years. This report will provide a more in-depth analysis of homeless student data than is currently required by the U.S. Department of Education under the federal McKinney-Vento Act.

The statewide assessment data to be reported by OSPI must include performance outcomes disaggregated by at least the following subgroups of students: White, Black, Hispanic, American Indian/Alaskan Native, Asian, Pacific Islander/Hawaiian Native, low income, transitional bilingual, migrant, special education, and gender. Additional information regarding student participation in a variety of educational programs will also be included in the report.

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016.

Table 2: Homeless Nighttime Residence

Nighttime Residence	Description	# of Homeless Students
Doubled-Up	Sharing the housing of other persons due to loss of housing, economic hardship or similar reason.	28,942
Hotels/Motels	Living in hotels/motels due to lack of alternate adequate accommodations.	2,421
Shelters	Supervised publicly or privately operated facilities designed to provide temporary living accommodations. (Includes children and youth who were “awaiting foster care” during the data collection period. As of December 10, 2016, the term “awaiting foster care” was removed from the McKinney-Vento definition of homeless.)	6,174
Unsheltered	Includes living situations such as cars, parks, campgrounds, temporary trailers, abandoned buildings, and substandard housing.	2,134

Homeless Enrollment

During the 2015-16 school year, 39,671 students were identified as homeless, which amounted to 3.7 percent of students statewide. Please reference [2015-16 District Demographics](#) for additional information.

Table 3: 2015-16 Homeless Student Enrollment by Subgroup

Student Subgroup	# of Homeless Students	Total Student Population	% of State Population
All Students	39,671	1,075,203	3.7
Male	19,925	561,532	3.5
Female	19,746	527,427	3.7
American Indian/Alaska Native	1,312	15,714	8.3
Asian	785	79,450	1.0
Black/African American	4,556	47,943	9.5
Hispanic/Latino	11,924	243,582	4.9
White	16,049	610,601	2.6
Native Hawaiian/Pacific Islander	1,010	11,192	9.0
2 or more	4,033	80,427	5.0
Unaccompanied Homeless Youth	3,412	39,671	8.6
Special Education	8,090	146,807	5.5
Limited English	5,903	117,223	5.0
Low Income	37,722	477,828	7.9
LAP	6,831	144,014	4.7
Migrant	1,542	19,826	7.8
504 Plan	886	33,130	2.7
Highly Capable	322	61,062	0.5
Running Start	203	21,797	0.9

Table 4: 2015-16 Homeless Student Enrollment by Grade Level

Grade Level	Homeless Enrollment	% of Homeless	State Enrollment	% of State Enrollment
Pre K	845	2.1	13,756	6.1
Full Day K	2,705	6.8	69,965	3.9
Half Day K	445	1.1	9,742	4.6
1st	3,232	8.1	83,834	3.9
2nd	3,230	8.1	85,487	3.8
3rd	3,229	8.1	85,141	3.8
4th	3,009	7.6	82,546	3.6
5th	2,974	7.5	80,773	3.7
6th	2,659	6.7	80,422	3.3
7th	2,573	6.5	79,953	3.2
8th	2,574	6.5	79,646	3.2
9th	2,539	6.4	83,325	3.0
10th	2,582	6.5	83,125	3.1
11th	2,959	7.5	81,737	3.6
12th	4,116	10.4	89,507	4.6
Total	39,671	100.0	1,075,203	3.7

Table 5: Percent of Homeless Students Meeting Standard in English Language Arts by Subgroup, 2015-16

Student Subgroup	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
Statewide	54.3	57.0	60.1	56.5	58.5	59.7	75.5
Homeless (All)	28.8	32.5	33.2	29.8	32.0	33.9	54.57
Male	24.5	27.6	27.3	24.9	27.4	27.0	48.8
Female	33.3	37.6	39.4	35.0	36.6	40.2	59.6
American Indian/Alaska Native	17.0	30.5	12.3	16.7	10.6	18.5	47.4
Asian	41.0	52.9	59.5	41.9	63.4	51.0	59.3
Black/African American	19.7	23.9	25.0	19.9	27.7	25.2	38.1
Hispanic/Latino	20.9	26.4	26.1	22.1	24.5	29.1	51.2
White	37.2	39.2	42.0	37.4	40.0	40.7	62.7
Native Hawaiian/Pac. Islander	15.0	17.5	24.6	27.3	13.3	20.8	46.9
2 or more	36.1	35.2	34.4	37.4	33.5	37.4	48.9
Special Education	16.8	13.0	12.0	10.1	9.5	13.4	30.2
Limited English	11.0	12.8	11.0	5.5	8.1	8.8	17.6
Low Income	28.6	32.4	33.1	29.8	32.0	33.2	54.7
Migrant	5.5	22.3	9.8	23.1	18.1	2.9	41.4

Table 6: Percent of Homeless Students Meeting Standard in Math by Subgroup, 2015-16

Student Subgroup	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
Statewide	58.9	55.4	49.2	48.0	49.8	47.8	21.8
Homeless (All)	34.1	30.9	22.7	22.2	23.2	21.4	9.4
Male	33.3	30.8	23.4	23.0	22.5	20.4	10.0
Female	34.9	31.1	21.9	21.4	24.0	22.4	9.0
American Indian/Alaska Native	20.3	17.0	9.2	11.7	10.5	9.8	1.5
Asian	55.0	56.0	47.6	34.9	50.0	45.3	16.0
Black/African American	27.1	19.9	16.0	14.6	19.4	17.0	7.0
Hispanic/Latino	27.3	26.0	17.8	17.5	18.6	19.4	8.3
White	40.9	38.4	29.1	28.2	28.3	24.0	11.1
Native Hawaiian/Pac. Islander	18.6	27.4	12.1	14.6	6.7	13.0	6.9
2 or more	40.9	28.6	23.7	24.9	24.6	24.0	9.5
Special Education	19.7	12.6	8.7	7.8	5.4	3.8	9.5
Limited English	20.9	15.3	8.7	5.5	8.1	10.7	2.2
Low Income	34.0	30.8	22.6	22.3	23.1	21.3	9.8
Migrant	14.1	16.4	6.8	20.4	12.9	16.9	3.0

Table 7: Percent of Homeless Students Meeting Standard in Science by Subgroup, 2015-16

Student Subgroup	5 th	8 th
Statewide	65.3	67.5
Homeless (All)	42.7	41.2
Male	42.0	40.7
Female	43.7	41.5
American Indian/Alaska Native	22.4	24.4
Asian	66.7	48.0
Black/African American	27.6	26.2
Hispanic/Latino	32.6	35.5
White	55.6	53.3
Native Hawaiian/Pacific Islander	21.7	20.8
2 or more	50.2	39.1
Special Education	27.7	22.3
Limited English	16.4	10.8
Low Income	42.5	40.8
Migrant	20.0	26.4

Table 8: Homeless Students Meeting Standard in End of Course Biology, 2015-16

All Grade Levels*	N	%
Meeting Standard	811	43.3
Level 4	155	8.3
Level 3	383	20.4
Previously Passed**	232	12.4
Basic	41	2.2
Not Meeting Standard	1,067	56.8
Level 2	417	22.2
Level 1	219	11.7
No Score***	431	22.9
Total	1,878	100.0

* End of Course (EOC) Biology is administered in any grade in which the course is offered.

** Previously Passed includes students meeting standard during a previous test administration.

*** No Score includes no booklet, enrolled but not tested, incomplete, insufficient, invalidated and tested out of grade level.

Table 9: Percent of Homeless Students Meeting Standard* in End of Course Biology by Subgroup, 2015-16

Student Subgroup	% Students Meeting Standard
Statewide	72.2
Homeless (All)	43.3
Male	40.4
Female	45.8
American Indian/Alaska Native	33.3
Asian	60.7
Black/African American	32.4
Hispanic/Latino	34.3
White	51.2
Native Hawaiian/Pacific Islander	30.0
2 or more	53.5
Special Education	23.1
Limited English	14.3
Low Income	43.2
Migrant	19.2

*Met Standard including Previously Passed includes all students meeting standard during this test administration and also includes students who have met the standard for this test during a previous test administration.

Table 10: Homeless Student Performance on the English Language Proficiency Assessment, 2015-16

Student Subgroup	% Proficient	% Progressing	% Emerging
Statewide	12.9	73.4	11.6
Homeless (All)	7.0	66.0	23.5
Male	5.2	64.5	26.7
Female	8.9	67.5	20.0
American Indian/Alaska Native	5.2	76.3	18.5
Asian	11.8	67.8	14.3
Black/African American	7.7	63.3	23.2
Hispanic/Latino	6.4	64.6	25.5
White	9.9	65.5	22.2
Native Hawaiian/Pacific Islander	6.7	75.5	15.8
2 or more	10.3	76.7	12.9
Special Education	<5%	--	--
Limited English	7.1	64.9	24.3
Low Income	7.0	66.6	23.4
Migrant	5.4	61.7	30.2

Table 11: Homeless Students Graduation Rates, 4-Year Adjusted Cohort, Class of 2016

Student Subgroup	Graduation Rate	Dropout Rate	Continuing Rate
Statewide	79.1	11.7	9.2
Homeless (All)	53.2	27.3	19.5
Male	46.8	31.8	21.4
Female	59.0	23.2	17.9
American Indian/Alaska Native	43.0	37.0	20.0
Asian	69.0	19.5	11.5
Black/African American	55.8	20.6	23.6
Hispanic/Latino	51.7	28.8	19.5
White	53.2	28.0	18.9
Native Hawaiian/Pacific Islander	64.2	14.7	21.1
2 or more	51.8	28.7	19.5
Special Education	42.4	30.1	27.4
Limited English	49.1	27.1	23.8
Low Income	53.5	27.0	19.5
Migrant	51.8	28.1	20.1
504 Plan	50.0	24.4	25.6

Table 12: Homeless Students Graduation Rates, 5-Year Adjusted Cohort, Class of 2015

Student Subgroup	Adjusted 5-Year Cohort		
	Graduation Rate	Cohort Dropout Rate	Continuing Rate
Statewide	81.9	14.8	3.4
Homeless (All)	55.5	35.9	8.6
Male	49.0	41.7	9.3
Female	61.7	30.3	8.0
American Indian/Alaska Native	40.8	50.8	8.4
Asian	63.9	25.9	10.2
Black/African American	57.6	33.4	9.0
Hispanic/Latino	55.3	36.6	8.1
White	55.7	35.9	8.4
Native Hawaiian/Pacific Islander	56.9	31.9	11.1
2 or more	56.6	33.1	10.2
Special Education	48.9	38.4	12.7
Limited English	51.7	39.2	9.1
Low Income	55.7	35.6	8.7
Migrant	55.9	35.6	8.4
504 Plan	50.5	36.1	13.4

Table 13: Homeless Absenteeism and Truancy by Subgroup, 2015-16

Student Subgroup	Number of Students Chronically Absent*	Percent of Students Chronically Absent	Number of Students Truant**	Percent of Students Truant
Statewide	188,985	0.18	78,638	0.07
Homeless (All)	12,200	0.31	7,748	0.20
Male	5,978	0.30	3,793	0.19
Female	6,222	0.32	3,955	0.20
American Indian/Alaska Native	533	0.41	410	0.31
Asian	160	0.20	113	0.14
Black/African American	1,552	0.34	1,273	0.28
Hispanic/Latino	3,297	0.28	2,132	0.18
White	4,993	0.31	2,777	0.17
Native Hawaiian/Pacific Islander	340	0.34	200	0.20
2 or more	1,346	0.33	843	0.21
Special Education	3,017	0.37	1,821	0.23
Limited English	1,408	0.24	873	0.15
Low Income	12,014	0.32	7,591	0.20
Migrant	442	0.29	282	0.18
504 Plan	430	0.49	243	0.27

* Students with 18 or more full day absences (excused or unexcused).

** Students with either five or more full day unexcused absences in any continuous 30-calendar-day period or students who have 10 or more full day unexcused absences in the 2015-16 school year. Truancy rates are based on reported absences, not if a truancy petition was filed.

Table 14: Homeless Suspensions and Expulsions by Subgroup, 2015-16

Student Subgroup	# of Students that were Suspended or Expelled	% of Subgroup that were Suspended or Expelled
Statewide	42,585	4.0
Homeless (All)	2,885	7.4
Male	2,072	10.7
Female	814	4.2
American Indian/Alaska Native	103	8.0
Asian	24	3.1
Black/African American	521	11.6
Hispanic/Latino	657	5.7
White	1,194	7.6
Native Hawaiian/Pacific Islander	59	5.9
2 or more	330	8.4
Special Education	1,042	13.5
Limited English	287	4.9
Low Income	2,835	7.7
Migrant	108	7.1
504 Plan	125	14.1

Conclusion and Next Steps

Nationwide, there is growing recognition that schools are often the safest, most stable and supportive places for students experiencing homelessness. That stability is critical to the academic success of those students. The Office of Superintendent of Public Instruction provides training, technical assistance and opportunities for grant funding to local school districts as they work to serve the needs of children and youth experiencing homelessness.

In 2016 the state Legislature passed the Homeless Student Stability and Opportunity Gap Act; the bill increases identification services, in-school supports, and housing stability. The resulting State Homeless Student Stability program complements the McKinney-Vento program, providing additional support and resources for districts beginning with the 2016-17 school year.

The new grant was designed to improve identification of and build LEA capacity to provide support to students experiencing homelessness, particularly unaccompanied homeless youth. Through a competitive competition concluded in December 2016, OSPI awarded \$785,000 to 38 school districts and one charter school for the remainder of the 2016-17 school year. Funds will be used for a range of LEA determined priorities, including:

- Professional development for district as well as building-level liaisons related to meeting the needs of homeless students
- Increased time for liaisons to carry out their McKinney-Vento responsibilities and remove obstacles to identification, enrollment, attendance, and school success
- Addition of staff focused on the specific needs of unaccompanied homeless youth, including graduation and planning for post-secondary options
- Increased partnerships with community-based organizations, particularly those that provide tutoring, mentoring, and mental health services

In addition to state legislation, the McKinney-Vento Act was reauthorized in December 2015 under the Every Student Succeeds Act (ESSA) and fully implemented in all public schools on October 1, 2016.

The Act, originally passed in 1987 as the Stewart B. McKinney Homeless Assistance Act, provides identification, enrollment and access to children and youth experiencing homelessness. The Act serves to provide school stability for homeless students, as each change of schools may cause up to a 4 to 6 month delay in a student's academic progress. The Act promotes the academic success of homeless students and ensures that children and youth experiencing homelessness are able to enroll and participate fully in all school activities, ensuring a free, appropriate education. Provisions of the Act include immediate enrollment even if a student lacks records, the right to remain in their school of origin when in the student's best interest, transportation, and other academic supports. Washington currently provides approximately \$925,000 in federal McKinney-Vento grant funding to two multi-district consortium programs and 40 school district programs.

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