## Education Outcomes of Children and Youth Experiencing Homelessness



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## ABOUT THE ERDC

The research presented here uses data from the Education Research and Data Center, located in the Washington Office of Financial Management. ERDC works with partner agencies to conduct powerful analyses of learning that can help inform the decisionmaking of Washington legislators, parents, and education providers. ERDC's data system is a statewide longitudinal data system that includes de-identified data about people's preschool, educational and workforce experiences.

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## Introduction

Section 223(1)(bb) of ESSB 6032 requires the Department of Children, Youth, and Families to convene a work group, to create a plan for children and youth in foster care and children and youth experiencing homelessness to facilitate educational equity with their general student population peers and to close the disparities between racial and ethnic groups by 2027. The work group must review the educational outcomes of children and youth in foster care and children and youth experiencing homelessness, and make recommendations about the services and supports that help these children succeed.
To assist this work group, and at the direction of the legislature, the Education Research and Data Center conducted an analysis on a number of outcome measures, including kindergarten readiness, early grade reading, school stability, high school completion, postsecondary enrollment, and postsecondary completion. The outcome measures are also disaggregated by race and ethnicity. ${ }^{1}$

## Data

Data sources include the Comprehensive Education Data and Research System (CEDARS), provided by the Office of Superintendent of Public Institution (OSPI), and postsecondary education enrollment from Washington's Public Centralized Higher Education Enrollment System (PCHEES) and the State Board for Community and Technical College (SBCTC).

## Analytical approaches

A series of descriptive analyses summarized the education outcomes of children and youth experiencing homelessness, compared to peers of the same grade level. Students experiencing homelessness and their peers were compared across six cohorts from two time periods. The cohorts were selected to accommodate data availability and quality especially for the various outcome measures included. ${ }^{2}$ This design allowed for both a one-year snapshot and also a longitudinal overview, which is especially crucial for studying effects of homelessness on educational outcomes and school stability. Table 1 shows the three longitudinal cohorts that were involved and the years of outcome data

[^0]available for each cohort. In addition to the longitudinal cohort, a snapshot analysis of the 2017 kindergarten and 3rd grade cohorts was included.

Table 1. Cohort and analysis years ${ }^{3}$

|  |  |  |  |  |  | Longitudinal cohort |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | :---: | :---: | :---: |
|  | Starting year |  | Follow-up school years |  |  |  |  |  |  |
| Grade-level | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |  |  |  |
| Kindergarten | K | G1 | G2 | G3 | G4 | G5 |  |  |  |
| $3^{\text {rd }}$ grade | G3 | G4 | G5 | G6 | G7 | G8 |  |  |  |
| 9 $^{\text {th }}$ grade | G9 | G10 | G11 | G12 | PS1 | PS2 |  |  |  |

G3, etc.: grade three, etc.; PS1: post-secondary year 1; PS2: post-secondary year 2. Blue cells indicate assessment data is available, and green indicates postsecondary data available.

## Findings

The findings below are primarily based on analytical results from 2012 longitudinal cohort. However, any significant difference between 2012 and 2017 cohorts are specifically addressed.

## Student characteristics

Compared to their same-grade-level peers, children/youth experiencing homelessness tend to be older. A higher proportion of youth experiencing homelessness are youth of color (with the exception of Asian youth) and are receiving special education services. Almost all students experiencing homelessness are from low-income families, measured by eligibility for free- or reduced-price lunch. A greater percentage (around a third) of youth experiencing homelessness were older than what is typical for 9th graders. Among 9th graders, a higher percentage of American Indians and Blacks were homeless than their peers, and a much lower percentage of Asians were homeless. See Table B1 for details.

## School stability and enrollment status

Overall, students not experiencing homelessness were 1.4 time more likely to be enrolled in a single school during the academic year. They were also 1.3 times more likely than youth experiencing homelessness to remain in the same school district throughout the school year. Homeless students attended fewer days at school each year ( 131 days compared to 152 days for their peers) and were less likely to remain enrolled through school year, compared to their peers not experiencing homelessness. These differences were especially pronounced among $9^{\text {th }}$ graders experiencing homelessness. On average, $a 9^{\text {th }}$ grader experiencing homelessness

[^1]attended 119 days of school a year compared to 155 days for their peers. At the end of the school year, only 59 percent of homeless $9^{\text {th }}$ graders remained continually enrolled for the entire academic year compared to 76 percent of their peers. See Table B2 for details.

## Academic achievements over time

The gap in academic achievements (measured by percent meeting state assessments) ${ }^{4}$ between youth experiencing homelessness and their peers was found across all indicators. Third graders not experiencing homelessness were more likely to meet state ELA and math standards than youth experiencing homelessness. This disparity grew as students aged. Students not experiencing homelessness were more than twice as likely to meet state ELA and math standards from sixth grade onwards, compared to youth experiencing homelessness.

For 2012 kindergarteners, the math achievement gap increased by the time they proceed to 5th grade. Students who did not experience homelessness were two times more likely to meet math assessment standard than their homeless peers (See Figure 1, also Table B5). Figure 2 shows, for 2012 3rd graders, the achievement gap persists from 6th to 8th grade, and the gap is larger in math than ELA. ${ }^{5}$ (See also Table B6 in appendix.)

Figure 1. . Odds of meeting assessment standard bteween non-homeless and homeless over grade level, by test subject for 2012 Kindergrateners


Figure 2. . Odds of meeting assessment standard bteween non-homeless and homeless over grade level, by test subject for 2012 3rd graders


## Education achievements and attainments by race/ethnicity

Elementary school cohorts. The differences in achievement between students who experienced homelessness and their peers varied by race and ethnicity. For the 2012 kindergarteners, homeless Asian and American Indian youth performed the poorest compared to their peers. In math, the largest gap was found among homeless American Indian youth and their peers not experiencing homelessness. Over time, the math gap increases among American Indian and White youth from 3rd to 5th grade. The gap in meeting science standards is most pronounced between homeless and non-homeless Asian youth. (See Figure 3.)
3rd grade cohorts. The largest gaps in both English and math assessments between homeless youth and their peers are among Asians and "other racial/ethnic groups." The gaps are the small among American Indians. (See Figure 4.) Overall, being homeless seems to have less of an impact on academic achievement for Hispanic youth. The odds ratio does not fluctuate much over time and is closer to ratio $=1$, compared to other groups (See Figure 4).
assessment type from MSP/HSPE to SBA.
Figure 3. Odds of meeting 5th-grade assessment standards between non-homeless and homeless by race/ethnicity for 2012 Kindergrateners


Figure 4. Odds of meeting 8th-grade assessment standards between non-homeless and homeless by race/ethnicity for 2012 Kindergrateners


High school cohort. Racial/ethnic difference in achievement among high school students does not vary as much among high school students as was found among younger graders (See Figures 5a). Students of not experiencing homelessness are two times more likely to earn a high school diploma than their peers who experienced homelessness. Youth experiencing homelessness were more likely to earn a GED credential. (See Figure 5b; see also Table B7 in appendix)
Students of not experiencing homelessness are more likely to enroll in college in the two years after high school graduation. The gap in college enrollment between youth who have, and have not, experienced homelessness is especially large for enrollment in 4-year

Figure 5a. Odds ratio of \% non-homeless / \% homeless meeting assessment standard 2012-2015, 2012 9th graders




Figure 5b. Odds ratio of percent completing high chool or equivalent diploma between non-homeless and homeless, 2012 9th graders


Note: High school graduation rate presented here is 5 -year graduation rate, with data collected from 2012 to 2017 school years. The missing category is due to small cell count (<10), which is required to be removed from table or figure to be FERPA compliant.

Figure 5c. Odds ratio of \% non-homeless / \% homeless college enrollment, 2012 9th graders


Note: The missing category is due to small cell count (<10), which is required to be removed from table or figure to be FERPA compliant.
institutions. (See Figure 5c; see also Table B8 in appendix.) The 4-year college enrollment gap between students who have and have not experienced homelessness is the largest among Black students and the smallest among Asian students.

## Characteristics of 2017 cohort students

The demographic patterns of students in the 2017 cohort were similar to those of the 2012 cohorts. (See Tables B3 and B4 in Appendix.) There were more students identified as homeless in 2017. It is unclear if the increase in homeless youth represents an upward trend in homeless, or if it is the result of improved data collection and reporting.
Figure 6 shows that the achievement gap between 2017 kindergarteners experiencing homeless and their peers was the largest in math and smallest in physical and language readiness. There was not much gap in kindergarten readiness across race/ethnicity in most domains. (See Table

Figure 6. Odds ratio of meeting WA Kids asssessment standard by homelessness status, 2017 kindergarten cohort


Figure 7. Odds ratio of \% non-homelessness / \% homelessness meeting ELA and Math standards by race/ethnicity, 2017 3rd graders


B9.) Difference in math readiness was larger than non-cognitive or academic domains (e.g. social emotional and physical). For $20173^{\text {rd }}$ graders, achievement gaps in ELA and math between homeless and non-homeless students were the largest among American Indian students and smallest among Hispanic and Asian students. (See Figures 7 \& 8)

## Appendix A. Definition of measures

OSPI adjusted 5-year graduation rate follows first-time 9th graders for five years. If students are confirmed as transfer out of the state, they are removed from the cohort. Those transfer-outs are taken out from both the numerator and denominator. If students transfer in the state, they are added to the cohort and become part of the numerator and denominator. If students drop out or disappear, they remain in the cohort as part of the denominator. The difference between the graduation rates applied by OSPI and this study is demonstrated in the expressions below. The most distinctive difference between these two equations is that this study keeps track of the graduation status of the same group of students over time, while OSPI cohort is adjusted to students' transfer status.

OSPI:
Number of graduates among those (1st time 9th graders who do not transfer out+transfer in)
(Number of 1st time 9th graders in 2012-transfer out+transfer in)

## This study:

Number of graduates among those ever enrolled 9th graders
Number of students who ever enrolled as 9th graders in 2012

Homelessness is a flag in the P-20 Data Warehouse indicating whether or not the student was homeless at any time during the current school year as defined in McKinney-Vento Act, Section 725(2).

Academic achievements are measured by state assessment results, using flags from the P-20 Data Warehouse identifying whether a student met assessment standard of each subject in each grade level. The outcome measures for each grade-year cohort is listed as below. ${ }^{6}$

|  | Grade cohort | State assessments |
| :---: | :---: | :---: |
|  | Kindergarten | $3^{\text {rd }}-5^{\text {th }}$ grade ELA and math; $5^{\text {th }}$ grade science |
| $\stackrel{\widetilde{C}}{.}$ | $3^{\text {rd }}$ grade | $3^{\text {rd }}, 4^{\text {th }}, 6^{\text {th }}-8^{\text {th }}$ grade ELA and math; $8^{\text {th }}$ grade science ${ }^{2}$ |
|  | $9^{\text {th }}$ grade | ELA, math, and science assessment results from $9^{\text {th }}$ through $12^{\text {th }}$ grade. Meeting standard flag is derived from each students' test history in four high school years. |
| $\stackrel{\square}{\square}$ | Kindergarten | Kindergarten readiness (WAKIDS) ${ }^{3}$ in 2017 |
| $\hat{\wedge}^{\text {® }}$ | 3 rd grade | 3 rd grade ELA and math in 2017 |
| 은 | $9^{\text {th }}$ grade | N/A |

6 5th grade assessment results are not included in the analysis, because 2014 is the transition year to SBA when half of students did not have test results in ELA and math. Also, WaKIDS is a statewide measure for kindergarten readiness. However, the participation in WaKIDS was not complete in earlier school years until 2016-17, when there were 77,314 students tested from 1,097 schools and 266 school districts (http://www.k12.wa.us/WaKIDS/Data/default.aspx). Thus, we specifically choose this kindergarten cohort for examining kindergarten readiness.

Educational attainment is measured by whether or not the student completes a high school diploma or receives a GED credential. The two measures are only available for 2012 9th grade cohort.
Post-secondary enrollment is measured by whether or not a 2012 9th grader ever enrolled in any WA public institution during the 2015-16 or 2016-2017 academic years. The enrollment is also categorized by 4 -year or 2-year institution type.

Female is a gender indicator from student enrollment records in 2012 and 2017.
Age at school entry is defined by standard school entry age- 5 year old for kindergarteners, 8
year old for $3^{\text {rd }}$ graders, and 14 year old for $9^{\text {th }}$ graders. Three categories are created to group students' age range based on the standard entry age- younger, at entry age, and older.

Race/ethnicity is extracted from CEDARS student enrollment file, using federal race/ ethnicity category. The "other" category includes a student who is not identified as American Indian/Native American, Asian, Black, Hispanic, or non-Hispanic White.

Income status is measured by a proxy variable of a student's family income, using a flag of a students' eligibility for free- or reduced- price lunch (FRPL). This is currently the only income measure available from student-level data.

Special education refers to whether a student was ever placed in special education program.
School stability is measured by the number of school and district enrollments at different time point a student went through in the same school year.
Days present at school is a measure of a student's school attendance. It is calculated by summing the number of days present from each distinct enrollment period in a school year.

Enrollment status refers to a student's final enrollment status through a school year, such as continually enrolled, transfer, dropout, or others.
High school graduation rate used in this study refers to the percentage of $9^{\text {th }}$ graders who ever enrolled in 2011-2012 school year and graduated in five years (by the end of 2015-2016 school year). The denominator of the calculation is the total number of $9^{\text {th }}$ graders enrolling in 2011-12 school year, and the numerator is the total number of the same cohort who have high school graduation record from 2012-2016 CEDARS historical data. This calculation does not remove anyone who transfer out of WA public school system. Neither does it include those who transfer in. This calculation tracks the same group of $9^{\text {th }}$ graders longitudinally for five years. It is advised to be cautious while comparing this graduation rate with the one from the OSPI statewide report $\operatorname{card}^{7}$, or the graduation rate of students who ever experienced homelessness or in foster care by OSPI.

[^2]Table B1. Student characteristics by homelessness status and grade level, 2012 cohort

|  | 2012 Kindergarten |  |  |  |  |  | 2012 G3 |  |  |  |  |  |  | 2012 G9 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | All | HMLS | $\begin{array}{r} \text { non } \\ \text { HMLS } \end{array}$ | Odds ratio |  | All | HMLS | $\begin{array}{r} \text { non } \\ \text { HMLS } \end{array}$ | $\begin{gathered} \hline \text { Odds } \\ \text { ratio } \end{gathered}$ |  | All | HMLS |  | Odds ratio |
|  | N | \% | \% | \% | $\begin{gathered} \text { non } \\ \text { HMLS/ } \\ \text { HMLS } \\ \hline \end{gathered}$ | N | \% | \% | \% | $\begin{array}{r} \hline \text { non } \\ \text { HMLS/ } \\ \text { HMLS } \end{array}$ | N | \% | \% | \% | $\begin{array}{r} \text { non } \\ \text { HMLS/ } \\ \text { HMLS } \end{array}$ |
| Total | 82,240 | 100.0\% | 100.0\% | 100.0\% |  | 77,073 | 100.0\% | 100.0\% | 100.0\% |  | 83,518 | 100.0\% | 100.0\% | 100.0\% |  |
| Homelessness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes | 2,113 | 2.6\% |  |  |  | 1,787 | 2.3\% |  |  |  | 1,720 | 2.1\% |  |  |  |
| Gender |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Female | 39,764 | 48.4\% | 48.5\% | 48.3\% | 1.0 | 37,664 | 48.9\% | 48.7\% | 48.9\% | 1.0 | 40,132 | 48.1\% | 48.9\% | 48.0\% | 1.0 |
| Age at school entry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Younger | 1,575 | 1.9\% | 1.8\% | 1.9\% | 1.1 | 1,306 | 1.7\% | 1.3\% | 1.7\% | 1.3 | 2,207 | 2.6\% | 1.8\% | 2.7\% | 1.5 |
| Entry age | 76,246 | 92.7\% | 90.5\% | 92.8\% | 1.0 | 69,120 | 89.7\% | 83.3\% | 89.8\% | 1.1 | 67,174 | 80.4\% | 65.5\% | 80.7\% | 1.2 |
| Older | 4,419 | 5.4\% | 7.8\% | 5.3\% | 0.7 | 6,647 | 8.6\% | 15.4\% | 8.5\% | 0.6 | 14,137 | 16.9\% | 32.8\% | 16.6\% | 0.5 |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AI/NA | 1,090 | 1.3\% | 2.6\% | 1.3\% | 0.5 | 1,233 | 1.6\% | 4.0\% | 1.5\% | 0.4 | 1,508 | 1.8\% | 5.6\% | 1.7\% | 0.3 |
| Asian | 5,137 | 6.2\% | 1.0\% | 6.4\% | 6.4 | 5,602 | 7.3\% | 1.5\% | 7.4\% | 4.9 | 5,870 | 7.0\% | 2.3\% | 7.1\% | 3.1 |
| Black | 3,538 | 4.3\% | 7.9\% | 4.2\% | 0.5 | 3,407 | 4.4\% | 9.1\% | 4.3\% | 0.5 | 4,284 | 5.1\% | 14.1\% | 4.9\% | 0.3 |
| Hispanic | 19,416 | 23.6\% | 31.9\% | 23.4\% | 0.7 | 16,198 | 21.0\% | 31.3\% | 20.8\% | 0.7 | 15,752 | 18.9\% | 23.5\% | 18.8\% | 0.8 |
| White | 45,860 | 55.8\% | 45.3\% | 56.0\% | 1.2 | 44,891 | 58.2\% | 44.3\% | 58.6\% | 1.3 | 50,684 | 60.7\% | 44.5\% | 61.0\% | 1.4 |
| Others | 7,199 | 8.8\% | 11.2\% | 8.7\% | 0.8 | 5,742 | 7.5\% | 9.7\% | 7.4\% | 0.8 | 5,420 | 6.5\% | 9.9\% | 6.4\% | 0.6 |
| Income status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FRPLeligible | 41,590 | 50.6\% | 96.5\% | 49.4\% | 0.5 | 39,865 | 51.7\% | 97.3\% | 50.6\% | 0.5 | 40,168 | 48.1\% | 94.6\% | 47.1\% | 0.5 |
| Special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes | 9,403 | 11.4\% | 16.1\% | 11.3\% | 0.7 | 12,023 | 15.6\% | 24.8\% | 15.4\% | 0.6 | 10,078 | 12.1\% | 20.6\% | 11.9\% | 0.6 |

Table B2. School stability, presence, and enrollment status by homelessness status and grade level, 2012 cohort

|  | 2012 Kindergarten |  |  |  |  |  | 2012 G3 |  |  |  |  |  |  | 2012 G9 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | All | HMLS | $\begin{array}{r} \text { non } \\ \text { HMLS } \end{array}$ |  |  | All | HMLS | $\begin{array}{r} \text { non } \\ \text { HMLS } \end{array}$ |  |  | All | HMLS | $\begin{array}{r} \text { non } \\ \text { HMLS } \end{array}$ |  |
|  | N | \% | \% | \% | Odds ratio | N | \% | \% | \% | Odds ratio | N | \% | \% | \% | Odds ratio |
| School stability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Enrolled in only 1 school | 75,458 | 91.8\% | 64.4\% | 92.5\% | 1.4 | 71,539 | 92.8\% | 66.4\% | 93.4\% | 1.4 | 74,896 | 89.7\% | 62.7\% | 90.2\% | 1.4 |
| Enrolled in only 1 district | 77,488 | 94.2\% | 70.3\% | 94.9\% | 1.3 | 72,979 | 94.7\% | 70.8\% | 95.3\% | 1.3 | 78,001 | 93.4\% | 69.1\% | 93.9\% | 1.4 |
| Average days present | 82,240 | 151 | 131 | 152 | 1.2 | 77,073 | 159 | 146 | 159 | 1.1 | 83,618 | 152 | 119 | 153 | 1.3 |
| Stayed enrolled as final enrollment status | 67,459 | 82.0\% | 66.0\% | 82.5\% | 1.3 | 65,176 | 84.6\% | 68.8\% | 84.9\% | 1.2 | 63,488 | 76.0\% | 59.1\% | 76.4\% | 1.3 |

Table B3. School stability, presence, and enrollment status by homelessness status and grade level, 2017 cohort

Table B4. Student characteristics by homelessness status and grade level, 2017 cohort

|  | 2012 Kindergarten |  |  |  |  |  | 2012 G3 |  |  |  |  |  |  | 2012 G9 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All |  | HMLS | $\begin{array}{r} \text { non } \\ \text { HMLS } \end{array}$ | Odds ratio |  | All | HMLS | $\begin{aligned} & \text { non } \\ & \text { HMLS } \end{aligned}$ | Odds ratio |  | All | HMLS | $\begin{aligned} & \text { non } \\ & \text { HMLS } \end{aligned}$ | Odds ratio |
|  | N | \% | \% | \% |  | N | \% | \% | \% |  | N | \% | \% | \% |  |
| Total | 84,789 | 100.0\% | 100.0\% | 100.0\% |  | 84,863 | 100.0\% | 100.0\% | 100.0\% |  | 84,908 | 100.0\% | 100.0\% | 100.0\% |  |
| Homelessness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes | 3,014 | 3.6\% | -- | -- |  | 2,632 | 3.1\% | -- | -- |  | 2,553 | 3.0\% |  |  |  |
| Gender |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Female | 40,864 | 48.2\% | 47.9\% | 48.2\% | 1.0 | 41,563 | 49.0\% | 49.2\% | 49.0\% | 1.0 | 41,374 | 48.7\% | 49.4\% | 48.7\% | 1.0 |
| Age at school entry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Younger | 707 | 0.8\% | 0.4\% | 0.8\% | 2.0 | 1,119 | 1.3\% | 1.1\% | 1.3\% | 1.2 | 2,264 | 2.7\% | 2.4\% | 2.7\% | 1.1 |
| Entry age | 78,839 | 93.0\% | 91.8\% | 93.0\% | 1.0 | 77,516 | 91.3\% | 88.5\% | 91.4\% | 1.0 | 72,846 | 85.8\% | 77.0\% | 86.1\% | 1.1 |
| Older | 5,243 | 6.2\% | 7.8\% | 6.1\% | 0.8 | 6,228 | 7.3\% | 10.4\% | 7.2\% | 0.7 | 9,798 | 11.5\% | 20.6\% | 11.2\% | 0.5 |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AI/NA | 1,121 | 1.3\% | 2.6\% | 1.3\% | 0.5 | 1,166 | 1.4\% | 3.2\% | 1.3\% | 0.4 | 1,270 | 1.5\% | 4.1\% | 1.4\% | 0.3 |
| Asian | 6,142 | 7.2\% | 1.3\% | 7.5\% | 5.8 | 6,195 | 7.3\% | 1.8\% | 7.5\% | 4.2 | 6,650 | 7.8\% | 2.9\% | 8.0\% | 2.8 |
| Black | 3,776 | 4.5\% | 9.3\% | 4.3\% | 0.5 | 3,506 | 4.1\% | 11.4\% | 3.9\% | 0.3 | 3,886 | 4.6\% | 11.8\% | 4.4\% | 0.4 |
| Hispanic | 20,354 | 24.0\% | 34.2\% | 23.6\% | 0.7 | 20,845 | 24.6\% | 29.7\% | 24.4\% | 0.8 | 18,591 | 21.9\% | 30.0\% | 21.6\% | 0.7 |
| White | 44,860 | 52.9\% | 39.2\% | 53.4\% | 1.4 | 44,838 | 52.8\% | 39.5\% | 53.3\% | 1.3 | 47,680 | 56.2\% | 39.3\% | 56.7\% | 1.4 |
| Others | 8,536 | 10.1\% | 13.4\% | 9.9\% | 0.7 | 8,313 | 9.8\% | 14.4\% | 9.6\% | 0.7 | 6,831 | 8.0\% | 11.9\% | 7.9\% | 0.7 |
| Income status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FRPLeligible | 41,253 | 48.7\% | 98.6\% | 46.8\% | 0.5 | 48,186 | 56.8\% | 99.2\% | 55.4\% | 0.6 | 47,583 | 56.0\% | 98.5\% | 54.7\% | 0.6 |
| Special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes | 10,498 | 12.4\% | 16.9\% | 12.2\% | 0.7 | 15,431 | 18.2\% | 25.1\% | 18.0\% | 0.7 | 14,878 | 17.5\% | 25.5\% | 17.3\% | 0.7 |

Table B5. Percent meeting assessment standard homelessness status and race/ethnicity across grade level from 2012-17, 2012 kindergarteners

|  | Homeless |  |  | Non-homeless |  |  | Odds Ratio =nonHMLS/HMLS |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | G3 | G4 | G5 | G3 | G4 | G5 | G3 | G4 | G5 |
| All |  |  |  |  |  |  |  |  |  |
| ELA met standard | 28.6\% | 30.5\% | 34.0\% | 50.5\% | 55.3\% | 58.2\% | 1.8 | 1.8 | 1.7 |
| Math met standard | 31.7\% | 29.7\% | 24.5\% | 54.9\% | 53.9\% | 48.4\% | 1.7 | 1.8 | 2.0 |
| Science met standard |  |  | 42.7\% |  |  | 62.7\% |  |  | 1.5 |
| ELA met standard |  |  |  |  |  |  |  |  |  |
| AI/NA | 13.00\% | 22.70\% | 14.30\% | 26.40\% | 30.50\% | 30.80\% | 2.03 | 1.34 | 2.15 |
| Asian | 21.10\% | 38.90\% | 27.80\% | 66.80\% | 73.40\% | 76.30\% | 3.17 | 1.89 | 2.74 |
| Black | 21.60\% | 27.00\% | 24.10\% | 33.80\% | 37.50\% | 39.20\% | 1.56 | 1.39 | 1.63 |
| Hispanic | 22.50\% | 22.90\% | 30.50\% | 32.80\% | 37.90\% | 40.90\% | 1.46 | 1.66 | 1.34 |
| White | 34.90\% | 37.70\% | 39.80\% | 58.00\% | 62.80\% | 65.50\% | 1.66 | 1.67 | 1.65 |
| Other | 30.80\% | 27.40\% | 32.30\% | 50.30\% | 54.50\% | 57.60\% | 1.63 | 1.99 | 1.78 |
| Math met standard |  |  |  |  |  |  |  |  |  |
| Al/NA | 19.60\% | 11.40\% | 8.60\% | 30.80\% | 29.80\% | 24.10\% | 1.57 | 2.61 | 2.80 |
| Asian | 36.80\% | 33.30\% | 33.30\% | 73.50\% | 74.80\% | 70.60\% | 2.00 | 2.25 | 2.12 |
| Black | 24.50\% | 22.20\% | 19.80\% | 35.90\% | 34.30\% | 28.00\% | 1.47 | 1.55 | 1.41 |
| Hispanic | 22.80\% | 23.40\% | 18.80\% | 38.50\% | 37.20\% | 31.00\% | 1.69 | 1.59 | 1.65 |
| White | 40.00\% | 37.30\% | 29.70\% | 61.90\% | 61.00\% | 55.40\% | 1.55 | 1.64 | 1.87 |
| Other | 32.30\% | 26.40\% | 25.70\% | 53.80\% | 52.70\% | 47.50\% | 1.67 | 2.00 | 1.85 |
| Science met standard |  |  |  |  |  |  |  |  |  |
| Al/NA |  |  | 34.30\% |  |  | 35.40\% |  |  | 1.03 |
| Asian |  |  | 38.90\% |  |  | 76.10\% |  |  | 1.96 |
| Black |  |  | 28.40\% |  |  | 38.80\% |  |  | 1.37 |
| Hispanic |  |  | 35.40\% |  |  | 43.50\% |  |  | 1.23 |
| White |  |  | 51.50\% |  |  | 71.90\% |  |  | 1.40 |
| Other |  |  | 40.70\% |  |  | 60.80\% |  |  | 1.49 |

Table B6. Percent meeting assessment standard homelessness status and race/ethnicity across grade level from 2012-17, 2012 3rd graders

Odds Ratio =


Table B7. High school education achievement and attainment 2012-2015 by homeless status and race, $20129^{\text {th }}$ graders

|  | Homeless |  | Non-homeless |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | Percent | N | Percent | Odds ratio |
| ELA met standard |  |  |  |  |  |
| All | 930 | 61.2\% | 67,264 | 85.9\% | 1.4 |
| Al/NA | 45 | 54.2\% | 970 | 73.8\% | 1.4 |
| Asian | 24 | 68.6\% | 5,174 | 91.2\% | 1.3 |
| Black | 99 | 49.3\% | 2,790 | 73.4\% | 1.5 |
| Hispanic | 222 | 61.8\% | 11,341 | 78.4\% | 1.3 |
| White | 448 | 65.2\% | 42,736 | 88.9\% | 1.4 |
| Other | 92 | 59.7\% | 4,253 | 84.7\% | 1.4 |
| Math met standard |  |  |  |  |  |
| All | 782 | 51.5\% | 62,654 | 80.0\% | 1.6 |
| AI/NA | 35 | 42.2\% | 812 | 61.7\% | 1.5 |
| Asian | 24 | 68.6\% | 5,198 | 91.7\% | 1.3 |
| Black | 80 | 39.8\% | 2,373 | 62.4\% | 1.6 |
| Hispanic | 192 | 53.5\% | 9,962 | 68.9\% | 1.3 |
| White | 372 | 54.1\% | 40,413 | 84.1\% | 1.6 |
| Other | 79 | 51.3\% | 3,896 | 77.6\% | 1.5 |
| Science met standard |  |  |  |  |  |
| All | 742 | 48.8\% | 62,220 | 79.5\% | 1.6 |
| Al/NA | 35 | 42.2\% | 788 | 59.9\% | 1.4 |
| Asian | 20 | 57.1\% | 4,984 | 87.9\% | 1.5 |
| Black | 80 | 39.8\% | 2,274 | 59.8\% | 1.5 |
| Hispanic | 170 | 47.4\% | 9,629 | 66.6\% | 1.4 |
| White | 367 | 53.4\% | 40,714 | 84.7\% | 1.6 |
| Other | 70 | 45.5\% | 3,831 | 76.3\% | 1.7 |
| Graduate from high school in 5 years |  |  |  |  |  |
| All | 712 | 45.8\% | 63,075 | 77.5\% | 1.7 |
| Al/NA | 32 | 35.5\% | 798 | 61.6\% | 1.7 |
| Asian | 20 | 52.0\% | 4,953 | 87.3\% | 1.7 |
| Black | 78 | 40.3\% | 2,468 | 68.2\% | 1.7 |
| Hispanic | 179 | 50.8\% | 10,585 | 71.7\% | 1.4 |
| White | 335 | 47.0\% | 40,975 | 79.2\% | 1.7 |
| Other | 68 | 40.4\% | 4,296 | 75.5\% | 1.9 |
| GED earned |  |  |  |  |  |
| All | 143 | 8.3\% | 2,767 | 3.4\% | 0.4 |
| Al/NA | 11 | 11.5\% | 86 | 6.1\% | 0.5 |
| Asian |  |  | 71 | 1.2\% |  |
| Black | 26 | 10.7\% | 196 | 4.9\% | 0.5 |
| Hispanic | 26 | 6.4\% | 460 | 3.0\% | 0.5 |
| White | 66 | 8.6\% | 1743 | 3.5\% | 0.4 |
| Other | 10 | 5.9\% | 211 | 4.0\% | 0.7 |

Table B8. Postsecondary enrollment in 2016-2017 by homeless status and race, $20129^{\text {th }}$ graders

| Homeless |  |  |  |  | Non-homeless |  |
| :--- | ---: | ---: | ---: | ---: | ---: | :---: |
| N |  |  |  |  |  |  |
| Percent |  | N | Percent | Odds ratio |  |  |
| Postsecondary enrollment | 620 | $36.0 \%$ | 44,543 | $54.5 \%$ | 1.5 |  |
| All | 24 | $25.0 \%$ | 517 | $36.6 \%$ | 1.5 |  |
| Al/NA | 15 | $37.5 \%$ | 4,234 | $72.6 \%$ | 1.9 |  |
| Asian | 110 | $45.3 \%$ | 2,144 | $53.1 \%$ | 1.2 |  |
| Black | 142 | $35.1 \%$ | 7,244 | $47.2 \%$ | 1.3 |  |
| Hispanic | 265 | $34.6 \%$ | 27,619 | $55.3 \%$ | 1.6 |  |
| White | 64 | $37.4 \%$ | 2,785 | $53.1 \%$ | 1.4 |  |
| Other | 64 |  |  |  |  |  |
| Enrolled in 2-year institution |  |  |  |  |  |  |
| All | 541 | $87.3 \%$ | 30,036 | $67.4 \%$ | 0.8 |  |
| Al/NA | 31 | $86.1 \%$ | 661 | $75.9 \%$ | 0.9 |  |
| Asian | 20 | $62.5 \%$ | 4,797 | $51.4 \%$ | 0.8 |  |
| Black | 169 | $90.4 \%$ | 2,825 | $71.9 \%$ | 0.8 |  |
| Hispanic | 181 | $83.4 \%$ | 9,183 | $68.6 \%$ | 0.8 |  |
| White | 354 | $82.5 \%$ | 33,237 | $62.3 \%$ | 0.8 |  |
| Other | 91 | $91.9 \%$ | 3,388 | $65.5 \%$ | 0.7 |  |
| Enrolled in 4-year institution |  |  |  |  |  |  |
| All | 79 | $12.7 \%$ | 14,507 | $32.6 \%$ | 2.6 |  |
| Al/NA |  |  | 210 | $24.1 \%$ |  |  |
| Asian | 12 | $37.5 \%$ | 4,545 | $48.7 \%$ | 1.3 |  |
| Black | 18 | $9.6 \%$ | 1,106 | $28.1 \%$ | 2.9 |  |
| Hispanic | 36 | $16.6 \%$ | 4,196 | $31.4 \%$ | 1.9 |  |
| White | 75 | $17.5 \%$ | 20,083 | $37.7 \%$ | 2.2 |  |
| Other |  |  | 1,782 | $34.5 \%$ |  |  |
|  |  |  |  |  |  |  |

Table B9. Kindergarten readiness, 2017 kindergarten cohort

|  | Homeless | Non-homeless | Odds ratio |
| :--- | :---: | :---: | :---: |
| Kindergarten readiness |  |  |  |
| Met standard: Social emotion | $55.5 \%$ | $70.0 \%$ | 1.3 |
| Met standard: Physical | $67.1 \%$ | $78.3 \%$ | 1.2 |
| Met standard: Language | $66.2 \%$ | $79.8 \%$ | 1.2 |
| Met standard: Cognitive | $58.0 \%$ | $76.3 \%$ | 1.3 |
| Met standard: Literacy | $60.9 \%$ | $81.4 \%$ | 1.3 |
| Met standard: Math | $41.4 \%$ | $66.4 \%$ | 1.6 |
| Ready in six domains | $24.7 \%$ | $46.6 \%$ | 1.9 |


| Met standard: Social emotion |  |  |  |
| :--- | :--- | :--- | :--- |
| AI/NA | $58.0 \%$ | $56.4 \%$ | 1.0 |
| Asian | $71.4 \%$ | $74.1 \%$ | 1.0 |
| Black | $50.5 \%$ | $63.2 \%$ | 1.3 |
| Hispanic | $57.3 \%$ | $65.7 \%$ | 1.1 |
| White | $53.9 \%$ | $72.2 \%$ | 1.3 |
| Other | $57.2 \%$ | $70.1 \%$ | 1.2 |


| Met standard: Physical |  |  |  |
| :--- | :--- | :--- | :--- |
| Al/NA | $56.5 \%$ | $69.0 \%$ | 1.2 |
| Asian | $85.7 \%$ | $83.6 \%$ | 1.0 |
| Black | $71.4 \%$ | $74.3 \%$ | 1.0 |
| Hispanic | $65.8 \%$ | $74.3 \%$ | 1.1 |
| White | $67.3 \%$ | $79.8 \%$ | 1.2 |
| Other | $67.7 \%$ | $78.7 \%$ | 1.2 |


| Met standard: Language |  |  |  |
| :--- | :--- | :--- | :--- |
| AI/NA | $69.6 \%$ | $71.8 \%$ | 1.0 |
| Asian | $64.3 \%$ | $78.5 \%$ | 1.2 |
| Black | $68.2 \%$ | $77.1 \%$ | 1.1 |
| Hispanic | $58.2 \%$ | $68.3 \%$ | 1.2 |
| White | $71.5 \%$ | $85.1 \%$ | 1.2 |
| Other | $68.9 \%$ | $82.5 \%$ | 1.2 |
| Met standard: Cognitive |  |  |  |
| Al/NA | $47.8 \%$ | $66.0 \%$ | 1.4 |
| Asian | $64.3 \%$ | $81.0 \%$ | 1.3 |
| Black | $56.4 \%$ | $70.2 \%$ | 1.2 |
| Hispanic | $56.1 \%$ | $66.9 \%$ | 1.2 |
| White | $60.2 \%$ | $80.5 \%$ | 1.3 |
| Other | $59.3 \%$ | $77.3 \%$ | 1.3 |


|  | Homeless | Non-homeless | Odds ratio |
| :--- | :--- | :--- | :--- |
| Met standard: Literacy |  |  |  |
| Al/NA | $55.1 \%$ | $71.7 \%$ | 1.3 |
| Asian | $78.6 \%$ | $87.5 \%$ | 1.1 |
| Black | $63.6 \%$ | $80.4 \%$ | 1.3 |
| Hispanic | $51.3 \%$ | $65.5 \%$ | 1.3 |
| White | $67.0 \%$ | $87.6 \%$ | 1.3 |
| Other | $65.0 \%$ | $83.6 \%$ | 1.3 |
| Met standard: Math |  |  |  |
| AI/NA | $33.3 \%$ | $50.0 \%$ | 1.5 |
| Asian | $67.9 \%$ | $79.7 \%$ | 1.2 |
| Black | $48.6 \%$ | $62.9 \%$ | 1.3 |
| Hispanic | $30.4 \%$ | $46.8 \%$ | 1.5 |
| White | $47.7 \%$ | $73.8 \%$ | 1.5 |
| Other | $45.5 \%$ | $68.0 \%$ | 1.5 |
| Ready in six domains |  |  |  |
| Al/NA | $21.7 \%$ | $31.9 \%$ | 1.5 |
| Asian | $39.3 \%$ | $55.6 \%$ | 1.4 |
| Black | $28.2 \%$ | $41.7 \%$ | 1.5 |
| Hispanic | $18.0 \%$ | $30.7 \%$ | 1.7 |
| White | $28.2 \%$ | $53.0 \%$ | 1.9 |
| Other | $27.8 \%$ | $48.3 \%$ | 1.7 |
|  |  |  |  |


[^0]:    1 ESSB 6032 also requires to consider specific needs of children/youth of color and those with special education needs. Due to small sample size for students of homelessness and foster care, disaggregating by special education status results some cell counts fewer than 10 . Thus, to protect the identity of students, this part of analysis was not reported. Instead, statewide distribution of enrollment in special education program by homeless status is reported.

    2 For example, the 2012 cohort was selected because, at the time of the analysis, postsecondary data was only available up to the 2016-2017 academic year. Thus, 9 th graders in 2012 were the most recent study cohort we could use and also examine students' postsecondary enrollment.

[^1]:    3 Based on WAC 392-335-010 uniform entry age for kindergarten.

[^2]:    7 See "Technical Note" for more details.

