2019

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

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, 9th graders in 2012 were the most recent study cohort we could use and also examine students' postsecondary enrollment.

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 analy	sis	years ³
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					Longitu	dinal cohort
	Starting year			Fo	llow-up sc	hool years
Grade-level	2012	2013	2014	2015	2016	2017
Kindergarten	К	G1	G2	G3	G4	G5
3 rd grade	G3	G4	G5	G6	G7	G8
9 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 9th graders experiencing homelessness. On average, a 9th grader experiencing homelessness

³ Based on WAC 392-335-010 uniform entry age for kindergarten.

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 9th 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 2. Odds of meeting assessment standard between non-homeless and homeless over grade level, by test subject for 2012 3rd graders



- 4 The achievement gap here refers to the odds ratio of the proportion of meeting assessment standard between homeless and non-homeless students. The calculation is expressed as: (percent of non-homeless meeting standard) ÷ (percent of homeless meeting standard). A value greater than one indicates higher achievement for youth not experiencing homelessness, relative to youth who are. A value at or near one indicates parity between youth who are, and are not, experiencing homelessness. This equation also applies to the calculation for race/ethnicity.
- 5 The boost of achievement gap (odds ratio) between 4th and 6th grade might be from the change of

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







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 2017 3rd 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 rd – 5 th grade ELA and math; 5 th grade science
hal	3 rd grade	$3^{\rm rd}, 4^{\rm th}$, $6^{\rm th}$ - $8^{\rm th}$ grade ELA and math; $8^{\rm th}$ grade science²
2012 longitudi cohort	9 th grade	ELA, math, and science assessment results from 9 th through 12 th grade. Meeting standard flag is derived from each students' test history in four high school years.
ot	Kindergarten	Kindergarten readiness (WAKIDS) ³ in 2017
L7 psho	3 rd grade	3 rd grade ELA and math in 2017
202 sna	9 th grade	N/A

^{6 5}th 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 (<u>http://www.k12.wa.us/WaKIDS/Data/default.aspx</u>). 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 3rd graders, and 14 year old for 9th 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 9th 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 9th 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 9th graders longitudinally for five years. It is advised to be cautious while comparing this graduation rate with the one from the OSPI statewide report card⁷, or the graduation rate of students who ever experienced homelessness or in foster care by OSPI.

⁷ See "Technical Note" for more details.

			2	012 Kinde	ergarten					2012 G3					012 G9
		All	HMLS	non HMLS	Odds ratio		AII	HMLS	non HMLS	Odds ratio		All	HMLS		Odds ratio
	Z	%	%	%	HMLS/ HMLS/ non	Z	%	%	%	HMLS/ HMLS/ non	Z	%	%	%	HMLS non non
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 en	try														
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															
FRPL eligible	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 educatio	П														
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 B1. Student characteristics by homelessness status and grade level, 2012 cohort

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012 G9		Odds ratio		1.4	1.4	1.3	1.3		012 G9	Odds ratio	HMLS/ HMLS/
2(non HMLS	%		90.2%	93.9%	153	76.4%		2		%
	HMLS	%		62.7%	69.1%	119	59.1%			HMLS	%
	All	%		89.7%	93.4%	152	76.0%			AII	%
		Z		74,896	78,001	83,618	63,488				Z
012 G3		Odds ratio		1.4	1.3	1.1	1.2	17 cohort	12 G3	Odds ratio	HMLS/ HMLS/
	non HMLS	%		93.4%	95.3%	159	84.9%	: level, 20	2C	non HMLS	*
	HMLS	%		66.4%	70.8%	146	68.8%	and grade		HMLS	%
	AII	%		92.8%	94.7%	159	84.6%	s status a		All	%
		z		71,539	72,979	77,073	65,176	melessnes			Z
rgarten		Odds ratio		1.4	1.3	1.2	1.3	tus by ho	garten	Odds ratio	HMLS/ IMLS/ non
012 Kinde	non HMLS	%		92.5%	94.9%	152	82.5%	ment sta	12 Kinderg	non HMLS	× –
2	HMLS	%		64.4%	70.3%	131	66.0%	and enrol	20	HMLS	%
	All	%		91.8%	94.2%	151	82.0%	esence, a		AII	%
		z		75,458	77,488	82,240	67,459	tability, pr			z
1		I	School stability	Enrolled in only 1 school	Enrolled in only 1 district	Average days present	Stayed enrolled as final enroll- ment status	Table B3. School s			

1.3

93.8%

70.3%

93.1%

79,061

1.3

94.8%

72.6%

94.2%

79,903

1.3

91.7%

71.9%

91.0%

77,168

Enrolled in only 1 school

School stability

1.3

95.4%

74.5%

94.7%

80,429

1.3

96.2%

75.6%

95.5%

81,063

1.2

95.9%

77.1%

95.2%

80,735

Enrolled in only 1 district

1.2

160

129

159

84,908

1.1

165

151

164

84,863

1.1

158

139

157

84,789

Average days present 1.2

80.8%

67.1%

80.4%

68,236

1.3

85.0%

67.8%

84.5%

71,691

1.3

82.6%

65.0%

82.0%

69,493

Stayed enrolled as final enrollment status

			20	12 Kinder	garten				20	12 G3				20	12 G9
		All	HMLS	non HMLS	Odds ratio		All	HMLS	non HMLS	Odds ratio		All	HMLS	non HMLS	Odds ratio
	Z	%	%	%		z	%	%	%		z	%	%	%	
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%	-	1		2,632	3.1%	1	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 en	try														
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															
FRPL eligible	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 educatio	Ц														
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 B4. Student characteristics by homelessness status and grade level, 2017 cohort

	Homeless	5		Non-hom	eless		Odds =nonH	Ratio HMLS/H	IMLS
	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									
AI/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									
AI/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 B5. Percent meeting assessment standard homelessness status and race/ethnicity across grade level from 2012-17, 2012 kindergarteners

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

				Но	meless				nonHc	meless		no	Od nHLN	ds Rat 4S/HL	io = _MS
	G3	G4	G6	G7	G8	G3	G4	G6	G7	G8	G3	G4	G6	G7	G8
All															
ELA met standard	46.4%	52.9%	26.6%	30.0%	29.8%	69.2%	73.0%	53.3%	58.1%	58.5%	1.5	1.4	2.0	1.9	2.0
Math met standard	41.1%	37.8%	19.8%	21.6%	21.0%	65.8%	63.2%	45.2%	49.6%	47.8%	1.6	1.7	2.3	2.3	2.3
Science met standard					41.0%					67.0%					1.6
ELA met standard															
AI/NA	39.1%	50.0%	20.3%	32.8%	23.2%	52.1%	54.7%	28.9%	32.4%	32.0%	1.3	1.1	1.4	1.0	1.4
Asian	38.5%	50.0%	33.3%	41.7%	43.5%	78.7%	83.2%	75.1%	79.2%	79.9%	2.0	1.7	2.3	1.9	1.8
Black	39.5%	51.8%	25.2%	25.4%	23.0%	56.4%	61.2%	37.0%	40.7%	40.5%	1.4	1.2	1.5	1.6	1.8
Hispanic	35.8%	46.0%	21.0%	24.9%	23.7%	52.4%	57.9%	34.8%	40.2%	41.4%	1.5	1.3	1.7	1.6	1.7
White	56.7%	60.4%	32.8%	34.5%	36.8%	75.2%	78.4%	59.1%	64.0%	64.2%	1.3	1.3	1.8	1.9	1.7
Other	43.4%	42.5%	19.2%	26.8%	23.1%	70.2%	73.4%	53.2%	56.8%	56.7%	1.6	1.7	2.8	2.1	2.5
Math met star	ndard														
AI/NA	33.3%	37.1%	15.6%	18.8%	10.7%	44.8%	40.9%	23.6%	26.4%	25.1%	1.3	1.1	1.5	1.4	2.3
Asian	30.8%	41.7%	33.3%	41.7%	30.4%	81.1%	81.4%	69.7%	74.7%	73.7%	2.6	2.0	2.1	1.8	2.4
Black	35.5%	32.4%	15.6%	16.9%	14.3%	49.0%	47.3%	27.2%	29.5%	27.6%	1.4	1.5	1.7	1.7	1.9
Hispanic	35.2%	31.4%	13.8%	17.5%	18.7%	49.0%	48.1%	25.9%	31.1%	30.5%	1.4	1.5	1.9	1.8	1.6
White	49.5%	44.9%	26.3%	26.8%	25.7%	71.6%	68.0%	51.1%	55.4%	53.3%	1.4	1.5	1.9	2.1	2.1
Other	30.7%	30.1%	13.0%	12.7%	14.9%	65.9%	62.9%	43.6%	47.3%	44.4%	2.1	2.1	3.4	3.7	3.0
Science met st	andard														
AI/NA					26.8%					45.4%					1.7
Asian					52.2%					78.9%					1.5
Black					24.6%					44.8%					1.8
Hispanic					34.9%					46.7%					1.3
White					50.7%					73.0%					1.4
Other					34.3%					63.3%					1.8

Table B7. High school education achievement and attainment 2012-2015 by homeless status and race, 2012 9th graders

	F	lomeless	Non-	homeless	
	Ν	Percent	Ν	Percent	Odds ratio
ELA met star	ndard				
All	930	61.2%	67,264	85.9%	1.4
AI/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 st	andard				
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
AI/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 fro	om high se	chool in 5 ye	ears		
All	712	45.8%	63,075	77.5%	1.7
AI/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
AI/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

		Homeless	Non-I	homeless	
	Ν	Percent	Ν	Percent	Odds ratio
Postsecond	ary enro	llment			
All	620	36.0%	44,543	54.5%	1.5
AI/NA	24	25.0%	517	36.6%	1.5
Asian	15	37.5%	4,234	72.6%	1.9
Black	110	45.3%	2,144	53.1%	1.2
Hispanic	142	35.1%	7,244	47.2%	1.3
White	265	34.6%	27,619	55.3%	1.6
Other	64	37.4%	2,785	53.1%	1.4
Enrolled in	2-year in	stitution			
All	541	87.3%	30,036	67.4%	0.8
AI/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 in	stitution			
All	79	12.7%	14,507	32.6%	2.6
AI/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 B8. Postsecondary enrollment in 2016-2017 by homeless status and race, 2012 9th graders

	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			
AI/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			
AI/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

Table B9. Kindergarten readiness, 2017 kindergarten cohort

	Homeless	Non-homeless	Odds ratio
Met standard: Literacy			
AI/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			
AI/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



