Students Experiencing Homelessness
in Washington's K-12 Public Schools

2016-17

Trends, Characteristics and Academic Outcomes

October 2018

Schoolhouse
WASHINGTON

a project of **BUILDING CHANGES**

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This analysis was conducted by Schoolhouse Washington, a project of **BUILDING CHANGES**

Acknowledgments

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*This analysis was conducted by **Schoolhouse Washington**, a project of **BUILDING CHANGES***

Overview

Background and Purpose

The number of students identified as experiencing homelessness in Washington's K-12 public schools has risen sharply over the past decade, and these students face a variety of barriers to success in school.

The federal McKinney-Vento Homeless Assistance Act and Washington's Homeless Student Stability Act play essential roles in protecting students experiencing homelessness. However, given the magnitude of the problem of student homelessness and the limited resources invested to address it, the needs of many students are not met.

This is the first in a series of reports from Schoolhouse Washington, a project of Building Changes, that analyzes state data on student homelessness to levels of detail that, to our knowledge, never before have been reported.

This report provides new insights into trends, characteristics and academic outcomes of students experiencing homelessness in Washington's K-12 public schools.

Our hope is that this series of reports will enhance the knowledge of school district administrators, school principals, teachers and counselors, as well as state and local policymakers. We hope they will use this knowledge to improve and better tailor services to students experiencing homelessness – and their families – across the entire state of Washington.

> *Building Changes* *believes that everyone in Washington can be stably housed. We strengthen the leaders, organizations and systems that make it possible. Learn more at* *buildingchanges.org.*
>
> *Schoolhouse Washington, a project of Building Changes, is an initiative to improve housing stability and advance educational success for the more than 40,000 students in our state who experience homelessness. Learn more at* *schoolhousewa.org.*

Key Findings

> *Students experiencing homelessness have academic outcomes well below those of students who are housed.*

> *Six out of 10 students experiencing homelessness are students of color.*

> *Students experiencing homelessness who are living doubled-up have similarly poor academic outcomes as those living in hotels/motels, in shelters and unsheltered.*

TRENDS

- **40,934** students in Washington's K-12 public schools were experiencing homelessness in 2016-17.

- The number of students experiencing homelessness in Washington is **growing**, particularly in the doubled-up and unsheltered categories.

- The prevalence of student homelessness is **growing faster** in Washington than the national average.

- Washington had the **sixth highest** number and **eighth highest** percentage of students experiencing homelessness in the 50 states and the District of Columbia (2015-16).

CHARACTERISTICS

Grade level

- Students experiencing homelessness are in every grade level. **Grade 12** has the largest number of students experiencing homelessness. Almost half (47%) of students experiencing homelessness are **grade 5 or younger**.

Doubled-up

- **74 percent** of students experiencing homelessness are in doubled-up situations (living with relatives, friends or other persons due to loss of housing, economic hardship or a similar reason).

- Academic and disciplinary outcomes for students experiencing homelessness who are living doubled-up are **similar** to those for students living in hotels/motels, in shelters and unsheltered for the following outcomes:

    o Regular attendance rate

    o Suspension rate

    o English language arts proficiency rate

    o Mathematics proficiency rate

    o Dual credit enrollment rate

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Race/Ethnicity

- American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, and students of two or more races are **overrepresented** in the population of students experiencing homelessness.

- The percentages of students experiencing homelessness among Black/African American (8.8%), Native Hawaiian/Other Pacific Islander (8.0%) and American Indian/Alaska Native (7.8%) **far exceed** the average for all students experiencing homelessness (3.5%).

Special Education and English Language Learners

- Students experiencing homelessness are **more likely** to be English language learners (16%) and in special education (20%) than their housed peers (11% and 13% respectively).

ACADEMIC OUTCOMES

- Students experiencing homelessness have a **62 percent** regular attendance rate. This is **substantially lower** than the rates for their housed peers (86%) and housed low-income students (81%).

- **10 percent** of students experiencing homelessness were suspended at least once during the school year. This is **twice the rate** for their housed peers (5%) and **higher** than the rate for housed low-income students (7%).

- **34 percent** of students experiencing homelessness are proficient in English language arts. This is **substantially below** the rate for their housed peers (60%) and **below** the rate for housed low-income students (44%).

- **24 percent** of students experiencing homelessness are proficient in mathematics. This is about **half** the rate for their housed peers (49%) and **below** the rate for housed low-income students (34%).

- **43 percent** of students experiencing homelessness pass all their courses in grade 9. This is **substantially below** the rates for their housed peers (73%) and housed low-income students (60%).

- **38 percent** of students experiencing homelessness in grades 9 to 12 enroll in dual credit courses. This is **below** the rates for their housed peers (56%) and housed low-income students (48%).

- **55 percent** of students experiencing homelessness graduate within four years. This is **substantially below** the four-year (on-time) graduation rate for their housed peers (81%) and housed low-income students (72%).

- **61 percent** of students experiencing homelessness graduate within five years. This is **substantially below** the five-year (extended) graduation rate for their housed peers (84%) and housed low-income students (75%).

Data Sources and Methods

Section 1 of this report presents data on statewide prevalence and trends based on annual counts released by the Washington State Office of Superintendent of Public Instruction (OSPI)[1] and national comparisons based on data through 2015-16 (the most recent year available) from the National Center for Homeless Education[2] and the U.S. Department of Education.[3]

The data presented in Sections 2 and 3 of this report are computed from an administrative dataset that Building Changes obtained from OSPI in March 2018 via data-sharing agreement. The dataset includes unsuppressed school-level data on 2,313 public schools and programs in the state's K-12 system for the 2016-17 school year.

We derive statewide averages from summed school-level counts of students in each particular subgroup combination. For example, the percentage of students experiencing homelessness who are eligible for special education is computed by summing the number of students experiencing homelessness in special education across schools and dividing by the total number of students experiencing homelessness in the state. Our analysis incorporates all public school types, including alternative and reengagement schools and programs, and grade levels from kindergarten to grade 12. Additional details regarding the calculation of particular measures are included in the relevant sections.

The dataset includes some duplication of student counts due to the school-level structure. For some measures, students who transferred between schools during the school year may be included in counts at more than one school. The counts and statistics in Sections 2 and 3 therefore may vary from numbers reported by OSPI, which are based on student-level counts by school district. Our dataset includes information on 1,216,724 students overall and 42,223 students experiencing homelessness (OSPI reported district-level counts of 1,103,269 students in 2016-17 and 40,934 students experiencing homelessness).

Ideally, we would use student-level data (instead of school-level) to calculate unduplicated counts and percentages, but that was not possible for this project. However, this school-level dataset allows us to calculate approximate counts and percentages to explore outcomes for particular groups (for example, graduation rates for doubled-up students) that to our knowledge have not been previously reported at a statewide level.

All analyses and interpretations within this report are those of Schoolhouse Washington, a project of Building Changes, and do not necessarily reflect the views of OSPI.

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[1] For more information on OSPI, please visit www.k12.wa.us. For OSPI counts of students experiencing homelessness, please visit www.k12.wa.us/HomelessEd/Data.aspx.

[2] nche.ed.gov

[3] www.ed.gov

Definitions

Homelessness: The federal McKinney-Vento Act defines children experiencing homelessness as "individuals who lack a fixed, regular and adequate nighttime residence," including the following situations:

- Children and youth who are:
    - sharing housing due to loss of housing, economic hardship or a similar reason;
    - living in motels, hotels, trailer parks or campgrounds due to lack of alternative accommodations;
    - living in emergency or transitional shelters; or
    - abandoned in hospitals.

- Children and youth whose primary nighttime residence is not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

- Migratory children and youth living in any of the above situations.[4]

Nighttime Residence: Per federal and state requirements, OSPI collects data each year on the number and status of students experiencing homelessness, including data on students' nighttime residence as determined at the time the student is identified. For many students, however, housing status is fluid and therefore they may move between categories over time.

This report uses the following terms and definitions from OSPI to categorize students' nighttime residence:

- *Doubled-up*: Children and youth (including runaway and unaccompanied youth)[5] who live with relatives, friends or other persons due to loss of housing, economic hardship or a similar reason.

- *Hotels/Motels:* Children and youth residing in hotels/motels due to lack of alternative housing.

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[4] For more information, see OSPI's Education of Homeless Children and Youth website at www.k12.wa.us/HomelessEd/default.aspx.
[5] Unaccompanied youth are defined as a "homeless child or youth not in the physical custody of a parent or guardian." [42 U.S.C. § 11434a(6)]

- *Shelters:* Children and youth living in supervised facilities designed to provide temporary living accommodations including (but not limited to) homeless shelters, domestic violence shelters or transitional housing.[6]
- *Unsheltered:* Children and youth living in abandoned buildings, campgrounds, vehicles, trailer parks, FEMA shelters, bus or train stations, substandard or inadequate housing, on the "streets," or in similar situations. This category also includes children and youth abandoned in hospitals.[7]

Low-income: Students are identified as low-income if they are eligible for free or reduced-price meals under the National School Lunch Program or School Breakfast Program. In this report, we present outcomes for low-income students who are housed. That is, we have removed results for students experiencing homelessness from the low-income student results.

Race/Ethnicity Categories: Schools are required to collect data on students' race and ethnicity annually and report the data to OSPI. These data are reported to the U.S. Department of Education using the following federally mandated race/ethnicity categories:

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino of any race
- Native Hawaiian/Other Pacific Islander
- Two or more races
- White

This report uses the federally mandated race/ethnicity categories listed above. We recognize, however, that these broad categories can obscure outcomes and characteristics for subgroups of students within each category. Beginning in 2018-19, schools in Washington will be required to collect more detailed race/ethnicity data including further disaggregation of students in the Black/African American, Asian, White, and two or more races categories.[8]

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[6] The Every Student Succeeds Act (ESSA) removed "awaiting foster care placement" from the definition of homeless children and youth.
(See www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf for more information). The updated definition was incorporated in OSPI's data collection beginning in the 2017-18 school year. Since our data covers the 2014-15 through 2016-17 school year, students awaiting foster care placement are included in this category.

[7] See OSPI's Comprehensive Education Data and Research System (CEDARS) Data Manual at www.k12.wa.us/CEDARS/pubdocs/2017-18CEDARSDataManual.pdf for more information.

[8] 4SHB 1541, Chapter 72, Laws of 2016. For additional information, see "Race & Ethnicity Student Data: Guidance for Washington's Public Education System" from the Race and Ethnicity Student Data Task Force convened by OSPI at www.k12.wa.us/Workgroups/RET/pubdocs/RESDTaskForce2017GuidanceWAPublicEducationSystem.pdf.

Section 1: Statewide Prevalence, Trends and National Comparison of Students Experiencing Homelessness

This section details the number of students experiencing homelessness in Washington, how that number has changed over time, and how Washington compares to all states using annual data from state education agencies and the U.S. Department of Education.

Key Findings

The number of students experiencing homelessness in Washington's K-12 public schools is growing, particularly in the doubled-up and unsheltered categories. (pp. 8-9)

- The number of students experiencing homelessness in Washington has more than doubled over the past 10 years. Statewide, 40,934 students were experiencing homelessness in 2016-17.

- The vast majority (74%) of students experiencing homelessness are in doubled-up living situations. The number of doubled-up students has almost tripled over the past 10 years, from 11,069 students in 2007-08 to 30,090 students in 2016-17.

- The number of unsheltered students has also risen sharply since 2007-08, totaling 2,753 students in 2016-17. Much of the increase has occurred in the past four years, including a 29 percent increase (equivalent to more than 600 students) in the past year alone.

Washington has one of the highest rates of student homelessness in the country. (pp. 10-12)

- Between 2009-10 and 2015-16 (the most recent year national comparison data are available), the percentage of students experiencing homelessness in Washington rose from 2.1 percent to 3.6 percent, while nationally, the percentage rose from 1.8 percent to 2.6 percent.

- Among the 50 states and the District of Columbia, Washington had the sixth highest number and eighth highest percentage of students experiencing homelessness in 2015-16.

Data Exhibits

Figure 1:
Number of Students Experiencing Homelessness in Washington, 2007-08 to 2016-17

Data by year:
- 2007-08: 18,670
- 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
- 2016-17: 40,934
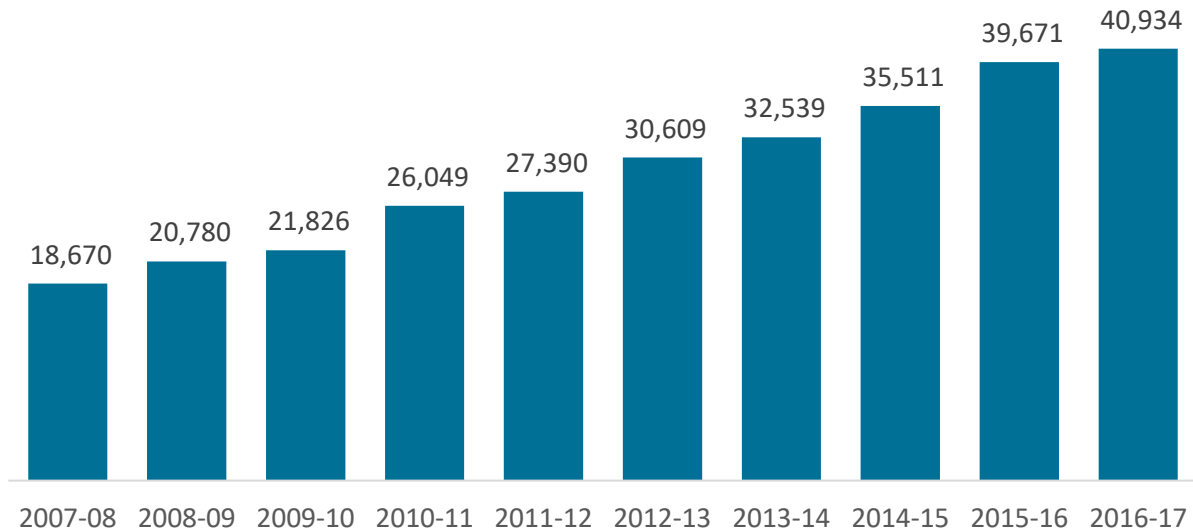
Figure 2:
Distribution of Students Experiencing Homelessness by Nighttime Residence, 2016-17

- Unsheltered, 7%
- Shelters, 13%
- Hotels/Motels, 6%
- Doubled-Up, 74%

Selected Finding:
74 percent of students experiencing homelessness live with relatives, friends or other persons due to loss of housing or economic hardship.
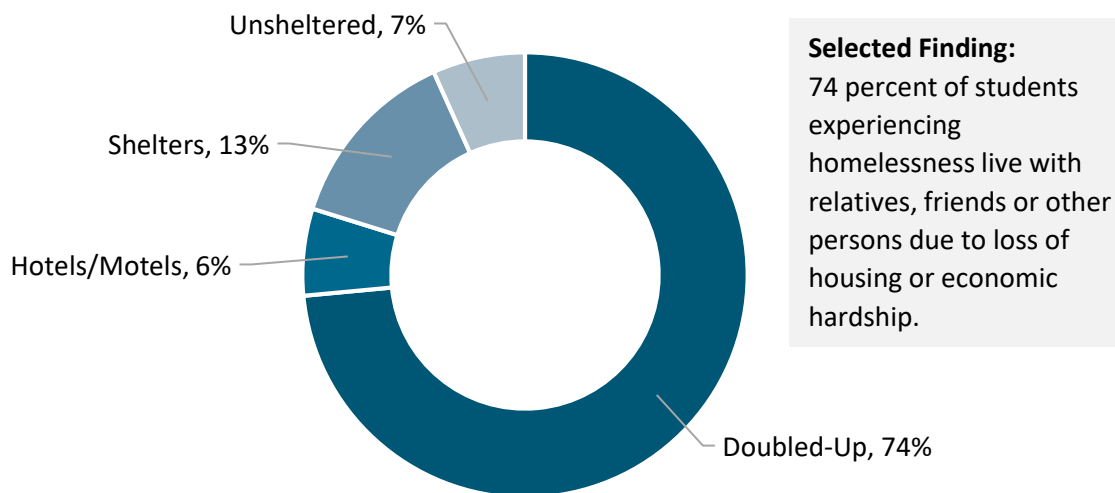
Source for Figures 1 and 2: Washington State Office of Superintendent of Public Instruction, Education of Homeless Children and Youth, Data Collection and Reports. Retrieved from www.k12.wa.us/HomelessEd/Data.aspx.

This analysis was conducted by **Schoolhouse Washington,** *a project of* **BUILDING CHANGES**

Figure 3:
Number of Students Experiencing Homelessness by Nighttime Residence, 2007-08 to 2016-17

■ Doubled-Up ■ Hotels/Motels ■ Shelters ■ Unsheltered
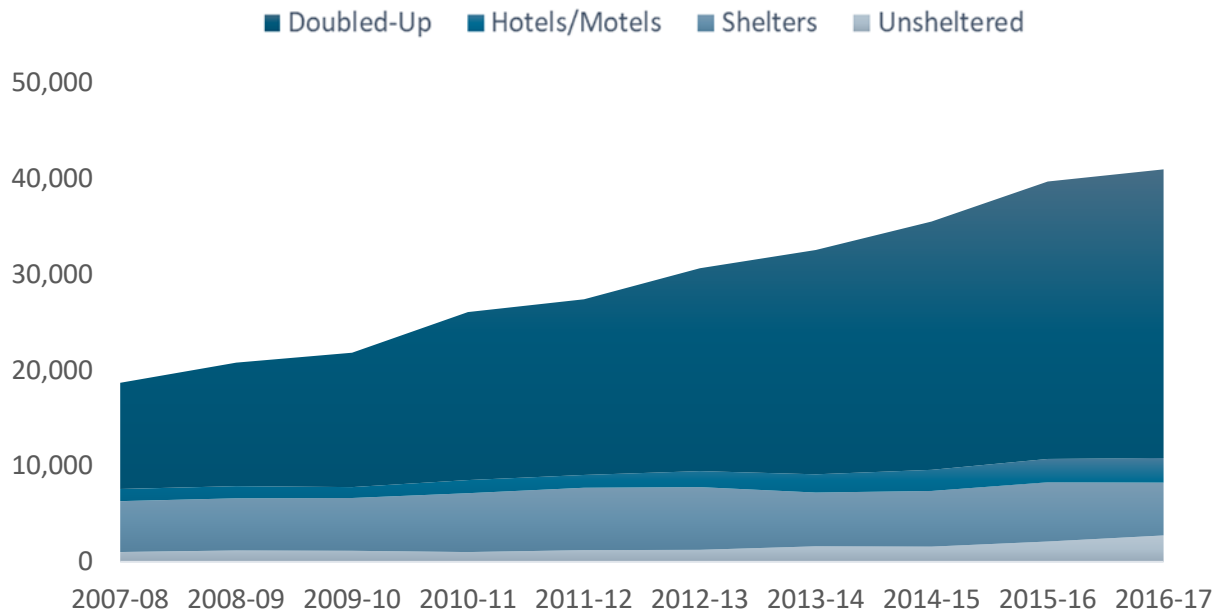
Figure 4:
Percentage Change in Number of Students Experiencing Homelessness by Nighttime Residence, 2007-08 to 2016-17 (Indexed to 2007-08)

■—Doubled-Up ◆—Hotels/Motels ▲—Shelters ●—Unsheltered

Selected Finding: The numbers of doubled-up and unsheltered students have grown the fastest since 2007-08.
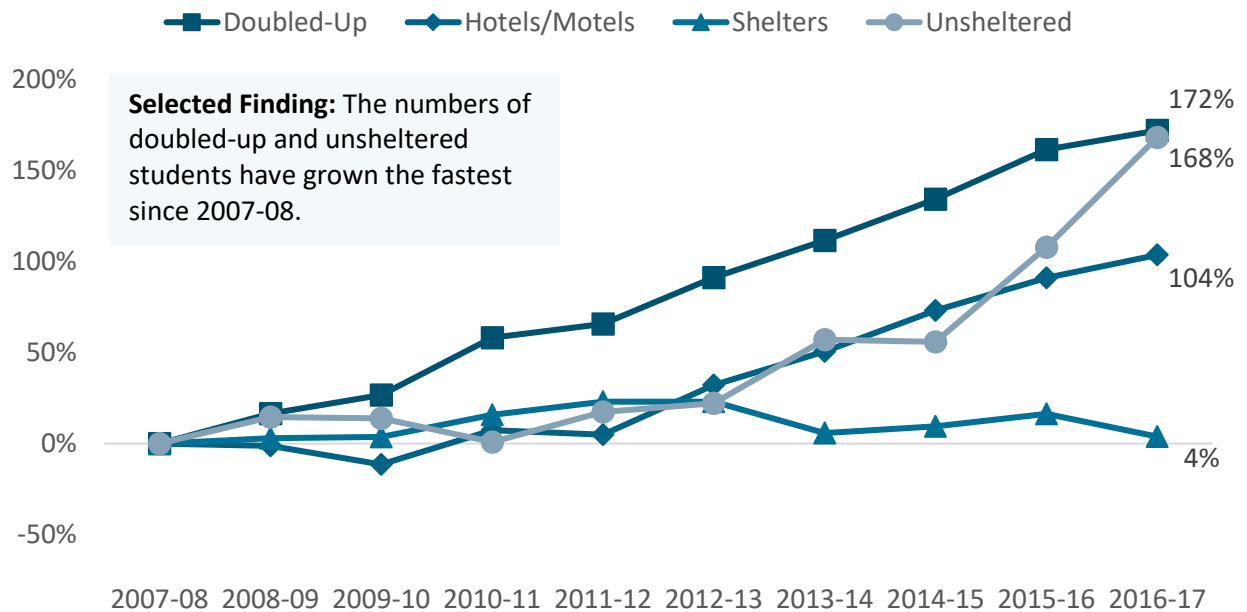
Source for Figures 3 and 4: Washington State Office of Superintendent of Public Instruction, Education of Homeless Children and Youth, Data Collection and Reports. Retrieved from www.k12.wa.us/HomelessEd/Data.aspx.

Figure 5:
Percentage of Students Experiencing Homelessness, State and National, 2009-10 to 2015-16

■— Washington ◆— National

Washington: 2.1%, 2.5%, 2.6%, 2.9%, 3.1%, 3.3%, 3.6%

National: 1.8%, 2.1%, 2.3%, 2.4%, 2.6%, 2.5%, 2.6%
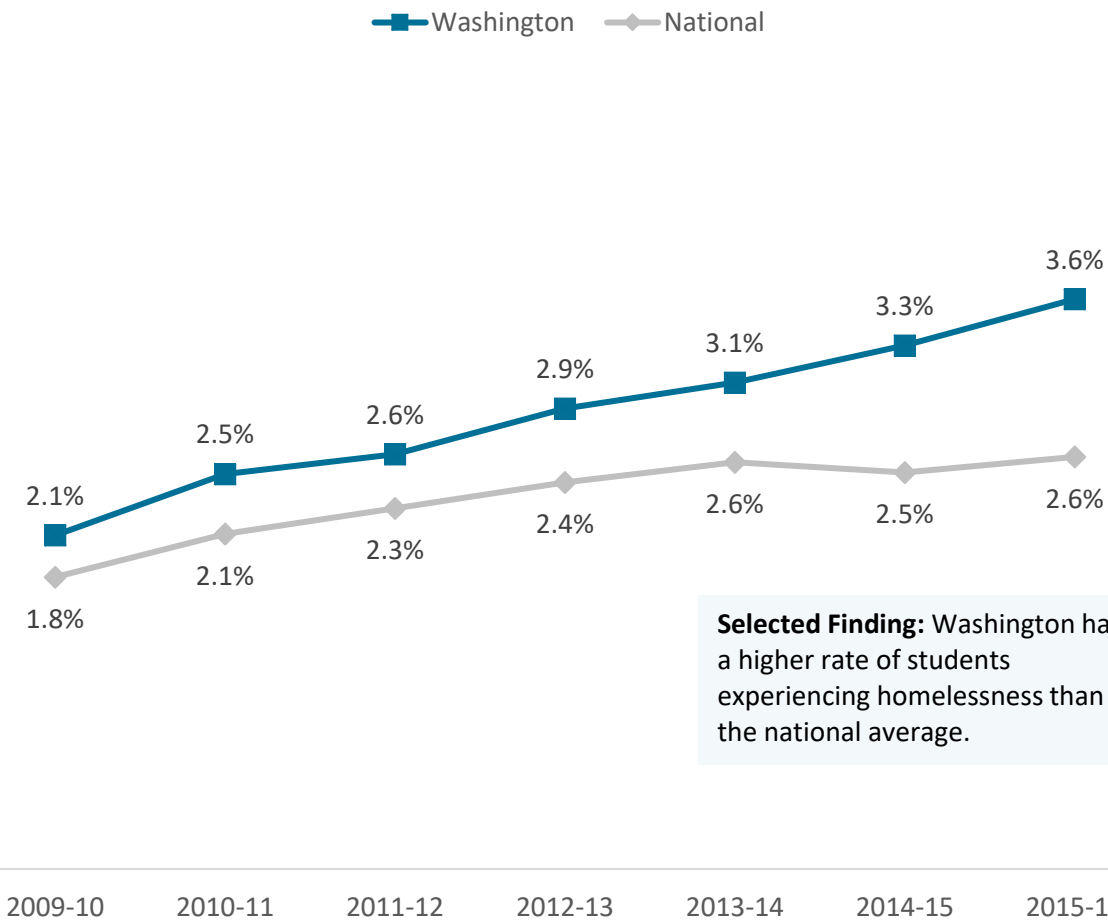
Selected Finding: Washington has a higher rate of students experiencing homelessness than the national average.

2009-10   2010-11   2011-12   2012-13   2013-14   2014-15   2015-16

Sources: Data through the 2015-16 school year (the most recent national data available) from the following: National Center for Homeless Education. (2017). *Federal Data Summary School Years 2013-14 to 2015-16: Education for Homeless Children and Youth*. Retrieved from nche.ed.gov/pr/data_comp.php; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). Retrieved from nces.ed.gov/ccd/elsi; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2016, Table 204.75c*, Retrieved from nces.ed.gov/programs/digest/d16/tables/dt16_204.75c.asp.

Note: National rates exclude counts of students experiencing homelessness in Maine and Oklahoma in 2009-10 and Oklahoma in 2010-11. California changed its data collection system in 2014-15, which decreased the count of students experiencing homelessness in the state that year.

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Selected Finding: Washington has the sixth highest number of students experiencing homelessness among the 50 states and the District of Columbia.

Source: Data through the 2015-16 school year (the most recent national data available) from the following: National Center for Homeless Education. (2017). *Federal Data Summary School Years 2013-14 to 2015-16: Education for Homeless Children and Youth*. Retrieved from nche.ed.gov/pr/data_comp.php.

Figure 7:
Percentage of Students Experiencing Homelessness by State, 2015-16

District of Columbia	
New York	
Nevada	
Oregon	
Kentucky	
California	
Oklahoma	
Washington	3.6%
Missouri	
West Virginia	
New Mexico	
Alaska	
Louisiana	
Michigan	
Florida	
Colorado	
Illinois	
Idaho	
Arkansas	
Delaware	
Utah	
Arizona	
Massachusetts	
Georgia	
Texas	
Wisconsin	
Hawaii	
Montana	
North Dakota	
Minnesota	
Mississippi	
Alabama	
Kansas	
South Carolina	
Maryland	
New Hampshire	
Wyoming	
Ohio	
Indiana	
North Carolina	
Tennessee	
South Dakota	
Virginia	
Pennsylvania	
Iowa	
Vermont	
Maine	
Nebraska	
New Jersey	
Rhode Island	
Connecticut	

Selected Finding: Washington has the eighth highest percentage of students experiencing homelessness among the 50 states and the District of Columbia.

Source: Data through the 2015-16 school year (the most recent national data available) from the following: National Center for Homeless Education. (2017). *Federal Data Summary School Years 2013-14 to 2015-16: Education for Homeless Children and Youth*. Retrieved from nche.ed.gov/pr/data_comp.php; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). Retrieved from nces.ed.gov/ccd/elsi.

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Section 2: Demographics and Characteristics of Students Experiencing Homelessness in Washington, 2016-17

This section describes demographics and characteristics of students experiencing homelessness in Washington, including students' nighttime residence, race/ethnicity, grade level, special education status, and English language learner status.[9]

Key Findings

Student homelessness affects some racial/ethnic groups disproportionately. (pp. 14-16)

- Six out of 10 students experiencing homelessness are students of color. American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, and students of two or more race are overrepresented in the population of students experiencing homelessness.

- The percentage of students experiencing homelessness among Black/African American (8.8%), Native Hawaiian/Other Pacific Islander (8.0%) and American Indian/Alaska Native (7.8%) far exceed the average for all students experiencing homelessness (3.5%).

- Black/African American students experiencing homelessness are the least likely to be doubled-up and the most likely to be in shelter. The percentage of Black/African American students in shelter (28%) is more than twice that in the overall population of students experiencing homelessness (13%).

Students experiencing homelessness are in every grade. (pp. 17-18)

- More students are experiencing homelessness in grade 12 than in any other grade level.

- Almost half (47%) of students experiencing homelessness are grade 5 or younger.

Students experiencing homelessness are more likely to be in special education and to be English language learners. (pp. 19-20)

- The percentage of students experiencing homelessness enrolled in special education (20%) is considerably higher than that of their housed peers (13%).

- The percentage of students experiencing homelessness who are English language learners (16%) is higher than that of their housed peers (11%).

- Across categories of nighttime residence, doubled-up students are the least likely to be in special education and the most likely to be English language learners.

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[9] The data in this section are computed using an administrative dataset that Building Changes obtained from the Office of Superintendent of Public Instruction in Spring 2018.

Figure 8:
Percentage of Students Experiencing Homelessness by Race/Ethnicity, 2016-17

Race/Ethnicity	Percentage
Black/African American	8.8%
Native Hawaiian/Other Pacific Islander	8.0%
American Indian/Alaska Native	7.8%
Two or More Races	4.5%
Hispanic/Latino	4.5%
White	2.6%
Asian	1.0%
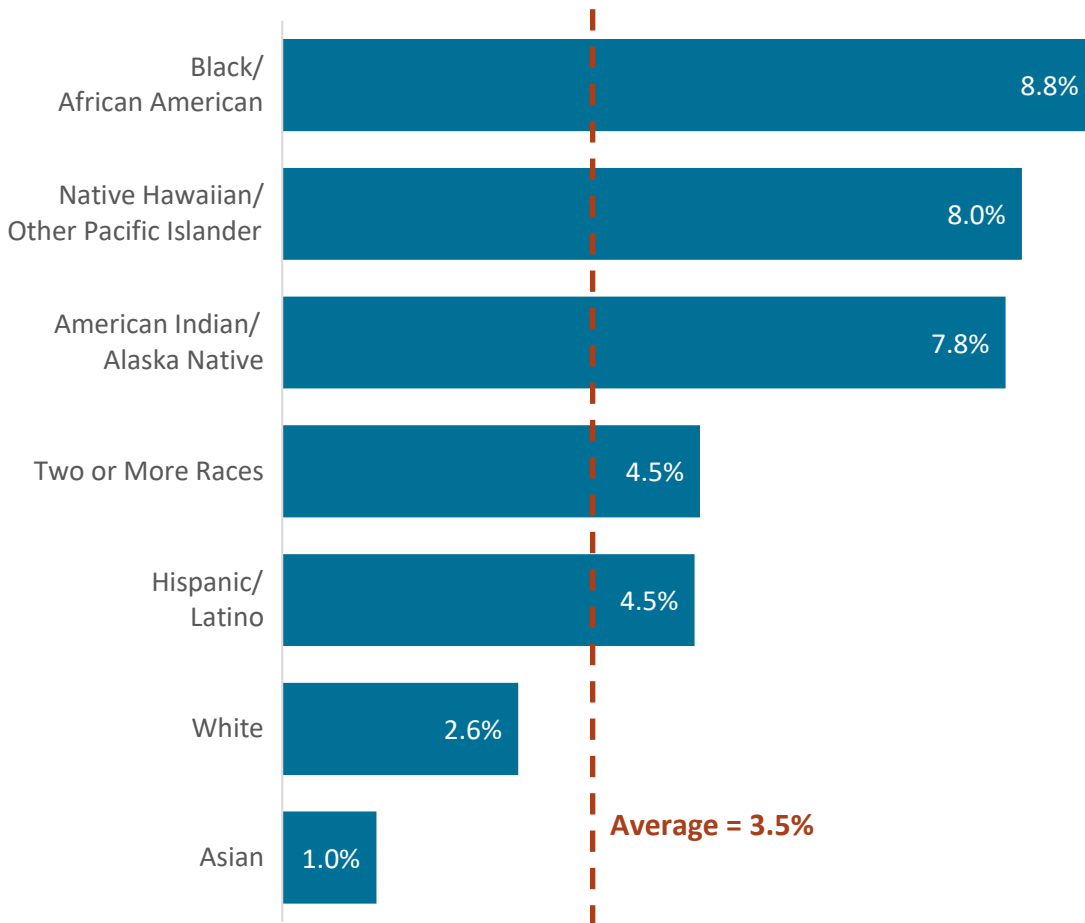
Average = 3.5%

Selected Finding: Rates of experiencing homelessness are more than twice the statewide average for Black/African American, Native Hawaiian/Other Pacific Islander and American Indian/Alaska Native students.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A1 for more detail.

Distribution of Students by Race/Ethnicity and Housing Status, 2016-17

■ Students Experiencing Homelessness   ■ All Students

American Indian/
Alaska Native — 3%
1%

Asian — 2%
7%

Black/
African American — 12%
5%

Hispanic/
Latino — 30%
23%

Native Hawaiian/
Other Pacific Islander — 3%
1%

Two or More Races — 10%
8%

White — 40%
54%

Selected Finding: 12 percent of all students experiencing homelessness are Black/African American while 5 percent of all students are Black/African American.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A1 for more detail. Totals may not equal 100 percent due to rounding.

Distribution of Nighttime Residence of Students Experiencing Homelessness by Race/Ethnicity, 2016-17

Legend: ■ Doubled-Up ■ Hotels/Motels ■ Shelters ■ Unsheltered

Race/Ethnicity	Doubled-Up	Hotels/Motels	Shelters	Unsheltered
American Indian/Alaska Native	76%	5%	13%	7%
Asian	79%	3%	14%	3%
Black/African American	60%	8%	28%	3%
Hispanic/Latino	78%	5%	10%	7%
Native Hawaiian/Other Pacific Islander	74%	7%	14%	5%
Two or More Races	71%	7%	15%	7%
White	74%	6%	12%	8%

Selected Finding: Proportionately fewer Black/African American students experiencing homelessness are doubled-up and proportionately more are in shelters, in comparison with other racial/ethnic groups.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A2 for more detail. Totals may not equal 100 percent due to rounding.

Grade	Number
K	3,319
1	3,326
2	3,461
3	3,354
4	3,269
5	3,111
6	3,013
7	2,714
8	2,800
9	2,799
10	2,898
11	3,255
12	4,904

Selected Finding: Grade 12 has the largest number of students experiencing homelessness of any grade level.
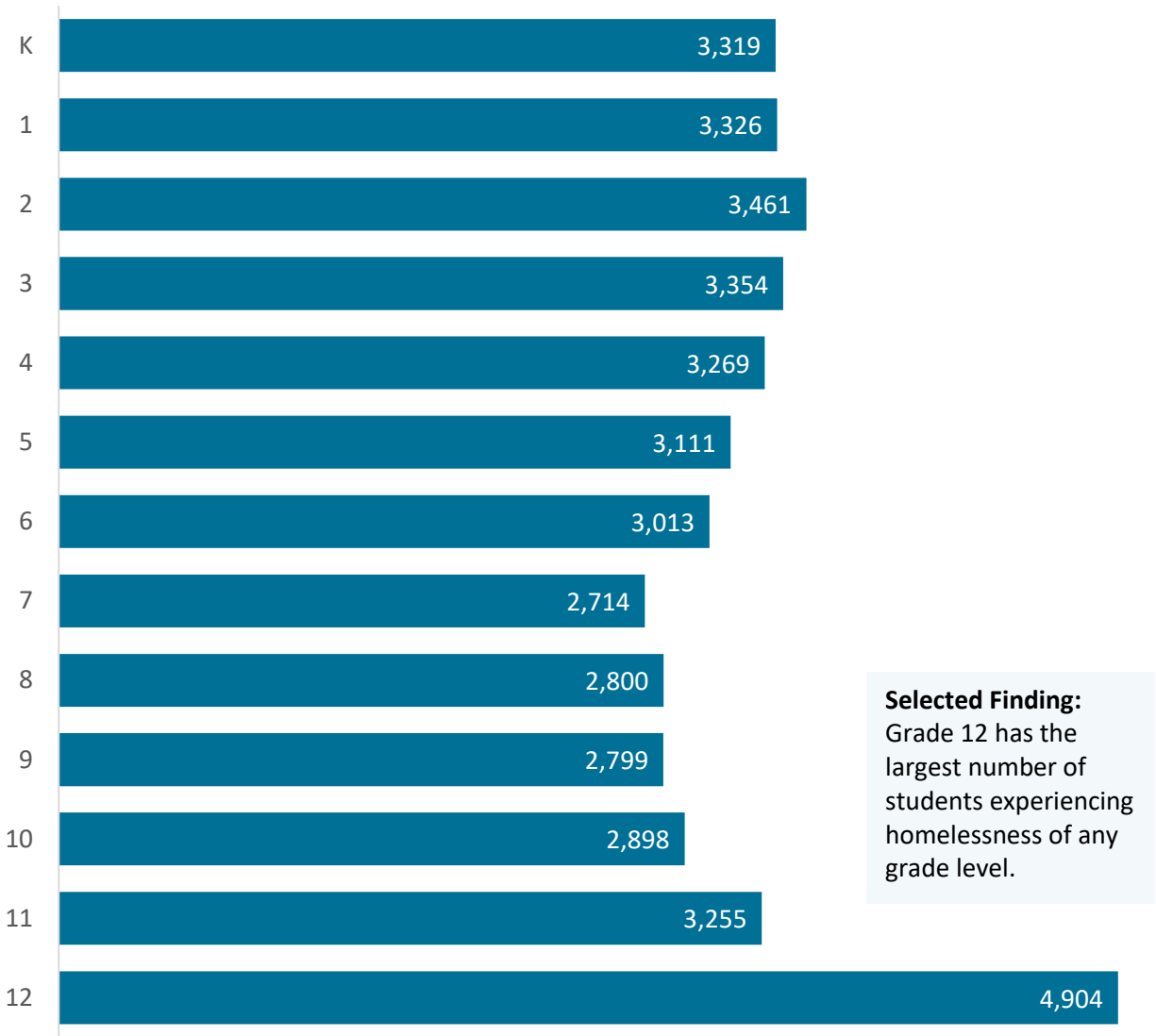
Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A3 for more detail.

Figure 12:
Distribution of Nighttime Residence of Students Experiencing Homelessness by Grade Level, 2016-17

■ Doubled-Up ■ Hotels/Motels ■ Shelters ■ Unsheltered

Grade	Doubled-Up	Hotels/Motels	Shelters	Unsheltered
K	74%	6%	14%	7%
1	72%	6%	16%	6%
2	73%	7%	14%	6%
3	69%	7%	16%	8%
4	72%	7%	14%	7%
5	72%	8%	15%	6%
6	72%	8%	13%	6%
7	70%	8%	15%	7%
8	71%	7%	15%	7%
9	73%	7%	13%	7%
10	74%	5%	15%	7%
11	78%	4%	11%	7%
12	79%	3%	11%	8%
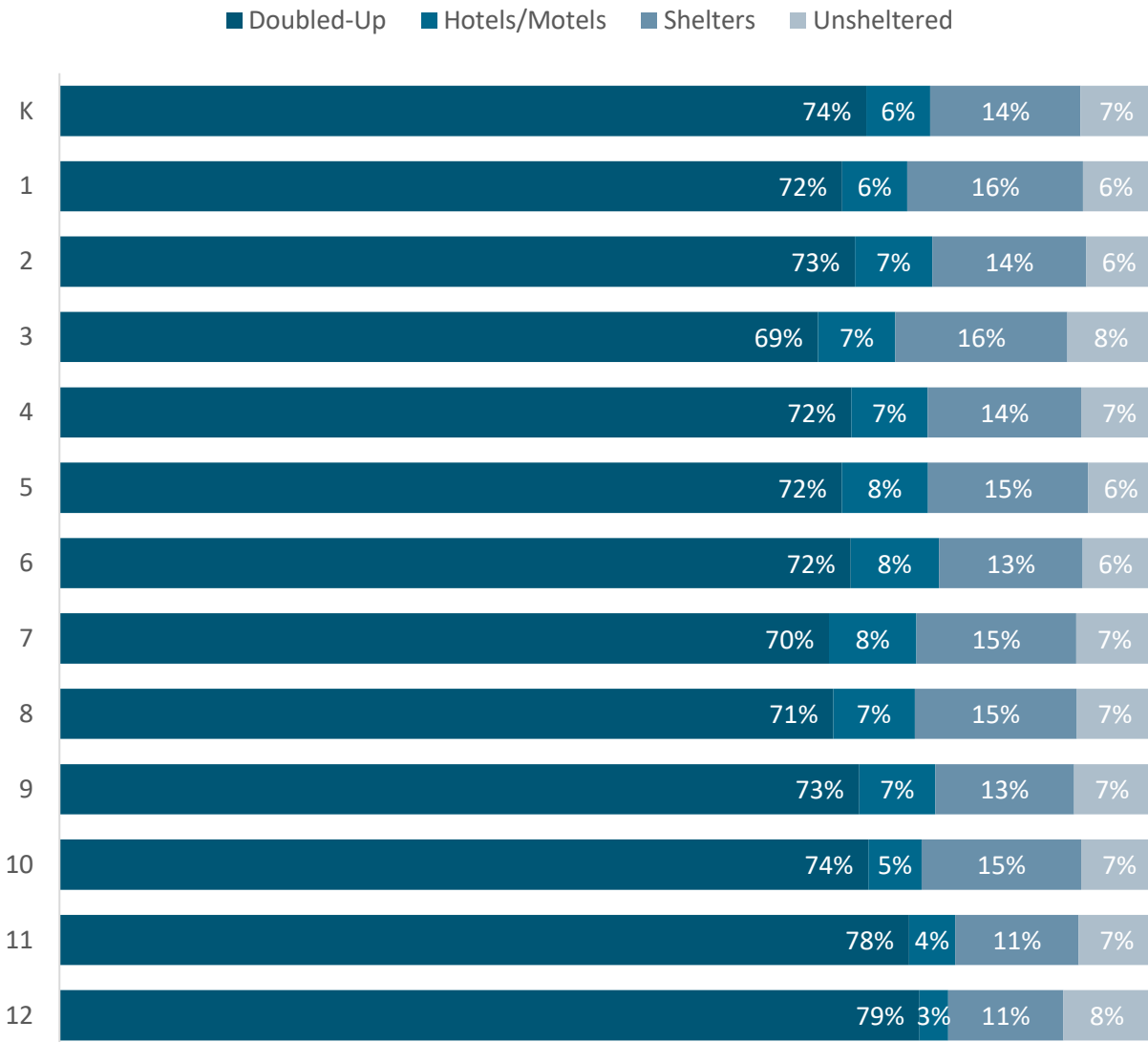
Selected Finding: Grades 11 and 12 have the highest proportion of doubled-up students and lowest proportion in hotels/motels or shelters.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A3 for more detail. Totals may not equal 100 percent due to rounding.

This analysis was conducted by Schoolhouse Washington, a project of **BUILDING CHANGES**

Figure 13:
Percentage of Students in Special Education by Housing Status, 2016-17

Housed Students	13%
Students Experiencing Homelessness	20%
Homeless: Doubled-Up	19%
Homeless: Hotels/Motels	25%
Homeless: Shelters	23%
Homeless: Unsheltered	23%
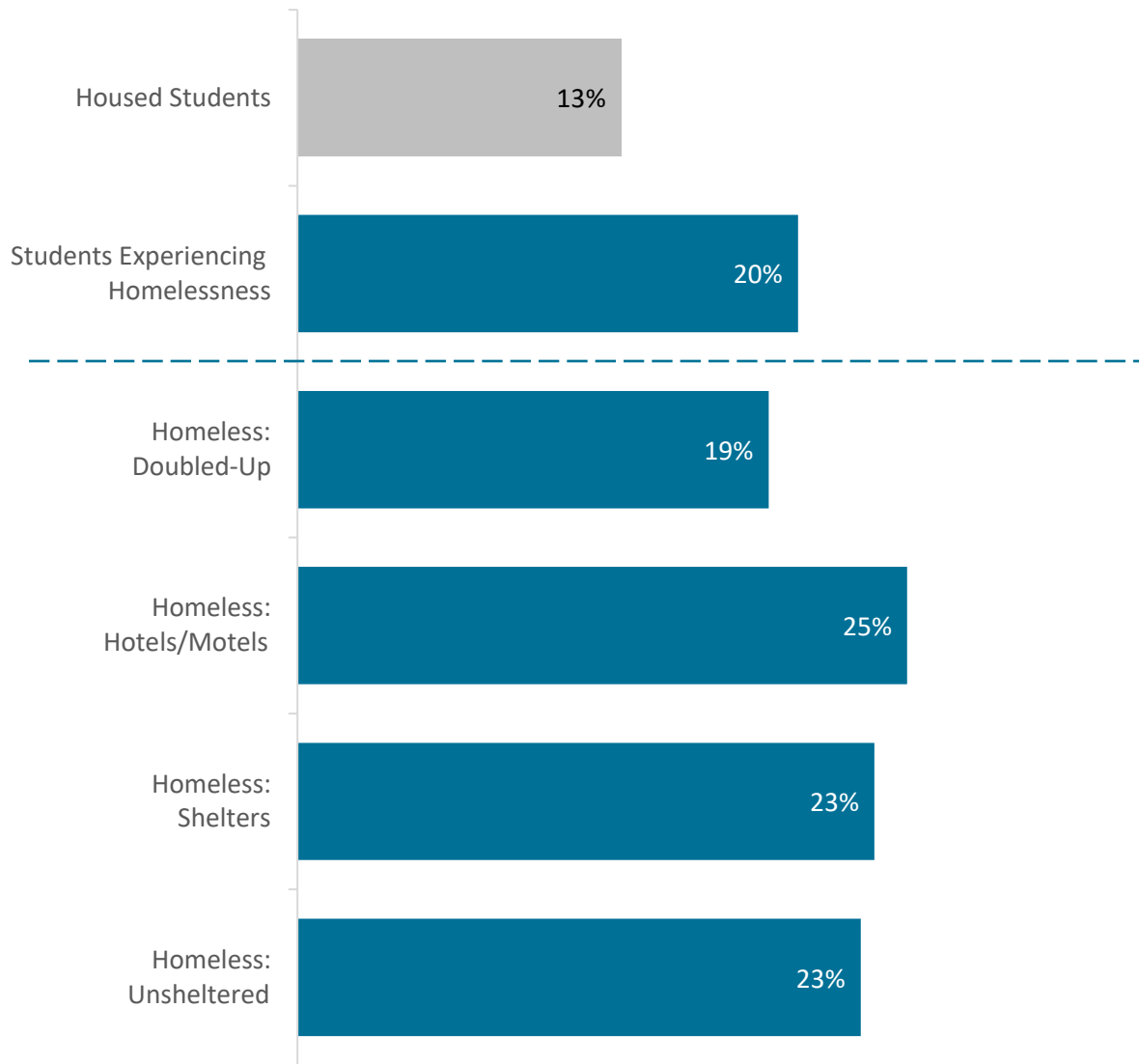
Selected Finding: A higher proportion of students experiencing homelessness are in special education, in comparison with housed students.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A4 for more detail.

Percentage of Students Who Are English Language Learners by Housing Status, 2016-17

Housing Status	Percentage
Housed Students	11%
Students Experiencing Homelessness	16%
Homeless: Doubled-Up	17%
Homeless: Hotels/Motels	10%
Homeless: Shelters	16%
Homeless: Unsheltered	13%
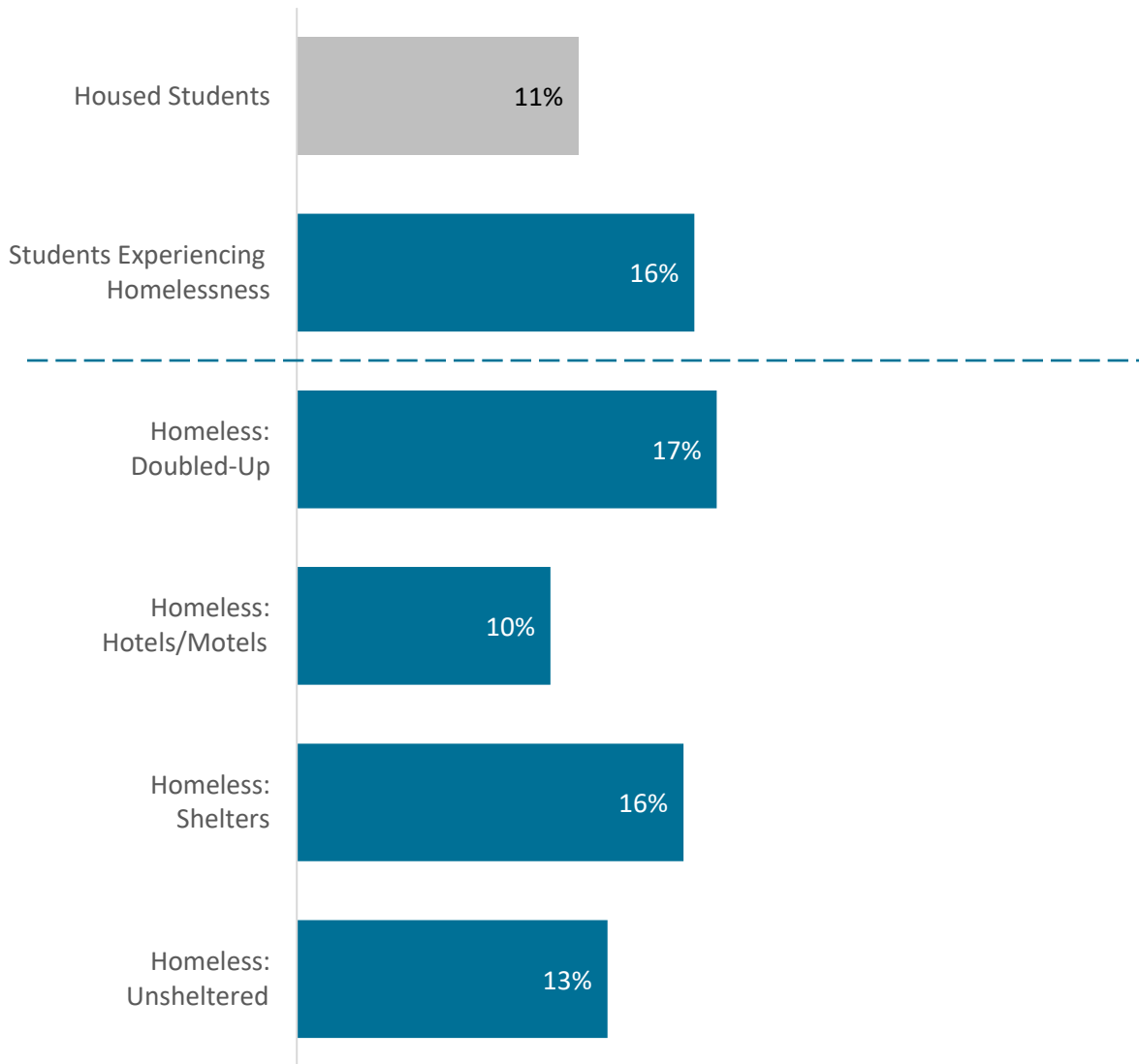
Selected Finding: A higher proportion of students experiencing homelessness are English language learners, in comparison with housed students.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A4 for more detail.

Section 3: Academic and Disciplinary Outcomes of Students Experiencing Homelessness in Washington, 2016-17

This section describes academic and disciplinary outcomes of students experiencing homelessness.[10] The available data allow us to analyze outcomes based on the new Washington School Improvement Framework accountability measures developed under the federal Every Student Succeeds Act (ESSA).[11]

For each measure, we analyze student outcomes by housing status, income, category of nighttime residence, race/ethnicity, and grade level, where possible.

Definitions and key findings for each measure are provided on the following pages:

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[10] The data in this section are computed using an administrative dataset that Building Changes obtained from the Office of Superintendent of Public Instruction in Spring 2018.
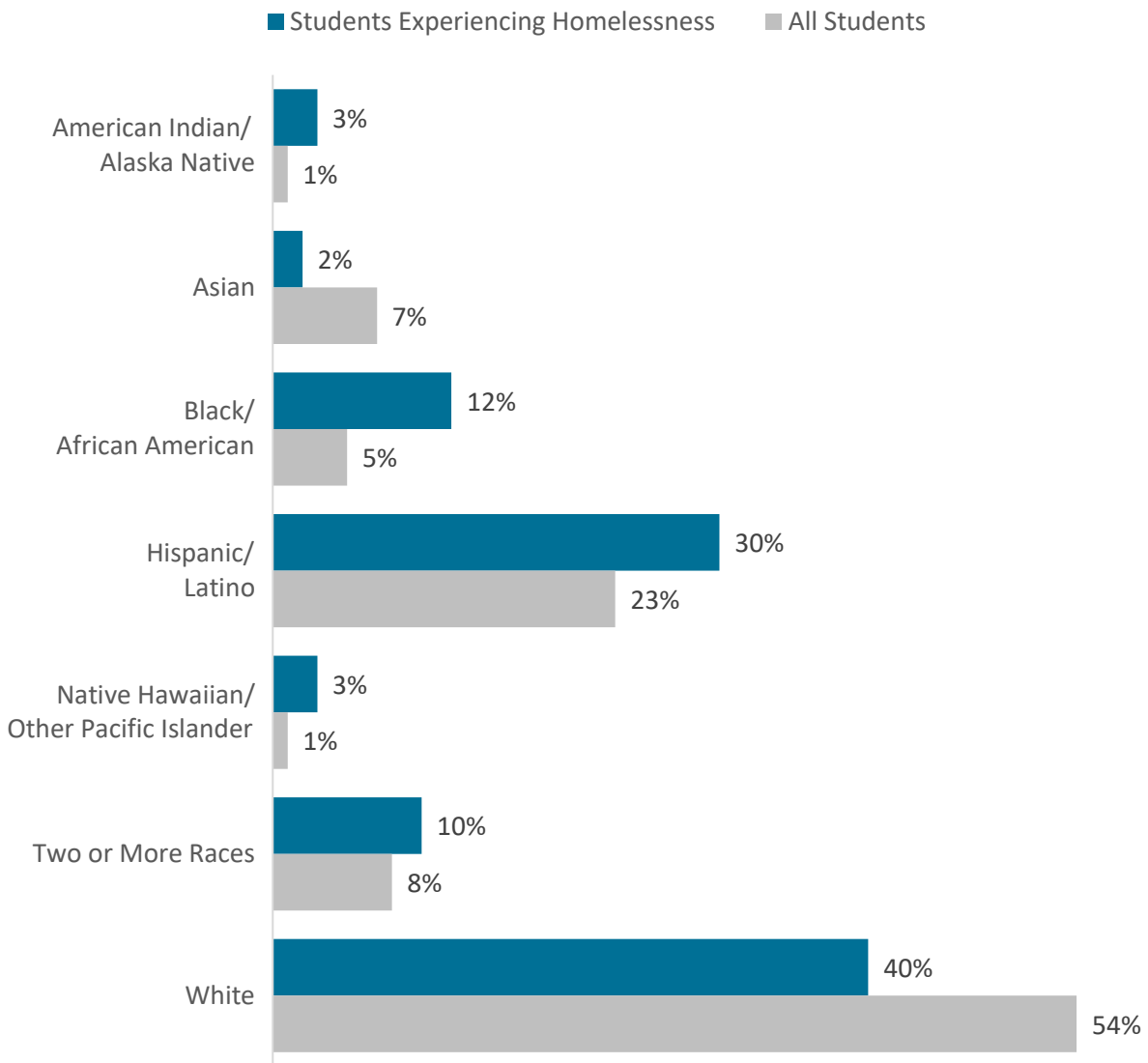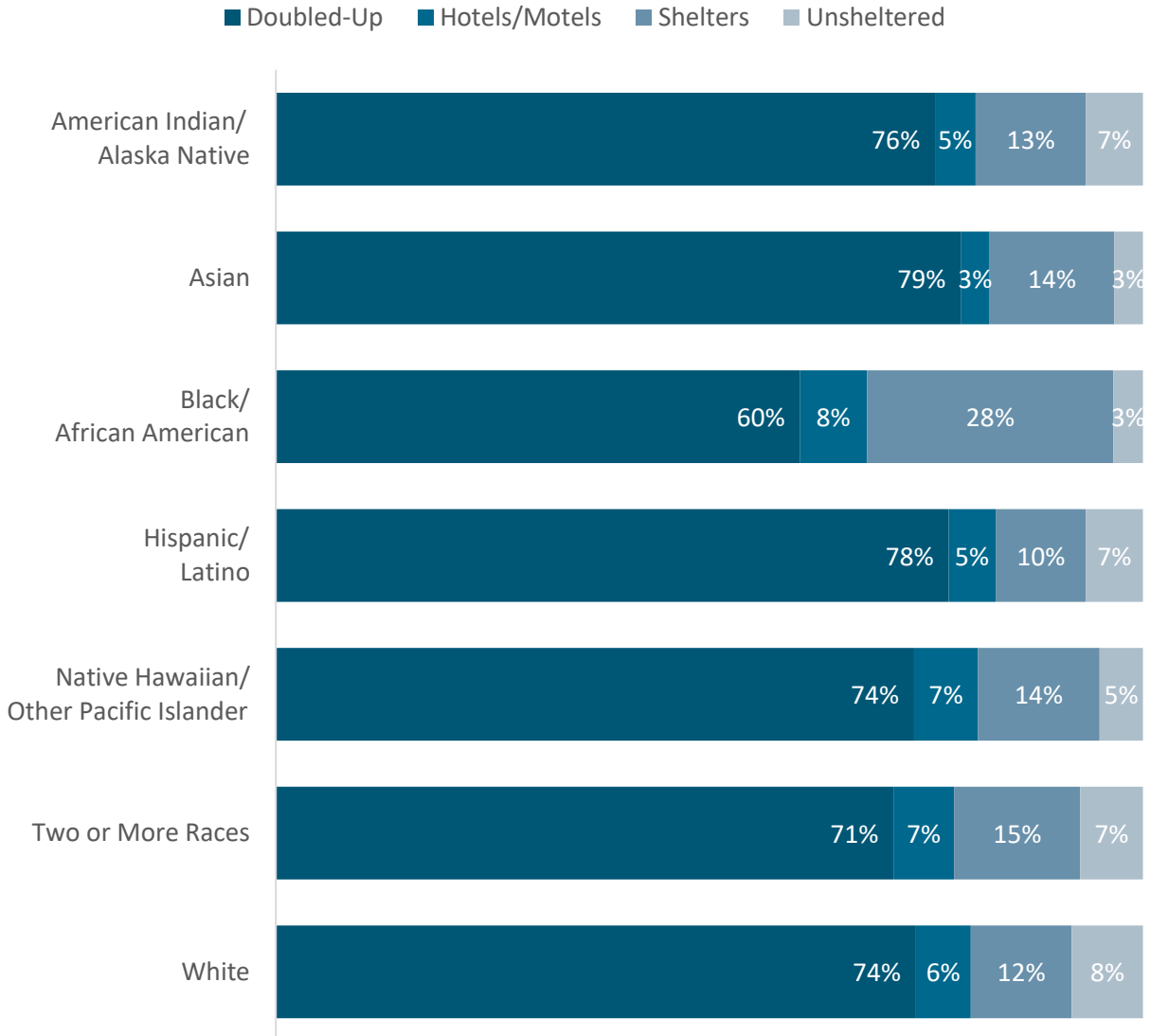
[11] See www.k12.wa.us/ESEA/ESSA for more information on the Washington School Improvement Framework. Suspension rates are not included in the Framework.

Regular Attendance

The regular attendance rate measures the percentage of students that attend at least 90 percent of school days.[12] Students with attendance rates below 90 percent are considered chronically absent, a status that has been linked to a variety of poor outcomes.[13]

Key Findings

Housing Status, Income and Nighttime Residence (p. 23)

- Students experiencing homelessness have a 62 percent regular attendance rate, substantially lower than all housed students (86%) and housed low-income students (81%).

- Among students experiencing homelessness, doubled-up students have similar regular attendance rates as those in other nighttime residence categories, with rates ranging from 58 percent to 63 percent.

Race/Ethnicity (p. 24)

- Students experiencing homelessness across all racial/ethnic groups have considerably lower regular attendance rates than their housed peers, ranging from 18 percentage points lower for American Indian/Alaska Native and Hispanic/Latino students to 25 percentage points lower for White students and 27 points lower for students of two or more races.

- Among students experiencing homelessness, American Indian/Alaska Native (53%) and Native Hawaiian/Other Pacific Islander (54%) students have the lowest regular attendance rates.

Grade Level (p. 25)

- Students experiencing homelessness in all grades have lower regular attendance rates than their housed peers, ranging from 18 percentage points lower for students in grades 4 and 5 to more than 30 points lower for students in grades 9 and 10.

- Regular attendance rates are lower in secondary grades (grades 7 to 12) than in primary grades (K to 6) for students experiencing homelessness, with only about half of students in grades 9 to 12 attending school regularly.

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[12] The regular attendance rate is calculated by dividing the sum total number of students with fewer than two absences (on average) per month at each school by the sum total number of students enrolled at the school for at least 90 days between September 1, 2016, and June 1, 2017.

[13] See www.k12.wa.us/attendance for more information on attendance and chronic absenteeism. For a brief review of research on chronic absenteeism, see: Attendance Works. (2016). *Key Research: Why Attendance Matters for Achievement and How Interventions Can Help*, retrieved from www.awareness.attendanceworks.org/wp-content/uploads/Research2016.pdf.

Figure 15:
Regular Attendance Rates by Housing Status, Income and Nighttime Residence, 2016-17
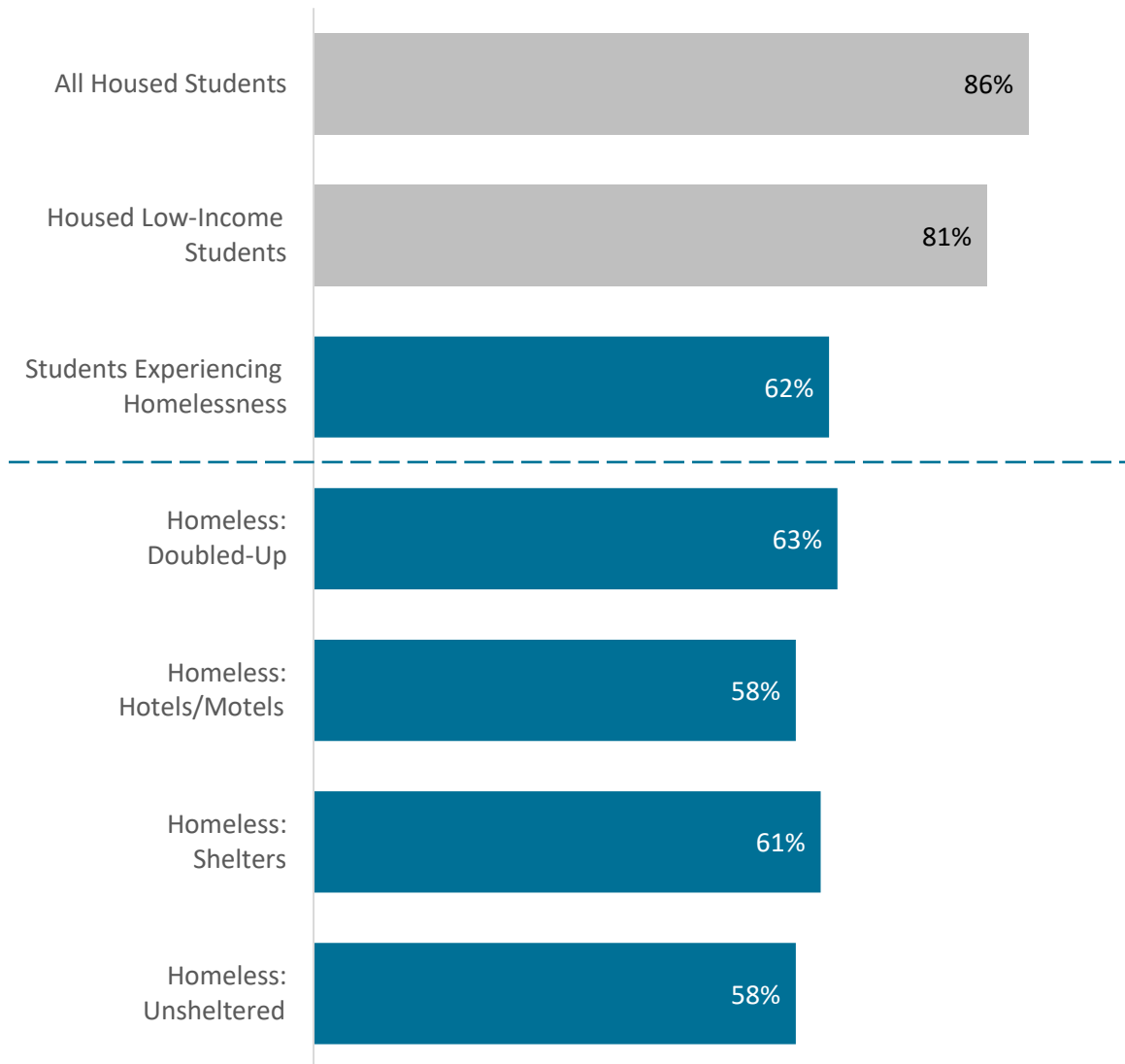
Category	Rate
All Housed Students	86%
Housed Low-Income Students	81%
Students Experiencing Homelessness	62%
Homeless: Doubled-Up	63%
Homeless: Hotels/Motels	58%
Homeless: Shelters	61%
Homeless: Unsheltered	58%

Selected Findings: Students experiencing homelessness have lower regular attendance rates than all housed students and housed low-income students.

Students experiencing homelessness who are doubled-up have similar attendance rates as students who are in hotels/motels, in shelters and unsheltered.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A5 for more detail.

Regular Attendance Rates by Housing Status and Race/Ethnicity, 2016-17

■ Students Experiencing Homelessness   ■ Housed Students

American Indian/Alaska Native
- 53%
- 71%

Asian
- 72%
- 92%

Black/African American
- 63%
- 83%

Hispanic/Latino
- 65%
- 83%

Native Hawaiian/Other Pacific Islander
- 54%
- 75%

Two or More Races
- 58%
- 85%

White
- 62%
- 87%

Selected Finding: Students experiencing homelessness have lower regular attendance rates than housed students across all racial/ethnic groups.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A6 for more detail.

Figure 17:
Regular Attendance Rates by Housing Status and Grade Level, 2016-17

■ Students Experiencing Homelessness   ■ Housed Students

Grade	Students Experiencing Homelessness	Housed Students
K	65%	87%
1	70%	90%
2	72%	91%
3	73%	92%
4	74%	92%
5	73%	91%
6	69%	89%
7	61%	87%
8	57%	84%
9	51%	83%
10	49%	80%
11	49%	77%
12	47%	73%

Selected Findings: Students experiencing homelessness have lower regular attendance rates than housed students in every grade level.

About half of students experiencing homelessness in grades 9 to 12 attend school regularly.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A7 for more detail.

Suspensions

The suspension rate measures the percentage of students who were suspended at least once during the school year.[14] Previous research and analyses have found disparities in the frequency of suspensions and other disciplinary actions, with disproportionately high rates for students of color, a pattern also found in this report.[15]

Key Findings

Housing Status, Income and Nighttime Residence (p. 27)

- 10 percent of students experiencing homelessness were suspended at least once in 2016-17. This is twice the rate of all housed students (5%) and higher than housed low-income students (7%).

- Among students experiencing homelessness, doubled-up students have similar suspension rates as those in other nighttime residence categories, with rates ranging from 10 percent to 11 percent.

Race/Ethnicity (p. 28)

- Students experiencing homelessness have higher suspension rates than their housed peers across all racial/ethnic groups.

- Suspension rates for students experiencing homelessness compared to their housed peers range from one-third higher for American Indian/Alaska Native, Hispanic/Latino and Native Hawaiian/Other Pacific Islander students to at least twice as high for students of two or more races, Asian students, and White students.

- Black/African American students (13%) and American Indian/Alaska Native students (12%) have the highest suspension rates among students experiencing homelessness.

Grade Level (p. 29)

- Students experiencing homelessness in all grades have higher suspension rates than their housed peers, with suspension rates twice as high (or more) in almost every grade.

- Students in grades 6 to 10 have the highest suspension rates for students experiencing homelessness. Suspension rates peak in grade 8, with 20 percent of students experiencing homelessness receiving at least one suspension.
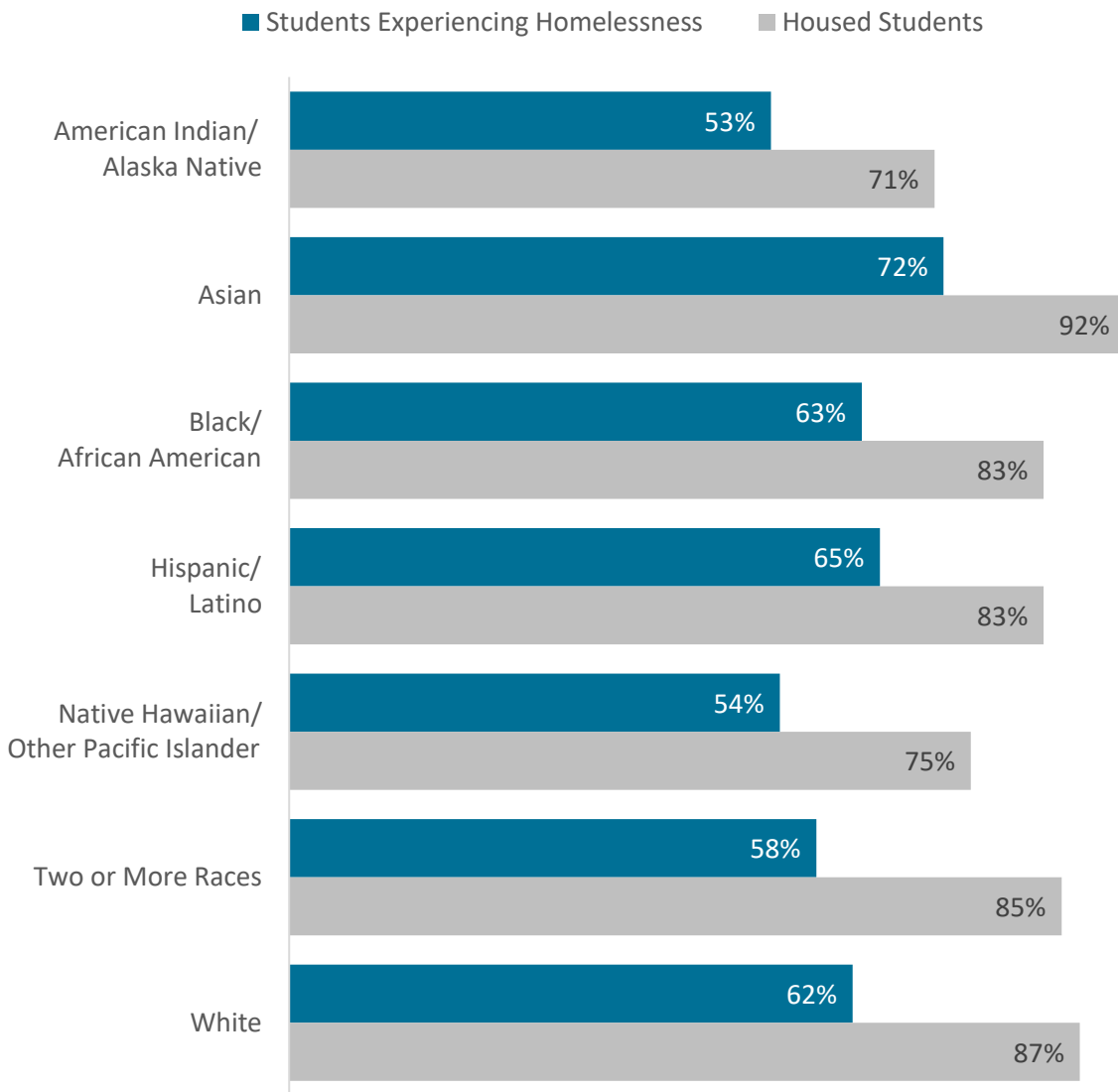
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[14] The suspension rate is calculated by dividing the sum total number of students with at least one suspension at each school during the year by the sum total number of students enrolled at the school during the 2016-17 school year.

[15] See www.k12.wa.us/StudentDiscipline/Equity for more information on statewide efforts to improve equity in student discipline. For more information about disproportionality in school discipline, see ocrdata.ed.gov/downloads/crdc-school-discipline-snapshot.pdf from the U.S. Department of Education, Office for Civil Rights.

This analysis was conducted by Schoolhouse Washington, a project of **BUILDING CHANGES**

Figure 18:
Suspension Rates by Housing Status, Income and Nighttime Residence, 2016-17
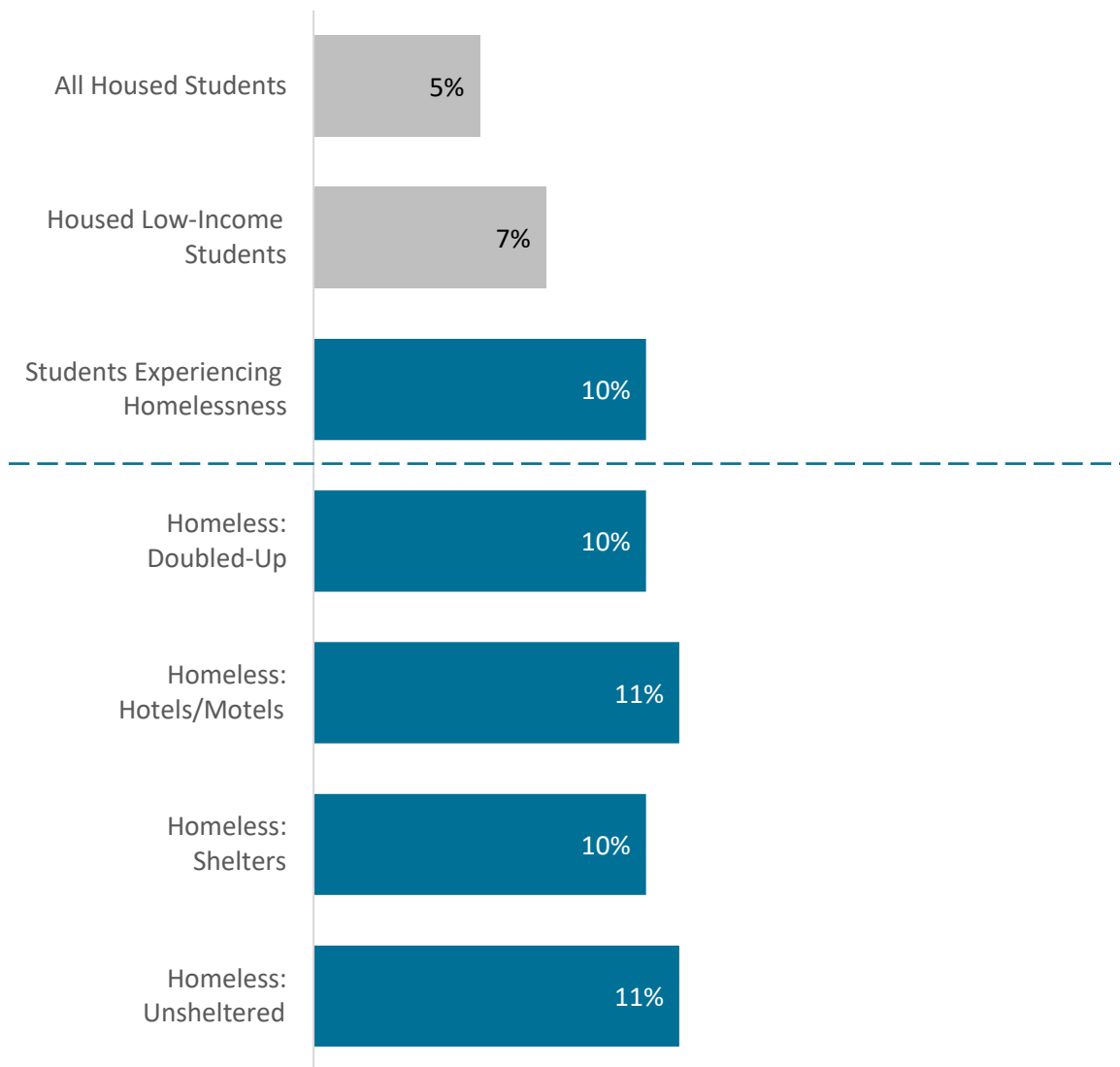
Selected Findings: Students experiencing homelessness are suspended from school at higher rates, in comparison with all housed students and housed low-income students.

Students who are doubled-up have similar suspension rates as those who are in hotels/motels, in shelters and unsheltered.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A8 for more detail.
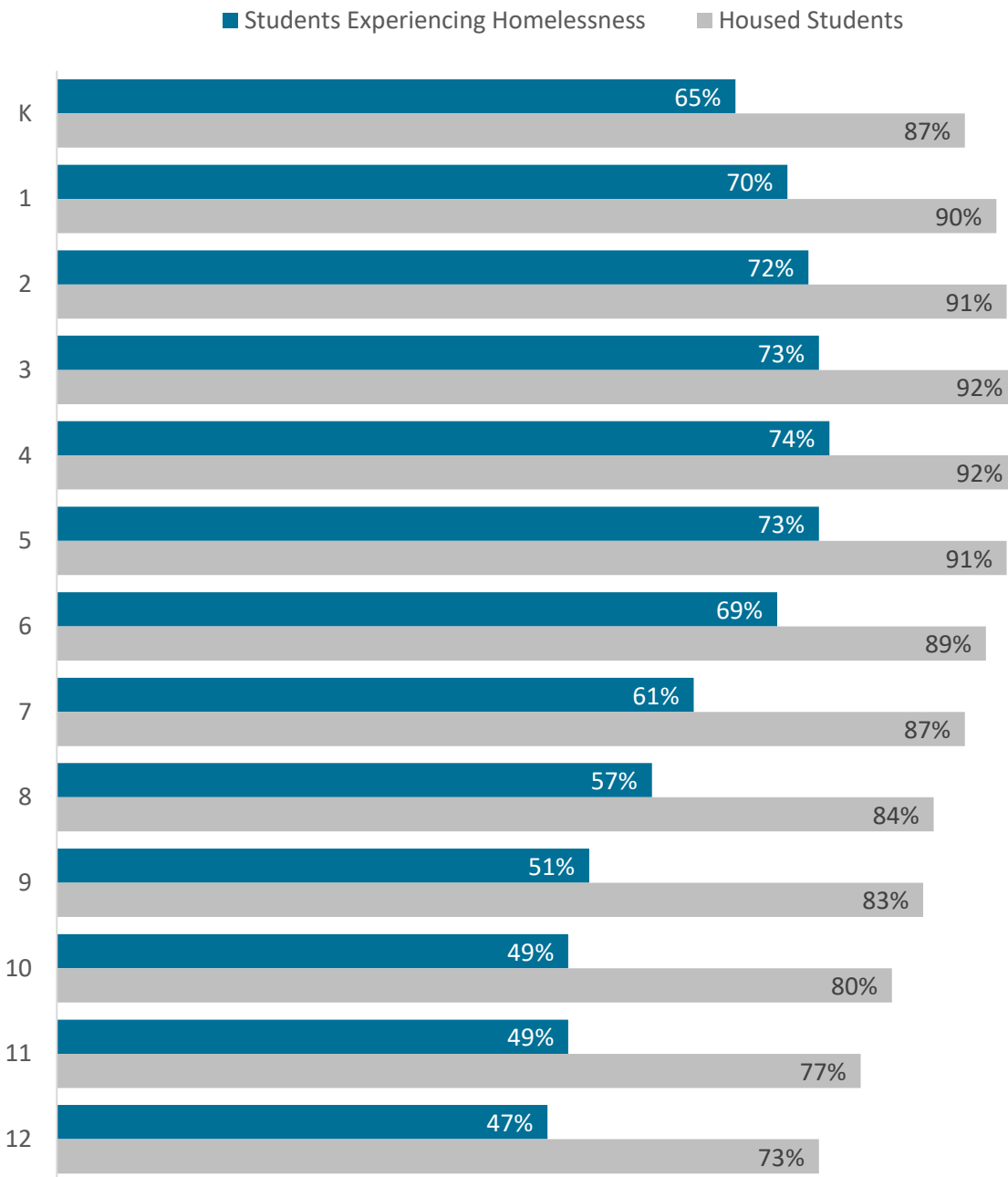
Figure 19:
Suspension Rates by Housing Status and Race/Ethnicity, 2016-17
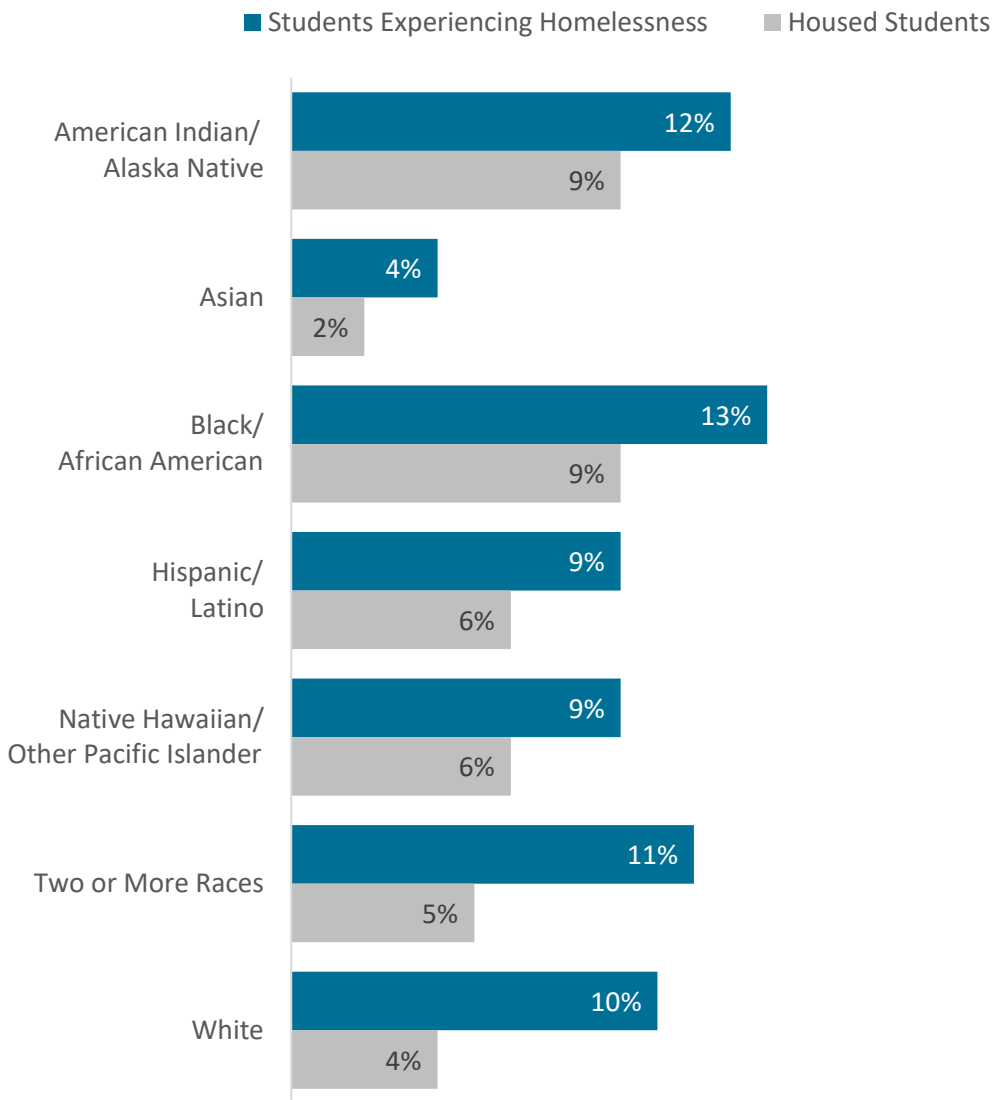
■ Students Experiencing Homelessness ■ Housed Students

Race/Ethnicity	Students Experiencing Homelessness	Housed Students
American Indian/Alaska Native	12%	9%
Asian	4%	2%
Black/African American	13%	9%
Hispanic/Latino	9%	6%
Native Hawaiian/Other Pacific Islander	9%	6%
Two or More Races	11%	5%
White	10%	4%

Selected Findings: Students experiencing homelessness are suspended from school at higher rates than housed students across all racial/ethnic groups.

Among students experiencing homelessness, suspension rates are highest for Black/African American and American Indian/Alaska Native students.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A9 for more detail.

This analysis was conducted by Schoolhouse Washington, a project of **BUILDING CHANGES**

Figure 20:
Suspension Rates by Housing Status and Grade Level, 2016-17
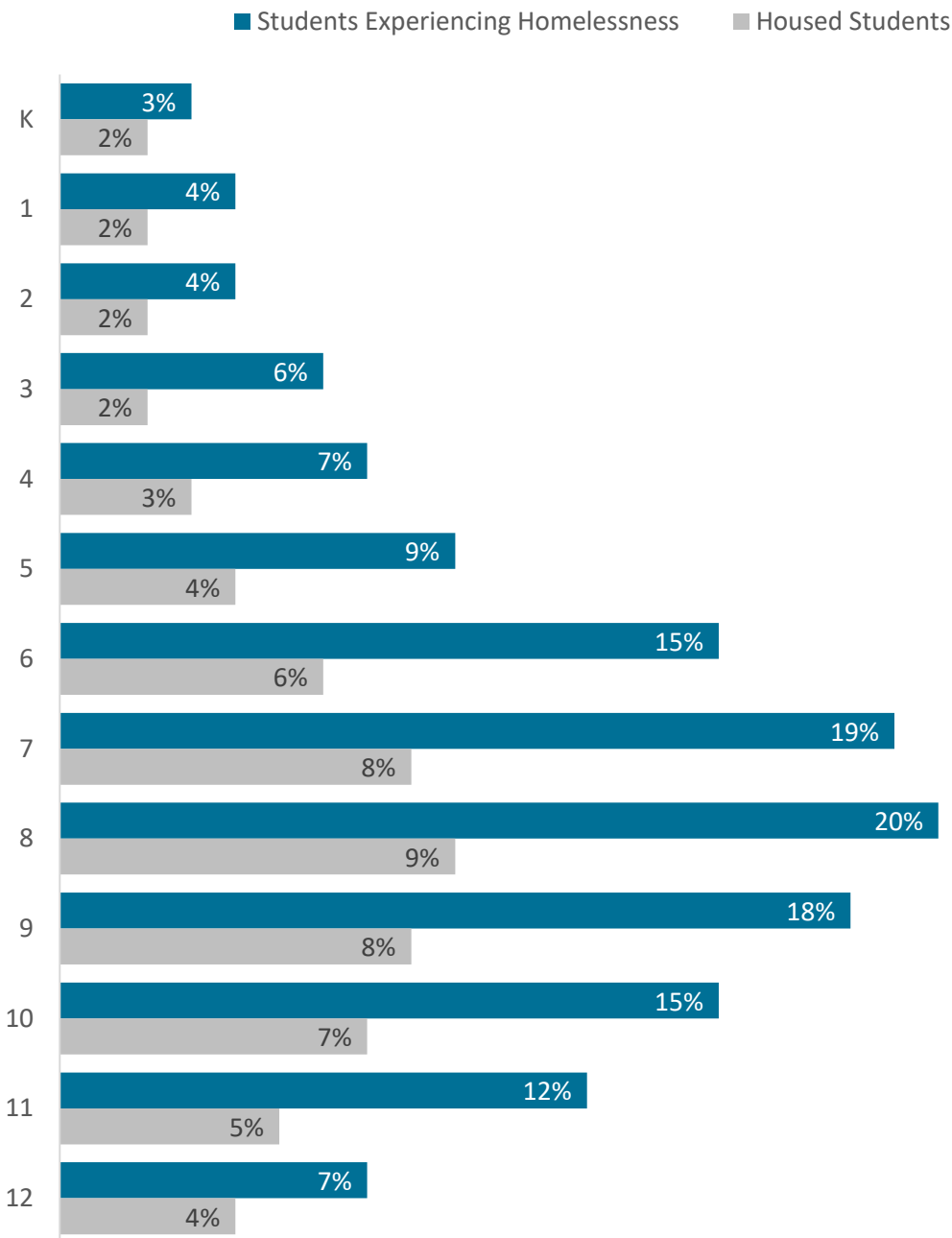
■ Students Experiencing Homelessness ■ Housed Students

Grade	Students Experiencing Homelessness	Housed Students
K	3%	2%
1	4%	2%
2	4%	2%
3	6%	2%
4	7%	3%
5	9%	4%
6	15%	6%
7	19%	8%
8	20%	9%
9	18%	8%
10	15%	7%
11	12%	5%
12	7%	4%

Selected Findings: Students experiencing homelessness are suspended from school at higher rates than housed students across all grade levels.

Among students experiencing homelessness, suspension rates are highest in grades 6 to 10. Suspension rates peak at grade 8 at 20 percent.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A10 for more detail.

English Language Arts Proficiency

The English language arts (ELA) proficiency rate measures the percentage of students who score high enough to have met academic standards as measured by the annual statewide assessment.[16] Students are tested in grades 3 to 8 and 11.[17]

Key Findings

Housing Status, Income and Nighttime Residence (p. 31)

- About one-third (34%) of students experiencing homelessness are proficient in ELA. This is well below the rate of their housed peers (60%) and below the rate for housed low-income students (44%).

- Among students experiencing homelessness, doubled-up students have similar ELA proficiency rates as those in other nighttime residence categories, with rates ranging from 30 percent to 34 percent.

Race/Ethnicity (p. 32)

- Students experiencing homelessness have substantially lower ELA proficiency rates than their housed peers across all racial/ethnic groups.

- Among students experiencing homelessness, American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander students have lower than average ELA proficiency, with rates ranging from 19 percent to 27 percent.

- Among students experiencing homelessness, White students, Asian students and students of two or more races have above average proficiency rates but also the largest gaps with their housed peers.

Grade Level (p. 33)

- Students in grade 11 have the highest ELA proficiency rates for students experiencing homelessness (50%).

- About one-third of students experiencing homelessness in grades 3 to 8 are proficient in ELA.

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[16] The ELA proficiency rate is calculated by dividing the sum total number of students who met federal standards by the sum total number of students tested and not tested in the relevant grades during the 2016-17 school year.
[17] See www.k12.wa.us/ELA/Assessment for additional information.

This analysis was conducted by Schoolhouse Washington, a project of **BUILDING CHANGES**

Figure 21:
English Language Arts Proficiency Rates by Housing Status, Income and Nighttime Residence, 2016-17
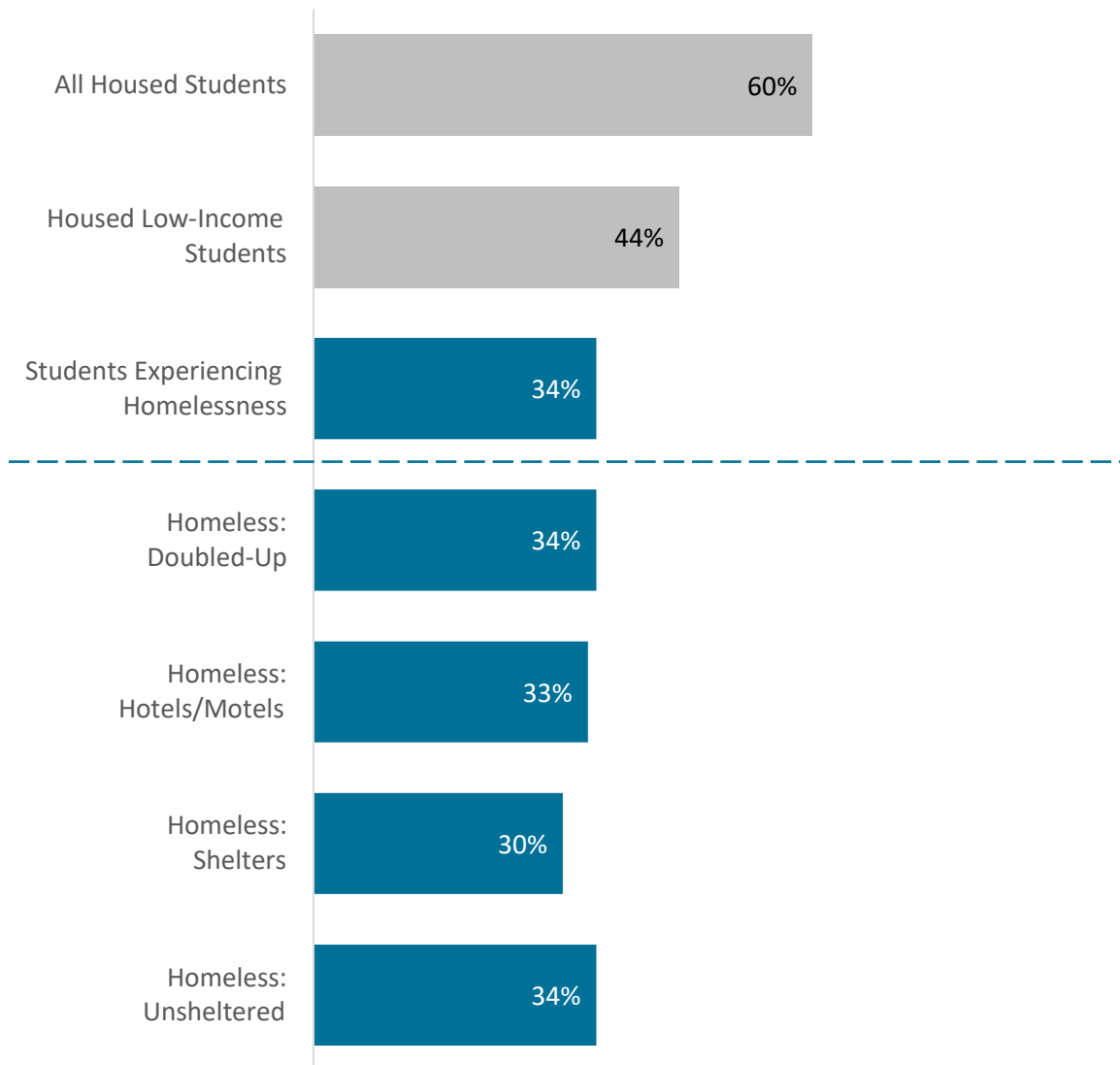
Selected Findings: Students experiencing homelessness have lower English language arts (ELA) proficiency rates than all housed students and housed low-income students.

Students who are doubled-up have similar ELA proficiency rates as students who are in hotels/motels, in shelters and unsheltered.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A11 for more detail.

■ Students Experiencing Homelessness   ■ Housed Students

American Indian/ Alaska Native
- 19%
- 33%

Asian
- 55%
- 77%

Black/ African American
- 23%
- 43%

Hispanic/ Latino
- 27%
- 42%

Native Hawaiian/ Other Pacific Islander
- 21%
- 40%

Two or More Races
- 37%
- 63%

White
- 42%
- 67%

Selected Findings: Students experiencing homelessness have substantially lower ELA proficiency rates than their housed peers across all racial/ethnic groups.

Among students experiencing homelessness, American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander students have the lowest ELA proficiency rates.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A12 for more detail.

Figure 23:
English Language Arts Proficiency Rates by Housing Status and Grade Level, 2016-17

■ Students Experiencing Homelessness   ■ Housed Students

Grade	Students Experiencing Homelessness	Housed Students
3	30%	54%
4	30%	57%
5	34%	60%
6	29%	57%
7	33%	61%
8	33%	60%
11	50%	76%

Selected Findings: Students experiencing homelessness have substantially lower ELA proficiency rates than their housed peers across all grade levels.

About one-third of students experiencing homelessness in grades 3 to 8 are proficient in ELA.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A13 for more detail.

Mathematics Proficiency

The mathematics proficiency rate measures the percentage of students who score high enough to have met academic standards as measured by the annual statewide assessment.[18] Students are tested in grades 3 to 8 and 11.[19]

Key Findings

Housing Status, Income and Nighttime Residence (p. 35)

- About one out of four (24%) of students experiencing homelessness are proficient in mathematics. This is less than half the rate of their housed peers (49%) and below the rate for housed low-income students (34%).

- Among students experiencing homelessness, doubled-up students have similar mathematics proficiency rates as those in other nighttime residence categories, with rates ranging from 23 percent to 25 percent.

Race/Ethnicity (p. 36)

- Students experiencing homelessness have substantially lower mathematics proficiency rates than their housed peers across all racial/ethnic groups.

- Among students experiencing homelessness, American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander students have lower than average mathematics proficiency, with rates ranging from 13 percent to 20 percent.

- Among students experiencing homelessness, White students, Asian students and students of two or more races have above average proficiency rates but have gaps compared to their housed peers of 25 percentage points or more.

Grade Level (p. 37)

- Students experiencing homelessness in all grades have substantially lower mathematics proficiency rates compared to their housed peers, ranging from 17 percentage points lower for grade 11 students to 29 points lower for grade 7 students.

- Only 11 percent of students experiencing homelessness in grade 11 are proficient in mathematics.

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[18] The mathematics proficiency rate is calculated by dividing the sum total number of students who met federal standards by the sum total number of students tested and not tested in the relevant grades during the 2016-17 school year.

[19] See www.k12.wa.us/Mathematics/Assessment.aspx for additional information.

*This analysis was conducted by **Schoolhouse Washington**, a project of* **BUILDING CHANGES**

Figure 24:
Mathematics Proficiency Rates by Housing Status, Income and Nighttime Residence, 2016-17
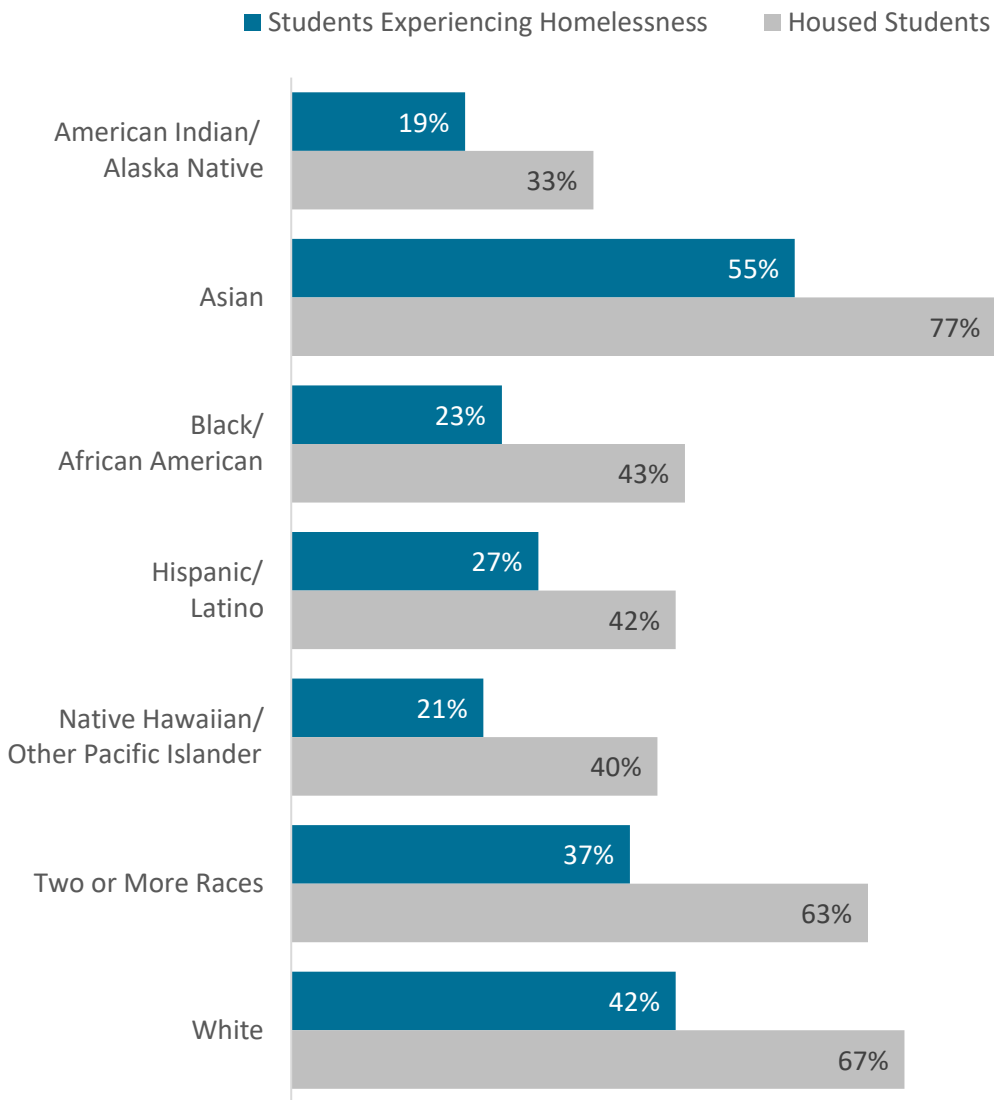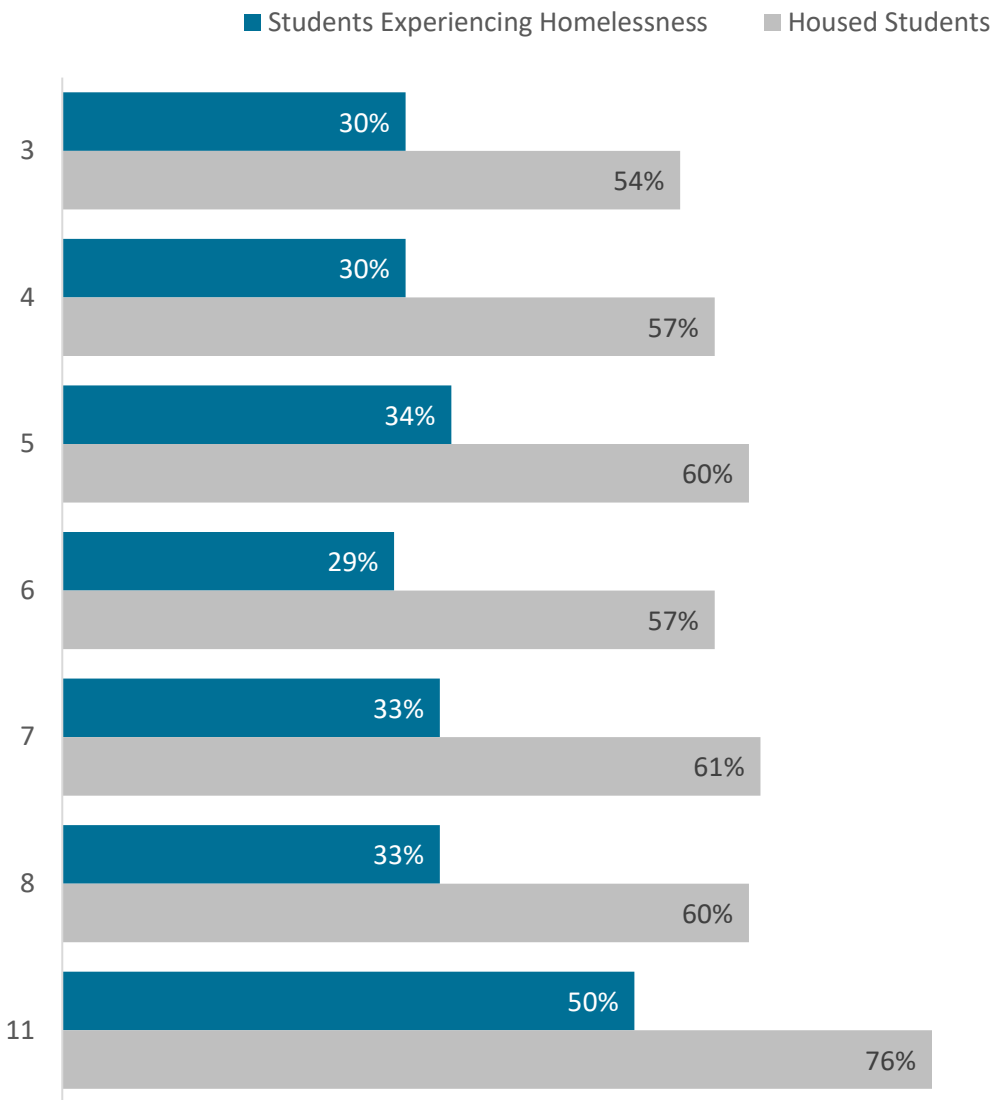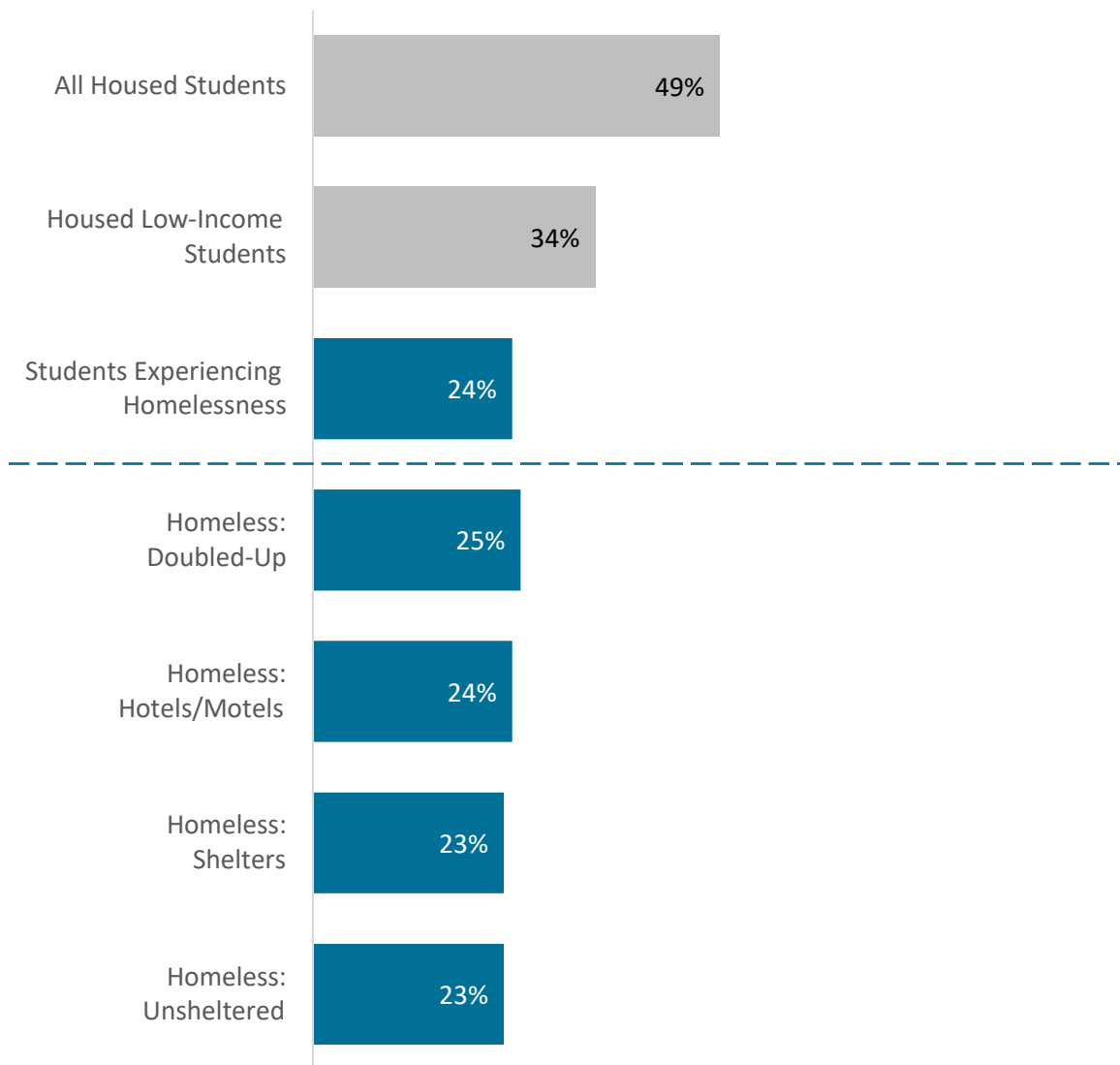

Selected Findings: Students experiencing homelessness have lower mathematics proficiency rates than all housed students and housed low-income students.

Students who are doubled-up have similar mathematics proficiency rates as students who are in hotels/motels, in shelters and unsheltered.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A14 for more detail.

■ Students Experiencing Homelessness   ■ Housed Students

Race/Ethnicity	Students Experiencing Homelessness	Housed Students
American Indian/Alaska Native	13%	25%
Asian	45%	70%
Black/African American	17%	30%
Hispanic/Latino	20%	32%
Native Hawaiian/Other Pacific Islander	14%	29%
Two or More Races	26%	52%
White	30%	55%
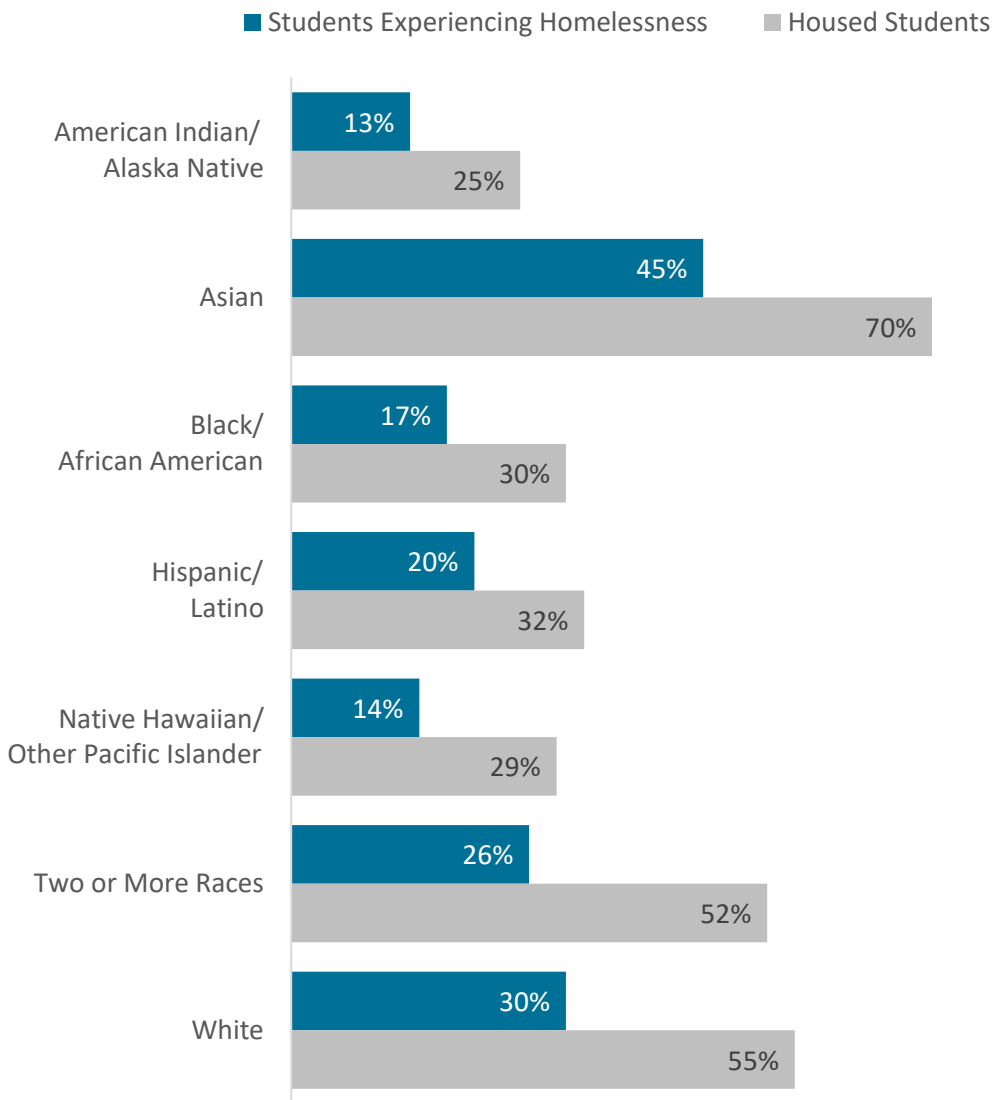
Selected Findings: Students experiencing homelessness have substantially lower mathematics proficiency rates than their housed peers across all racial/ethnic groups.

Among students experiencing homelessness, American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander students have the lowest rates of mathematics proficiency.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A15 for more detail.

Figure 26:
Mathematics Proficiency Rates by Housing Status and Grade Level, 2016-17
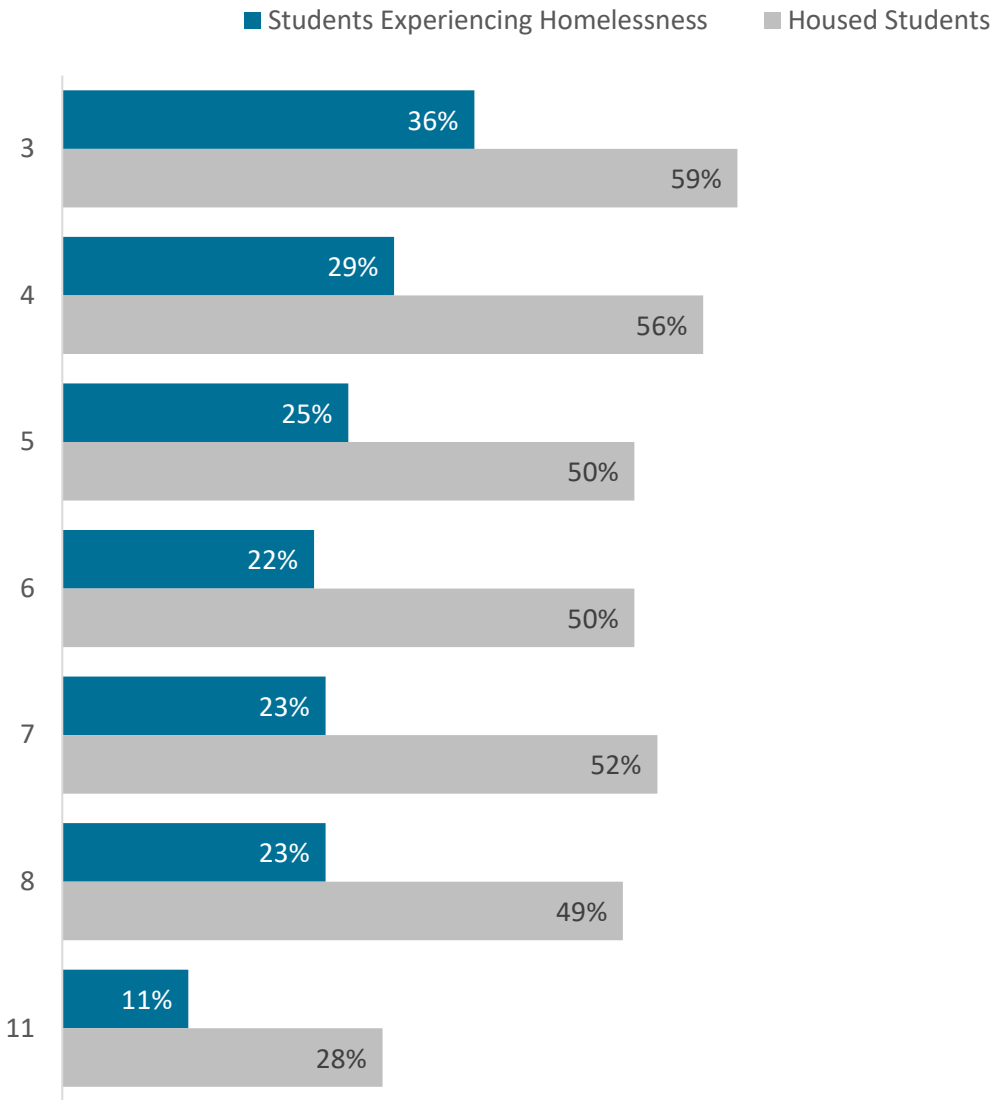
■ Students Experiencing Homelessness   ▨ Housed Students

Grade	Students Experiencing Homelessness	Housed Students
3	36%	59%
4	29%	56%
5	25%	50%
6	22%	50%
7	23%	52%
8	23%	49%
11	11%	28%

Selected Findings: Students experiencing homelessness have substantially lower mathematics proficiency rates than their housed peers across all grade levels.

Only 11 percent of students experiencing homelessness in grade 11 are proficient in mathematics.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A16 for more detail.

9th Graders On-Track

The "on-track" rate measures the percentage of students who earned all attempted credits during their grade 9 year.[20] In other words, they passed all their ninth-grade classes. "On-track" has been associated with a much higher likelihood of graduation and is used as an early warning indicator for students that may need additional support.[21]

Key Findings

Housing Status, Income and Nighttime Residence (p. 39)

- Fewer than half (43%) of students experiencing homelessness pass all their courses in grade 9. This is substantially below the rate of their housed peers (73%) and housed low-income students (60%).

- Unsheltered students experiencing homelessness have a lower on-track rate (37%) than students in other categories of nighttime residence. Doubled-up students have similar on-track rates as those in hotels/motels or shelters, ranging between 42 percent and 44 percent.

Race/Ethnicity (p. 40)

- The gaps in on-track rates between students experiencing homelessness and their housed peers show wide variation across racial/ethnic groups, ranging from 9 percentage points lower for Native Hawaiian/Other Pacific Islander students to 35 points or more for White students and students of two or more races.

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[20] The on-track rate is calculated by dividing the sum total number of first-time grade 9 students who earned all credits attempted by the sum total number of first-time grade 9 students who attempted a credit during the 2016-17 school year.

[21] See www.k12.wa.us/9thGrade for more information.

This analysis was conducted by Schoolhouse Washington, a project of BUILDING CHANGES

Figure 27:
Percentage of 9th Graders On-Track by Housing Status, Income and Nighttime Residence, 2016-17

Category	Percentage
All Housed Students	73%
Housed Low-Income Students	60%
Students Experiencing Homelessness	43%
Homeless: Doubled-Up	44%
Homeless: Hotels/Motels	42%
Homeless: Shelters	43%
Homeless: Unsheltered	37%
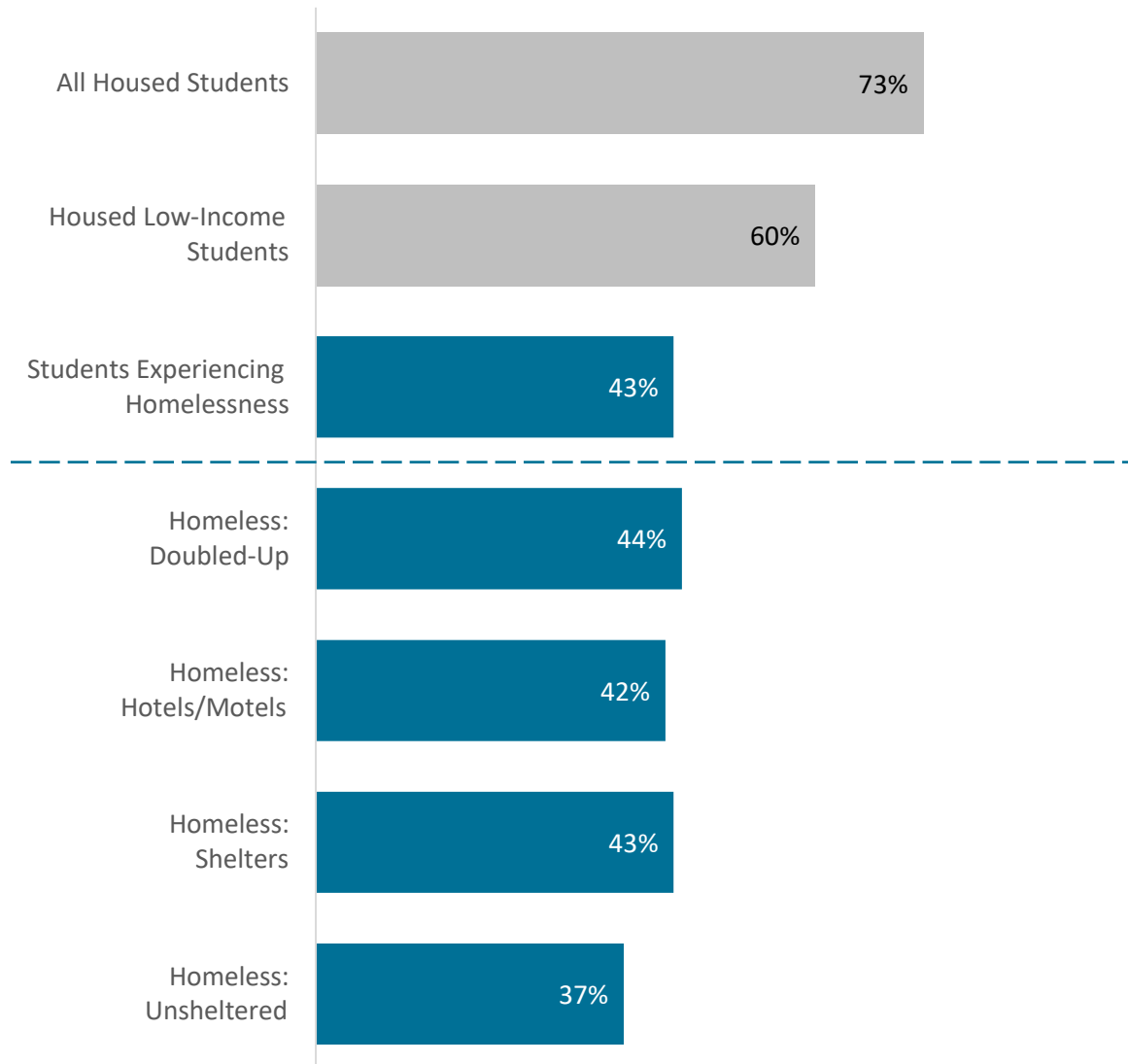
Selected Finding: A substantially lower percentage of students experiencing homelessness pass all their grade 9 classes, in comparison with all housed students and housed low-income students.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A17 for more detail.

Figure 28:
Percentage of 9th Graders On-Track by Housing Status and Race/Ethnicity, 2016-17

■ Students Experiencing Homelessness   ■ Housed Students

American Indian/Alaska Native
- 36%
- 52%

Asian
- 62%
- 90%

Black/African American
- 48%
- 63%

Hispanic/Latino
- 41%
- 60%

Native Hawaiian/Other Pacific Islander
- 48%
- 57%

Two or More Races
- 36%
- 73%

White
- 43%
- 78%
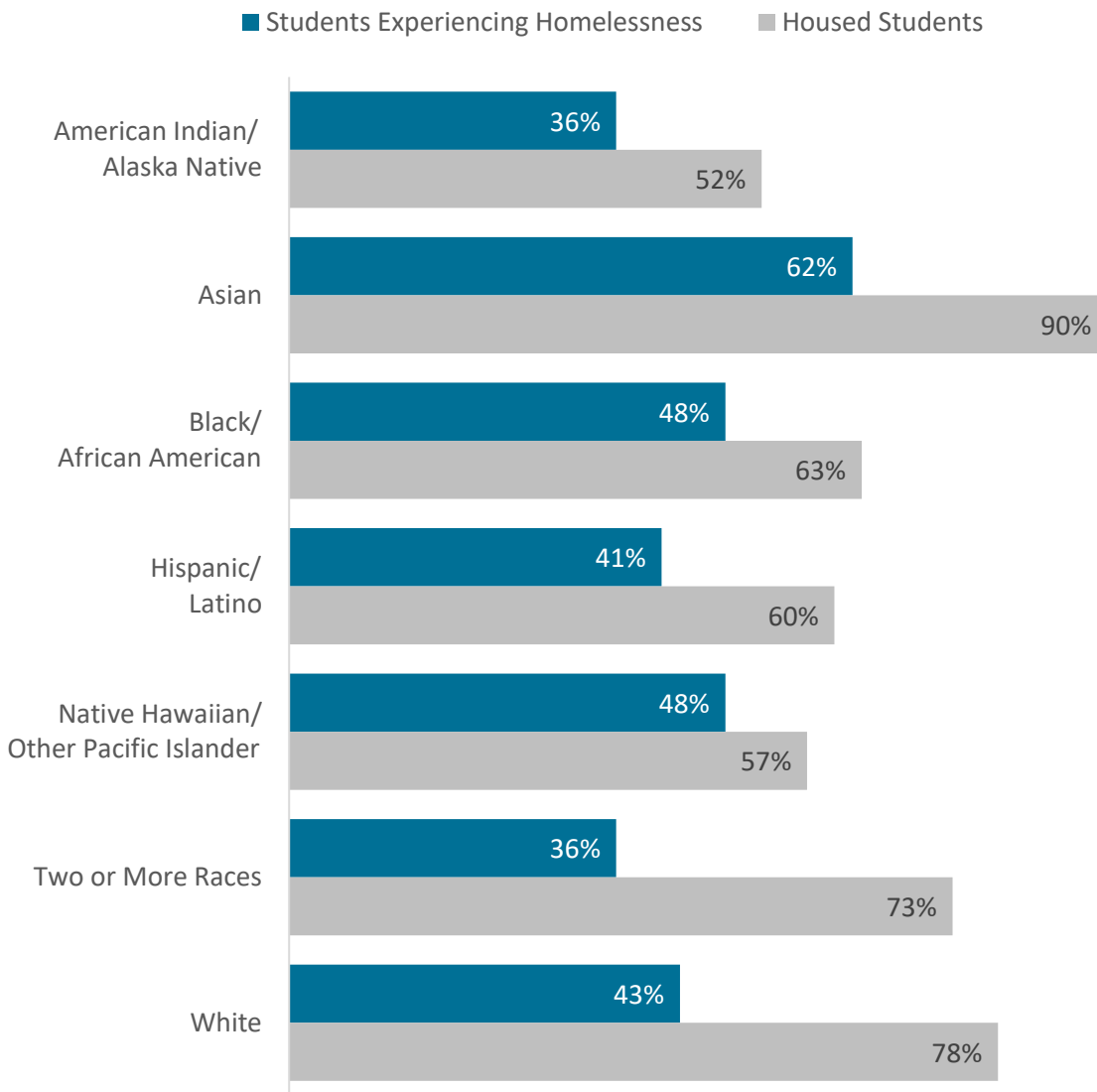
Selected Finding: The gaps in on-track rates between students experiencing homelessness and their housed peers show wide variation across racial/ethnic groups.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A18 for more detail.

Dual Credit Enrollment

The dual credit enrollment rate measures the percentage of students in grades 9 to 12 that have enrolled in a course that provides the potential to earn both high school and college credits.[22] The courses include: Advanced Placement, International Baccalaureate, Cambridge, Running Start, College in the High School, and Tech Prep.[23]

Key Findings

Housing Status, Income and Nighttime Residence (p. 42)

- 38 percent of students experiencing homelessness in grades 9 to 12 enroll in dual credit courses. This is below the rate of their housed peers (56%) and housed low-income students (48%).

- Among students experiencing homelessness, doubled-up students have similar dual credit enrollment rates as those in other nighttime residence categories, with rates ranging from 35 percent to 40 percent.

Race/Ethnicity (p. 43)

- American Indian/Alaska Native students have the lowest dual credit enrollment rates for students experiencing homelessness (29%).

- The gap in dual credit enrollment rates between students experiencing homelessness and their housed peers is largest for students of two or more races, White students, and Asian students, ranging from 19 percentage points to 22 percentage points lower.

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[22] The dual credit enrollment rate is calculated by dividing the sum total number of students in grades 9 to 12 who have enrolled in a dual credit course by the sum total number of students in grades 9 to 12 who attempted a credit during the 2016-17 school year.
[23] See www.k12.wa.us/dualcredit for more information.

Figure 29:
Dual Credit Enrollment Rates by Housing Status, Income and Nighttime Residence, 2016-17

Category	Rate
All Housed Students	56%
Housed Low-Income Students	48%
Students Experiencing Homelessness	38%
Homeless: Doubled-Up	38%
Homeless: Hotels/Motels	40%
Homeless: Shelters	35%
Homeless: Unsheltered	39%
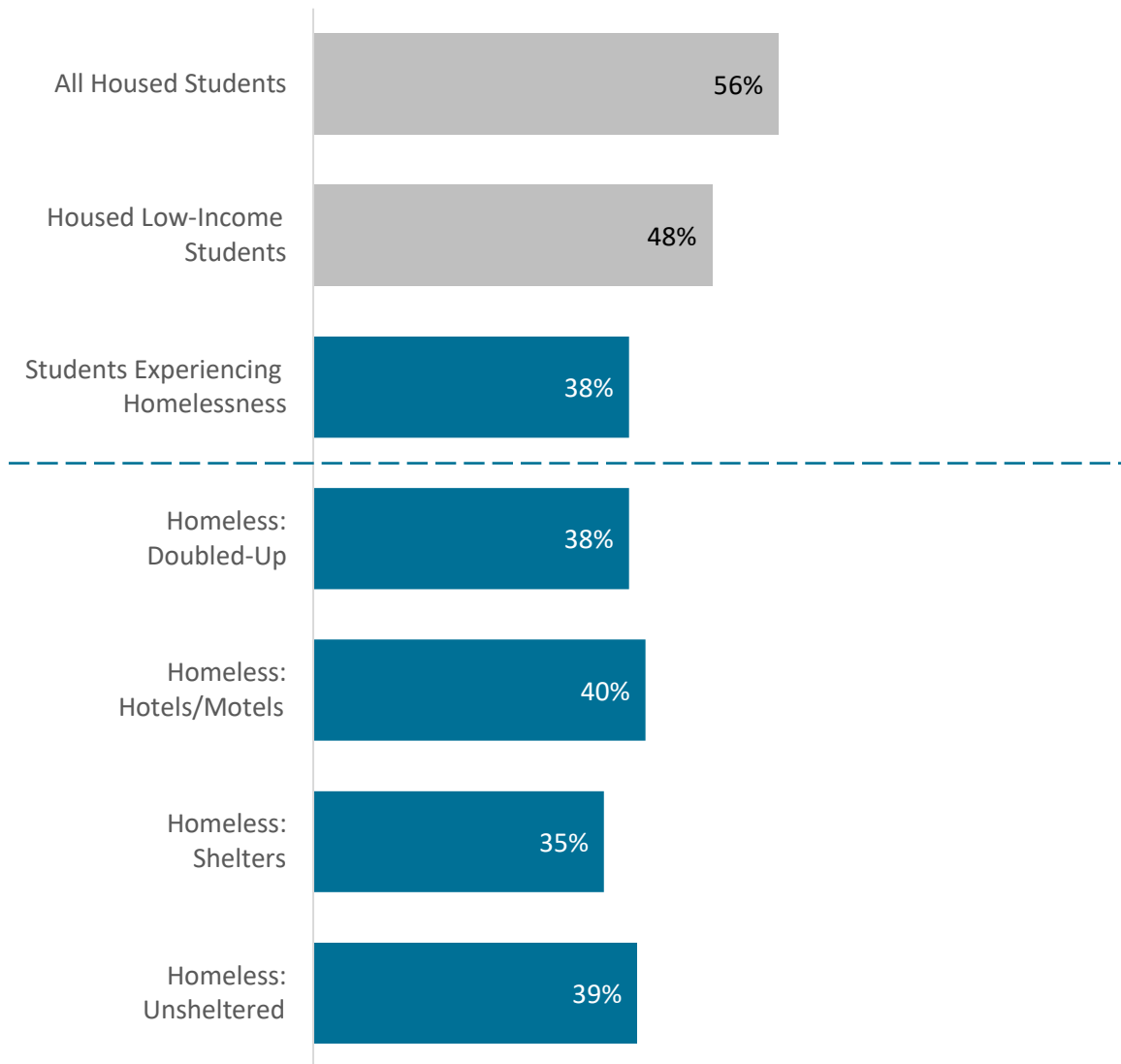
Selected Findings: A lower percentage of students experiencing homelessness enroll in dual credit courses, in comparison with all housed students and housed low-income students.

Students who are doubled-up have similar dual credit enrollment rates as those who are in hotels/motels, in shelters and unsheltered.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A19 for more detail.

Figure 30:
Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2016-17

■ Students Experiencing Homelessness   ■ Housed Students

American Indian/Alaska Native
29%
37%

Asian
49%
71%

Black/African American
46%
57%

Hispanic/Latino
39%
49%

Native Hawaiian/Other Pacific Islander
41%
54%

Two or More Races
38%
57%
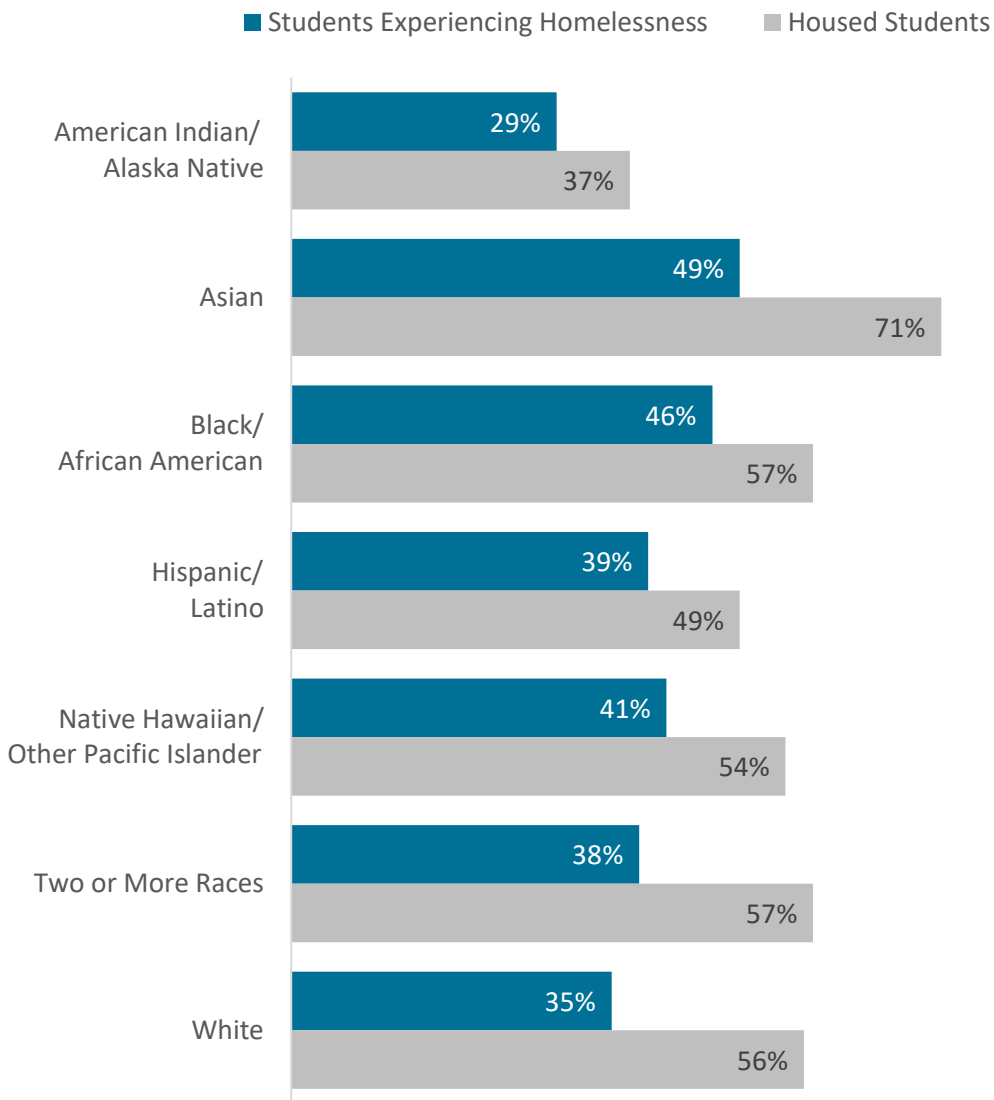
White
35%
56%

Selected Finding: The gap in dual credit enrollment rates between students experiencing homelessness and their housed peers is largest for students of two or more races, White students, and Asian students.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A20 for more detail.

High School Graduation

The high school graduation rate measures the percentage of students who have completed statewide requirements and graduated from high school.[24] The measures presented below include both four-year (on-time) and five-year (extended) rates based on when a student first enters grade 9.[25]

We present both rates to get a more complete picture of graduation among students experiencing homelessness in Washington. However, it is important to remember that the four- and five-year rates represent different cohorts of students and therefore cannot be directly compared within a single year.

For this measure, students experiencing homelessness encompass all students who were identified as homeless at least once during grades 9 to 12 (rather than only students who were identified in 2016-17, as used in other measures). Due to the fluid nature of housing status, students who were identified in more than one year may have had different nighttime residences. Outcomes for these students are presented using the nighttime residence of "Homeless: Multiple Categories."

Key Findings

Housing Status, Income and Nighttime Residence (pp. 46-47)

- 55 percent of students experiencing homelessness graduate within four years. This is substantially below the four-year (on-time) graduation rate of their housed peers (81%) and housed low-income students (72%).

- Students experiencing homelessness who are in shelters (44%) and multiple categories of nighttime residences (45%) have the lowest four-year (on-time) graduation rates.

- The five-year graduation rate for students experiencing homelessness is 61 percent. This is well below the five-year (extended) graduation rate of their housed peers (84%) and housed low-income students (75%).

- Students experiencing homelessness who are in shelters (53%) and hotels/motels (56%) have the lowest five-year (extended) graduation rates.

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[24] See www.k12.wa.us/Graduation for more information.

[25] The four-year (on-time) graduation rate is calculated by dividing the sum total number of students who graduated in 2016-17 and were members of the class of 2017 by the sum total number of students in the class of 2017. The class of 2017 is defined as students who entered grade 9 for the first time in 2013-14. The five-year (extended) graduation rate is calculated by dividing the sum total number of students who graduated in 2016-17 and were members of the class of 2016 by the sum total number of students in the class of 2016. The class of 2016 is defined as students who entered grade 9 for the first time in 2012-13. The counts are adjusted for students who transfer into or out of public schools in Washington.

Race/Ethnicity (p. 48-49)

- Among students experiencing homelessness, Native Hawaiian/Other Pacific Islander have the highest four-year (on-time) graduation rate (66%) and the smallest gap compared to their housed peers (2 percentage points).

- Among students experiencing homelessness, American Indian/Alaska Native (44%) and Hispanic/Latino (53%) have lower than average four-year (on-time) graduation rates.

- Among students experiencing homelessness, Black/African American (68%) and Native Hawaiian/Other Pacific Islander (65%) have above average five-year (extended) graduation rates and gaps of less than 10 percentage points compared to their housed peers.

- Among students experiencing homelessness, American Indian/Alaska Native, Hispanic/Latino, White, and students of two or more races have five-year (extended) graduation rates that are at least 20 percentage points lower than their housed peers.

Data Exhibits

Figure 31:
Four-Year (On-Time) Graduation Rates by Housing Status, Income and Nighttime Residence,
2016-17

Category	Rate
All Housed Students	81%
Housed Low-Income Students	72%
Students Experiencing Homelessness	55%
Homeless: Doubled-Up	57%
Homeless: Hotels/Motels	56%
Homeless: Shelters	44%
Homeless: Unsheltered	53%
Homeless: Multiple Categories	45%
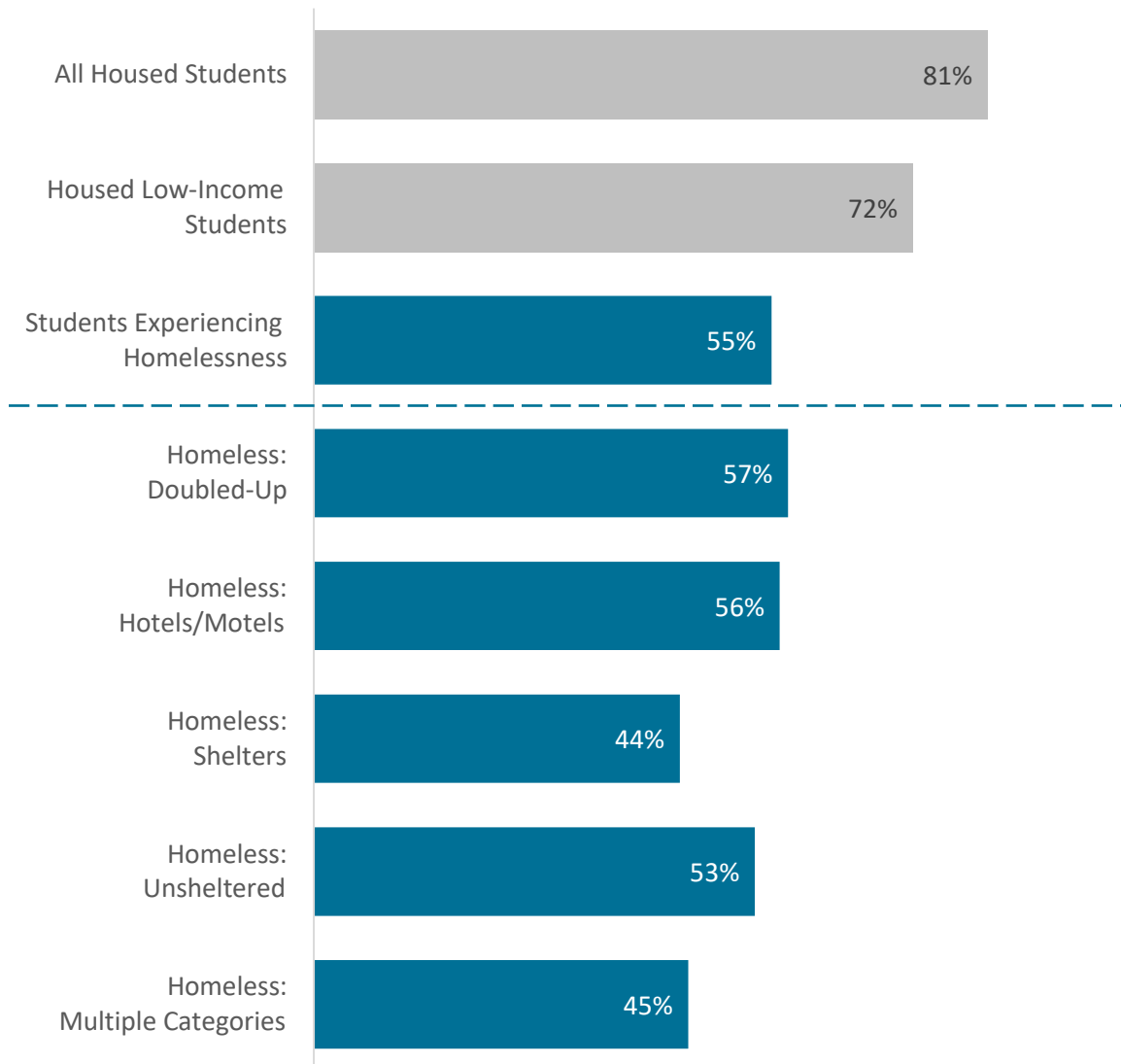
Selected Findings: Students experiencing homelessness have lower four-year (on-time) graduation rates than all housed students and housed low-income students.

Students in shelters and those in multiple categories of nighttime residences have the lowest four-year (on-time) graduation rates.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A21 for more detail.

This analysis was conducted by Schoolhouse Washington, a project of **BUILDING CHANGES**

Five-Year (Extended) Graduation Rates by Housing Status, Income and Nighttime Residence, 2016-17

Category	Rate
All Housed Students	84%
Housed Low-Income Students	75%
Students Experiencing Homelessness	61%
Homeless: Doubled-Up	62%
Homeless: Hotels/Motels	56%
Homeless: Shelters	53%
Homeless: Unsheltered	62%
Homeless: Multiple Categories	62%
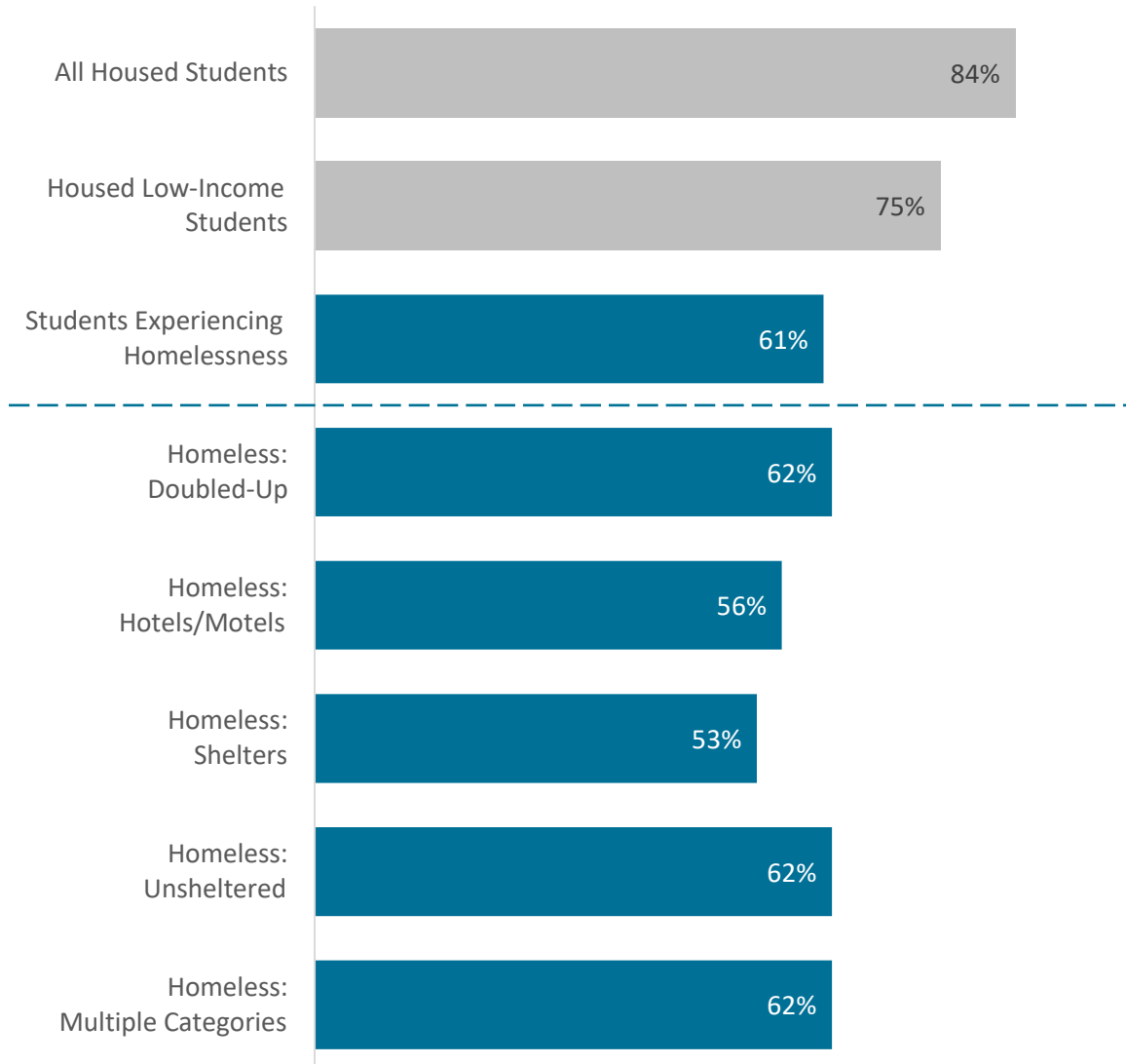
Selected Finding: Students experiencing homelessness have lower five-year (extended) graduation rates than all housed students and housed low-income students.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A22 for more detail.

Figure 33:
Four-Year (On-Time) Graduation Rates by Housing Status and Race/Ethnicity, 2016-17

■ Students Experiencing Homelessness   ■ Housed Students

Race/Ethnicity	Students Experiencing Homelessness	Housed Students
American Indian/Alaska Native	44%	63%
Asian	64%	88%
Black/African American	57%	74%
Hispanic/Latino	53%	74%
Native Hawaiian/Other Pacific Islander	66%	68%
Two or More Races	57%	82%
White	55%	83%

Selected Findings: Students experiencing homelessness have lower four-year (on-time) graduation rates than their housed peers across all racial/ethnic groups.

Native Hawaiian/Other Pacific Islander students experiencing homelessness have the narrowest four-year (on-time) graduation rate gap.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table A23 for more detail.

This analysis was conducted by **Schoolhouse Washington,** *a project of* **BUILDING CHANGES**

Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2016-17

■ Students Experiencing Homelessness   ■ Housed Students

**American Indian/
Alaska Native**
49%
69%

Asian
76%
91%

**Black/
African American**
68%
77%

**Hispanic/
Latino**
58%
78%

**Native Hawaiian/
Other Pacific Islander**
65%
74%

Two or More Races
60%
83%

White
61%
85%

Selected Findings: Students experiencing homelessness have lower five-year (extended) graduation rates than their housed peers across all racial/ethnic groups.

Source: Schoolhouse Washington analysis of 2016-17 school-building data from the Office of Superintendent of Public Instruction. See Appendix Table 24 for more detail.
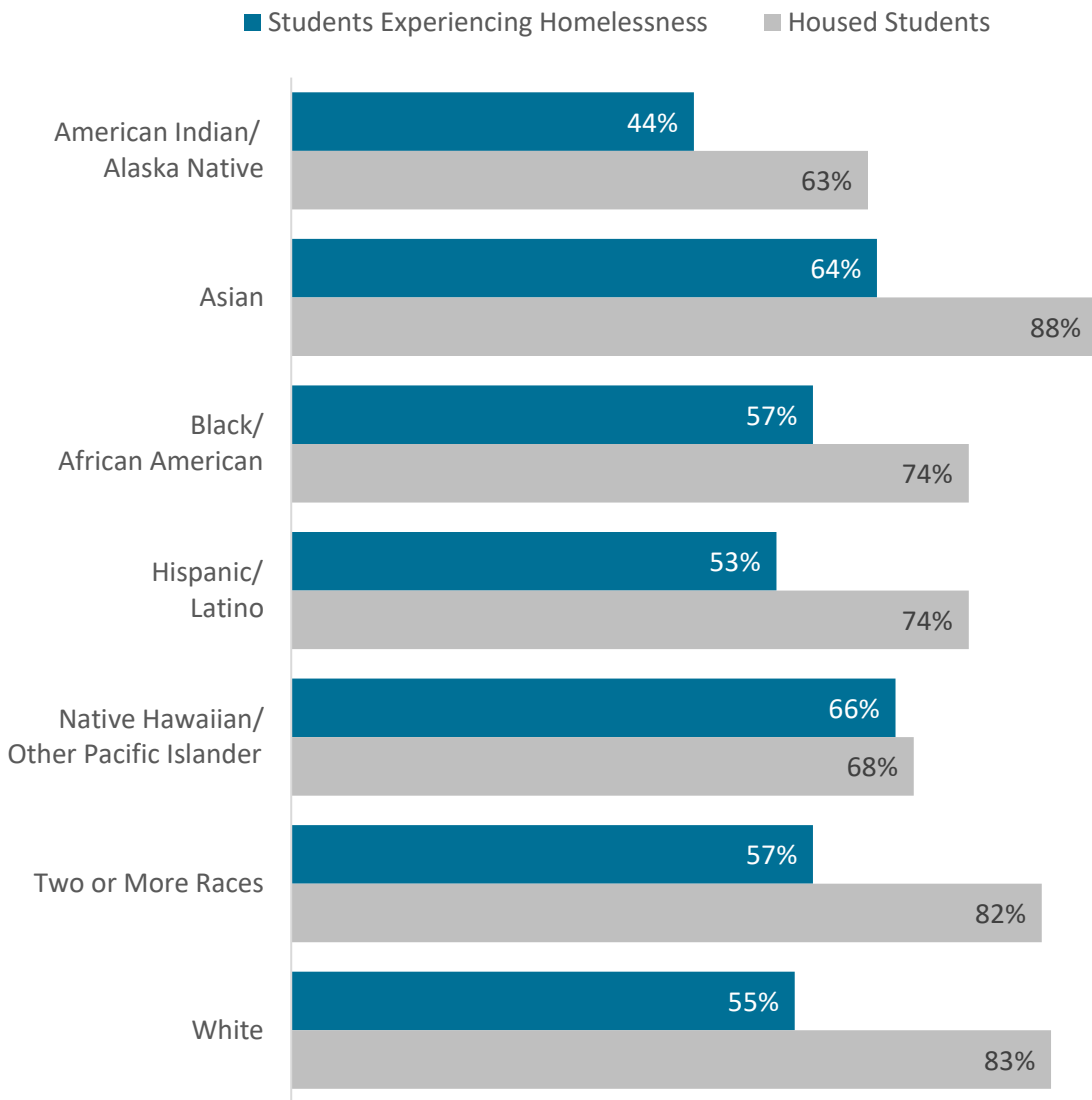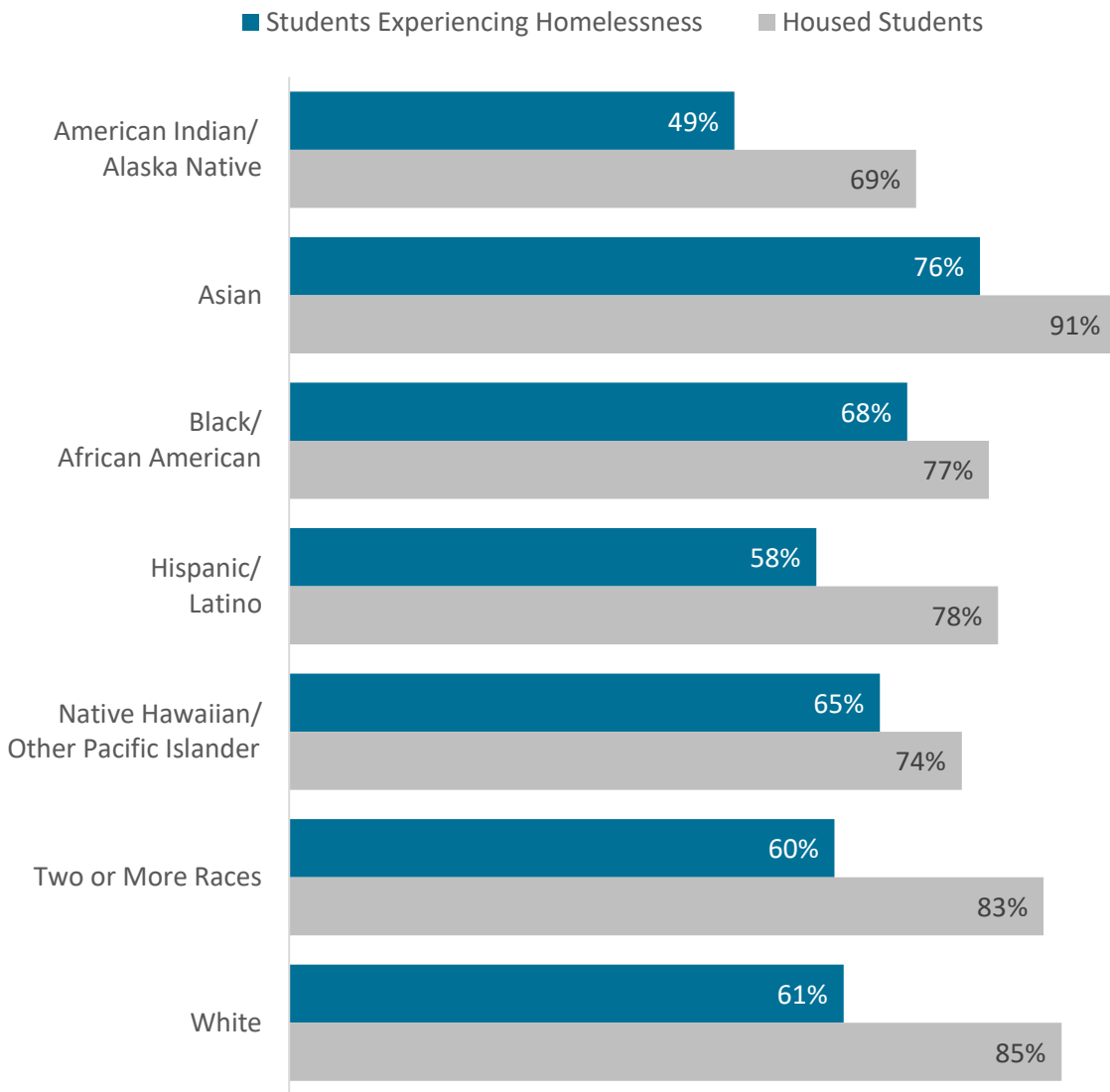
Appendix Tables

This appendix provides additional details on the data presented in Sections 2 and 3 of the report. Results were computed from an administrative dataset that Building Changes obtained from the Washington State Office of Superintendent of Public Instruction[26] in March 2018 via data-sharing agreement.

Data for Section 2: Demographics and Characteristics of Students Experiencing Homelessness in Washington, 2016-17

Table A1 (for Figures 8 & 9 on pp. 14-15):
Students Experiencing Homelessness by Race/Ethnicity, 2016-17 School Year

Race/Ethnicity	Students Experiencing Homelessness		All Students		Homelessness Rate
	Number	Percent	Number	Percent	
American Indian/ Alaska Native	1,413	3%	18,061	1%	7.8%
Asian	899	2%	88,351	7%	1.0%
Black/ African American	5,027	12%	57,191	5%	8.8%
Hispanic/Latino	12,544	30%	281,331	23%	4.5%
Native Hawaiian/ Other Pacific Islander	1,140	3%	14,249	1%	8.0%
Two or More Races	4,301	10%	95,157	8%	4.5%
White	16,895	40%	662,000	54%	2.6%
Total	42,219	100%	1,216,340	100%	3.5%

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. The counts exclude students with no reported race/ethnicity. Percentages may not equal 100 percent due to rounding.

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[26] For more information on OSPI, please visit www.k12.wa.us.

Table A2 (for Figure 10 on p. 16):
Distribution of Nighttime Residence of Students Experiencing Homelessness by Race/Ethnicity,
2016-17 School Year

Race/Ethnicity	Doubled-Up	Hotels/Motels	Shelters	Unsheltered	Total Students
American Indian/ Alaska Native	76%	5%	13%	7%	1,413
Asian	79%	3%	14%	3%	899
Black/ African American	60%	8%	28%	3%	5,027
Hispanic/ Latino	78%	5%	10%	7%	12,544
Native Hawaiian/ Other Pacific Islander	74%	7%	14%	5%	1,140
Two or More Races	71%	7%	15%	7%	4,301
White	74%	6%	12%	8%	16,895
Total	73%	6%	14%	7%	42,219

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. The counts exclude students with no reported race/ethnicity. Percentages may not equal 100 percent due to rounding.

Table A3 (for Figures 11 & 12 on pp. 17-18):
Distribution of Nighttime Residence of Students Experiencing Homelessness by Grade Level,
2016-17 School Year

Grade Level	Doubled-Up	Hotels/Motels	Shelters	Unsheltered	Total Students
K	74%	6%	14%	7%	3,319
1	72%	6%	16%	6%	3,326
2	73%	7%	14%	6%	3,461
3	69%	7%	16%	8%	3,354
4	72%	7%	14%	7%	3,269
5	72%	8%	15%	6%	3,111
6	72%	8%	13%	6%	3,013
7	70%	8%	15%	7%	2,714
8	71%	7%	15%	7%	2,800
9	73%	7%	13%	7%	2,799
10	74%	5%	15%	7%	2,898
11	78%	4%	11%	7%	3,255
12	79%	3%	11%	8%	4,904
Overall	73%	6%	14%	7%	42,223

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. The counts exclude students with no reported grade. Percentages may not equal 100 percent due to rounding.

Special Education and English Language Learner Rates by Housing Status and Nighttime Residence,
2016-17 School Year

Student Group	Total Students	Special Education Rate	English Language Learner Rate
All Students	1,216,724	13%	12%
Housed Students	1,174,501	13%	11%
Students Experiencing Homelessness	42,223	20%	16%
Homeless: Doubled-Up	30,930	19%	17%
Homeless: Hotels/Motels	2,620	25%	10%
Homeless: Shelters	5,793	23%	16%
Homeless: Unsheltered	2,880	23%	13%

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Data for Section 3: Academic and Disciplinary Outcomes of Students Experiencing Homelessness in Washington, 2016-17

Regular Attendance Rates by Housing Status, Income and Nighttime Residence,
2016-17 School Year

Student Group	Total Students*	Regular Attendance Rate**
All Students	1,117,283	85%
All Housed Students	1,083,200	86%
Housed Low-Income Students	496,955	81%
Students Experiencing Homelessness	34,083	62%
Homeless: Doubled-Up	25,263	63%
Homeless: Hotels/Motels	2,145	58%
Homeless: Shelters	4,355	61%
Homeless: Unsheltered	2,320	58%

*Students enrolled for at least 90 calendar days between September 1 and June 1 at the relevant school.
**Students with fewer than two absences (on average) per month.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A6 (for Figure 16 on p. 24):
Regular Attendance Rates by Housing Status and Race/Ethnicity, 2016-17 School Year

Race/Ethnicity	Students Experiencing Homelessness		Housed Students	
	Total Students*	Regular Attendance Rate**	Total Students	Regular Attendance Rate
American Indian/ Alaska Native	1,107	53%	14,596	71%
Asian	774	72%	83,291	92%
Black/ African American	4,097	63%	45,697	83%
Hispanic/ Latino	10,117	65%	245,383	83%
Native Hawaiian/ Other Pacific Islander	917	54%	11,366	75%
Two or More Races	3,454	58%	83,380	85%
White	13,615	62%	599,190	87%

*Students enrolled for at least 90 calendar days between September 1 and June 1 at the relevant school.
**Students with fewer than two absences (on average) per month.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A7 (for Figure 17 on p. 25):
Regular Attendance Rates by Housing Status and Grade Level, 2016-17 School Year

Grade Level	Students Experiencing Homelessness		Housed Students	
	Total Students*	Regular Attendance Rate**	Total Students	Regular Attendance Rate
K	2,654	65%	80,610	87%
1	2,685	70%	81,956	90%
2	2,791	72%	84,553	91%
3	2,742	73%	86,136	92%
4	2,696	74%	85,645	92%
5	2,553	73%	83,151	91%
6	2,490	69%	80,857	89%
7	2,262	61%	81,059	87%
8	2,294	57%	80,879	84%
9	2,249	51%	82,187	83%
10	2,273	49%	83,743	80%
11	2,574	49%	86,084	77%
12	3,820	47%	86,339	73%

*Students enrolled for at least 90 calendar days between September 1 and June 1 at the relevant school.
**Students with fewer than two absences (on average) per month.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Student Group	Total Students*	Suspension Rate**
All Students	1,216,724	5%
All Housed Students	1,174,501	5%
Housed Low-Income Students	542,391	7%
Students Experiencing Homelessness	42,223	10%
Homeless: Doubled-Up	30,930	10%
Homeless: Hotels/Motels	2,620	11%
Homeless: Shelters	5,793	10%
Homeless: Unsheltered	2,880	11%

*Students enrolled at the relevant school.
**Students with at least one suspension at the school during the year.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A9 (for Figure 19 on p. 28):
Suspension Rates by Housing Status and Race/Ethnicity, 2016-17 School Year

Race/Ethnicity	Students Experiencing Homelessness		Housed Students	
	Total Students*	Suspension Rate**	Total Students	Suspension Rate
American Indian/ Alaska Native	1,413	12%	16,648	9%
Asian	899	4%	87,452	2%
Black/ African American	5027	13%	52,164	9%
Hispanic/ Latino	12,544	9%	268,787	6%
Native Hawaiian/ Other Pacific Islander	1140	9%	13,109	6%
Two or More Races	4,301	11%	90,856	5%
White	16,895	10%	645,105	4%

*Students enrolled at the relevant school.
**Students with at least one suspension at the school during the year.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A10 (for [Figure 20 on p. 29](#)):
Suspension Rates by Housing Status and Grade Level, 2016-17 School Year

Grade Level	Students Experiencing Homelessness		Housed Students	
	Total Students*	Suspension Rate**	Total Students	Suspension Rate
K	3,319	3%	87,489	2%
1	3,326	4%	88,471	2%
2	3,461	4%	91,079	2%
3	3,354	6%	92,262	2%
4	3,269	7%	92,068	3%
5	3,111	9%	89,492	4%
6	3,013	15%	86,812	6%
7	2,714	19%	86,417	8%
8	2,800	20%	87,802	9%
9	2,799	18%	88,689	8%
10	2,898	15%	91,063	7%
11	3,255	12%	95,068	5%
12	4,904	7%	97,788	4%

*Students enrolled at the relevant school.
**Students with at least one suspension at the school during the year.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A11 (for [Figure 21 on p. 31](#)):
English Language Arts Proficiency Rates by Housing Status, Income and Nighttime Residence, 2016-17

Student Group	Total Students*	Proficiency Rate**
All Students	545,058	60%
All Housed Students	532,457	60%
Housed Low-Income Students	243,143	44%
Students Experiencing Homelessness	12,601	34%
Homeless: Doubled-Up	9,164	34%
Homeless: Hotels/Motels	968	33%
Homeless: Shelters	1,613	30%
Homeless: Unsheltered	856	34%

*Students tested and not tested in grades 3 to 8 and 11.
**Percent of students who met federal standards.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A12 (for Figure 22 on p. 32):
English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2016-17

Race/Ethnicity	Students Experiencing Homelessness		Housed Students	
	Total Students*	Proficiency Rate**	Total Students	Proficiency Rate
American Indian/ Alaska Native	390	19%	6,935	33%
Asian	304	55%	41,924	77%
Black/ African American	1,615	23%	20,933	43%
Hispanic/ Latino	3,797	27%	121,158	42%
Native Hawaiian/ Other Pacific Islander	322	21%	5,194	40%
Two or More Races	1,284	37%	40,673	63%
White	4,889	42%	295,597	67%

*Students tested and not tested in grades 3 to 8 and 11.
**Students who met federal standards.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A13 (for Figure 23 on p. 33)
English Language Arts Proficiency Rates by Housing Status and Grade Level, 2016-17

Grade Level	Students Experiencing Homelessness		Housed Students	
	Total Students*	Proficiency Rate**	Total Students	Proficiency Rate
3	1,963	30%	78,914	54%
4	1,977	30%	78,663	57%
5	1,906	34%	76,970	60%
6	1,841	29%	74,611	57%
7	1,616	33%	74,774	61%
8	1,678	33%	74,382	60%
11	1,605	50%	73,918	76%

*Students tested and not tested in grades 3 to 8 and 11.
**Students who met federal standards.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Mathematics Proficiency Rates by Housing Status, Income and Nighttime Residence, 2016-17

Student Group	Total Students*	Proficiency Rate**
All Students	544,263	49%
All Housed Students	531,741	49%
Housed Low-Income Students	242,709	34%
Students Experiencing Homelessness	12,522	24%
Homeless: Doubled-Up	9,113	25%
Homeless: Hotels/Motels	967	24%
Homeless: Shelters	1,598	23%
Homeless: Unsheltered	844	23%

*Students tested and not tested in grades 3 to 8 and 11.
**Students who met federal standards.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A15 (for Figure 25 on p. 36):
Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2016-17

Race/Ethnicity	Students Experiencing Homelessness		Housed Students	
	Total Students*	Proficiency Rate**	Total Students	Proficiency Rate
American Indian/ Alaska Native	387	13%	6,921	25%
Asian	305	45%	42,052	70%
Black/ African American	1,611	17%	20,880	30%
Hispanic/ Latino	3,778	20%	120,987	32%
Native Hawaiian/ Other Pacific Islander	319	14%	5,179	29%
Two or More Races	1,275	26%	40,588	52%
White	4,847	30%	295,091	55%

*Students tested and not tested in grades 3 to 8 and 11.
**Students who met federal standards.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Mathematics Proficiency Rates by Housing Status and Grade Level, 2016-17

	Students Experiencing Homelessness		Housed Students	
Grade Level	Total Students*	Proficiency Rate**	Total Students	Proficiency Rate
3	1,960	36%	78,859	59%
4	1,971	29%	78,619	56%
5	1,898	25%	76,926	50%
6	1,833	22%	74,595	50%
7	1,615	23%	74,738	52%
8	1,675	23%	74,360	49%
11	1,555	11%	73,421	28%

*Students tested and not tested in grades 3 to 8 and 11.
**Students who met federal standards.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

9th Grade On-Track Rates by Housing Status, Income and Nighttime Residence, 2016-17

Student Group	Total Students*	On Track Rate**
All Students	83,749	73%
All Housed Students	81,434	73%
Housed Low-Income Students	36,042	60%
Students Experiencing Homelessness	2,315	43%
Homeless: Doubled-Up	1,700	44%
Homeless: Hotels/Motels	162	42%
Homeless: Shelters	295	43%
Homeless: Unsheltered	158	37%

*First-time grade 9 students who attempted a credit.
**First-time grade 9 students who earned all credits attempted.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A18 (for Figure 28 on p. 40):
9th grade On-Track Rates by Housing Status and Race/Ethnicity, 2016-17

Race/Ethnicity	Students Experiencing Homelessness		Housed Students	
	Total Students*	On Track Rate**	Total Students	On Track Rate
American Indian/ Alaska Native	95	36%	1,092	52%
Asian	69	62%	6,508	90%
Black/ African American	281	48%	3,538	63%
Hispanic/ Latino	690	41%	17,643	60%
Native Hawaiian/ Other Pacific Islander	65	48%	846	57%
Two or More Races	220	36%	5,633	73%
White	894	43%	46,161	78%

*First-time grade 9 students who attempted a credit.
**First-time grade 9 students who earned all credits attempted.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A19 (for Figure 29 on p. 42):
Dual Credit Enrollment Rates by Housing Status, Income and Nighttime Residence, 2016-17

Student Group	Total Students*	Dual Credit Enrollment Rate**
All Students	335,475	55%
All Housed Students	325,015	56%
Housed Low-Income Students	133,563	48%
Students Experiencing Homelessness	10,460	38%
Homeless: Doubled-Up	8,096	38%
Homeless: Hotels/Motels	472	40%
Homeless: Shelters	1,163	35%
Homeless: Unsheltered	729	39%

*High school students that attempted a credit.
**High school students in grades 9 to 12 who have enrolled in a dual credit course.
Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources.
Dual credits courses include Advanced Placement, International Baccalaureate, Cambridge, Running Start, College in the High School, and Tech Prep.

This analysis was conducted by **Schoolhouse Washington,** *a project of* **BUILDING CHANGES**

Table A20 (for Figure 30 on p. 43):
Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2016-17

Race/Ethnicity	Students Experiencing Homelessness		Housed Students	
	Total Students*	Dual Credit Enrollment Rate**	Total Students	Dual Credit Enrollment Rate
American Indian/ Alaska Native	364	29%	4,286	37%
Asian	310	49%	25,784	71%
Black/ African American	1,308	46%	14,275	57%
Hispanic/ Latino	2,860	39%	67,117	49%
Native Hawaiian/ Other Pacific Islander	265	41%	3,292	54%
Two or More Races	904	38%	21,513	57%
White	4,448	35%	188,706	56%

*High school students that attempted a credit.
**High school students in grades 9 to 12 who have enrolled in a dual credit course.
Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources.
Dual credits courses include Advanced Placement, International Baccalaureate, Cambridge, Running Start, College in the High School, and Tech Prep.

Table A21 (for Figure 31 on p. 46):
Four-Year (On-Time) Graduation Rates by Housing Status, Income and Nighttime Residence, 2016-17

Student Group	Total Students*	Graduation Rate**
All Students	82,544	79%
All Housed Students	77,516	81%
Housed Low-Income Students	38,010	72%
Students Experiencing Homelessness	5,028	55%
Homeless: Doubled-Up	3,891	57%
Homeless: Hotels/Motels	178	56%
Homeless: Shelters	379	44%
Homeless: Unsheltered	280	53%
Homeless: Multiple Categories	300	45%

*Students identified as belonging to the graduating class of the current school year (2017).
**Students identified as belonging to the graduating class of the current school year (2017) who were reported as graduates.
Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Five-Year (Extended) Graduation Rates by Housing Status, Income and Nighttime Residence, 2016-17

Student Group	Total Students*	Graduation Rate**
All Students	81,562	82%
All Housed Students	77,009	84%
Housed Low-Income Students	37,622	75%
Students Experiencing Homelessness	4,553	61%
Homeless: Doubled-Up	3,481	62%
Homeless: Hotels/Motels	159	56%
Homeless: Shelters	408	53%
Homeless: Unsheltered	226	62%
Homeless: Multiple Categories	279	62%

*Students identified as belonging to the graduating class of the previous school year (2016).

**Students identified as belonging to the graduating class of the previous school year (2016) who were reported as graduates. This includes students who graduated in four years (in 2016), plus any that graduated in five years (in 2017).

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Four-Year (On-Time) Graduation Rates by Housing Status and Race/Ethnicity, 2016-17

Race/Ethnicity	Students Experiencing Homelessness		Housed Students	
	Total Students*	Graduation Rate**	Total Students	Graduation Rate
American Indian/ Alaska Native	180	44%	1,058	63%
Asian	133	64%	5,992	88%
Black/ African American	492	57%	3,417	74%
Hispanic/ Latino	1,304	53%	15,143	74%
Native Hawaiian/ Other Pacific Islander	91	66%	703	68%
Two or More Races	429	57%	4,924	82%
White	2,399	55%	46,214	83%

*Students identified as belonging to the graduating class of the current school year (2017).

**Students identified as belonging to the graduating class of the current school year (2017) who were reported as graduates.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2016-17

Race/Ethnicity	Students Experiencing Homelessness		Housed Students	
	Total Students*	Graduation Rate**	Total Students	Graduation Rate
American Indian/ Alaska Native	166	49%	1,116	69%
Asian	119	76%	6,022	91%
Black/ African American	458	68%	3,308	77%
Hispanic/ Latino	1,144	58%	14,373	78%
Native Hawaiian/ Other Pacific Islander	96	65%	640	74%
Two or More Races	379	60%	4,512	83%
White	2,189	61%	46,985	85%

*Students identified as belonging to the graduating class of the previous school year (2016).

**Students identified as belonging to the graduating class of the previous school year (2016) who were reported as graduates. This includes students who graduated in four years (in 2016), plus any that graduated in five years (in 2017).

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.