

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

2016–2023 Trends, Characteristics,
and Academic Outcomes



Acknowledgements

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We extend our sincere gratitude to the Raikes Foundation for their generous support, which made this report possible. Their commitment to ending youth and student homelessness has played a crucial role in advancing our work and deepening our impact in Washington State.

We also thank the statewide members of our School/Housing Network for their invaluable contributions to this report. Their insights, experiences, and feedback have been instrumental in shaping our understanding and strengthening our efforts to support students and families experiencing homelessness across Washington State. This work is a reflection of our collective commitment to ensuring equitable educational opportunities for all.

From the Author

As a research associate at Building Changes, my work is dedicated to understanding and sharing the stories of students who face significant barriers to learning. Over the past three years, I have focused on the intersection of education and equity, with a particular emphasis on the experiences of students experiencing homelessness and the systems that shape their educational journeys.

This report represents more than just data—it is an aggregated collection of the individual lives, struggles, and triumphs of young people showing extraordinary resilience in the face of adversity. Behind each statistic are children with aspirations, talents, and limitless potential. By exploring the educational outcomes of students experiencing homelessness, my goal is to illuminate persistent disparities while advancing equitable solutions and to ensure that every insight provides a pathway to stronger support systems. It is our collective responsibility to help create the conditions in which each of these students can thrive.

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Senior Research Associate



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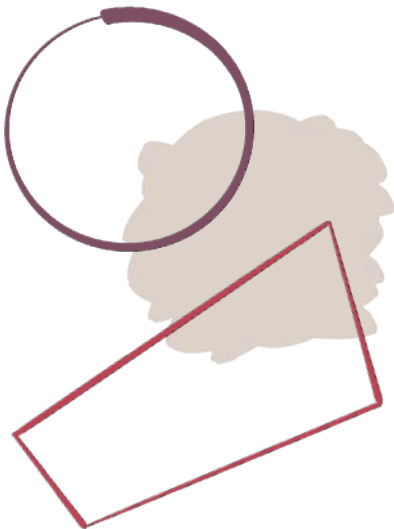
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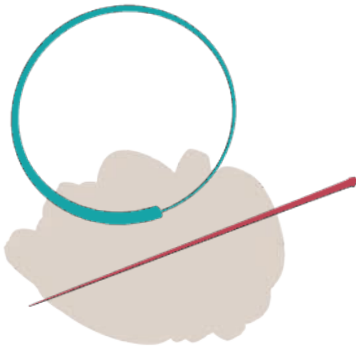
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Overview

“When it comes down to it, people want to feel connected and understood, and have their experiences validated. It provides reinforcement to our school support staff and service providers that the difficult work they’re doing is powerful and really makes a difference in the lives of our children and families.”

— Joey Heilman, former Senior Education Strategist, Building Changes



Background and Purpose

Prior to 2020, the number of students identified as experiencing homelessness in Washington’s K–12 public schools had risen sharply over the previous decade. The difficulty in identifying students experiencing homelessness due to the COVID–19 pandemic–related school closures resulted in the first reversal of this upward trend in years.¹ Yet, two years after school districts fully returned to in–person instruction, the number of students experiencing homelessness in Washington has jumped to the highest level since data collection began.

Students experiencing homelessness face many barriers to success in school, a fact that has only been exacerbated by the pandemic.

The federal McKinney–Vento Homeless Assistance Act, Washington’s Homeless Student Stability Education Program, and the one–time 2021 American Rescue Plan fund have played essential roles in protecting students experiencing homelessness as the education system recovers from the pandemic. 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 sixth in a series of reports from [Building Changes](#) that analyzes state data to provide new insights into trends, characteristics, and academic outcomes of students experiencing homelessness in Washington’s K–12 public schools. Due to disruptions associated with the COVID–19 pandemic, certain data were not collected for school years 2019–20 and 2020–21. Normal data collection resumed for school year 2021–22.

Our hope is that these 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 for students experiencing homelessness—and their families—across the entire state of Washington.

1. Dyer, M. (2022). Update: Homeless Students Data 2022. Olympia, WA: Office of Superintendent of Public Instruction. Retrieved from <https://ospi.k12.wa.us/sites/default/files/2023-08/22-update-data-students-experiencing-homelessness.pdf>.

Key Findings

Finding 1

The count of students identified as experiencing homelessness is the highest that Washington has ever seen.

Following a steep decrease after the onset of the COVID-19 pandemic, the number of students identified as experiencing homelessness in Washington has climbed to the highest number since consistent data-publishing began—greater than 2,000 more students than the second highest count on record (from 2018). Multiple factors may play into this increase, such as increased need, increased ability of districts to identify students, and expiration of pandemic-era policies meant to prevent homelessness. Washington had the sixth largest number of homeless students in the country and the fifth highest rate.

Finding 2

Students of color experience homelessness at disproportionately high rates.

In all, 65% of students experiencing homelessness in 2023 were students of color, who made up only 51% of the overall housed student population. The rates of student homelessness were highest among Native Hawaiian/Other Pacific Islander (13.3%), American Indian/Alaskan Native students (9.0%), and Black/African American students (8.4%). The largest increase in student homelessness from 2022 to 2023 was among Native Hawaiian/Other Pacific Islander students and Black/African American students.

Finding 3

Cities have the largest number of students experiencing homelessness, but rates are highest in rural locations.

About 45% of students experiencing homelessness in 2023 were enrolled in school districts located in cities. On a per-capita basis, however, 5.10% of students in rural school districts were experiencing homelessness, compared to 4.58% in city districts and 3.86% in suburban districts. This trend may be changing, however; from 2022 to 2023, the per-capita rate of students experiencing homelessness in city districts had the highest increase at 1 percentage point, while the rate in rural districts stayed the same.

Finding 4

Academic outcomes for students experiencing homelessness remain well below those of students who are housed.

Most academic outcomes for students experiencing homelessness showed little change from 2022 to 2023 and were far below their housed peers. For example, in 2023, less than one-quarter (24%) of students experiencing homelessness were proficient in English language arts, compared to 53% of housed students. In that same year, fewer than one in seven or 15% of students experiencing homelessness were proficient in mathematics, compared to 41% of housed students.

■ Finding 5

Students experiencing homelessness who are living doubled-up have academic outcomes that are similar to those living in hotels/motels and shelters, and those who are unsheltered.

For example, the math proficiency rate for students living doubled-up in 2023 was 15%, while rates for students experiencing homelessness in other types of nighttime residences ranged between 15% and 16%, all well below the rates for housed students (41%) and housed, low-income students (25%). Other outcomes show a similar pattern.

■ Finding 6

There is still much to learn about the way the education system is serving students experiencing homelessness post remote learning during the pandemic.

From 2019 to 2022, the changes in gaps between students experiencing homelessness and their housed peers across outcomes varied widely. From 2022 to 2023, that variance continued; some gaps widened, others closed, and some stayed the same or similar to historical trends. With many pandemic-era relief programs still in place, it is difficult to discern where students experiencing homelessness will be once these programs expire. Greater monitoring of these outcomes as well as more research to understand the impacts of such policies will be important moving forward.

A Closer Look at Local Data

In addition to providing the statewide data presented in this report, we updated our online dashboard as a resource for viewing student homelessness data, broken down by school district, legislative district, and county.

- The dashboard features data for:
- Number and percentage of students experiencing homelessness.
- Percentage of students experiencing homelessness who are students of color.
- Number and percentage of students experiencing homelessness by grade band.
- Percentage of students experiencing homelessness by nighttime residence.
- Outcome rates for students experiencing homelessness—with comparisons to their housed peers—in attendance, English language arts proficiency, mathematics proficiency, and on-time graduation.

Visit the dashboard at buildingchanges.org/resources/local-data-and-outcomes

Ongoing Impacts of COVID-19

The unprecedented COVID-19 pandemic greatly affected all facets of the education system. Changes such as school closures, transitions to remote learning, and other policies aimed at curbing pandemic effects are thought to have especially exacerbated the disparities between students experiencing homelessness and their housed peers.² The results in this report examine the standing of many student outcomes in 2023; however, it is important to note that many factors may have impacted them that did not exist pre-pandemic. Similarly, some pandemic responses that may have had an impact on students have expired.

Such factors include the American Rescue Plan of 2021, which exponentially increased flexible funds for districts to use in identification and support of students experiencing homelessness, including paying for temporary housing in hotels/motels—something that had not been covered by federal McKinney-Vento funds previously.³

Moreover, in an attempt to recover and accelerate learning, the Office of Superintendent of Public Instruction (OSPI),⁴ Washington State Board of Education, and individual districts implemented an array of policies to support students, all of which may have impacted student outcomes as well. One example is the Graduation Requirements Emergency Waiver.⁵ This waiver, passed by the State Board of Education, allowed districts to offer waivers for some graduation requirements for students graduating in school years 2020–21 through 2023–24. The Graduation Emergency Waiver is no longer available as of the start of school year 2024–25.

Similarly, OSPI released guidance related to student discipline during the pandemic that suggested altered expectations and responses to student behavior within the context of remote learning, to ensure fairness and equity in discipline administration. Guidance included instructions to attempt other forms of discipline before relying on classroom exclusions, short-term suspensions, or in-school suspensions.⁶ Thus, these policies may have changed the way school staff administered student discipline compared to how they did pre-pandemic.

Considering the changes to suspension and graduation rates in 2022 in particular, as well as the continued increase in graduation rates and the slight increase in suspension rates in 2023, it can be assumed that these policies may have had an impact on those particular outcomes; however, it is important to note that due to rapidly evolving factors, it is difficult to attribute a specific outcome to

2. For more information on COVID-19 and students experiencing homelessness, see SchoolHouse Connection. (2020). Lost in the Masked Shuffle and Virtual Void: Children and Youth Experiencing Homelessness Amidst the Pandemic. Retrieved from <https://schoolhouseconnection.org/article/lost-in-the-masked-shuffle-virtual-void-children-and-youth-experiencing-homelessness-amidst-the-pandemic>

3. See American Rescue Plan – Homeless Children and Youth Fund for more information.

4. For more information on OSPI, please see ospi.k12.wa.us.

5. For more information on the Graduation Requirements Emergency Waiver, please see <https://www.k12.wa.us/student-success/graduation/waivers-and-cia>.

6. For more information on OSPI student discipline policies, please see https://www.k12.wa.us/sites/default/files/public/communications/8-31-20_2020-21SYDisciplineQA.pdf.

one or more of these policies. Similarly, it is important to note that without data on district American Rescue Plan spending, we cannot directly attribute more funding to improved outcomes. More research is needed to determine the exact factors and policies that influenced changes in outcomes seen after the onset of the pandemic. Therefore, caution should be taken when interpreting data from before the pandemic and data from 2022 and beyond.

As of 2024, many of these programs had expired. Moving forward, it will be important to continue tracking outcomes for students experiencing homelessness in the future to understand if any positive changes were outliers or if they will remain without additional programs and funding.

Data Sources and Methods

Unless otherwise noted, the data presented in this report are computed from an administrative dataset analyzed by a data analyst at the OSPI Division of Assessment and Student Information and provided to Building Changes in aggregate form in September 2024.⁷ The aggregate dataset is based on unsuppressed school-level data on more than 2,400 public schools and programs in the state’s K–12 system for the school years 2015–16 through 2018–19 and 2021–22 through 2022–23.

OSPI derived statewide averages from summing school-level counts of students in each particular subgroup combination. For example, the percentage of students experiencing homelessness who were eligible for special education was 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.

Due to disruptions associated with the COVID–19 pandemic, data from the Washington School Improvement Framework, which this report primarily uses, were not updated for school years 2019–20 and 2020–21.⁸ Tables and figures that reference data from prior years will note missing data. Certain public datasets that do have data for this time frame are shown when possible.

The analysis incorporates all available school types, including (but not limited to) alternative, reengagement, and tribal compact schools, and grade levels from Kindergarten through grade 12. Additional details regarding the calculation of particular measures are included in the relevant sections.

Due to the school-level structure of the dataset provided by OSPI, students who transferred between schools during a school year may have been included in counts at more than one school. Therefore, counts and statistics may vary from numbers reported by OSPI, which are based on unduplicated

7. For OSPI counts of students experiencing homelessness, please see <https://ospi.k12.wa.us/student-success/access-opportunity-education/students-experiencing-homelessness/homeless-student-data-and-legislative-reports>
8. For more information on the Washington School Improvement Framework, please see <https://www.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa/washington-school-improvement-framework>.

student-level counts for each school district. For example, for the 2022–23 school year, our dataset includes 1,116,028 students overall and 46,049 students experiencing homelessness, while OSPI reported 1,110,536 students overall and 42,436 students experiencing homelessness during the same school year.

It is important to note that although there are differences between datasets, all results are consistent with the dataset's design and do not compromise the overall trends or patterns observed. Instead, they highlight the nuances of working with school-level data and the importance of contextualizing findings within the limitations of the available information.

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 allowed the calculation of approximate counts and percentages to explore outcomes for particular groups (for example, graduation rates for doubled-up students) that are not otherwise reported at a statewide level.

All interpretations in this report are those of Building Changes and do not necessarily reflect the views of OSPI.

Definitions

Homelessness: The federal McKinney–Vento Homeless Assistance Act defines students experiencing homelessness as “individuals who lack a fixed, regular and adequate nighttime residence,” including the following situations:⁹

- 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.
 - 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.

9. For more information, see OSPI's Homeless Education website at <https://www.k12.wa.us/student-success/access-opportunity-education/students-experiencing-homelessness>.

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

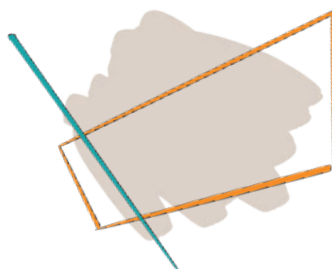
This report uses the following terms and definitions from OSPI to categorize the nighttime residences of students experiencing homelessness:

- **Doubled-up:** Children and youth (including runaway and unaccompanied youth) who are sharing the housing of relatives, friends, or other persons due to loss of housing, economic hardship, or a similar reason.¹⁰
- **Hotels/Motels:** Children and youth residing in hotels/motels due to lack of alternative housing.
- **Shelters:** Children and youth living in supervised facilities designed to provide temporary living accommodations, including (but not limited to) homeless shelters, domestic violence shelters, and transitional housing.¹¹
- **Unsheltered:** Children and youth living in abandoned buildings, campgrounds, vehicles, trailer parks, Federal Emergency Management Agency 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.¹²

10. An unaccompanied youth is defined as a “homeless child or youth not in the physical custody of a parent or guardian” [42 U.S.C. § 11434a(6)].

11. The Every Student Succeeds Act removed “awaiting foster care placement” from the definition of homeless children and youth (www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf). The updated definition was incorporated into OSPI’s data collection beginning in the 2017–18 school year. Since our data cover the 2014–15 through 2018–19 and 2021–22 through 2022–23 school years, students awaiting foster care placement are included in this category for some years.

12. For more information, see OSPI’s Comprehensive Education Data and Research System Data Manual for 2023–24 at www.k12.wa.us/data-reporting/reporting/cedars.



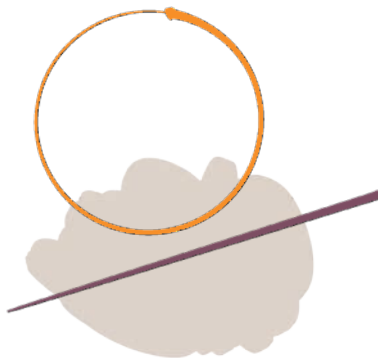
Low income: Students are identified as low income if they are eligible for free or reduced-price meals under the National School Lunch Program or School Breakfast Program. In this report, we present outcomes for low-income students who were housed. That is, we removed results for students experiencing 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 categories:¹³

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latina/e/o of any race(s)
- 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. Schools in Washington are now 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.

13. CW 28A.300.042. 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 in 2016:



Location types: School districts are categorized into location types based on locale codes developed by the National Center for Education Statistics, based in part on urban and rural definitions from the U.S. Census Bureau. The National Center for Education Statistics assigns districts one of 12 categories that include four basic types (city, suburban, town, and rural), each with three subtypes based on either population or proximity to urbanized areas. This report presents findings grouped by each of the following four basic types:¹⁴

- **City:** Territory (districts) inside an urban area and inside a principal city. Example districts include Bellingham, Seattle, Spokane, Wenatchee, and Vancouver.
- **Rural:** Census-defined rural territory. Example districts include Coupeville, Grand Coulee Dam, Kalama, Raymond, and Soap Lake.
- **Suburban:** Territory outside a principal city and inside an urbanized area. Example districts include Battle Ground, Issaquah, Kelso, Mead, and Puyallup.
- **Town:** Territory inside an urban cluster but outside of an urbanized area. Example districts include Aberdeen, Centralia, Ellensburg, Okanogan, and Snoqualmie Valley.

School years: In most cases, this report references school years using the last year. For example, the school year spanning 2022–23 is referred to as 2023.

Homeless–housed: This term refers to the difference in rates or percentages derived by subtracting the relevant rate for housed students from the rate for students experiencing homelessness. Rates are rounded to the nearest whole number prior to calculating this difference.

14. For more detailed definitions and information, see <https://nces.ed.gov/programs/edge/Geographic/SchoolLocations>. This report uses updated classifications from the 2022–23 school year, which vary from prior years for some districts.

Prevalence, Demographics, and Characteristics of Students Experiencing Homelessness in Washington

"I love that we're having this conversation; it's so important. Many times I've encountered unaccompanied homeless youth who are doubled-up, couch-surfing, or living in a hotel. They are fully adulting for themselves, having to hold down a job, try and make it to school regularly, then homework."

— McKinney-Vento Liaison at Centralia School District



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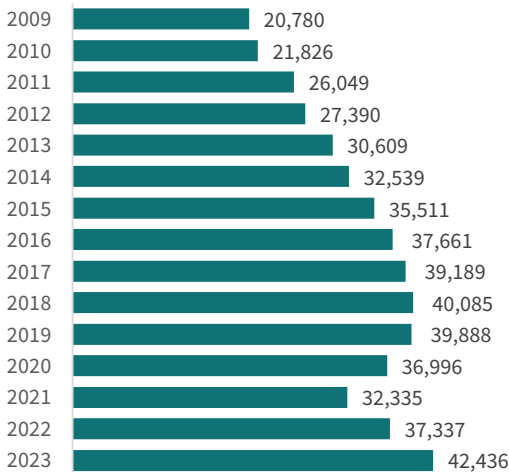
Number of Students and Nighttime Residents

The number of students experiencing homelessness in Washington has been increasing since regular data-publishing began in 2009, up until 2018. The first school year affected by the COVID-19 pandemic (2019-20) saw the first drastic decrease. The number of students identified as experiencing homelessness continued to drop for the next two school years. The 2021-22 school year was the first school year in which the number of identified students experiencing homelessness had increased since the onset of the pandemic.

The 2022-23 school year saw the largest increase of the past seven years and the largest total since public state records-publishing began. According to the OSPI Report to the Legislature that provides an analysis of student-level data, 42,436 students, or 3.8% of the total student population, experienced homelessness during the 2022-23 school year (Figure 1).

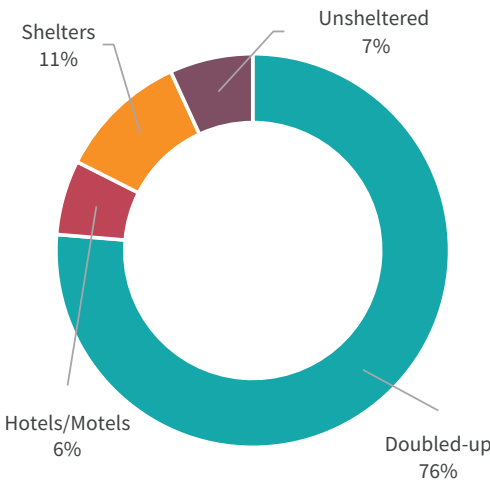
The vast majority (76%) of students experiencing homelessness in 2024 were in doubled-up living situations (Figure 2).

Figure 1. Number of Students Experiencing Homelessness in Washington, 2009–2023 (OSPI Report to the Legislature).



Source: Data from 2009 to 2015 from Dyer, M. & Ward, J. (2019). Update: Homeless Students Data 2019. Olympia, WA: Office of Superintendent of Public Instruction. Retrieved from <https://ospi.k12.wa.us/sites/default/files/2023-08/2019-01-update-homeless-students-data.pdf>. Data from 2016 to 2024 from Dyer, M. (2024). Update: Homeless Students Data 2024. Olympia, WA: Office of Superintendent of Public Instruction. Retrieved from <https://ospi.k12.wa.us/sites/default/files/2024-04/01-24-update-homeless-student-education-outcomes.pdf>.

Figure 2. Nighttime Residences of Students Experiencing Homelessness, 2023.



Note: Student counts were duplicated across schools and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See Appendix Tables, A1 for more information.

Although the proportion of students experiencing homelessness living unsheltered increased 2 percentage points between 2016 and 2019, the proportion in 2023 remained the same as pre-pandemic levels.

The proportion of students living in shelters continued to follow the same historical decrease as before the pandemic, dropping from 12% to 11% between 2019 and 2022 and remaining at 11% in 2023 (Figure 3 and Table 1).

Figure 3. Proportion of Students Experiencing Homelessness in Shelters and Unsheltered, 2016–2023.*

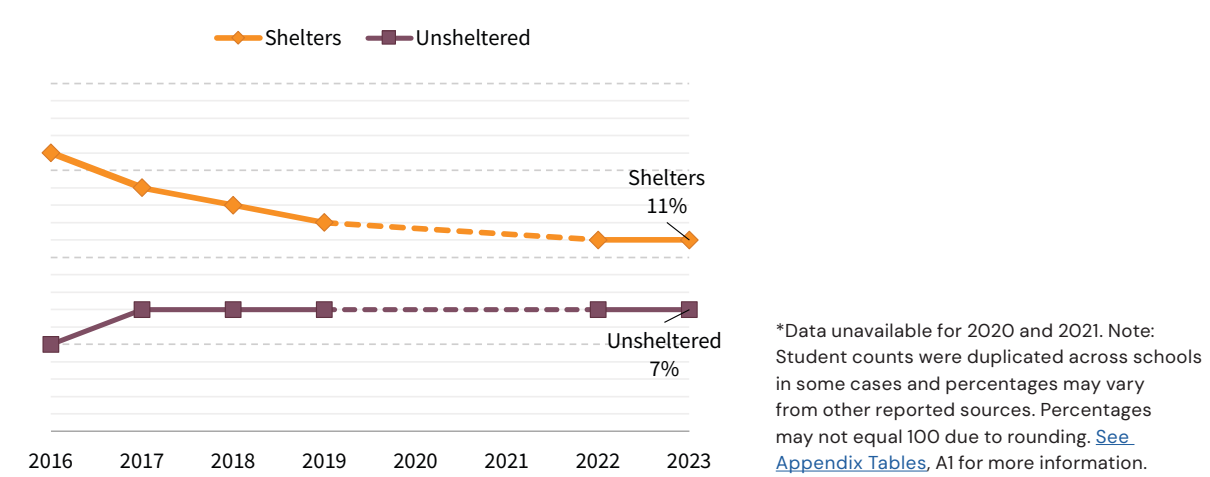


Table 1. Nighttime Residences of Students Experiencing Homelessness, 2016–2023.

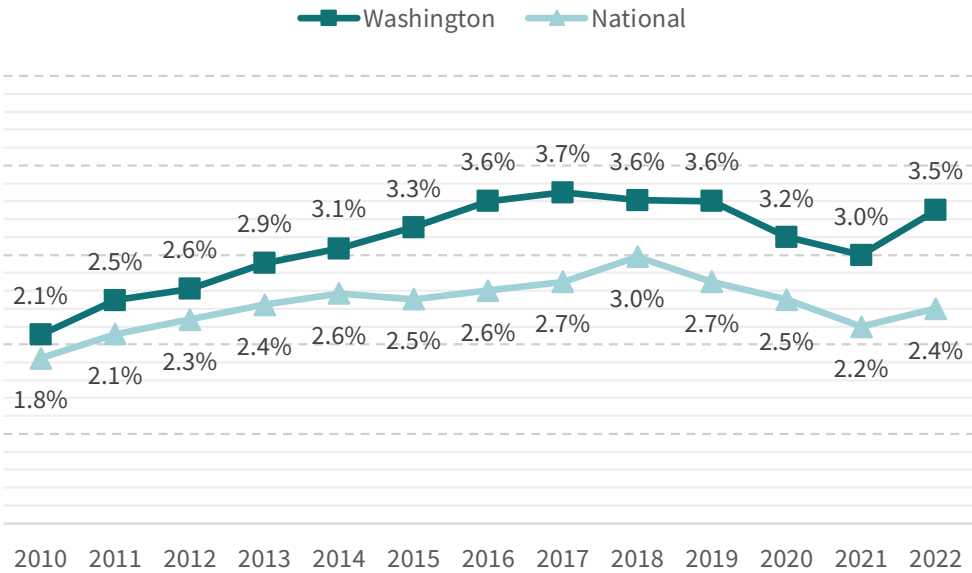
	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022-2023
Doubled-up	73%	73%	73%	74%	-	74%	76%	+2
Hotels/Motels	6%	6%	6%	6%	-	7%	6%	-1
Shelters	16%	14%	13%	12%	-	11%	11%	0
Unsheltered	5%	7%	7%	7%	-	7%	7%	0

*Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. [See Appendix Tables, A1](#) for more information.

National Comparisons

Rates of students identified as experiencing homelessness both nationally and in Washington generally followed the same trend of increasing prior to the COVID-19 pandemic and decreasing after, demonstrated in Figure 4, which uses data from the Department of Education and the National Center for Homeless Education. The 2021–22 school year, however, saw increases in the rates of student homelessness both nationally and in Washington. Between 2021 and 2022 (the most recent year of national data available), the rate of students experiencing homelessness in Washington increased from 3.0% to 3.5%, while nationally, the rate increased from 2.2% to 2.4% (Figure 4).

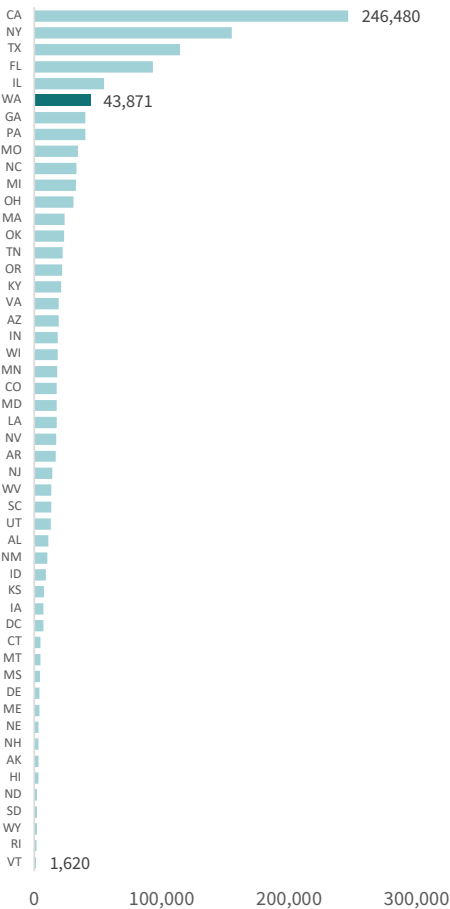
Figure 4. State and National Percentages for Students Experiencing Homelessness, 2010–2022 (Department of Education and National Center for Homeless Education).



Sources: Data from 2010 through 2018 are from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data. 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. Data from 2019 through the 2021–22 school year (the most recent national data available) are from the National Center for Homeless Education. (2023). Student Homelessness in America: School Years 2019–20 to 2021–22. Retrieved from https://nche.ed.gov/wp-content/uploads/2023/12/SY-21-22-EHCY-Data-Summary_FINAL.pdf.

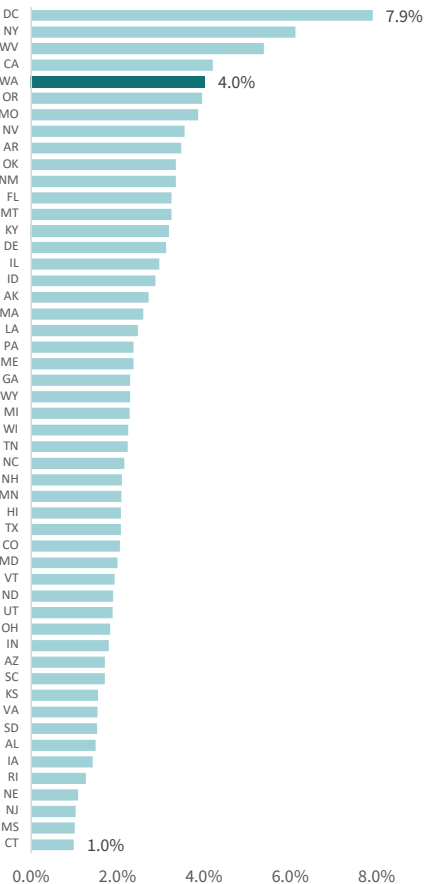
Based on data from the U.S. Department of Education, in 2023, Washington had the sixth largest number of students experiencing homelessness among the 50 states and the District of Columbia (Figure 5). Washington had the fifth highest rate of students experiencing homelessness among the 50 states and the District of Columbia in 2023 (Figure 6).

Figure 5. Number of Students Experiencing Homelessness by State, 2023 (Department of Education).



Source: U.S. Department of Education, EDData Express file specification 118, SEA Level (2023); National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2022–23 v. 1a), state education agency level. Retrieved from <https://eddataexpress.ed.gov/>.

Figure 6. Percentage of Students Experiencing Homelessness by State, 2023 (Department of Education).

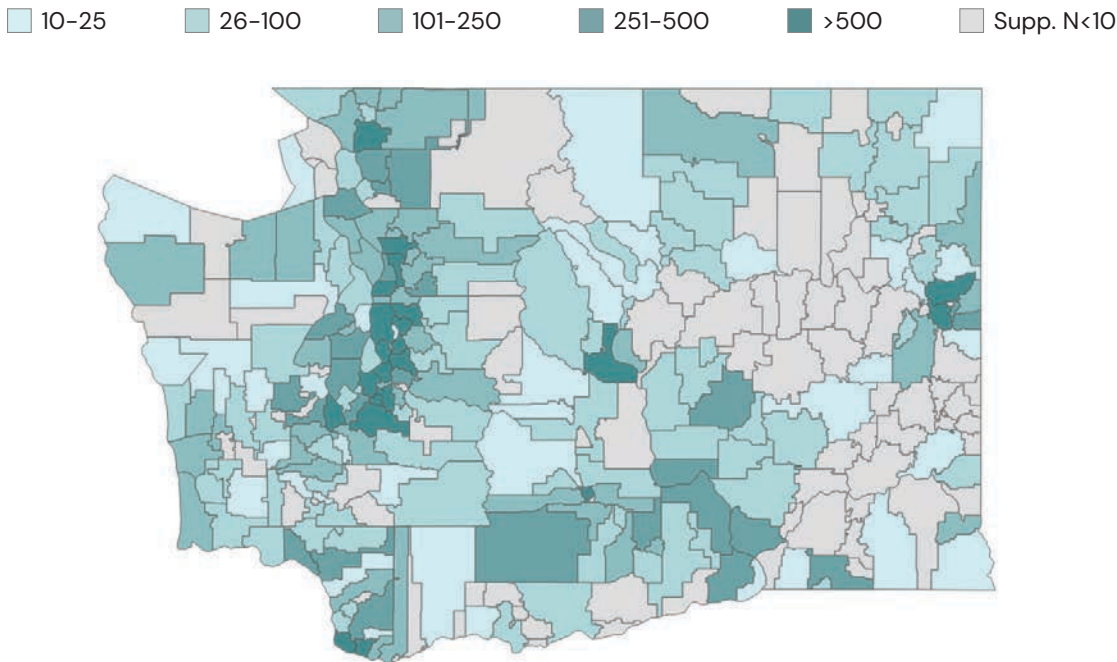


Data sources: Author’s calculations based on homeless student counts and total student population for each state. Retrieved from U.S. Department of Education, EDData Express file specification 118, SEA Level (2023); National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2022–23 v. 1a), state education agency level (<https://eddataexpress.ed.gov/>); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2022–23 v.1a) at nces.ed.gov/ipeds/data/ipedsdatacenter/ipedsdatacenter.asp.

District Prevalence and Funding

In 2023, school districts with the largest number of students experiencing homelessness, as shown in the darkest color, were found in the Puget Sound region, which contains Seattle and other large population centers (Figure 7). However, rates of students experiencing homelessness were often higher in more rural areas, such as in southwest and northeast Washington (Figure 8).

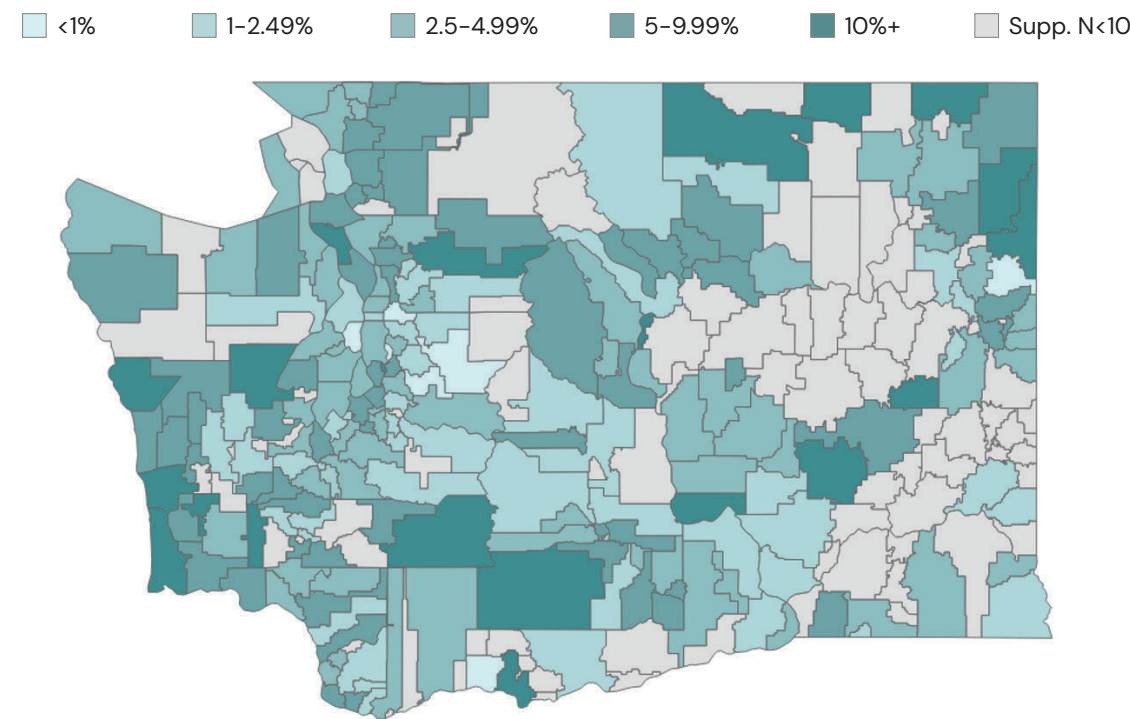
Figure 7. Number of Students Experiencing Homelessness by School District, 2023 (Department of Education).



Note: Data for districts that reported fewer than ten students experiencing homelessness were suppressed to protect student privacy and are indicated using “Supp. (N<10).”

Source: U.S. Department of Education, EDFacts file specification 118, local education agency level (2023); National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2022-23 v. 1a), local education agency level. Retrieved from <https://eddataexpress.ed.gov/>.

Figure 8. Rate of Students Experiencing Homelessness by School District, 2023 (Department of Education).

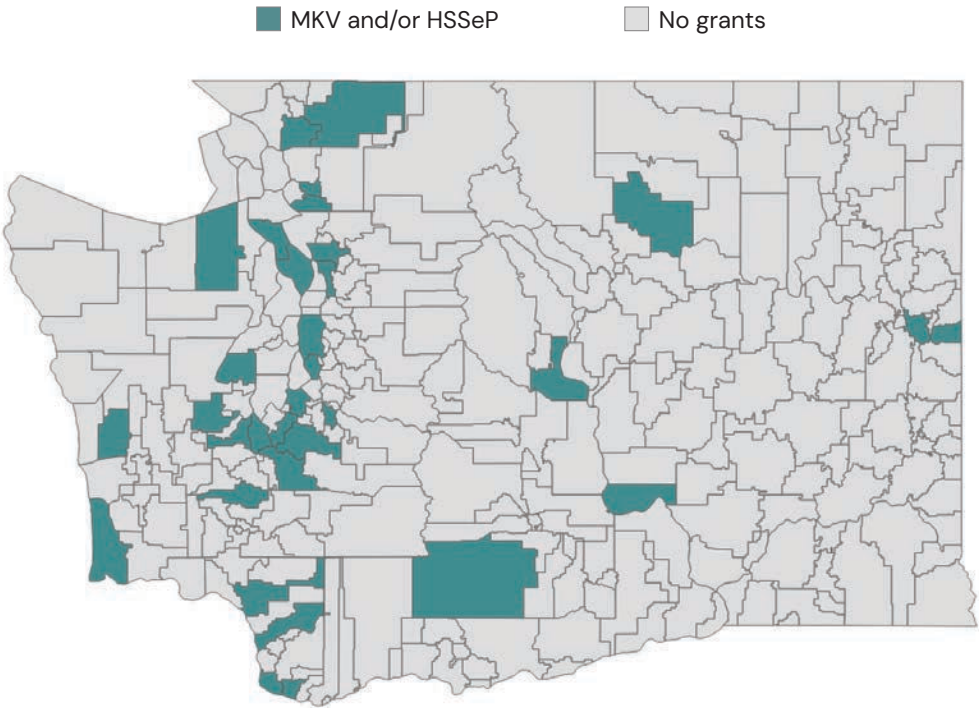


Note: Data for districts that reported fewer than ten students experiencing homelessness were suppressed to protect student privacy and are indicated using "Supp. (N<10)."

Data sources: Author's calculations based on homeless student counts and total student population for each state. Retrieved from U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2022-23 v.1a). Retrieved from nces.ed.gov/ccd/elsi; U.S. Department of Education, EDFacts file specification 118, SEA Level (local education agency level (2023); National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2022-23 v. 1a), state education agency level (<https://eddataexpress.ed.gov/>); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2022-23 v.1a) at nces.ed.gov/ccd/elsi), local education agency level. Retrieved from <https://eddataexpress.ed.gov/>.

In the 2022–23 school year, 46 grants totaling approximately \$2.3 million in funding were given to 38 districts to support students experiencing homelessness through either the federal McKinney–Vento Homeless Assistance Act or the state Homeless Student Stability Education Program (Figure 9).¹⁵ Collectively, these districts enrolled just less than half of the students experiencing homelessness in the state while the other half of students resided in districts that did not receive grant funds specifically for homelessness efforts.

Figure 9. School Districts with McKinney–Vento and/or Homeless Student Stability Education Program Grants, 2023.



Note: MKV = McKinney–Vento Homeless Assistance Act; HSSeP = Homeless Student Stability Education Program. Sources: OSPI’s iGrants, retrieved from eds.ospi.k12.wa.us/iGrants. The districts that received grant dollars in 2023 were Bellingham, Bethel, Central Valley (consortium), Centralia, Clover Park, Conway, Coupeville, Everett, Evergreen (Clark), Highline, Hoquiam, Kelso, Marysville, Mount Adams, Mount Baker (consortium), Mount Vernon, North Mason, North Thurston, Ocean Beach, Okanogan, Olympia, Seattle, Sequim, Shelton, South Whidbey, Spokane, Sumner–Bonney Lake, Tacoma, Vancouver, Wahluke, Wenatchee, Woodland, and Yelm.

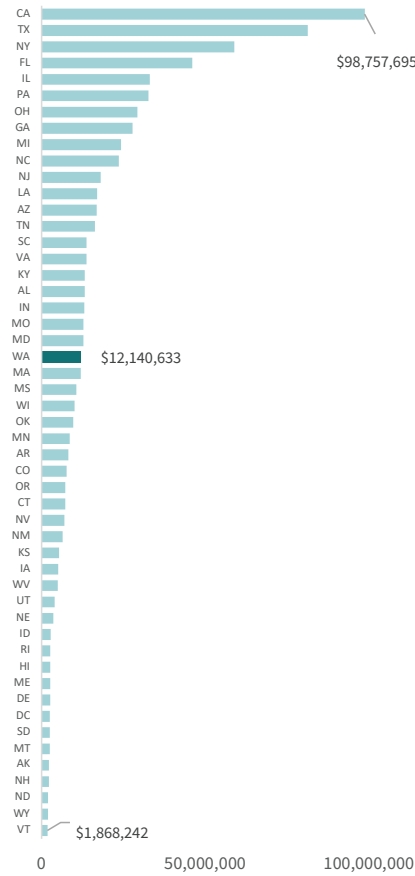
15. OSPI’s iGrants, retrieved from eds.ospi.k12.wa.us/iGrants. 1920 U.S.C. 1225(b)(1), 2 C.F.R. § 200.344(b).

American Rescue Plan Homeless Children and Youth Funding

The American Rescue Plan of 2021, passed in response to the COVID-19 pandemic, set aside an additional \$800 million for homeless students and youth via the American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth (ARP-HCY) Fund. These funds were allotted for the purpose of identifying students experiencing homelessness, providing them with wraparound support in the wake of the challenges of the pandemic, and ensuring they could fully participate in school activities.¹⁶

State allocations were calculated based on the proportion of funding each state received under Title I, Part A of the Elementary and Secondary Education Act of 1965 for Fiscal Year 2020. Washington was awarded more than \$12 million, the 22nd largest funding amount.

Figure 10. Allotted American Rescue Plan—Homeless Children and Youth Funds by State, 2021 (Department of Education).



Source: U.S. Department of Education, Office of Elementary and Secondary Education. (2021). Revised Attachment 1: ARP Homeless I & II Total Allocations. Retrieved from <https://oese.ed.gov/files/2021/07/Revised-Attachment-1-ARP-Homeless-I-II-Total-Allocations.docx>.

16. For additional information, see <https://oese.ed.gov/files/2021/04/ARP-Homeless-DCL-4.23.pdf>.

ARP-HCY funding was disbursed in two allotments. The first (ARP-HCY I) was available for disbursement in the form of competitive grants in spring 2021. The purpose of ARP-HCY I was to target immediate needs for pandemic relief. States could reserve up to 25% of this funding for state-level activities, which could include training, technical assistance, capacity-building, and engagement, with the goal of ensuring all local education agencies (LEAs), including those that had not received federal McKinney-Vento subgrants in the past, would be prepared to utilize the second round of funding, ARP-HCY II, in the fall. The remaining 75% of ARP-HCY I funding was disbursed to LEAs with existing McKinney-Vento subgrants as well as those who were not selected in the previous grant cycle.

Washington LEAs received disbursement of ARP-HCY I funds in April 2021. OSPI reported that the funds received for state-level activities were used for analyzing and sharing data and research pertaining to student homelessness, providing technical assistance and to LEAs, providing training, connecting community-based organizations with school districts, increasing outreach to underserved populations, and building the capacity of LEAs that had not received a McKinney-Vento subgrant before. The funds reserved for LEAs were first disseminated to districts that had been granted McKinney-Vento subgrants in the most recent competition, to ensure these funds would be received by districts with the highest concentration of students and families experiencing homelessness as soon as possible. Washington also distributed funds to all districts that had applied for McKinney-Vento subgrants in the past but had not been awarded. Overall, ARP-HCY I funding went to 45 programs that represented 53 LEAs across the state.¹⁷

The Department of Education first made ARP-HCY II grants available in June 2021, and funds were disbursed in July 2021. This round of funding followed the same conditions as the first round, with 25% of funds being used for state-level activities and 75% going to LEAs. For ARP-HCY II, the Department of Education required states to fund LEAs based on a formula that utilized each LEA's allotments under Title I, Part A, Fiscal Year 2020, as well as the number of identified homeless children and youth in previous school years (2018–19 or 2019–20, whichever was greater).¹⁸ An LEA was required to have an allocation of at least \$5,000 under the formula to be eligible for ARP-HCY II funding. If the LEA did not meet this threshold, they were able to join a consortium for which the sum of the members' allocations met \$5,000. OSPI reported that Washington used the quarter of ARP-HCY II funding allocated for state-level activities to bolster its online webinar training capacity, as well as increase technical assistance, capacity-building, and engagement for LEAs. For the remaining three-quarters of this second round of funding, 156 LEAs and one Educational Service District in Washington met the \$5,000 threshold to receive ARP-HCY II funding and 124 did not. LEAs that did not reach the threshold were encouraged to create consortium programs and were provided with technical assistance.¹⁷

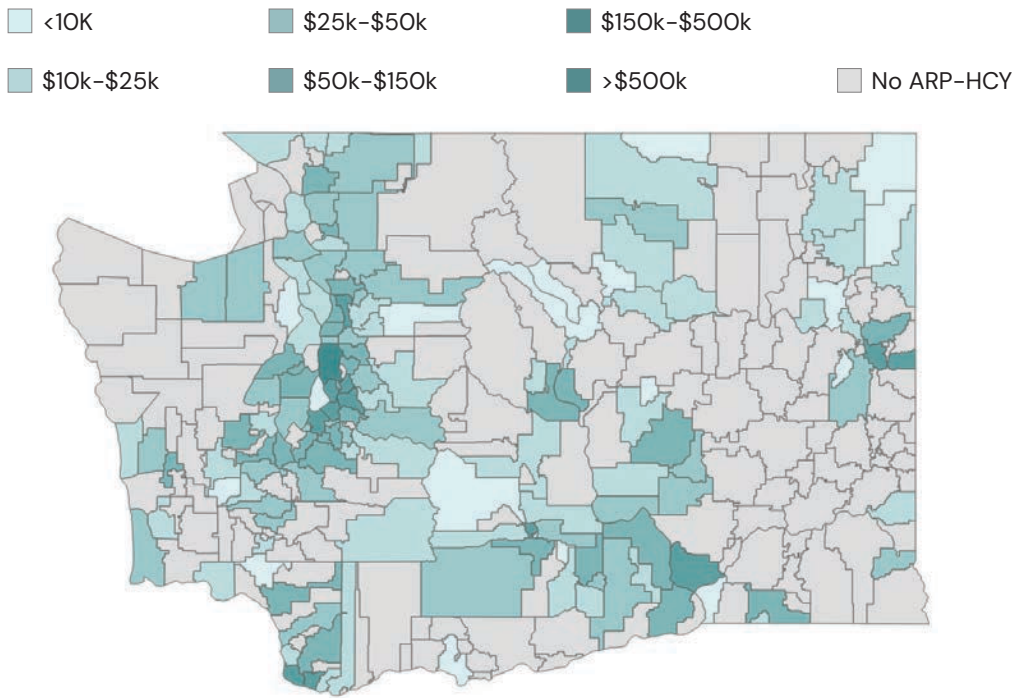
17. Dyer, M. (2021) The American Rescue Plan—Homeless Children and Youth, I and II: Washington State Plan. Retrieved from <https://oese.ed.gov/files/2021/11/Washington-ARP-HCY-State-Plan-Final.pdf>.

18. Final Requirements; American Rescue Plan Act Homeless Children and Youth Program. (2021). Federal Register. Retrieved from <https://www.federalregister.gov/documents/2021/07/09/2021-14705/final-requirements-american-rescue-plan-act-homeless-children-and-youth-program>.

Funding for LEAs from ARP-HCY II ranged from \$7,270 (Cusick School District) to \$575,120 (Seattle Public Schools) (Figure 11). Currently, no data are publicly available on district spend-down or district-level details on how the money was used.

The deadline to obligate ARP-HCY I and II funding was September 30, 2024, and the deadline for spending these obligated funds was December 15, 2024.¹⁹ Because of the lack of publicly available data on district-level spending, it is possible these funds will still be supporting students through the 2024-25 school year and should be considered as a potential factor when interpreting results.

Figure 11. American Rescue Plan—Homeless Children and Youth Funds Allotted by Local Education Agency, 2021.



Source: OSPI's federal iGrants, retrieved from eds.ospi.k12.wa.us/iGrants.

19. 20 U.S.C. 1225(b)(1), 2 C.F.R. § 200.344(b).

Race and Ethnicity

Students of color in Washington state were disproportionately more likely to experience homelessness in 2023. The highest rate was among Native Hawaiian/Other Pacific Islander students: about 1 in 8 (13.3%) experienced homelessness. Rates for Black/African American, American Indian/Alaskan Native, and Hispanic/Latina/e/o of any race(s) students were also well above the rate of homelessness for all students (3.95%) (Figure 12).

The percentage of students experiencing homelessness increased at varying rates across all ethnic groups. Native Hawaiian/Pacific Islander students saw the greatest increase from 2022 to 2023 (4.1 percentage points). Black/African American students saw the greatest decrease from 2019 to 2022 (1.7 percentage points) but saw the second largest increase from 2022 to 2023 (2.1 percentage points). The racial groups with the smallest increases in homeless rates were Asian and white students (0.3 and 0.4 percentage points, respectively; Table 2).

Figure 12. Student Homelessness Rates by Race/Ethnicity, 2023.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A2 or more information.

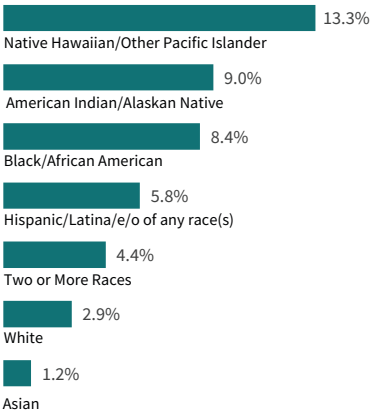


Table 2. Student Homelessness Rates by Race/Ethnicity, 2016–2023.

	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022-2023
American Indian/Alaskan Native	7.3%	7.8%	7.4%	7.2%	-	7.5%	9.0%	+1.5
Asian	0.9%	1.0%	1.1%	0.9%	-	0.9%	1.2%	+0.3
Black/African American	8.5%	8.8%	9.1%	8.0%	-	6.3%	8.4%	+2.1
Hispanic/Latina/e/o	4.5%	4.5%	4.7%	4.8%	-	4.8%	5.8%	+1.0
Native Hawaiian/Other Pacific Islander	7.9%	8.0%	8.0%	8.3%	-	9.2%	13.3%	+4.1
Two or More Races	4.7%	4.5%	4.6%	4.4%	-	3.8%	4.4%	+0.6
White	2.5%	2.6%	2.5%	2.6%	-	2.5%	2.9%	+0.4

*Data unavailable for 2020 and 2021.

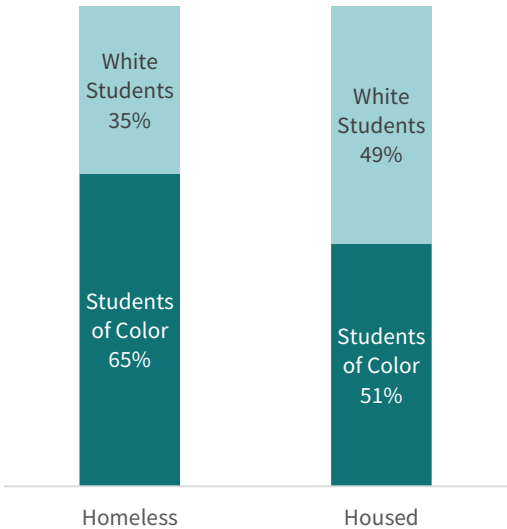
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A2 for more information.

Students of color were overrepresented among students experiencing homelessness in 2023: more than two-thirds (65%) of students experiencing homelessness were students of color, even though they made up 51% of all K–12 public school students (Figure 13).

The proportion of Native Hawaiian/Other Pacific Islander students experiencing homelessness in 2023 was 5 times higher than the proportion of housed Native Hawaiian/Other Pacific Islander students. Similarly, the proportion of students experiencing homelessness was 2 times higher than the proportion of housed students for American Indian/Alaskan Native students and Black/African American students (Figure 14).

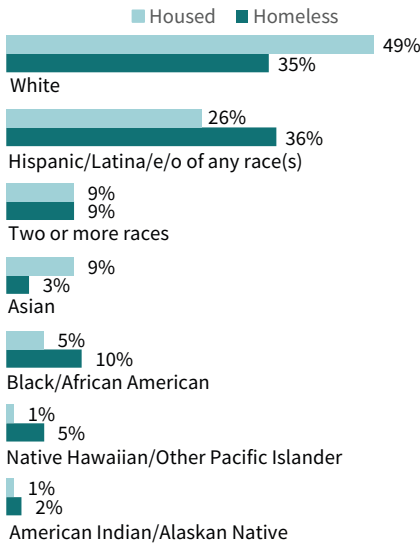
The measure Homeless–Housed in the following table reflects the level of disproportionality between homeless and housed students in each racial/ethnic group. Between 2022 and 2023, American Indian/Alaskan Native, Asian, Hispanic/Latina/e/o, and students of two or more races experienced a decrease in disproportionality. Black/African American and Native Hawaiian saw an increase in disproportionality, while the gap between white students remained the same (Table 3).

Figure 13. Percentage of Students of Color by Housing Status, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. [See Appendix Tables, A2](#) for more information.

Figure 14. Distribution of Students by Race/Ethnicity and Housing Status, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. [See Appendix Tables, A2](#) for more information.

Table 3. Distribution of Students by Race/Ethnicity and Housing Status, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
American Indian/Alaskan Native	Homeless	3%	3%	3%	3%	-	3%	2%	-1
	Housed	1%	1%	1%	1%	-	1%	1%	0
	Homeless-Housed	+2	+2	+2	+2	-	+2	+1	-1
Asian	Homeless	2%	2%	2%	2%	-	2%	3%	+1
	Housed	7%	7%	8%	8%	-	9%	9%	0
	Homeless-Housed	-5	-5	-6	-6	-	-7	-6	-1
Black/African American	Homeless	12%	12%	12%	11%	-	9%	10%	+1
	Housed	5%	4%	4%	5%	-	5%	5%	0
	Homeless-Housed	+7	+8	+8	+6	-	+4	+5	+1
Hispanic/Latina/e/o of any race(s)	Homeless	30%	30%	31%	32%	-	36%	36%	0
	Housed	22%	23%	23%	24%	-	25%	26%	+1
	Homeless-Housed	+8	+7	+8	+8	-	+11	+10	-1
Native Hawaiian/Other Pacific Islander	Homeless	3%	3%	3%	3%	-	4%	5%	+2
	Housed	1%	1%	1%	1%	-	1%	1%	0
	Homeless-Housed	+2	+2	+2	+2	-	+3	+4	+1
Two or More Races	Homeless	10%	10%	11%	11%	-	10%	9%	-1
	Housed	7%	8%	8%	8%	-	9%	9%	0
	Homeless-Housed	+3	+2	+3	+3	-	+1	0	-1
White	Homeless	40%	40%	38%	39%	-	36%	35%	-1
	Housed	56%	55%	54%	53%	-	50%	49%	-1
	Homeless-Housed	-16	-15	-16	-14	-	-14	-14	0

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. [See Appendix Tables, A2](#) for more information.

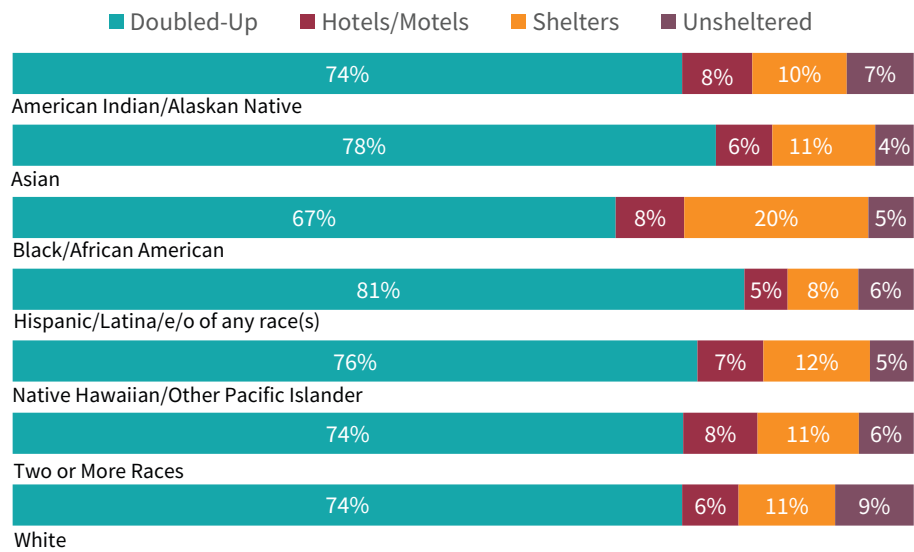
Black/African American students experiencing homelessness were the least likely among all racial/ethnic groups to be living doubled-up (67%) and the most likely to be in shelters (20%). Among students experiencing homelessness, white and American Indian/Alaskan Native had the highest rates of living unsheltered (9% and 7%, respectively). Hispanic/Latina/e/o students of any race(s) were the most likely to be doubled-up (81%) (Figure 15).

From 2022 to 2023, the proportion of students living in shelters varied across groups. Native Hawaiian/Other Pacific Islander students were the only group to see an increase in the proportion of students living in shelters. The rate decreased or remained the same for all other groups (Table 4).

Similarly, the proportion of students who were living unsheltered also varied across groups from 2022 to 2023. The rates for Native Hawaiian/Other Pacific Islander students, students of two or more races, and white students remained the same as 2022 rates. Black/African American students had the largest increase (2 percentage points), but American Indian/Alaskan Native and Asian students also saw increases, of 1 percentage point each.

From 2022 to 2023, the proportion of students living in doubled-up situations increased 3 percentage points for Hispanic/Latina/e/o students of any race(s), and 2 percentage points for both white students and students of two or more races. All other groups saw decreases.

Figure 15. Distribution of Nighttime Residences of Students Experiencing Homelessness by Race/Ethnicity, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. [See Appendix Tables, A3](#) for more information.

Table 4. Distribution of Nighttime Residences of Students Experiencing Homelessness by Race/Ethnicity, 2016–2023.

	Nighttime residence	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
American Indian/Alaskan Native	Doubled-Up	74%	76%	75%	73%	-	75%	74%	-1
	Hotels/Motels	6%	5%	6%	5%	-	8%	8%	0
	Shelters	13%	13%	12%	12%	-	12%	10%	-2
	Unsheltered	7%	7%	7%	9%	-	6%	7%	+1
Asian	Doubled-Up	78%	79%	79%	82%	-	80%	78%	-2
	Hotels/Motels	4%	3%	4%	6%	-	6%	6%	0
	Shelters	16%	14%	14%	11%	-	11%	11%	0
	Unsheltered	2%	3%	3%	2%	-	3%	4%	+1
Black/African American	Doubled-Up	60%	60%	63%	65%	-	68%	67%	-1
	Hotels/Motels	7%	8%	6%	7%	-	8%	8%	0
	Shelters	30%	28%	27%	24%	-	21%	20%	-1
	Unsheltered	4%	3%	5%	4%	-	3%	5%	+2
Hispanic/Latina/e/o of any race(s)	Doubled-Up	78%	78%	77%	78%	-	78%	81%	+3
	Hotels/Motels	5%	5%	6%	6%	-	6%	5%	-1
	Shelters	12%	10%	10%	10%	-	9%	8%	-1
	Unsheltered	5%	7%	7%	6%	-	7%	6%	-1
Native Hawaiian/Other Pacific Islander	Doubled-Up	69%	74%	76%	80%	-	78%	76%	-2
	Hotels/Motels	8%	7%	8%	8%	-	7%	7%	0
	Shelters	20%	14%	12%	9%	-	11%	12%	+1
	Unsheltered	3%	5%	5%	3%	-	5%	5%	0
Two or More Races	Doubled-Up	70%	71%	71%	71%	-	72%	74%	+2
	Hotels/Motels	8%	7%	7%	7%	-	10%	8%	-2
	Shelters	18%	15%	14%	13%	-	12%	11%	-1
	Unsheltered	4%	7%	7%	8%	-	6%	6%	0
White	Doubled-Up	73%	74%	73%	74%	-	72%	74%	+2
	Hotels/Motels	6%	6%	6%	6%	-	8%	6%	-2
	Shelters	14%	12%	11%	11%	-	11%	11%	0
	Unsheltered	7%	8%	9%	9%	-	9%	9%	0

*Data unavailable for 2020 and 2021.

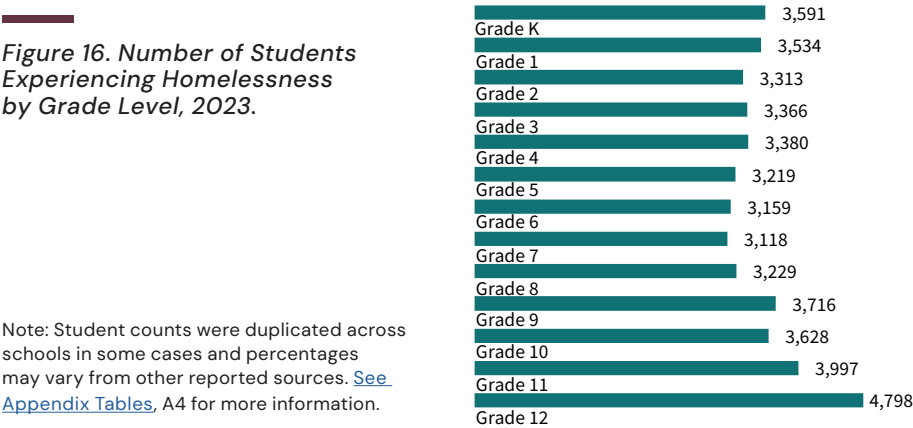
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. [See Appendix Tables](#), A3 more information.

Grade Level

More students in grade 12 were experiencing homelessness in 2023 (4,798) than students in any other grade. Almost half (44%) of all students experiencing homelessness were in grade 5 or below (Figure 16).

From 2022 to 2023, all grades saw increases in the number of students experiencing homelessness, reversing the trend of decreases from 2019 to 2022. Grade 1 (+649) and grade 10 (+622) had the largest increases as well as the largest percentage increases (+22% and +21%, respectively). Grade 8 had the lowest increase in students (+228) and percentage increase (+8%) (Table 5).

Figure 16. Number of Students Experiencing Homelessness by Grade Level, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Tables](#), A4 for more information.

Table 5. Number of Students Experiencing Homelessness by Grade Level, 2016–2023.

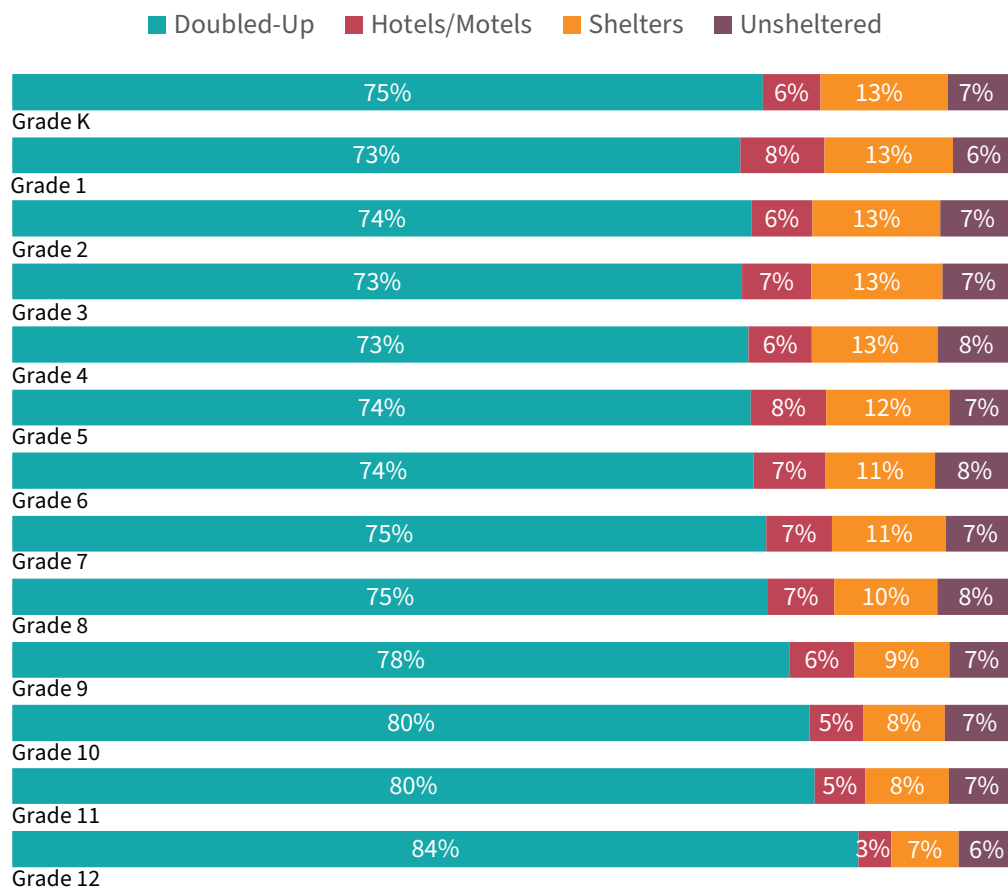
	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023	% diff. 2022–2023
K	3,367	3,319	3,221	3,483	-	2,984	3,591	+607	+20%
1	3,425	3,327	3,360	3,187	-	2,884	3,534	+650	+23%
2	3,410	3,460	3,327	3,228	-	2,946	3,313	+367	+12%
3	3,415	3,353	3,275	3,126	-	2,901	3,366	+465	+16%
4	3,142	3,267	3,281	3,179	-	2,823	3,380	+557	+20%
5	3,201	3,112	3,236	3,123	-	2,838	3,219	+381	+13%
6	2,766	3,013	2,937	3,143	-	2,751	3,159	+408	+15%
7	2,668	2,716	2,845	2,972	-	2,763	3,118	+355	+13%
8	2,739	2,800	2,763	2,784	-	3,001	3,229	+228	+8%
9	2,721	2,800	2,814	2,818	-	3,104	3,716	+612	+20%
10	2,819	2,900	3,146	2,859	-	3,006	3,628	+622	+21%
11	3,202	3,257	3,459	3,493	-	3,457	3,997	+540	+16%
12	4,459	4,909	4,935	4,761	-	4,340	4,798	+458	+11%

*Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Tables](#), A4 for more information.

In 2023, the percentage of students experiencing homelessness who were unsheltered was between 6% and 8% across grades. Students in grade 12 were the most likely to be doubled-up and least likely to be in hotels/motels or shelters (Figure 17).

From 2022 to 2023, the proportion of students experiencing homelessness who were in shelters decreased or stayed the same for all grades. The proportion of students who were unsheltered stayed the same or decreased for each grade except for Kindergarten and grade 8, which each saw a 1 point increase (Table 6).

Figure 17. Distribution of Nighttime Residences of Students Experiencing Homelessness by Grade Level, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. [See Appendix Tables, A4](#) for more information.

Table 6. (a) Distribution of Nighttime Residences of Students Experiencing Homelessness by Grade Level, 2016–2023.

	Nighttime residence	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
K	Doubled-Up	72%	74%	72%	73%	-	72%	75%	+3
	Hotels/Motels	6%	6%	6%	7%	-	8%	6%	-2
	Shelters	18%	14%	14%	14%	-	14%	13%	-1
	Unsheltered	4%	7%	7%	6%	-	6%	7%	+1
1	Doubled-Up	71%	72%	72%	71%	-	72%	73%	+1
	Hotels/Motels	7%	6%	7%	6%	-	7%	8%	+1
	Shelters	18%	16%	14%	15%	-	14%	13%	-1
	Unsheltered	5%	6%	7%	7%	-	7%	6%	-1
2	Doubled-Up	70%	73%	71%	72%	-	73%	74%	+1
	Hotels/Motels	7%	7%	8%	7%	-	7%	6%	-1
	Shelters	18%	14%	15%	14%	-	13%	13%	0
	Unsheltered	5%	6%	7%	7%	-	7%	7%	0
3	Doubled-Up	72%	69%	72%	70%	-	72%	73%	+1
	Hotels/Motels	7%	7%	7%	8%	-	8%	7%	-1
	Shelters	17%	16%	14%	14%	-	13%	13%	0
	Unsheltered	4%	8%	7%	8%	-	8%	7%	-1
4	Doubled-Up	72%	72%	71%	72%	-	71%	73%	+2
	Hotels/Motels	7%	7%	7%	8%	-	8%	6%	-2
	Shelters	17%	14%	14%	13%	-	13%	13%	0
	Unsheltered	5%	6%	7%	8%	-	8%	8%	0
5	Doubled-Up	72%	72%	70%	72%	-	71%	74%	+3
	Hotels/Motels	7%	8%	8%	8%	-	8%	8%	0
	Shelters	16%	15%	15%	13%	-	13%	12%	-1
	Unsheltered	5%	6%	8%	7%	-	8%	7%	-1
6	Doubled-Up	70%	72%	71%	73%	-	72%	74%	+2
	Hotels/Motels	8%	8%	7%	7%	-	8%	7%	-1
	Shelters	15%	13%	14%	13%	-	11%	11%	0
	Unsheltered	6%	6%	8%	8%	-	8%	8%	0
7	Doubled-Up	70%	70%	71%	73%	-	73%	75%	+2
	Hotels/Motels	8%	8%	8%	7%	-	8%	7%	-1
	Shelters	17%	15%	13%	12%	-	12%	11%	-1
	Unsheltered	6%	7%	8%	8%	-	8%	7%	-1
8	Doubled-Up	74%	71%	71%	73%	-	72%	75%	+3
	Hotels/Motels	6%	7%	7%	7%	-	9%	7%	-2
	Shelters	15%	15%	13%	12%	-	11%	10%	-1
	Unsheltered	5%	7%	9%	8%	-	7%	8%	+1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. [See Appendix Tables, A4](#) for more information.

Table 6. (b) Distribution of Nighttime Residences of Students Experiencing Homelessness by Grade Level, 2016–2023.

	Nighttime residence	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022-2023
9	Doubled-Up	72%	73%	72%	76%	-	77%	78%	+1
	Hotels/Motels	7%	7%	6%	6%	-	7%	6%	-1
	Shelters	16%	13%	15%	11%	-	9%	9%	0
	Unsheltered	6%	7%	7%	7%	-	7%	7%	0
10	Doubled-Up	74%	74%	74%	76%	-	75%	80%	+5
	Hotels/Motels	5%	5%	6%	5%	-	8%	5%	-3
	Shelters	16%	15%	14%	12%	-	11%	8%	-3
	Unsheltered	5%	7%	6%	8%	-	7%	7%	0
11	Doubled-Up	77%	78%	76%	79%	-	79%	80%	+1
	Hotels/Motels	4%	4%	5%	4%	-	5%	5%	0
	Shelters	13%	11%	11%	11%	-	8%	8%	0
	Unsheltered	6%	7%	7%	6%	-	7%	7%	0
12	Doubled-Up	80%	79%	82%	83%	-	81%	84%	+3
	Hotels/Motels	3%	3%	2%	3%	-	4%	3%	-1
	Shelters	11%	11%	9%	8%	-	8%	7%	-1
	Unsheltered	7%	8%	8%	7%	-	6%	6%	0

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. [See Appendix Tables, A4](#) for more information.

Location

In the 2023 school year, there was a higher proportion of students experiencing homelessness in city and rural districts compared to housed students. Similarly, there was a lower proportion of students experiencing homelessness in suburban locations compared to housed students (Figure 18).

Cities and suburbs, which had the largest share of the overall student population, also enrolled the largest number of students experiencing homelessness (Figure 19). On a per-capita basis, however, students in rural areas were the most likely to be experiencing homelessness (Figure 20).

Figure 18. Distribution of Students by Location and Housing Status, 2023.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A4](#) for more information.

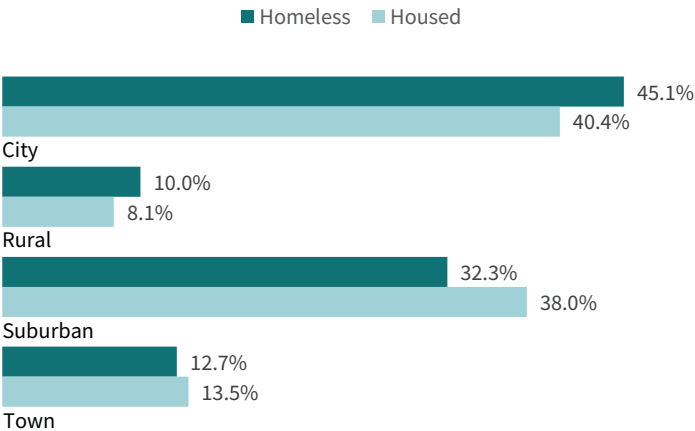
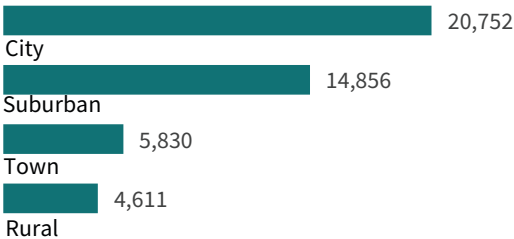
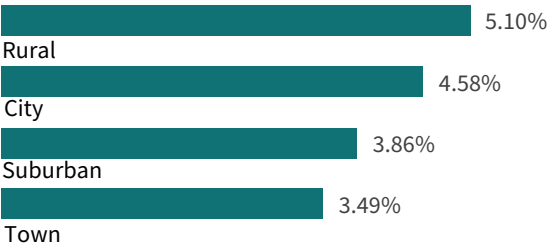


Figure 19. Number of Students Experiencing Homelessness by Location, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Tables, A5](#) for more information.

Figure 20. Percentage of Students Experiencing Homelessness by Location, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Tables, A5](#) for more information.

From 2022 to 2023, rural locations had the only numeric decrease (−149). All other locations saw increases, with city locations seeing the largest increase (+3,360) (Figure 21).

Over the same period, the percentage of students experiencing homelessness increased in all locations except rural, with city locations seeing the highest increase of 1 percentage point. The percentage of students experiencing homelessness in rural districts stayed the same (Figure 22).

In 2023 in city locations, a higher proportion of students experiencing homelessness were living in shelters and a lower proportion unsheltered, compared to other locations. Rural locations had the highest proportion of students experiencing homelessness who were unsheltered (Figure 23).

Figure 21. Number of Students Experiencing Homelessness by Location, 2016–2023.*

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Tables, A5](#) for more information.

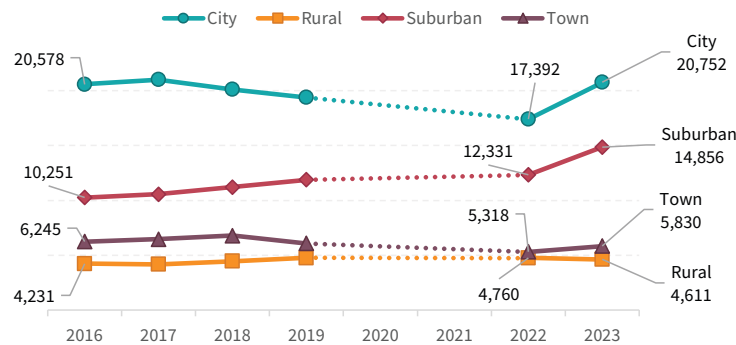


Figure 22. Percentage of Students Experiencing Homelessness by Location, 2016–2023.*

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Tables, A5](#) for more information.

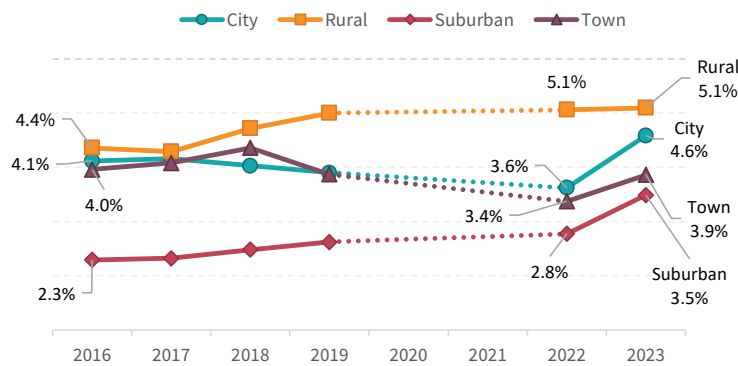
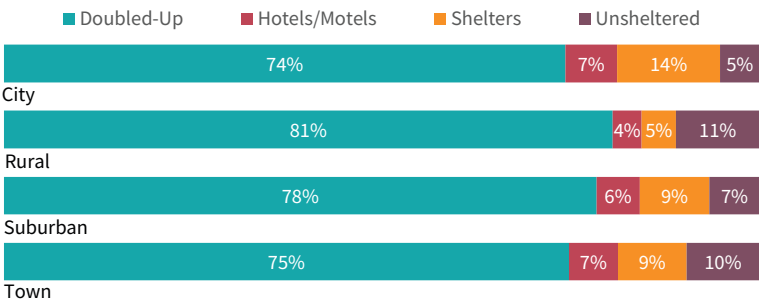


Figure 23. Distribution of Nighttime Residences of Students Experiencing Homelessness by Location, 2023.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A4](#) for more information.



From 2022 to 2023, the proportion of students living in doubled-up situations increased in all locations, with rural students seeing the largest increase of 8 percentage points compared to the 1 percentage point increase in other locations. The proportion of students living unsheltered varied by location, with students in city and town locations seeing no change, rural students seeing a 5 percentage point decrease, and suburban students seeing a 1 percentage point increase. Overall, rural students saw the greatest changes (Table 7).

Table 7. Distribution of Nighttime Residences of Students Experiencing Homelessness by Location, 2016–2023.

Nighttime residence		2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
City	Doubled-Up	68%	70%	70%	72%	-	73%	74%	+1
	Hotels/Motels	6%	7%	6%	6%	-	8%	7%	-1
	Shelters	21%	19%	19%	16%	-	15%	14%	-1
	Unsheltered	4%	5%	6%	6%	-	5%	5%	0
Rural	Doubled-Up	83%	79%	77%	76%	-	73%	81%	+8
	Hotels/Motels	4%	5%	6%	8%	-	6%	4%	-2
	Shelters	4%	5%	4%	5%	-	5%	5%	0
	Unsheltered	9%	11%	13%	11%	-	16%	11%	-5
Suburban	Doubled-Up	73%	75%	75%	76%	-	77%	78%	+1
	Hotels/Motels	8%	7%	7%	7%	-	7%	6%	-1
	Shelters	13%	11%	10%	11%	-	10%	9%	-1
	Unsheltered	6%	8%	8%	7%	-	6%	7%	+1
Town	Doubled-Up	81%	78%	77%	76%	-	74%	75%	+1
	Hotels/Motels	5%	5%	5%	5%	-	8%	7%	-1
	Shelters	10%	9%	9%	9%	-	8%	9%	+1
	Unsheltered	5%	8%	9%	9%	-	10%	10%	0

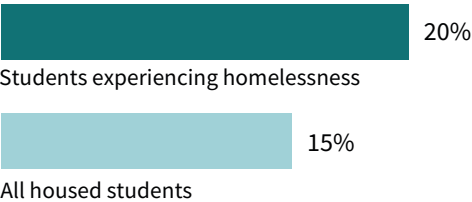
*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. [See Appendix Tables, A6](#) for more information.

Special Education and English Language Learners

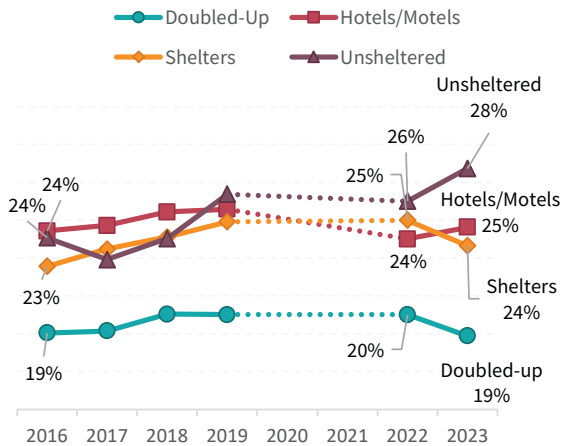
In 2023, a higher percentage of students experiencing homelessness was enrolled in special education programs (Figure 24). Rates for special education decreased slightly from 2022 to 2023 for students experiencing homelessness as a whole; however, students living unsheltered and students living in hotels/motels saw increases (2 and 1 percentage points, respectively) (Figure 25 and Table 8).

Figure 24. Percentage of Students in Special Education by Housing Status, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A7 for more information.

Figure 25. Percentage of Students Experiencing Homelessness in Special Education by Nighttime Residence, 2016–2023.*



*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A5 for more information.

Table 8. Percentage of Students in Special Education by Housing Status, 2016–2023.

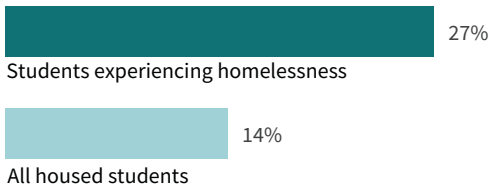
	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
Students experiencing homelessness	20%	20%	21%	21%	-	21%	20%	-1
All housed students	13%	13%	13%	14%	-	14%	15%	+1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Se Appendix Tables, A7 for more information.

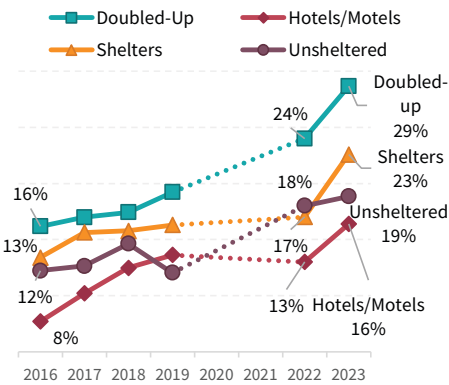
In 2023, a higher proportion of students experiencing homelessness were enrolled in English language learner programs compared to their housed peers (Figure 26). From 2022 to 2023, the percentage of students experiencing homelessness who were English language learners increased for each type of nighttime residence, with the highest increase for students in shelters (6 percentage points) (Figure 27). Overall, the percentage who were English language learners increased by 5 points (Table 9).

Figure 26. Percentage of Students in Special Education by Housing Status, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Tables, A7](#) for more information.

Figure 27. Percentage of Students Experiencing Homelessness Who Were English Language Learners by Nighttime Residence, 2016–2023.*



*Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Tables, A5](#) for more information.

Table 9. Percentage of Students Who Were English Language Learners by Housing Status, 2016–2023.

	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022-2023
Students experiencing homelessness	15%	16%	17%	18%	-	22%	27%	+5
All housed students	11%	11%	12%	12%	-	12%	14%	+2

*Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Tables, A7](#) for more information.

Academic and Disciplinary Outcomes of Students Experiencing Homelessness in Washington²⁰

“The academic outcomes aren’t because students aren’t making progress, it’s because we’re fighting against cumulative effects of chronic homelessness.”

— Michelle Sandoval, Foundation for Youth Resiliency & Engagement (Omak, WA)



In This Section

Regular Attendance	47
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9th Graders On-Track	77
Dual Credit Enrollment	83
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The available data allowed us to analyze outcomes based on the Washington School Improvement Framework accountability measures developed under the federal Every Student Succeeds Act.²¹

20. The data in this section were computed using administrative datasets that Building Changes obtained from OSPI.
21. For more information on the Washington School Improvement Framework, see <https://ospi.k12.wa.us/policy-funding/grants-management/every-student-succeeds-act-essa>. Suspension rates are not included in the Framework.

Regular Attendance

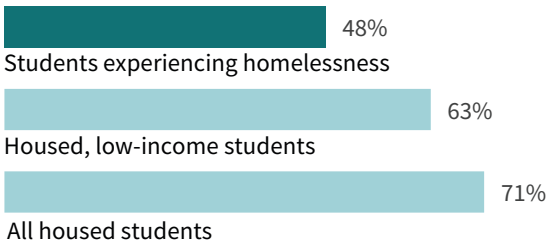
The regular attendance rate measures the percentage of students who attended at least 90% of school days.²² Students with attendance rates less than 90% are considered chronically absent, a status that has been linked to a variety of poor academic outcomes.²³

Housing Status, Income, and Nighttime Residence

In 2023, about 48% of students experiencing homelessness attended school regularly, considerably less than the 71% rate for all housed students and 63% for housed, low-income students (Figure 28).

From 2019 to 2022, all groups saw drastic decreases in attendance rates. While there were increases across groups from 2022 to 2023, attendance rates still lagged behind their pre-pandemic levels. Students experiencing homelessness saw the greatest increase of 5 percentage points (Table 10).

Figure 28. Regular Attendance Rates by Housing Status and Income, 2023.



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

22. 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 and June 1 in a school year.

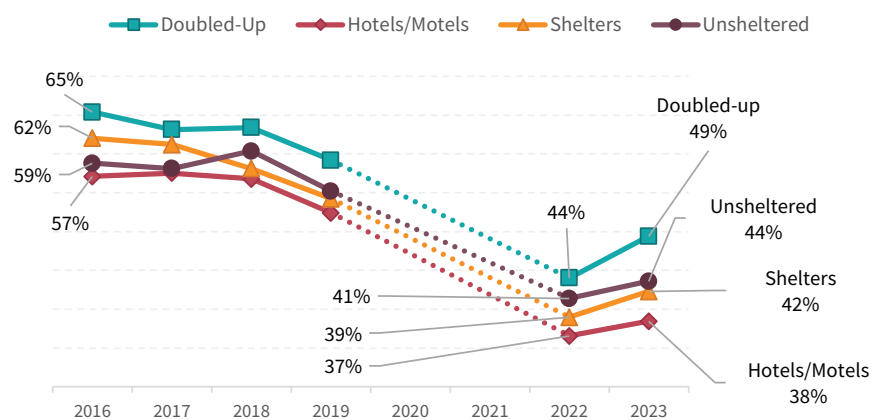
23. For more information on attendance and chronic absenteeism, see www.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy. For a brief review of research on chronic absenteeism, see Attendance Works. (2016). Key Research: Why Attendance Matters for Achievement and How Interventions Can Help. Retrieved from www.awareness.attendanceworks.org/wp-content/uploads/Research2016.pdf.

Across all types of nighttime residences, fewer than half of students experiencing homelessness in 2023 attended school regularly, ranging from 38% for students living in hotels/motels to 49% for students living doubled-up. Regular attendance rates increased for all students regardless of nighttime residence, with the largest increase seen in students who were doubled-up (5 percentage points) and the smallest increase for students in hotels/motels (1 percentage point) (Figure 29).

Table 10. Regular Attendance Rates by Housing Status and Income, 2016–2023.

	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022-2023
Students experiencing homelessness	64%	62%	62%	58%	-	43%	48%	+5
Housed, low-income students	81%	81%	81%	78%	-	59%	63%	+4
All housed students	86%	86%	86%	84%	-	69%	71%	+2

Figure 29. Regular Attendance Rates by Nighttime Residence, 2016–2023.*



*Data unavailable for 2020 and 2021.

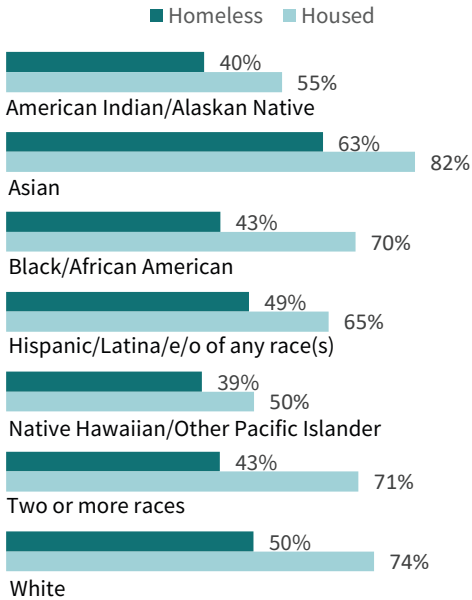
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A8](#) for more information.

Race and Ethnicity

In 2023, regular attendance rates were considerably lower for students across all racial/ethnic groups experiencing homelessness than those of their housed peers, ranging from 11 percentage points lower for Native Hawaiian/Other Pacific Islander students to 28 points lower for students of two or more races (Figure 30).

Attendance rates declined from before the pandemic to 2022 for all subgroups of students experiencing homelessness as well as all housed students. From 2022 to 2023, all groups saw increases, with the exception of Asian students, who saw rates remain steady for homeless students and a 1 percentage point decrease for housed students. Of students experiencing homelessness, white and American Indian/Alaskan Native students saw the largest increase, at 6 percentage points. The disparity between homeless and housed students shrunk in all cases except for American Indian/Alaskan Native students, who saw the gap remain the same and Black/African American students who saw the gap increase by 2 percentage points (Table 11).

Figure 30. Regular Attendance Rates by Housing Status and Race/Ethnicity, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A9](#) for more information.

Table 11. Regular Attendance Rates by Housing Status and Race/Ethnicity, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
American Indian/Alaskan Native	Homeless	53%	53%	49%	51%	-	34%	40%	+6
	Housed	70%	71%	68%	70%	-	49%	55%	+6
	Homeless-Housed	-17	-18	-19	-19	-	-15	-15	0
Asian	Homeless	78%	72%	69%	71%	-	63%	63%	0
	Housed	92%	92%	92%	91%	-	83%	82%	-1
	Homeless-Housed	-14	-20	-23	-20	-	-20	-19	-1
Black/African American	Homeless	62%	63%	62%	55%	-	42%	43%	+1
	Housed	83%	83%	84%	81%	-	67%	70%	+3
	Homeless-Housed	-21	-20	-22	-26	-	-25	-27	+2
Hispanic/Latina/e/o of any race(s)	Homeless	67%	65%	65%	61%	-	44%	49%	+5
	Housed	83%	83%	83%	81%	-	61%	65%	+4
	Homeless-Housed	-16	-18	-18	-20	-	-17	-16	-1
Native Hawaiian/Other Pacific Islander	Homeless	62%	54%	54%	46%	-	34%	39%	+5
	Housed	76%	75%	75%	69%	-	48%	50%	+2
	Homeless-Housed	-14	-20	-21	-23	-	-14	-11	-3
Two or More Races	Homeless	61%	58%	59%	53%	-	39%	43%	+4
	Housed	85%	85%	85%	83%	-	68%	71%	+3
	Homeless-Housed	-24	-27	-26	-30	-	-29	-28	-1
White	Homeless	64%	62%	62%	59%	-	44%	50%	+6
	Housed	87%	87%	87%	85%	-	71%	74%	+3
	Homeless-Housed	-23	-25	-25	-26	-	-27	-24	-3

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A9 for more information.

Grade Level

Regular attendance rates in 2023 were lower for students experiencing homelessness than their housed peers across all grade levels, with a difference of 22 percentage points for Kindergarten through grade 5 and 26 percentage points for grades 6 through 8 (Figure 31).

Attendance rates once again increased for all students regardless of housing status but still remained lower than pre-pandemic rates. Students experiencing homelessness in grades 9 through 12 came closest to their pre-pandemic rates at a 4 percentage point difference. Students experiencing homelessness in Kindergarten through grade 5 saw the largest increase overall (7 percentage points). Across all three grade bands, the gap between students experiencing homelessness and their housed peers decreased (Table 12).

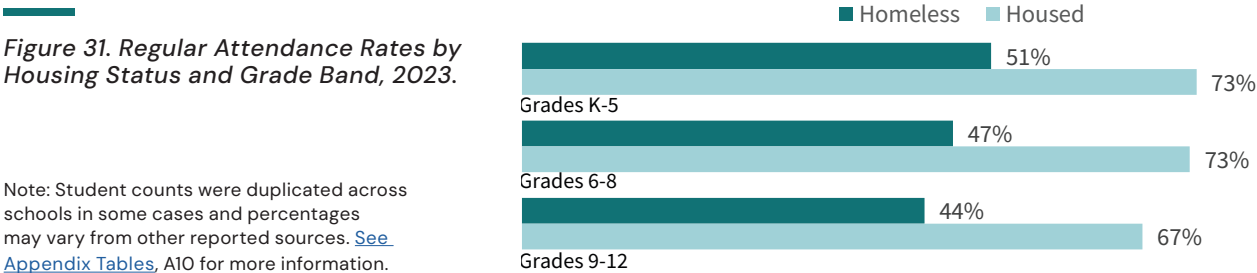


Table 12. Regular Attendance Rates by Housing Status and Grade Band, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
K–5	Homeless	73%	71%	71%	65%	-	44%	51%	+7
	Housed	91%	90%	90%	88%	-	69%	73%	+4
	Homeless-Housed	-18	-19	-19	-23	-	-25	-22	-3
6–8	Homeless	64%	62%	62%	58%	-	42%	47%	+5
	Housed	87%	87%	87%	85%	-	71%	73%	+2
	Homeless-Housed	-23	-25	-25	-27	-	-29	-26	-3
9–12	Homeless	51%	49%	50%	48%	-	42%	44%	+2
	Housed	79%	78%	79%	78%	-	67%	67%	0
	Homeless-Housed	-28	-29	-29	-30	-	-25	-23	-2

*Data unavailable for 2020 and 2021.

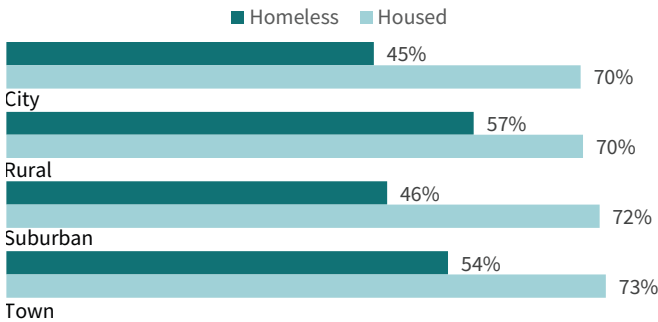
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A10 for more information.

Location

Regular attendance rates for students experiencing homelessness were lower than for their housed peers across all types of locations, ranging from 13 percentage points lower in rural areas to 26 percentage points lower in suburban areas (Figure 32).

Figure 32. Regular Attendance Rates by Housing Status and Location, 2023.

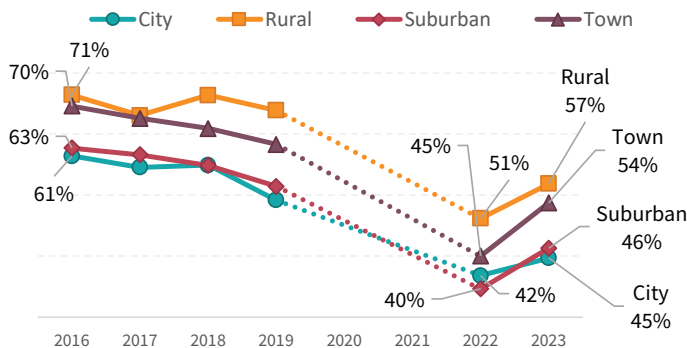
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A11 for more information.



Regular attendance rates for students experiencing homelessness increased in all areas from 2022 to 2023 after drastic decreases between 2019 and 2022. The most significant increase was in town locations (9 percentage points) and the smallest increase was in city locations (3 percentage points) (Figure 33).

Across all locations, students experiencing homelessness saw larger increases in regular attendance than their housed peers, thus decreasing the gap between homeless and housed students (Table 13).

Figure 33. Regular Attendance Rates for Students Experiencing Homelessness by Location, 2016–2023.*



*Data unavailable for 2020 and 2021.

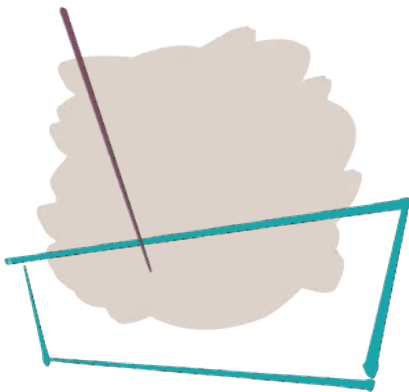
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A11 for more information.

Table 13. Regular Attendance Rates by Housing Status and Location, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
City	Homeless	61%	60%	60%	54%	-	42%	45%	+3
	Housed	86%	85%	85%	83%	-	68%	70%	+2
	Homeless-Housed	-24	-25	-25	-28	-	-26	-25	-1
Rural	Homeless	71%	68%	71%	69%	-	51%	57%	+6
	Housed	85%	84%	85%	84%	-	66%	70%	+4
	Homeless-Housed	-24	-16	-14	-15	-	-15	-13	-2
Suburban	Homeless	63%	62%	60%	56%	-	40%	46%	+6
	Housed	87%	87%	87%	85%	-	70%	72%	+2
	Homeless-Housed	-24	-26	-27	-29	-	-30	-26	-4
Town	Homeless	70%	68%	66%	63%	-	45%	54%	+9
	Housed	86%	86%	86%	85%	-	68%	73%	+5
	Homeless-Housed	-16	-18	-20	-21	-	-23	-19	-4

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A11](#) for more information.



Suspensions

The suspension rate measures the percentage of students suspended at least once during a school year.²⁴ Previous research and analyses found that suspensions and other disciplinary actions were handed out with more frequency and disproportionately to students of color, a pattern also found in the data reported here.²⁵

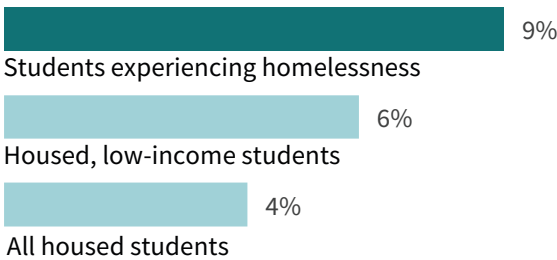
As discussed previously, OSPI released guidance for school districts related to adjusting expectations around student behavior during the pandemic and to utilize other forms of discipline prior to administering suspensions or expulsions.²⁶ As there were no official policies in place from OSPI, it is unknown whether and to what extent school districts are still utilizing these practices in the years following the onset of the pandemic.

Housing Status, Income, and Nighttime Residence

In 2023, the rate of students experiencing homelessness who were suspended at least one time (9%) was more than 2 times higher than the rate for all housed students (4%) and higher than the rate for housed, low-income students (6%) (Figure 34).

The suspension rate for all students decreased after 2019, although the largest decrease (4 percentage points) was for students experiencing homelessness. From 2022 to 2023, rates increased for all students, putting all housed students back to pre-pandemic rates. Although students experiencing homelessness saw increases at a higher rate than their housed peers, they still had the lowest suspension rates since 2016 (Table 14).

Figure 34. Suspension Rates by Housing Status and Income, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A12](#) for more information.

24. 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 school year.
25. See www.k12.wa.us/student-success/support-programs/student-discipline/equity-student-discipline for more information on statewide efforts to improve equity in student discipline.
26. For more information, see [Impacts of COVID-19](#).

Table 14. Suspension Rates by Housing Status and Income, 2016–2023.

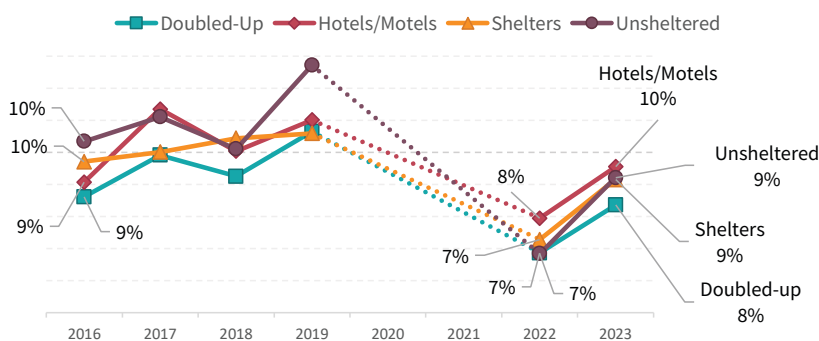
	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
Students experiencing homelessness	9%	10%	10%	11%	-	7%	9%	+2
Housed, low-income students	6%	7%	6%	7%	-	5%	6%	+1
All housed students	4%	5%	4%	5%	-	3%	4%	+1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A12 for more information.

Among students experiencing homelessness, students in hotels/motels had the highest suspension rate, at 10%. The lowest rate was merely 2 percentage points lower for students who were doubled-up (8%) (Figure 35). From 2022 to 2023, the rate increased mostly equally for students living in each type of nighttime residence, with the smallest increase (1 percentage point) for students living in doubled-up situations and the largest increase (2 percentage points) for students in all other types of residences.

Figure 35. Suspension Rates by Nighttime Residence, 2016–2023.*



*Data unavailable for 2020 and 2021.

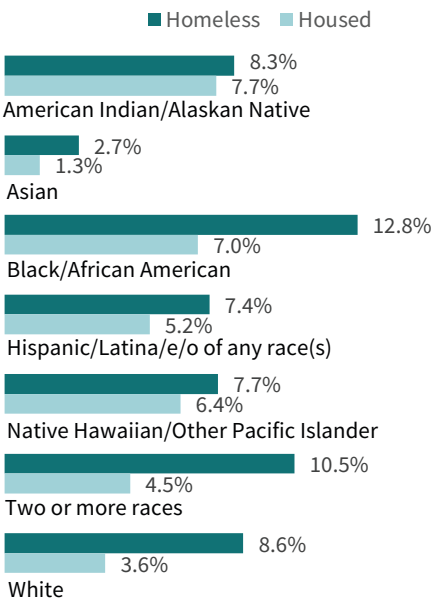
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A12](#) for more information.

Race and Ethnicity

In 2023, suspension rates were higher for students experiencing homelessness across all racial/ethnic groups than for their housed peers, with the exception of American Indian/Alaskan Native students, who saw mostly equal rates regardless of housing status. Rates for students experiencing homelessness were double the rate or more compared to their housed peers for Asian, students of two or more races, and white students. Black/African American students experiencing homelessness were suspended at the highest rate (13%) (Figure 36).

Although rates declined for all students regardless of housing status from 2019 to 2022, 2023 saw increases that brought most students back to pre-pandemic rates. American Indian/Alaskan Native and Asian students experiencing homelessness continued to see suspension rates lower than any rate since 2016. The largest increase was for Black/African American students experiencing homelessness (3 percentage points). The overall increase in rates increased the gap between housed and homeless students for all groups except American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students, for whom the gap decreased by 2 and 1 percentage points, respectively (Table 15).

Figure 36. Suspension Rates by Housing Status and Race/Ethnicity, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A13](#) for more information.

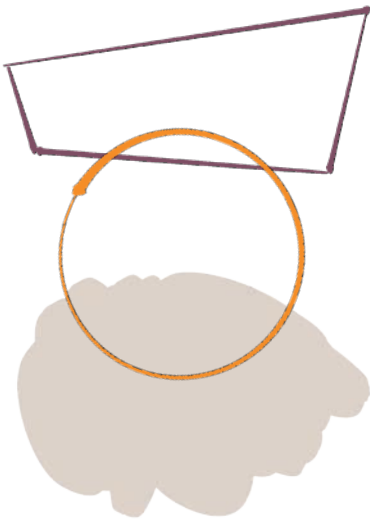


Table 15. Suspension Rates by Housing Status and Race/Ethnicity, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
American Indian/Alaskan Native	Homeless	9%	12%	13%	11%	-	7%	8%	+1
	Housed	7%	9%	9%	9%	-	5%	8%	+3
	Homeless-Housed	+2	+3	+4	+2	-	+2	0	-2
Asian	Homeless	4%	4%	4%	6%	-	2%	3%	+1
	Housed	1%	2%	2%	2%	-	1%	1%	0
	Homeless-Housed	+3	+2	+2	+4	-	+1	+2	+1
Black/African American	Homeless	14%	13%	14%	16%	-	10%	13%	+3
	Housed	9%	9%	9%	9%	-	6%	7%	+1
	Homeless-Housed	+5	+4	+5	+7	-	+4	+6	+2
Hispanic/Latina/e/o of any race(s)	Homeless	7%	9%	8%	9%	-	5%	7%	+2
	Housed	5%	6%	5%	6%	-	4%	5%	+1
	Homeless-Housed	+2	+3	+3	+3	-	+1	+2	+1
Native Hawaiian/Other Pacific Islander	Homeless	7%	9%	7%	10%	-	8%	8%	0
	Housed	5%	6%	6%	7%	-	5%	6%	+1
	Homeless-Housed	+2	+3	+1	+3	-	+3	+2	-1
Two or More Races	Homeless	10%	11%	11%	13%	-	9%	10%	+1
	Housed	5%	5%	5%	6%	-	4%	5%	+1
	Homeless-Housed	+5	+6	+6	+7	-	+5	+6	+1
White	Homeless	9%	10%	9%	11%	-	7%	9%	+2
	Housed	4%	4%	4%	4%	-	3%	4%	+1
	Homeless-Housed	+5	+6	+5	+7	-	+4	+5	+1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A13 for more information.

Grade Level

Students experiencing homelessness were suspended at higher rates across all grade bands: students in Kindergarten through grade 5 and grades 6 through 8 were suspended at rates 2 times higher than their housed peers (Figure 37). Overall, rates of suspension were highest in middle school, with slightly more than one in six students experiencing homelessness receiving a suspension.

Suspension rates for students experiencing homelessness increased in all grade bands from 2022 to 2023, including an increase of 3 percentage points for students in grades 6 through 8 (Table 16).

Figure 37. Suspension Rates by Housing Status and Grade Band, 2023.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A14 for more information.

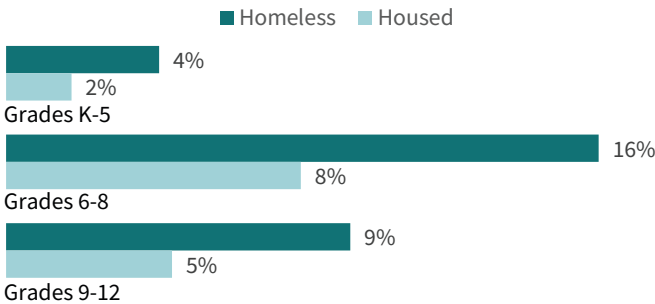


Table 16. Suspension Rates by Housing Status and Grade Band, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
K–5	Homeless	5%	5%	5%	6%	-	3%	4%	+1
	Housed	2%	2%	2%	2%	-	1%	2%	+1
	Homeless-Housed	+3	+3	+3	+4	-	+2	+2	0
6–8	Homeless	16%	18%	17%	19%	-	13%	16%	+3
	Housed	7%	8%	7%	9%	-	7%	8%	+1
	Homeless-Housed	+9	+10	+10	+10	-	+6	+8	+2
9–12	Homeless	10%	12%	11%	13%	-	8%	9%	+1
	Housed	5%	6%	5%	6%	-	4%	5%	+1
	Homeless-Housed	+5	+6	+6	+7	-	+4	+4	0

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A14 for more information.

Location

Students experiencing homelessness in 2023 were suspended at higher rates than their housed peers across all types of locations. The suspension rates for students experiencing homelessness were 1.8 to 2.3 times higher in each location (Figure 38). Suspension rates for students experiencing homelessness increased by 2 percentage points for all locations (Figure 39).

The gap between housed and homeless students increased by 2 percentage points in city locations and 1 percentage point in all other locations from 2022 to 2023 (Table 17).

Figure 38. Suspension Rates by Housing Status and Location, 2023.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A15 for more information.

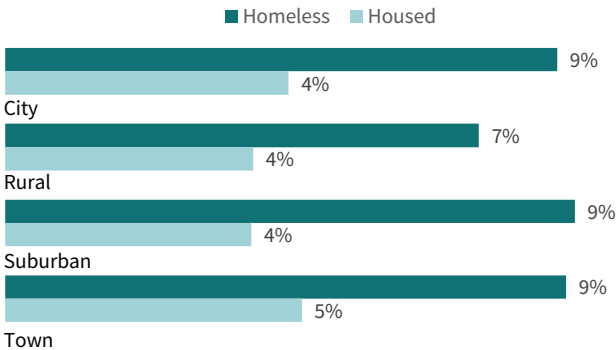
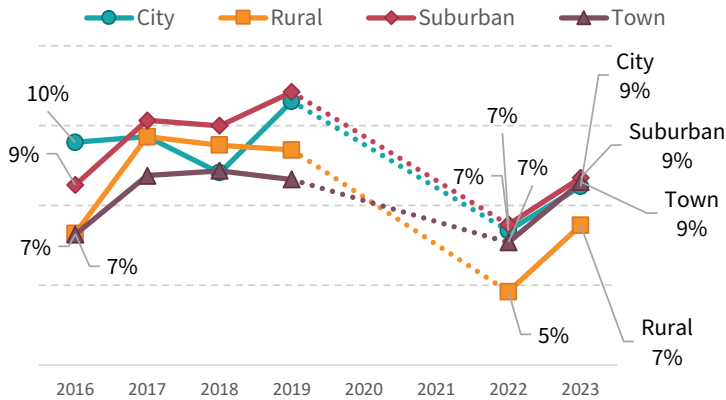


Figure 39. Suspension Rates for Students Experiencing Homelessness by Location, 2016–2023.*



*Data unavailable for 2020 and 2021.

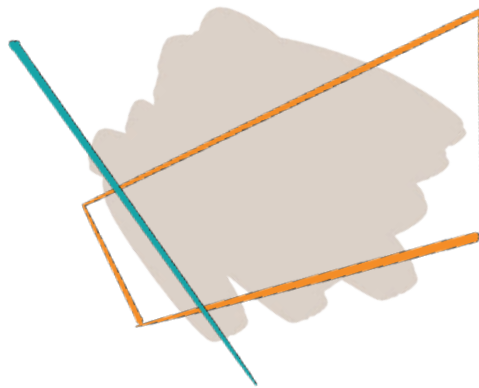
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A15 for more information.

Table 17. Suspension Rates by Housing Status and Location, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
City	Homeless	10%	10%	9%	11%	-	7%	9%	+2
	Housed	5%	5%	4%	5%	-	4%	4%	0
	Homeless-Housed	+5	+5	+5	+6	-	+3	+5	+2
Rural	Homeless	7%	10%	10%	10%	-	5%	7%	+2
	Housed	4%	5%	6%	5%	-	3%	4%	+1
	Homeless-Housed	-24	+5	+4	+5	-	+2	+3	+1
Suburban	Homeless	9%	11%	10%	12%	-	7%	9%	+2
	Housed	4%	4%	4%	5%	-	3%	4%	+1
	Homeless-Housed	+5	+6	+6	+7	-	+4	+5	+1
Town	Homeless	7%	9%	9%	9%	-	7%	9%	+2
	Housed	5%	5%	5%	5%	-	4%	5%	+1
	Homeless-Housed	+3	+4	+4	+3	-	+3	+4	+1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A15](#) for more information.



English Language Arts Proficiency

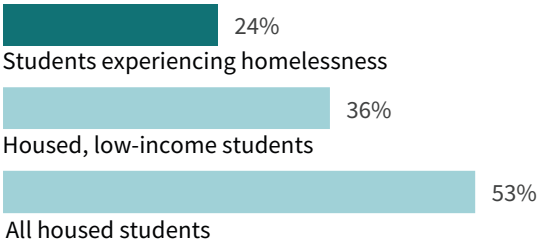
The English language arts (ELA) proficiency rate measures the percentage of students who met academic standards as measured by the annual statewide assessment.²⁷ Students are tested in grades 3 through 8 and one time in high school.²⁸ In the 2017–18 school year, the tested grade in high school was switched from grade 11 to grade 10.²⁹

Housing Status, Income, and Nighttime Residence

In 2023, less than one-quarter (24%) of students experiencing homelessness were proficient in ELA. This was 29 percentage points lower than the rate for housed students and 12 points lower than the rate for housed, low-income students (Figure 40).

The rates for all student groups remained relatively flat from 2016 to 2019 but decreased sharply after the start of the COVID-19 pandemic. From 2022 to 2023, there was no change in proficiency rates for any of these student groups. All students regardless of housing status still remained below their pre-pandemic rates (Table 18).

Figure 40. English Language Arts Proficiency Rates by Housing Status and Income, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A16 for more information

27. The English language arts 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 school year.
28. For more information, see ospi.k12.wa.us/student-success/testing/state-testing/washington-state-smarter-balanced-assessment-consortium.
29. The tested grade was switched due to requirements in ESHB 2224, Chapter 31, Laws of 2017. For more information, see www.k12.wa.us/sites/default/files/public/assessment/statetesting/pubdocs/grade10elaandmathtestingandcontent.pdf.

Table 18. English Language Arts Proficiency Rates by Housing Status and Income, 2016–2023.

	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
Students experiencing homelessness	35%	34%	34%	34%	-	24%	24%	0
Housed, low-income students	45%	44%	44%	45%	-	36%	36%	0
All housed students	61%	60%	61%	62%	-	53%	53%	0

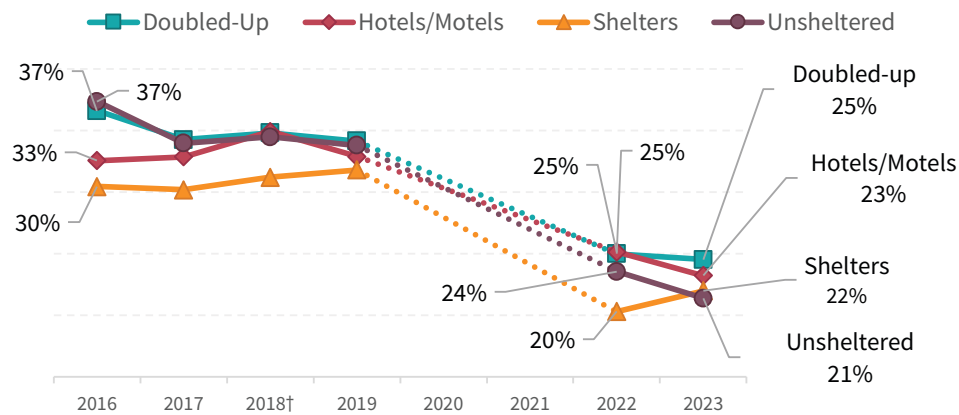
*Data unavailable for 2020 and 2021.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A16 for more information.

ELA proficiency rates were lowest for students living unsheltered in 2023 (21%). Students living doubled-up, in hotels/motels, or in shelters had slightly higher ELA proficiency rates than their peers who were living unsheltered, although only by 1 to 4 percentage points (Figure 41).

The decline from 2019 to 2022 in ELA proficiency rates was greatest for students in shelters; however, students in shelters were the only group to see an increase in rates from 2022 to 2023 (1 percentage point).

Figure 41. English Language Arts Proficiency Rates by Nighttime Residence, 2016–2023.*



*Data unavailable for 2020 and 2021.

† The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year.

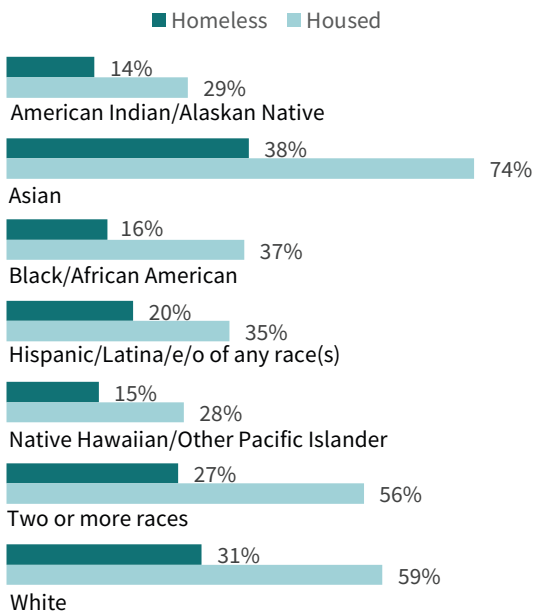
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A16 for more information.

Race and Ethnicity

In 2023, ELA proficiency rates were substantially lower for students across all racial/ethnic groups experiencing homelessness than for their housed peers. Proficiency rates for students experiencing homelessness ranged from 14% for American Indian/Alaskan Native students to 38% for Asian students. Native Hawaiian/Other Pacific Islander students had the smallest gap compared to their housed peers, at 13 percentage points, and Asian students had the largest gap, at 36 points (Figure 42).

From 2022 to 2023, ELA proficiency rates remained constant for all housed students, with the exception of Asian students, who saw a 1 percentage point increase. Rates for students experiencing homelessness remained mostly consistent, with 2022 rates for American Indian/Alaskan Native and Hispanic/Latina/e/o students increasing by 1 point, and Native Hawaiian/Other Pacific Islander, white, and students of two or more races seeing a 1 point decrease. The largest decrease was for Asian students experiencing homelessness (3 percentage points). As a result, the gap between Asian students experiencing homelessness and Asian housed students increased by 4 percentage points (Table 19).

Figure 42. English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A17](#) for more information.

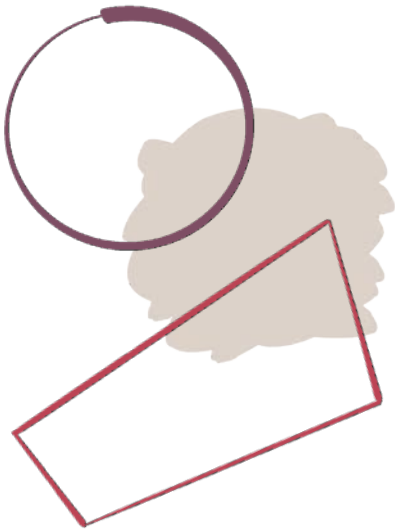


Table 19. English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
American Indian/Alaskan Native	Homeless	19%	19%	22%	21%	-	13%	14%	+1
	Housed	35%	33%	33%	35%	-	29%	29%	0
	Homeless-Housed	-16	-14	-11	-14	-	-16	-15	-1
Asian	Homeless	53%	55%	48%	39%	-	41%	38%	-3
	Housed	78%	77%	78%	78%	-	73%	74%	+1
	Homeless-Housed	-25	-22	-30	-39	-	-32	-36	+4
Black/African American	Homeless	25%	23%	24%	24%	-	16%	16%	0
	Housed	44%	43%	43%	44%	-	37%	37%	0
	Homeless-Housed	-19	-20	-19	-20	-	-21	-21	0
Hispanic/Latina/e/o of any race(s)	Homeless	29%	27%	28%	28%	-	19%	20%	+1
	Housed	43%	42%	43%	44%	-	35%	35%	0
	Homeless-Housed	-14	-15	-15	-16	-	-16	-15	-1
Native Hawaiian/Other Pacific Islander	Homeless	19%	21%	26%	27%	-	16%	15%	-1
	Housed	42%	40%	40%	39%	-	28%	28%	0
	Homeless-Housed	-23	-19	-14	-12	-	-12	-13	+1
Two or More Races	Homeless	40%	37%	39%	37%	-	28%	27%	-1
	Housed	64%	63%	64%	64%	-	56%	56%	0
	Homeless-Housed	-24	-26	-25	-27	-	-28	-29	+1
White	Homeless	44%	42%	42%	42%	-	32%	31%	-1
	Housed	68%	67%	68%	69%	-	59%	59%	0
	Homeless-Housed	-24	-25	-26	-27	-	-27	-28	+1

*Data unavailable for 2020 and 2021.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A17 for more information.

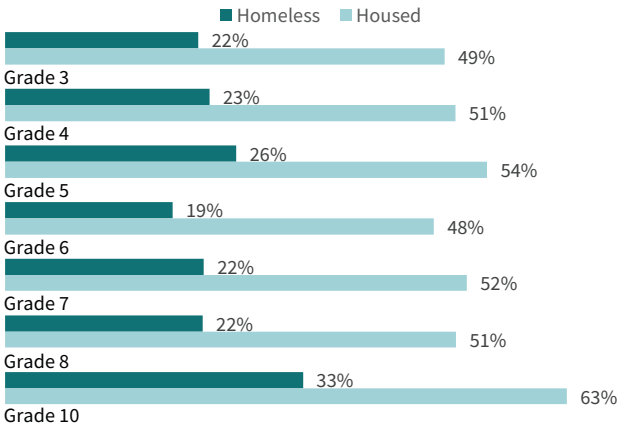
Grade Level

On average, about one-quarter of students experiencing homelessness in grades 3 through 8 were proficient in ELA in 2023, ranging from 19% in grade 6 to 26% in grade 5. The proficiency rates were substantially less than for their housed peers in each grade, with gaps ranging from 27 to 30 percentage points (Figure 43).

Among students experiencing homelessness, those in grade 10 had the highest ELA proficiency rate at 33%, but also had one of the largest gaps compared to their housed peers.

Although proficiency rates for students experiencing homelessness decreased sharply across the board from 2019 to 2022, there were no changes larger than 2 percentage points from 2022 to 2023. Students experiencing homelessness largely saw small declines or no changes at all, with the exception of students in grade 5, who saw a 1 percentage point increase. The gap between housed and homeless students increased for all grades except grade 5 (remained the same) and grade 10 (2 percentage point decrease) (Table 20).

Figure 43. English Language Arts Proficiency Rates by Housing Status and Grade, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A18](#) for more information.

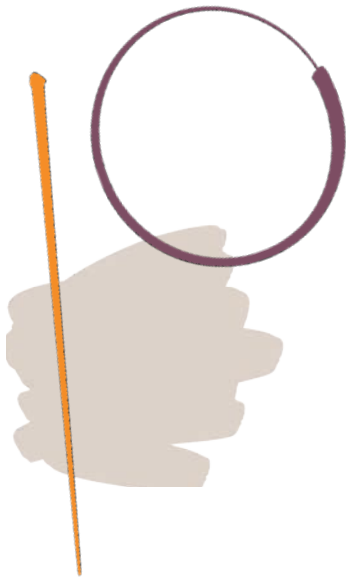


Table 20. English Language Arts Proficiency Rates by Housing Status and Grade, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
3	Homeless	30%	30%	31%	28%	-	23%	22%	-1
	Housed	56%	54%	57%	57%	-	49%	49%	0
	Homeless-Housed	-26	-24	-26	-29	-	-26	-27	+1
4	Homeless	34%	30%	33%	33%	-	23%	23%	0
	Housed	58%	57%	59%	59%	-	50%	51%	+1
	Homeless-Housed	-24	-27	-26	-26	-	-27	-28	+1
5	Homeless	33%	34%	35%	37%	-	25%	26%	+1
	Housed	61%	60%	61%	62%	-	53%	54%	+1
	Homeless-Housed	-28	-26	-26	-25	-	-28	-28	0
6	Homeless	30%	29%	31%	31%	-	19%	19%	0
	Housed	58%	57%	58%	59%	-	46%	48%	+2
	Homeless-Housed	-28	-28	-27	-28	-	-27	-29	+2
7	Homeless	33%	33%	34%	35%	-	24%	22%	-2
	Housed	60%	61%	62%	63%	-	53%	52%	-1
	Homeless-Housed	-27	-28	-28	-28	-	-29	-30	+1
8	Homeless	34%	33%	35%	32%	-	23%	22%	-1
	Housed	61%	60%	61%	60%	-	51%	51%	0
	Homeless-Housed	-27	-27	-26	-28	-	-28	-29	+1
10	Homeless	-	-	42%	42%	-	33%	33%	0
	Housed	-	-	72%	72%	-	65%	63%	-2
	Homeless-Housed	-	-	-30	-30	-	-32	-30	-2
11	Homeless	56%	50%	-	-	-	-	-	-
	Housed	77%	76%	-	-	-	-	-	-
	Homeless-Housed	-21	-26	-	-	-	-	-	-

*Data unavailable for 2020 and 2021.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A18](#) for more information.

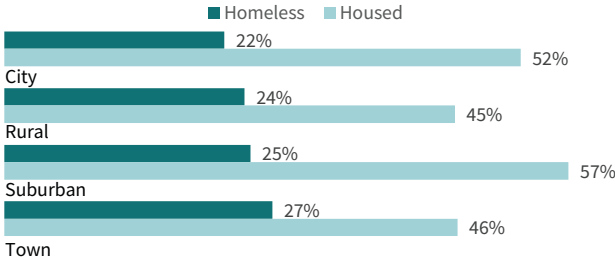
Location

English language arts proficiency rates for students experiencing homelessness were mostly similar across all types of locations, ranging from 22% in city locations to 27% in town locations (Figure 44).

The gaps between students experiencing homelessness and their housed peers ranged from 19 percentage points lower in town locations to 32 percentage points lower in suburban locations.

Figure 44. English Language Arts Proficiency Rates by Housing Status and Location, 2023.

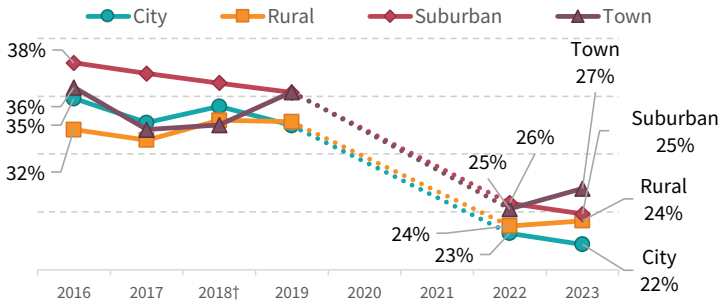
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A19](#) for more information.



ELA proficiency rates declined across all locations from 2019 to 2022 but remained largely similar from 2022 to 2023, with the largest change being a 2 percentage point increase for students in town locations. Proficiency rates had climbed in 2016 and generally held constant before the pandemic; however, all rates in 2023 ranged from 8 to 13 percentage points lower than they had initially been in 2016 (Figure 45).

As ELA proficiency rates fell relatively evenly between housed and homeless students across all location types, the gap between homeless and housed students remained similar to pre-pandemic levels, even with the lower overall proficiency rates. The gap between homeless and housed students in suburban locations, however, remained larger than at any point from 2016 to 2019 (Table 21).

Figure 45. English Language Arts Proficiency Rates for Students Experiencing Homelessness by Location, 2016–2023.*



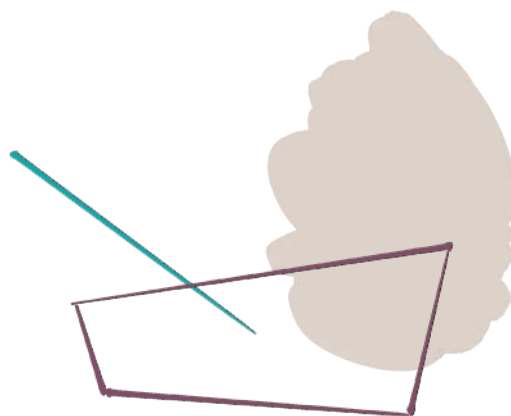
*Data unavailable for 2020 and 2021.
† The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Tables](#), A19 for more information.

Table 21. English Language Arts Proficiency Rates by Housing Status and Location, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
City	Homeless	35%	33%	34%	32%	-	23%	22%	-1
	Housed	61%	61%	61%	61%	-	52%	52%	0
	Homeless-Housed	-27	-28	-27	-29	-	-29	-30	+1
Rural	Homeless	32%	31%	33%	33%	-	24%	24%	0
	Housed	54%	53%	54%	55%	-	45%	45%	0
	Homeless-Housed	-24	-22	-21	-22	-	-21	-21	0
Suburban	Homeless	38%	37%	36%	35%	-	26%	25%	-1
	Housed	65%	64%	65%	66%	-	57%	57%	0
	Homeless-Housed	-27	-27	-29	-30	-	-31	-32	+1
Town	Homeless	36%	32%	33%	35%	-	25%	27%	+2
	Housed	54%	53%	55%	55%	-	45%	46%	+1
	Homeless-Housed	-19	-21	-22	-20	-	-20	-19	-1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A19](#) for more information.



Mathematics Proficiency

The mathematics proficiency rate measures the percentage of students who met academic standards as measured by the annual statewide assessment.³⁰ Students are tested in grades 3 through 8 and one time in high school.³¹ In the 2017–18 school year, the tested grade in high school was switched from grade 11 to 10.³²

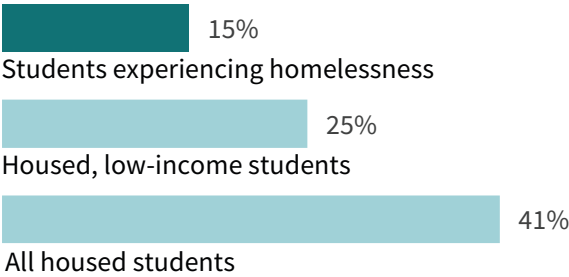
Housing Status, Income, and Nighttime Residence

In 2023, fewer than one in seven students experiencing homelessness were proficient in mathematics. This was 26 percentage points lower than the rate for housed students and 10 points lower than the rate for housed, low-income students (Figure 46).

The mathematics proficiency rate for all students decreased significantly from 2019 to 2022. Rates in 2023 saw modest increases: housed, low-income students saw a 2 percentage point increase and both students experiencing homelessness and housed students saw a 1 percentage point increase (Table 22).

Similar to ELA proficiency rates, the math proficiency rates in 2023 for all students, regardless of housing status, were significantly lower than the rates in 2016.

Figure 46. Mathematics Proficiency Rates by Housing Status and Income, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A20](#) for more information

30. 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 school year.
31. For more information, see ospi.k12.wa.us/student-success/testing/state-testing/washington-state-smarter-balanced-assessment-consortium.
32. The tested grade was switched due to requirements in ESHB 2224, Chapter 31, Laws of 2017. For more information, see www.k12.wa.us/sites/default/files/public/assessment/statetesting/pubdocs/grade10elaandmathtestingandcontent.pdf

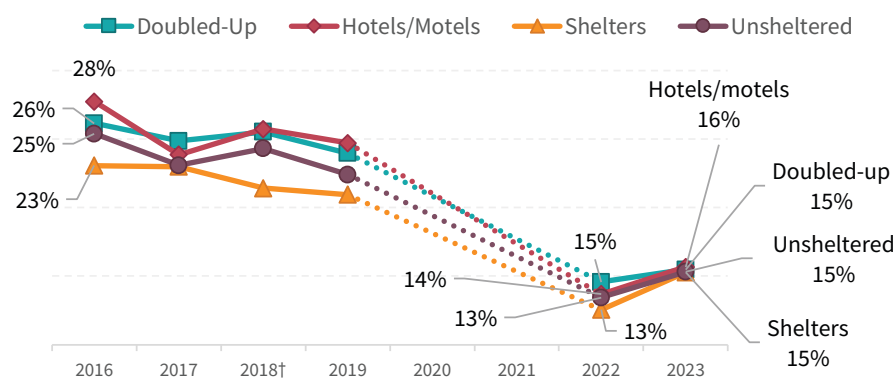
Table 22. Mathematics Proficiency Rates by Housing Status and Income, 2016–2023.

	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
Students experiencing homelessness	26%	24%	25%	24%	-	14%	15%	+1
Housed, low-income students	35%	34%	35%	34%	-	23%	25%	+2
All housed students	49%	49%	51%	51%	-	40%	41%	+1

About one-seventh or fewer of the students experiencing homelessness across all types of nighttime residences were proficient in mathematics in 2023, ranging from 16% for students living in hotels/motels to 15% for students in all other nighttime residences

Proficiency rates increased by 2 percentage points for students in all nighttime residences except for students in doubled-up situations, which remained the same. The difference in rates from 2019 to 2023 varied from 6 percentage points for students living in shelters to 9 percentage points for students in doubled-up situations and students living in hotels/motels (Figure 47).

Figure 47. Mathematics Proficiency Rates by Nighttime Residence, 2016–2023.*



*Data unavailable for 2020 and 2021.

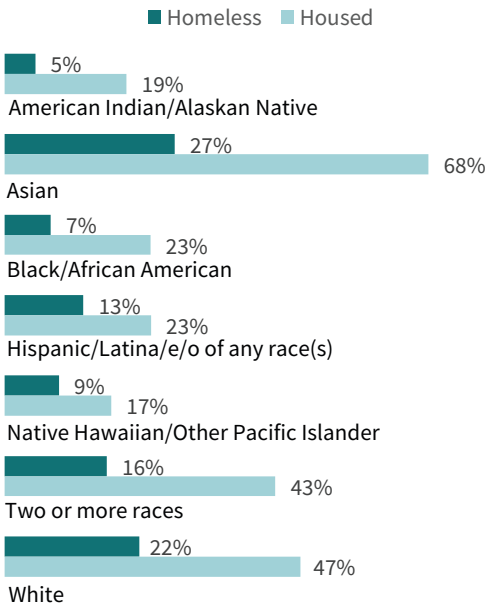
† The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year.
 Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A20](#) for more information.

Race and Ethnicity

In 2023, the mathematics proficiency rates for students experiencing homelessness across all racial/ethnic groups were substantially lower than for their housed peers. Proficiency rates for students experiencing homelessness ranged from 5% for American Indian/Alaskan Native to 27% for Asian students. The smallest gap (8 percentage points) occurred among Native Hawaiian/Other Pacific Islander students compared to their housed peers, while the largest gap was among Asian students, at 41 points (Figure 48).

From 2019 to 2022, mathematics proficiency rates decreased for all groups regardless of housing status; however, changes from 2022 to 2023 did not follow the same pattern. Similar to ELA proficiency rates, most groups saw 1 to 2 percentage point changes, with the exception of Asian students. Asian students experiencing homelessness had the largest change overall (4 percentage point decrease). This contributed to the gap between Asian housed and homeless students increasing by 6 percentage points. American Indian/Alaskan Native, Black/African American, and Native Hawaiian/Other Pacific Islander students also saw increases in the gap between homeless and housed students, although by 1 percentage point. Hispanic/Latina/e/o students of any race(s) and white students saw decreases in the proficiency gap of 1 percentage point each (Table 23).

Figure 48. Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A21](#) for more information.

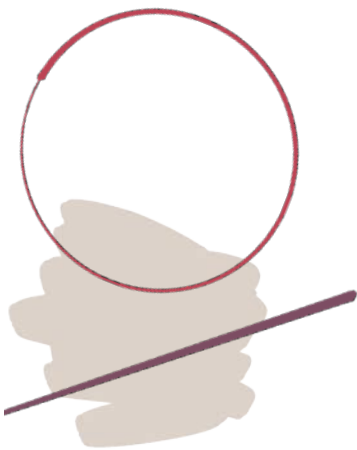


Table 23. Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
American Indian/Alaskan Native	Homeless	12%	13%	13%	14%	-	5%	5%	0
	Housed	25%	25%	25%	27%	-	18%	19%	+1
	Homeless-Housed	-13	-12	-12	-13	-	-13	-14	+1
Asian	Homeless	43%	45%	44%	42%	-	31%	27%	-4
	Housed	69%	70%	75%	74%	-	66%	68%	+2
	Homeless-Housed	-26	-25	-31	-32	-	-35	-41	+6
Black/African American	Homeless	18%	17%	16%	14%	-	7%	7%	0
	Housed	30%	30%	31%	30%	-	22%	23%	+1
	Homeless-Housed	-12	-13	-15	-16	-	-15	-16	+1
Hispanic/Latina/e/o of any race(s)	Homeless	22%	20%	20%	19%	-	11%	13%	+2
	Housed	32%	32%	34%	33%	-	22%	23%	-1
	Homeless-Housed	-10	-12	-14	-14	-	-11	-10	-1
Native Hawaiian/Other Pacific Islander	Homeless	14%	14%	16%	16%	-	8%	9%	+1
	Housed	31%	29%	31%	28%	-	15%	17%	+2
	Homeless-Housed	-17	-15	-15	-12	-	-7	-8	+1
Two or More Races	Homeless	28%	26%	27%	24%	-	15%	16%	+1
	Housed	52%	52%	54%	53%	-	42%	43%	+1
	Homeless-Housed	-24	-26	-27	-29	-	-27	-27	0
White	Homeless	31%	30%	31%	31%	-	20%	22%	+2
	Housed	55%	55%	58%	58%	-	46%	47%	+1
	Homeless-Housed	-24	-25	-27	-27	-	-26	-25	-1

*Data unavailable for 2020 and 2021.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A21](#) for more information.

Grade Level

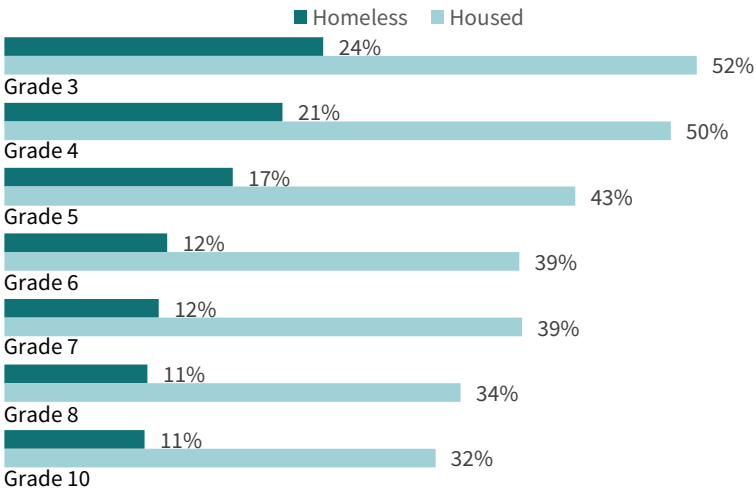
In 2023, approximately one-quarter (24%) of students experiencing homelessness in grade 3 were proficient in mathematics. The proficiency rate declined as grade level increased for both housed and unhoused students; only 11% of students experiencing homelessness were proficient in mathematics in grade 10 (Figure 49).

These rates were substantially lower than rates among their housed peers, ranging from 21 percentage points lower for students in grade 10 to 29 points lower for students in grade 4.

Mathematics proficiency rates for all students declined for all grades from 2019 to 2022. From 2022 to 2023, all students experiencing homelessness saw an increase in proficiency rates from 1 to 3 percentage points, with the exception of students in grade 6, whose rates remained unchanged. These increases still left proficiency rates between 4 and 10 percentage points behind pre-pandemic rates. Housed students across all grade levels also largely saw increases from 2022 to 2023, with the exception of grade 8 (remained constant) and grade 10 (declined by 1 percentage point) (Table 24).

The gaps between students experiencing homelessness and their housed peers fell for grades 3, 8, and 10 and stayed the same for grade 5. The gap increased for grades 4, 6, and 7.

Figure 49. Mathematics Proficiency Rates by Housing Status and Grade, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A22](#) for more information.

Table 24. Mathematics Proficiency Rates by Housing Status and Grade, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
3	Homeless	36%	36%	35%	31%	-	22%	24%	+2
	Housed	60%	59%	59%	60%	-	51%	52%	+1
	Homeless-Housed	-24	-23	-24	-29	-	-29	-28	-1
4	Homeless	33%	29%	30%	30%	-	20%	21%	+1
	Housed	57%	56%	56%	56%	-	47%	50%	+3
	Homeless-Housed	-24	-27	-26	-26	-	-27	-29	+2
5	Homeless	24%	25%	25%	24%	-	14%	17%	+3
	Housed	51%	50%	50%	50%	-	40%	43%	+3
	Homeless-Housed	-27	-25	-25	-26	-	-26	-26	0
6	Homeless	24%	22%	23%	22%	-	12%	12%	0
	Housed	49%	50%	50%	49%	-	36%	39%	+3
	Homeless-Housed	-25	-28	-27	-27	-	-24	-27	+3
7	Homeless	25%	23%	23%	22%	-	11%	12%	+1
	Housed	51%	52%	51%	51%	-	37%	39%	+2
	Homeless-Housed	-26	-29	-28	-29	-	-26	-27	+1
8	Homeless	23%	23%	22%	19%	-	10%	11%	+1
	Housed	49%	49%	50%	48%	-	34%	34%	0
	Homeless-Housed	-26	-26	-28	-29	-	-24	-23	-1
10	Homeless	-	-	15%	15%	-	10%	11%	+1
	Housed	-	-	44%	43%	-	33%	32%	-1
	Homeless-Housed	-	-	-29	-28	-	-23	-21	-2
11	Homeless	11%	11%	-	-	-	-	-	-
	Housed	24%	28%	-	-	-	-	-	-
	Homeless-Housed	-13	-17	-	-	-	-	-	-

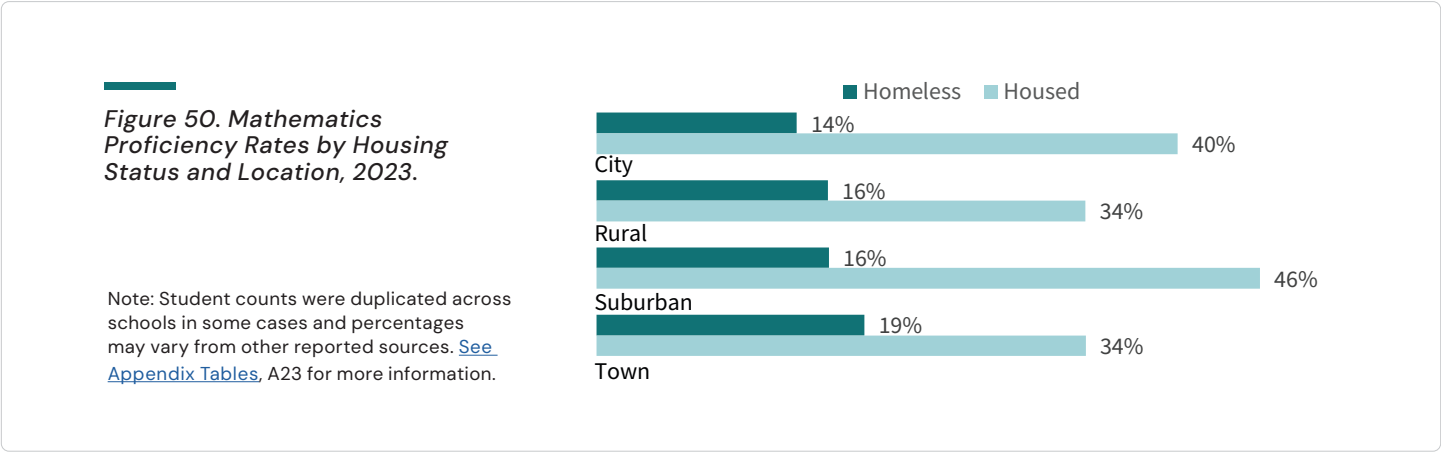
*Data unavailable for 2020 and 2021.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A22](#) for more information.

Location

Mathematics proficiency rates for students experiencing homelessness were lowest in city locations (14%) and highest in town locations (19%) (Figure 50).

The gaps between students experiencing homelessness and their housed peers ranged from 15 percentage points lower in town locations to 30 percentage points lower in suburban locations.



From 2019 to 2022, mathematics proficiency rates decreased in all locations. From 2022 to 2023, however, each location saw an increase of at least 1 percentage point, with town locations seeing an increase of 4 percentage points (Figure 51).

From 2022 to 2023, housed students in rural and suburban locations saw increases at a higher rate than their homeless peers, causing the gap between housed and homeless students to widen. Students in city locations saw an increase in proficiency rates regardless of housing status, and students experiencing homelessness in town locations saw an increase of 4 percentage points compared to an increase of 1 percentage point for housed students, causing their gap to decrease (Table 25).

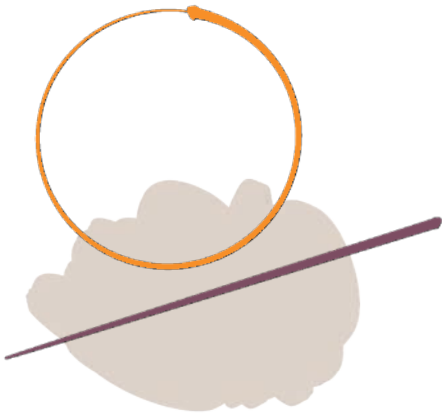


Figure 51. Mathematics Proficiency Rates for Students Experiencing Homelessness by Location, 2016–2023.*

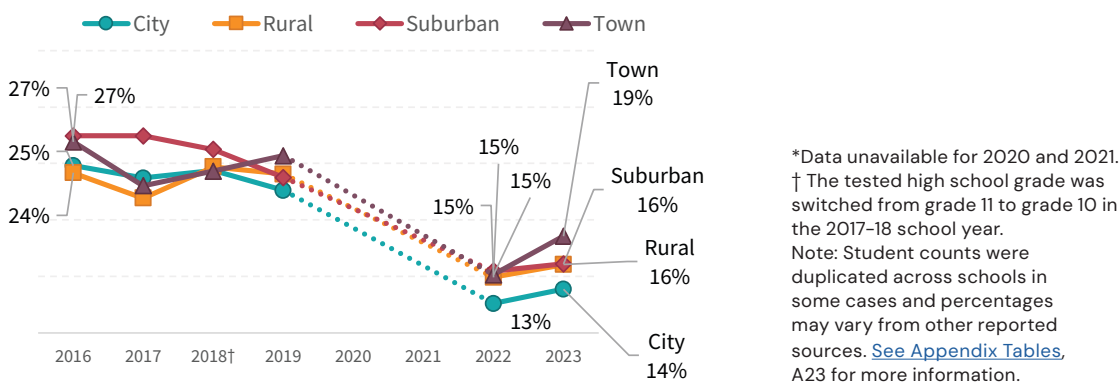


Table 25. Mathematics Proficiency Rates by Housing Status and Location, 2016–2023.

Status		2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
City	Homeless	25%	24%	24%	23%	-	13%	14%	+1
	Housed	49%	49%	51%	51%	-	39%	40%	+1
	Homeless-Housed	-24	-26	-27	-28	-	-26	-26	0
Rural	Homeless	24%	22%	25%	24%	-	15%	16%	+1
	Housed	41%	41%	43%	43%	-	32%	34%	+2
	Homeless-Housed	-24	-19	-18	-19	-	-17	-18	+1
Suburban	Homeless	27%	27%	26%	24%	-	15%	16%	+1
	Housed	53%	53%	55%	55%	-	44%	46%	+2
	Homeless-Housed	-25	-25	-29	-31	-	-29	-30	+1
Town	Homeless	27%	23%	24%	26%	-	15%	19%	+4
	Housed	42%	43%	45%	45%	-	33%	34%	+1
	Homeless-Housed	-15	-20	-21	-20	-	-18	-15	-3

*Data unavailable for 2020 and 2021.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A23 for more information.

9th Graders On-Track

The “on-track” rate measures the percentage of students who earned all attempted credits during their grade 9 year.³³ In other words, they passed all their 9th grade classes. On-track has been associated with a much higher likelihood of graduation. The measure is used as an early warning indicator for students who may need additional support.³⁴

Housing Status, Income, and Nighttime Residence

In 2023, fewer than half (43%) of students experiencing homelessness in grade 9 passed all their courses. This was 29 percentage points lower than all housed students and 15 percentage points lower than housed, low-income students (Figure 52). The on-track rate for students experiencing homelessness fluctuated 1 percentage point from 2016 to 2023, and the rate for all housed students and housed, low-income students declined by 3 percentage points from 2019 to 2022. From 2022 to 2023, however, all housed and housed, low-income students each had a 1 percentage point increase while students experiencing homelessness remained steady (Table 26).

Figure 52. 9th Grader On-Track Rates by Housing Status and Income, 2023.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A24 for more information

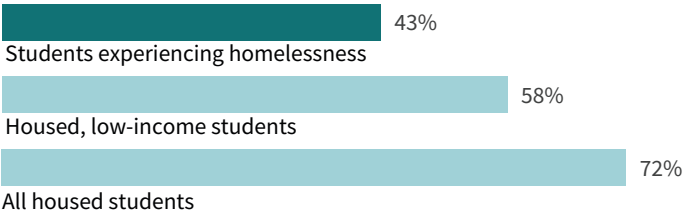


Table 26. 9th Grader On-Track Rates by Housing Status and Income, 2016–2023.

	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
Students experiencing homelessness	42%	43%	42%	42%	-	43%	43%	0
Housed, low-income students	58%	60%	60%	60%	-	57%	58%	+1
All housed students	73%	73%	74%	74%	-	71%	72%	+1

*Data unavailable for 2020 and 2021.

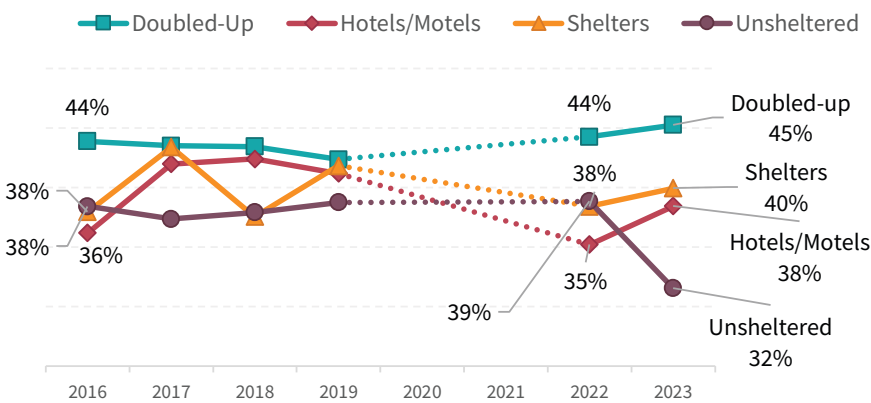
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A24 for more information.

33. 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 school year.
34. See www.k12.wa.us/student-success/support-programs/ninth-grade-success for more information.

The on-track rate was the lowest for students living unsheltered among those experiencing homelessness in 2023, at 32%. The rate was highest for students living doubled-up (45%) (Figure 53).

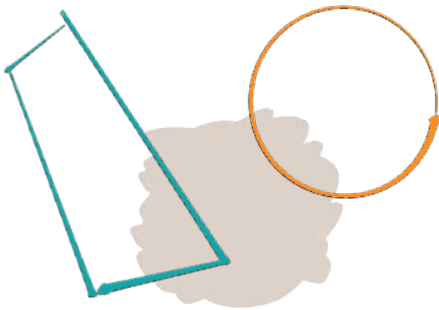
While on-track rates were relatively steady from 2016 to 2019 for students experiencing homelessness, rates have varied since the onset of the pandemic. From 2019 to 2022, students living in doubled-up situations saw the only increase in on-track rates, while rates for students in all other primary nighttime residence types remained the same or decreased. From 2022 to 2023, however, the only decrease was for students living unsheltered (7 percentage points). All other students experiencing homelessness saw increases of 1 to 3 percentage points.

Figure 53. 9th Grader On-Track Rates by Nighttime Residence, 2016–2023.*



*Data unavailable for 2020 and 2021.

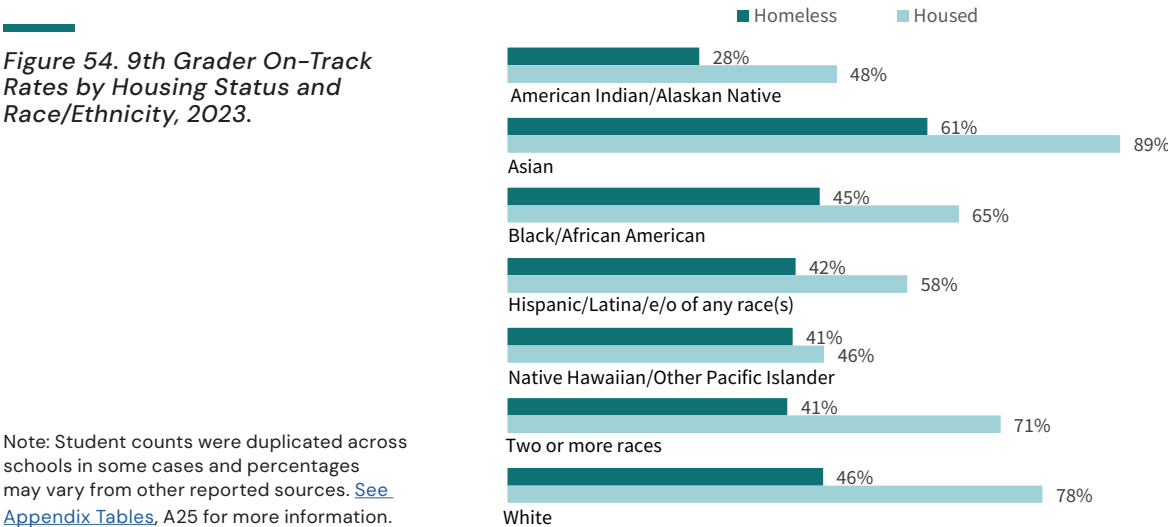
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A24](#) for more information.



Race and Ethnicity

In 2023, on-track rates for students experiencing homelessness across all racial/ethnic groups were substantially lower than for their housed peers, ranging from 5 percentage points lower for Native Hawaiian/Other Pacific Islander students to 32 points lower for white students (Figure 54).

On-track rates among students experiencing homelessness ranged from 28% for American Indian/Alaskan Native students to 61% for Asian students.



Among students experiencing homelessness, on-track rates fluctuated from year to year for most racial/ethnic groups between 2016 and 2019. This trend mostly continued after the onset of the pandemic, with the exception of Asian students experiencing homelessness, who saw a massive increase of 20 percentage points between 2019 and 2022. From 2022 to 2023, Asian students experiencing homelessness saw a decrease of 11 percentage points, the largest change for any student group, regardless of housing status. The second largest decrease was for American Indian/Alaskan Native students experiencing homelessness (7 percentage points). Black/African American, Native Hawaiian/Other Pacific Islander, students of two or more races, and white students saw increases, with Native Hawaiian/Other Pacific Islander students seeing the greatest increase (7 percentage points) (Table 27).

Overall, students experiencing homelessness saw greater changes in on-track rates than their housed peers from 2022 to 2023. As a result, the gaps between homeless and housed students varied widely. The gap between homeless and housed American Indian/Alaskan Native, Asian, and Hispanic/Latina/e/o students widened by up to 12 percentage points. Black/African American students, Native Hawaiian/Other Pacific Islander students, students of two or more races, and white students saw the gap decrease by up to 7 percentage points.

Table 27. 9th Grader On-Track Rates by Housing Status and Race/Ethnicity, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
American Indian/Alaskan Native	Homeless	28%	36%	28%	34%	-	35%	28%	-7
	Housed	47%	52%	52%	51%	-	50%	48%	-2
	Homeless-Housed	-19	-16	-24	-17	-	-15	-20	+5
Asian	Homeless	76%	62%	61%	52%	-	72%	61%	-11
	Housed	89%	90%	91%	89%	-	88%	89%	+1
	Homeless-Housed	-13	-28	-30	-37	-	-16	-28	+12
Black/African American	Homeless	42%	48%	47%	41%	-	44%	45%	+1
	Housed	61%	63%	65%	62%	-	66%	65%	-1
	Homeless-Housed	-19	-15	-18	-21	-	-22	-20	-2
Hispanic/Latina/e/o of any race(s)	Homeless	41%	41%	40%	43%	-	43%	42%	-1
	Housed	59%	60%	61%	60%	-	56%	58%	+2
	Homeless-Housed	-18	-19	-21	-17	-	-13	-16	+3
Native Hawaiian/Other Pacific Islander	Homeless	45%	48%	44%	31%	-	34%	41%	+7
	Housed	57%	57%	57%	55%	-	46%	46%	0
	Homeless-Housed	-12	-9	-13	-24	-	-12	-5	-7
Two or More Races	Homeless	37%	36%	35%	35%	-	36%	41%	+5
	Housed	73%	73%	73%	73%	-	72%	71%	-1
	Homeless-Housed	-36	-37	-38	-38	-	-36	-30	-6
White	Homeless	43%	43%	43%	44%	-	43%	46%	+3
	Housed	78%	78%	79%	79%	-	77%	78%	+1
	Homeless-Housed	-35	-35	-36	-35	-	-34	-32	-2

*Data unavailable for 2020 and 2021.

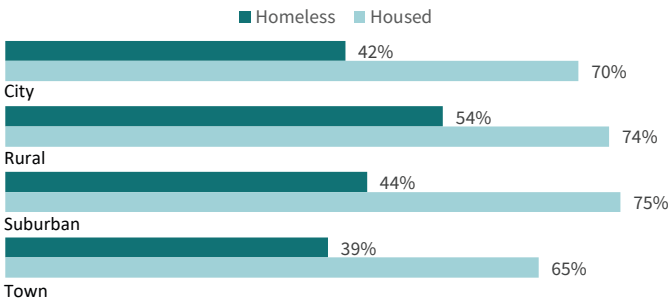
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A25 for more information.

Location

In 2023, fewer than half of grade 9 students experiencing homelessness passed all of their courses in most locations. Just more than half (54%) experiencing homelessness in rural locations were on track (Figure 55). The gaps between students experiencing homelessness and their housed peers ranged from 20 percentage points lower in rural locations to 31 points lower in suburban locations.

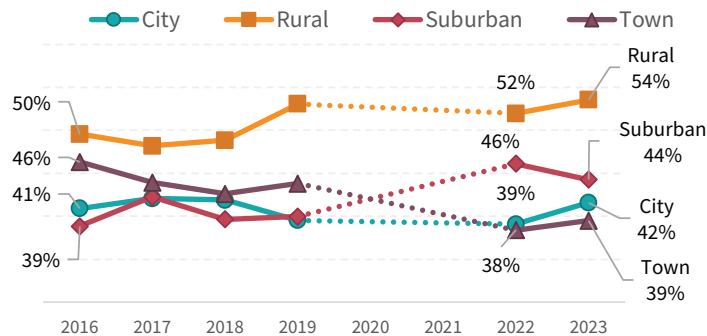
Figure 55. 9th Grader On-Track Rates by Housing Status and Location, 2023.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A26 for more information.



Differences in on-track rates from 2022 to 2023 increased by 1 to 3 percentage points in all locations except suburban locations, where rates decreased by 2 percentage points. Rates increased the most in city locations (3 percentage points) (Figure 56). All students regardless of housing status saw increases in on-track rates, with the exception of students experiencing homelessness in suburban districts, who saw a 2 percentage point decrease from 2022 to 2023 after having the largest increase (6 percentage points) from 2019 to 2022. The gap between housed and homeless students stayed the same in rural and town locations, decreased by 2 percentage points in city locations, and increased by 3 percentage points in suburban locations (Table 28).

Figure 56. 9th Grader On-Track Rates for Students Experiencing Homelessness by Location, 2016–2023.*



*Data unavailable for 2020 and 2021.

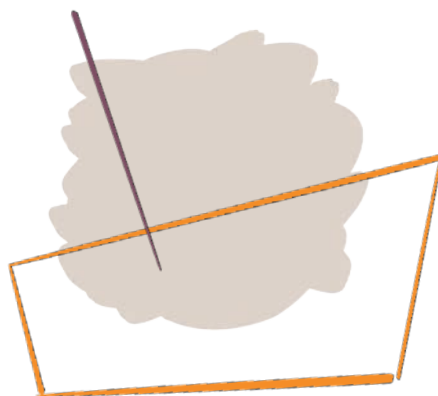
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A23 for more information.

Table 28. 9th Grader On-Track Rates by Housing Status and Location, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
City	Homeless	41%	42%	42%	40%	-	39%	42%	+3
	Housed	71%	72%	74%	71%	-	69%	70%	+1
	Homeless-Housed	-30	-30	-32	-32	-	-30	-28	-2
Rural	Homeless	50%	48%	49%	53%	-	52%	54%	+2
	Housed	74%	76%	74%	75%	-	72%	74%	+2
	Homeless-Housed	-24	-28	-25	-22	-	-20	-20	0
Suburban	Homeless	39%	42%	40%	40%	-	46%	44%	-2
	Housed	77%	77%	77%	77%	-	74%	75%	+1
	Homeless-Housed	-38	-35	-38	-37	-	-28	-31	+3
Town	Homeless	46%	44%	43%	44%	-	38%	39%	+1
	Housed	67%	68%	69%	68%	-	64%	65%	+1
	Homeless-Housed	-21	-24	-26	-25	-	-26	-26	0

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A26](#) for more information.



Dual Credit Enrollment

The dual credit enrollment rate measures the percentage of students in grades 9 through 12 who are enrolled in a course that provides the potential to earn both high school and college credits.³⁵ The courses include Advanced Placement, International Baccalaureate, Cambridge International, Running Start, College in the High School, and Career and Technical Education Dual Credit.³⁶

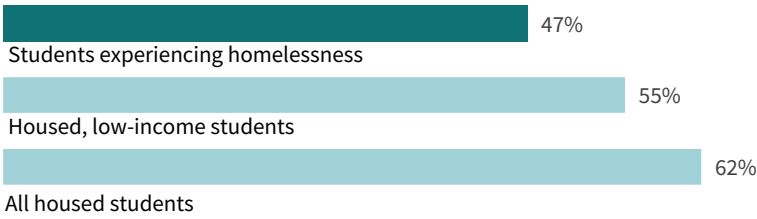
OSPI has reported equity gaps in dual credit access and completion,³⁷ and as a result, introduced the Consolidated Equity and Sustainability Dual Credit Grant, which is aimed at providing funding to LEAs working to increase access to dual credit among historically underrepresented groups, including students experiencing homelessness.³⁸ These grants were disbursed during the 2021-22 school year and are one factor that may have impacted dual credit outcomes.

Housing Status, Income, and Nighttime Residence

In 2023, less than half (47%) of students experiencing homelessness enrolled in dual credit courses. This was 15 percentage points lower than the rate for all housed students and 8 points lower than the rate for housed, low-income students (Figure 57).

The dual credit enrollment rates for students experiencing homelessness remained relatively constant from 2016 to 2019 but increased significantly in 2022. All housed students and housed, low-income students also saw increases after the onset of the pandemic, though smaller than those for homeless students. From 2022 to 2023, however, all students, regardless of housing status, saw a 1 percentage point increase in dual credit enrollment rates (Table 29).

Figure 57. Dual Credit Enrollment Rates by Housing Status and Income, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A27](#) for more information

35. The dual credit enrollment rate is calculated by dividing the sum total number of students in grades 9 through 12 who enrolled in a dual credit course by the sum total number of students in grades 9 through 12 who attempted a credit during the school year.
36. See www.k12.wa.us/student-success/support-programs/dual-credit-programs for more information.
37. See Miller, M., Boatwright, J., Mahoney K., et al. (2019). Covering the Costs of Dual Credit for Students and Families. Olympia, WA: OSPI. Retrieved from <https://www.k12.wa.us/sites/default/files/public/communications/2019-11-Covering-the-Costs-of-Dual-Credit.pdf>.
38. See www.k12.wa.us/sites/default/files/public/ossi/k12supports/pubdocs/Consolidated%20Equity%20and%20Sustainability%20Dual%20Credit%20Grant%20Package.pdf for more information.

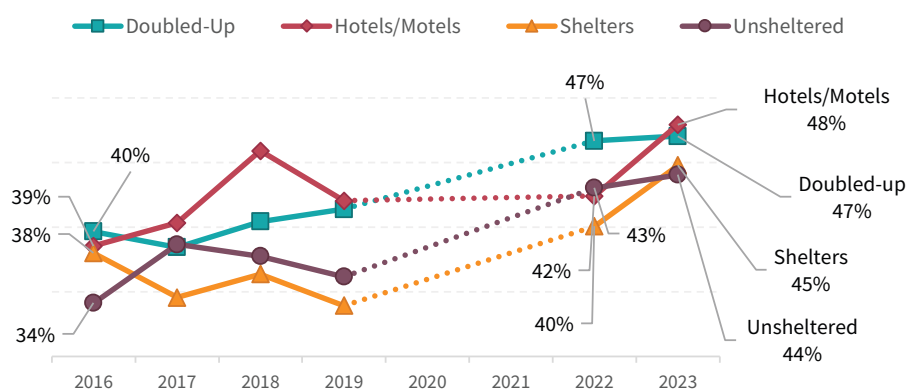
Fewer than half of students experiencing homelessness across all types of nighttime residences enrolled in dual credit courses in 2023, ranging from 44% for students living unsheltered to 48% for students living in hotels/motels.

The dual credit rate for students experiencing homelessness increased for all nighttime residences except students living in doubled-up situations, which remained the same from 2022 to 2023. Students living in hotels/motels saw the largest increase of 6 percentage points, followed by those in shelters (5 percentage points) and those living unsheltered (1 percentage point) (Figure 58).

Table 29. Dual Credit Enrollment Rates by Housing Status and Income, 2016–2023.

	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022-2023
Students experiencing homelessness	39%	38%	40%	40%	-	46%	47%	+1
Housed, low-income students	48%	48%	49%	50%	-	54%	55%	+1
All housed students	56%	56%	58%	59%	-	61%	62%	+1

Figure 58. Dual Credit Enrollment Rates by Nighttime Residence, 2016–2023.*



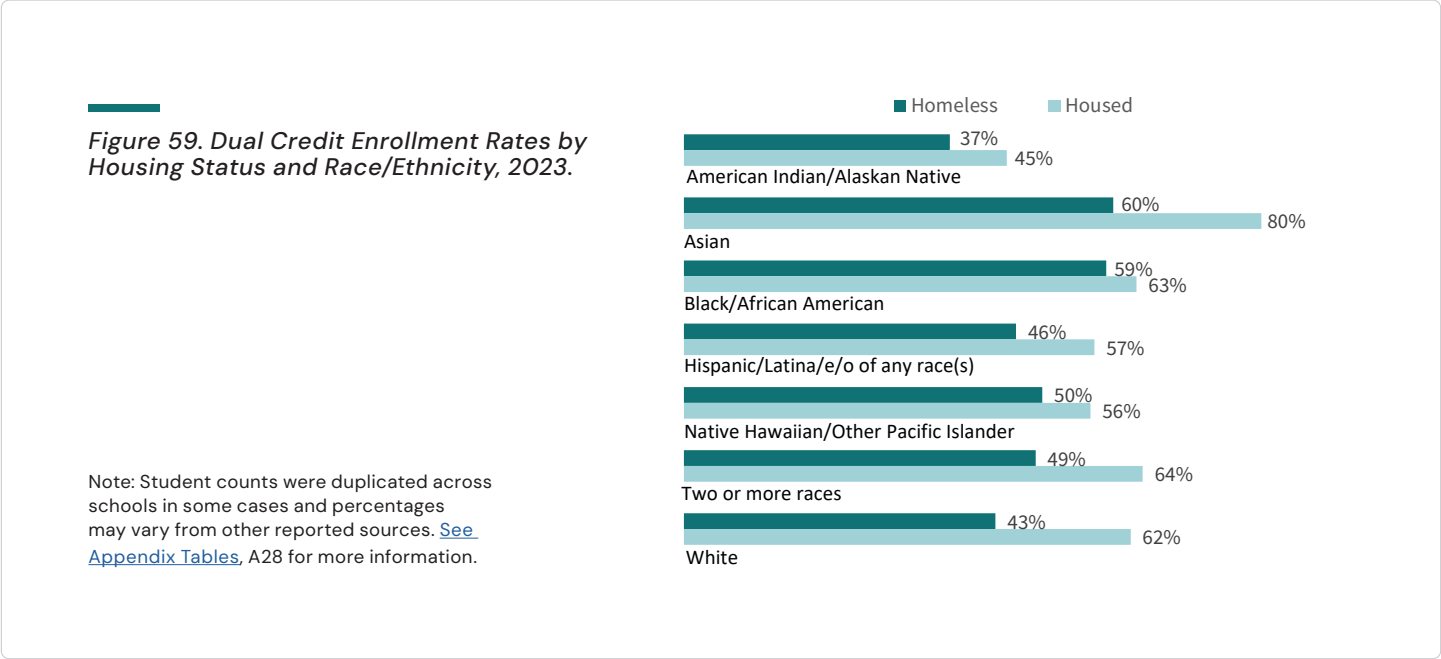
*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A27](#) for more information.

Race and Ethnicity

In 2023, dual credit enrollment rates were substantially lower for students experiencing homelessness across all racial/ethnic groups than for their housed peers, ranging from 4 percentage points lower for Black/African American students to 20 points lower for Asian students (Figure 59).

Dual credit enrollment rates among students experiencing homelessness ranged from 37% for American Indian/Alaskan Native students to 60% for Asian students.



From 2022 to 2023, dual credit enrollment rates increased for all subgroups of students experiencing homelessness, except students of two or more races, who saw a 2 percentage point decrease. The largest increase was 4 percentage points for American Indian/Alaskan Native students. Dual credit enrollment rates also rose for all subgroups of housed students during the same period, except for Native Hawaiian/Other Pacific Islander students, who saw a 1 percentage point decrease. The largest increase for housed students was 2 percentage points for Asian, Black/African American, and white students, as well as students of two or more races. The gap between students experiencing homelessness and their housed peers varied. Students of two or more races saw the largest increase (4 percentage points). American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students saw the largest decrease (3 percentage points) (Table 30).

Table 30. Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
American Indian/Alaskan Native	Homeless	25%	29%	28%	32%	-	33%	37%	+4
	Housed	39%	37%	38%	41%	-	44%	45%	+1
	Homeless-Housed	-14	-8	-10	-9	-	-11	-8	-3
Asian	Homeless	48%	49%	53%	58%	-	59%	60%	+1
	Housed	71%	71%	74%	75%	-	78%	80%	+2
	Homeless-Housed	-23	-22	-21	-17	-	-19	-20	+1
Black/African American	Homeless	46%	46%	47%	48%	-	57%	59%	+2
	Housed	56%	57%	59%	58%	-	61%	63%	+2
	Homeless-Housed	-10	-11	-12	-10	-	-4	-4	0
Hispanic/Latina/e/o of any race(s)	Homeless	38%	39%	40%	40%	-	45%	46%	+1
	Housed	49%	49%	50%	52%	-	56%	57%	+1
	Homeless-Housed	-11	-10	-10	-12	-	-11	-11	0
Native Hawaiian/Other Pacific Islander	Homeless	48%	41%	42%	40%	-	48%	50%	+2
	Housed	56%	54%	56%	56%	-	57%	56%	-1
	Homeless-Housed	-8	-13	-14	-16	-	-9	-6	-3
Two or More Races	Homeless	39%	38%	41%	43%	-	51%	49%	-2
	Housed	57%	57%	59%	60%	-	62%	64%	+2
	Homeless-Housed	-18	-19	-18	-17	-	-11	-15	+4
White	Homeless	38%	35%	38%	38%	-	42%	43%	+1
	Housed	56%	56%	58%	59%	-	60%	62%	+2
	Homeless-Housed	-18	-21	-20	-21	-	-18	-19	+1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A28 for more information.

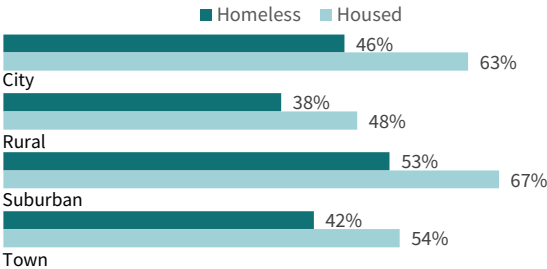
Location

Slightly more than half of students experiencing homelessness in suburban (53%) locations enrolled in dual credit courses in 2023, while rates were lower for other locales. Just more than one in three students experiencing homelessness in rural locations enrolled in dual credit courses in the same year (Figure 60).

The gaps between students experiencing homelessness and their housed peers ranged from 10 percentage points lower in rural locations to 17 percentage points lower in city locations.

Figure 60. Dual Credit Enrollment Rates by Housing Status and Location, 2023.

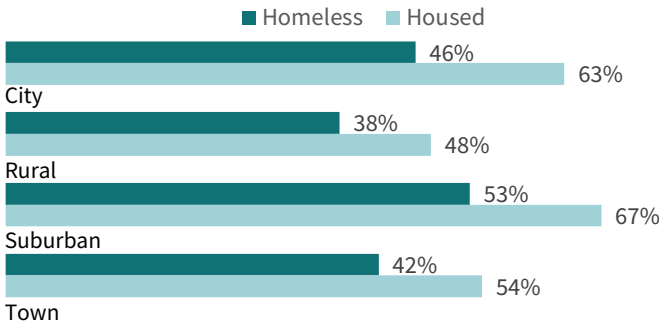
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A29](#) for more information.



From 2022 to 2023, dual credit enrollment rates among students experiencing homelessness decreased by 1 percentage point in city locations but increased by 2 to 3 percentage points in all other locations (Figure 61).

The change in disparities between housed and homeless students varied by location. Students in city districts saw the gap widen by 3 percentage points, while students in town districts saw the gap widen by 2 percentage points. Students in rural and suburban locations, however, saw the gap decrease by 2 percentage points each (Table 31).

Figure 61. Dual Credit Enrollment Rates for Students Experiencing Homelessness by Location, 2016–2023.*



*Data unavailable for 2020 and 2021.

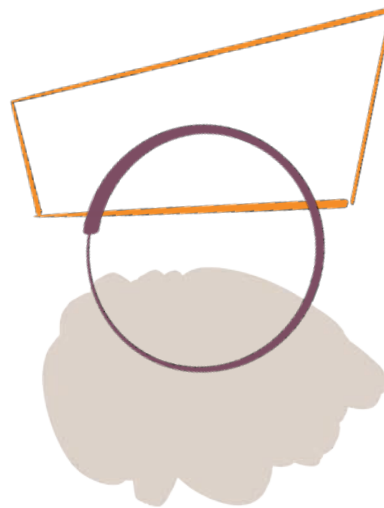
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A29](#) for more information.

Table 31. Dual Credit Enrollment Rates by Housing Status and Location, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
City	Homeless	41%	40%	42%	41%	-	47%	46%	-1
	Housed	58%	59%	59%	59%	-	61%	63%	+2
	Homeless-Housed	-17	-19	-17	-18	-	-14	-17	+3
Rural	Homeless	32%	31%	31%	35%	-	35%	38%	+3
	Housed	38%	38%	43%	45%	-	47%	48%	+1
	Homeless-Housed	-24	-8	-12	-10	-	-12	-10	-2
Suburban	Homeless	41%	40%	44%	45%	-	51%	53%	+2
	Housed	60%	59%	62%	64%	-	67%	67%	0
	Homeless-Housed	-19	-18	-18	-20	-	-16	-14	-2
Town	Homeless	34%	33%	33%	34%	-	40%	42%	+2
	Housed	47%	47%	48%	48%	-	50%	54%	+4
	Homeless-Housed	-13	-14	-15	-14	-	-10	-12	+2

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A29](#) for more information.



High School Graduation

The high school graduation rate measures the percentage of students who completed statewide requirements and graduated from high school.³⁹ The measures presented below include both four-year (on-time) and five-year (extended) rates based on when a student first entered grade 9.⁴⁰

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 should not be directly compared within a single year.

For this measure, students experiencing homelessness encompassed all students who were identified as homeless at least once during grades 9 through 12 (rather than only students who were identified during a specific year or grade, 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 “Multiple categories.”

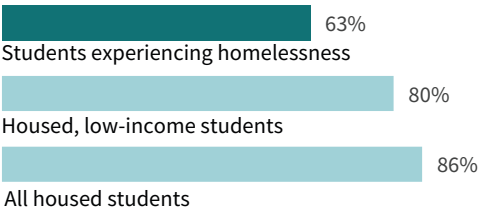
As mentioned previously, the Graduation Requirements Emergency Waiver was put in place during the COVID-19 pandemic and was still in place during the 2022-23 school year.⁴¹ This policy likely affected the increase in graduation rates, although more research and specific data are needed to understand the magnitude of impact.

Housing Status, Income, and Nighttime Residence

In 2023, 63% of students experiencing homelessness graduated within four years. This was considerably lower than the 86% rate for all housed students and the 80% rate among housed, low-income students (Figure 62).

In the same year, 65% of students experiencing homelessness graduated within five years, also considerably less than the comparable rates for their housed peers, regardless of income (Figure 63).

Figure 62. Four-Year (On-Time) Graduation Rates by Housing Status and Income, 2023.



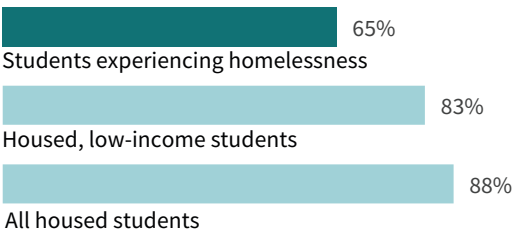
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A30](#) for more information.

39. See www.k12.wa.us/student-success/graduation for more information.

40. The four-year (on-time) graduation rate is calculated by dividing the sum total number of students who graduated in a given year and were members of the class of that year by the sum total number of students in that year’s class. Each year’s class is defined as students who entered grade 9 for the first time four years prior. The five-year (extended) graduation rate is calculated by dividing the sum total number of students who graduated by a given year and were members of the class of the prior year by the sum total number of students in the prior year’s class. This includes students who graduated in four years, plus any who graduated in five years. The counts are adjusted for students who transferred into or out of public schools in Washington.

41. See [Ongoing Impacts of COVID-19](#).

Figure 63. Five-Year (Extended) Graduation Rates by Housing Status and Income, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A31 for more information.

From 2019 to 2022, all students regardless of housing or income status saw increases in four-year graduation rates, though the increase for students experiencing homelessness was nearly 3 times that of the increase for housed students. From 2022 to 2023, all students still saw increases, although much more modest than the previous year. Four-year graduation rates among students experiencing homelessness increased from 61% to 63% from 2022 to 2023 (Table 32).

Five-year graduation rates also increased from 2019 to 2022, regardless of housing status. From 2022 to 2023, however, students experiencing homelessness and housed, low-income students saw increases (1 and 2 percentage points, respectively) while housed students remained the same (Table 33).

Table 32. Four-Year (On-Time) Graduation Rates by Housing Status and Income, 2016–2023.

	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
Students experiencing homelessness	53%	55%	56%	56%	-	61%	63%	+2
Housed, low-income students	71%	72%	75%	75%	-	79%	80%	+1
All housed students	81%	81%	83%	83%	-	85%	86%	+1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A30 for more information.

Table 33. Five-Year (Extended) Graduation Rates by Housing Status and Income, 2016–2023.

	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
Students experiencing homelessness	57%	61%	59%	60%	-	64%	65%	+1
Housed, low-income students	75%	75%	77%	79%	-	81%	83%	+2
All housed students	83%	84%	85%	86%	-	88%	88%	0

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A31 for more information.

From 2022 to 2023, the four-year graduation rate for students living in all types of nighttime residences increased slightly (between 1 and 5 percentage points) when compared to the more drastic increases from 2019 to 2022 (between 4 and 9 percentage points). Students in hotels/motels were the only group to see a decrease from 2019 to 2022, but the 2 percentage point increase from 2022 to 2023 put them back at their pre-pandemic rate. Students in all other primary nighttime residences still had four-year graduation rates higher than those from before the pandemic. The largest increase (5 percentage points) from 2022 to 2023 was for students living in shelters. The smallest increase (1 percentage point) was for students who were living unsheltered (Figure 64).

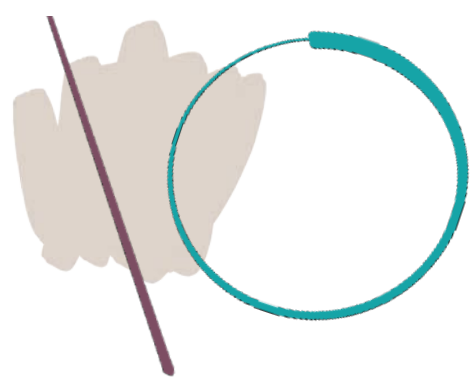
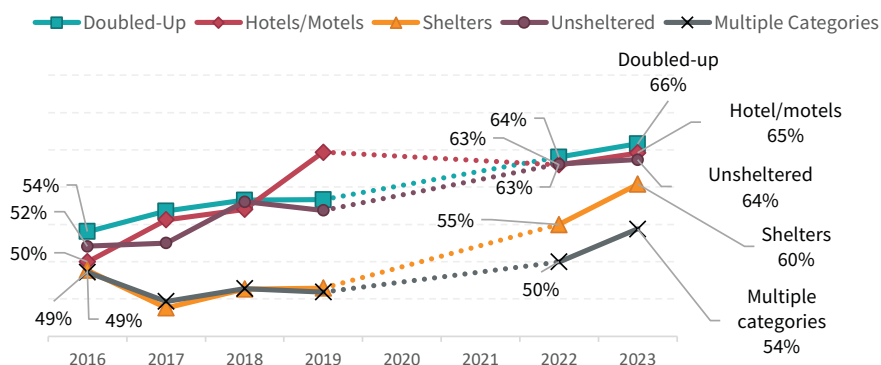


Figure 64. Four-Year (On-Time) Graduation Rates by Nighttime Residence, 2016–2023.*

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A30](#) for more information.

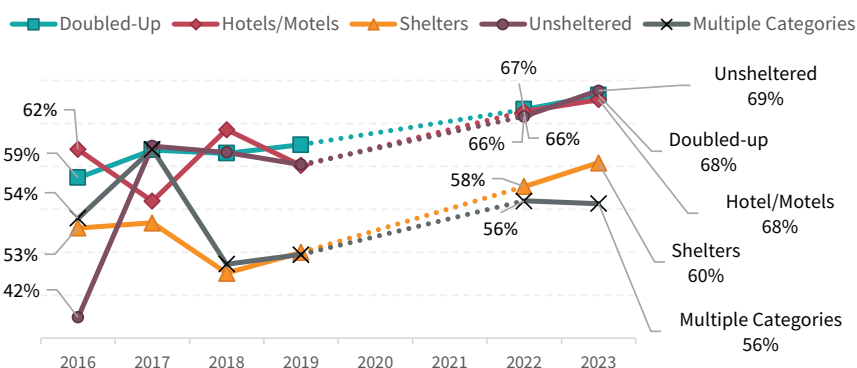


Five-year graduation rates among students experiencing homelessness fluctuated over time before seeing large increases in 2022. The increases continued from 2022 to 2023, with the exception of students who had lived in multiple categories, who saw their five-year graduation rate stay the same. From 2022 to 2023, the largest increase was for students living unsheltered (3 percentage points) and the smallest was for students living doubled-up (1 percentage point). In 2023, all categories had the highest rates since 2016, with the exception of students who had been in multiple categories (peaked at 62% in 2017) (Figure 65).

Figure 65. Five-Year (Extended) Graduation Rates by Nighttime Residence, 2016–2023.*

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A31](#) for more information.

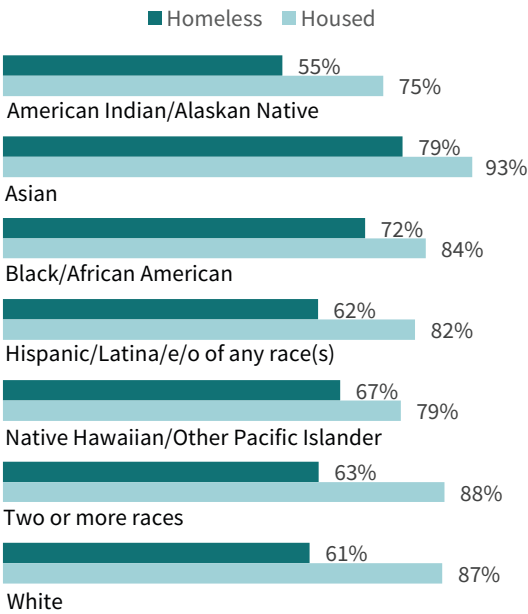


Race and Ethnicity

In 2023, graduation rates were substantially lower for students experiencing homelessness across all racial/ethnic groups than for their housed peers. The smallest gap was for Black/African American and Native Hawaiian/Other Pacific Islander students compared to their housed peers, at 12 percentage points, and the largest was for white students, at 26 points (Figure 66). Overall, Asian students experiencing homelessness had the highest four-year graduation rate (79%) and American Indian/Alaskan Native students experiencing homelessness had the lowest (55%) (Figure 66).

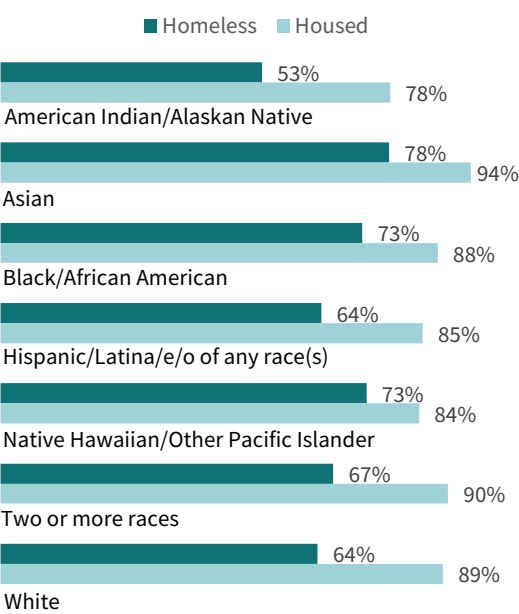
Among students experiencing homelessness, five-year graduation rates varied, with American Indian/Alaskan Native students having the lowest rate (53%) and Asian students having the highest rate (78%). The smallest gap was Native Hawaiian/Other Pacific Islander students compared to their housed peers, at 11 percentage points, and the largest was American Indian/Alaskan Native and white students, at 25 points each (Figure 67).

Figure 66. Four-Year (On-Time) Graduation Rates by Housing Status and Race/Ethnicity, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A32](#) for more information.

Figure 67. Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A33](#) for more information.

Compared to 2022, four-year graduation rates for all students experiencing homelessness varied in 2023. Students of two or more races who experienced homelessness saw their rates remain the same as 2022 at 5 percentage points higher than before the pandemic. The only students who saw a decrease in graduation rates were both housed and homeless Native Hawaiian/Other Pacific Islander students (2 percentage points each). American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latina/e/o, and white students experiencing homelessness all saw increases in four-year graduation rates from 2022 to 2023. The largest increase was for American Indian/Alaskan Native students (7 percentage points) and the smallest was for Hispanic/Latina/e/o students (1 percentage point). As a result, gaps between housed and homeless students mostly decreased, although the gap between Native Hawaiian/Other Pacific Islander students stayed the same and increased for students of two or more races by 1 percentage point (Table 34).

Similar to four-year graduation rates, five-year graduation rates varied by race/ethnicity and housing status. Among students experiencing homelessness, Black/African American students, white students, and students of two or more races were the only racial groups to see an increase in five-year graduation rates (5, 2, and 4 percentage points, respectively). Asian and Hispanic/Latina/e/o students experiencing homelessness saw zero change from 2022 rates. American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students experiencing homelessness were the only two groups to see decreases in five-year graduation rates, with American Indian/Alaskan Native students seeing the greatest change overall (8 percentage points). Gaps between housed and homeless students also varied. With the decrease in five-year graduation rates for American Indian/Alaskan Native students experiencing homelessness, the 25 percentage rate between housed and homeless students was the largest it has been in the analyzed time period (2016 to 2023) (Table 35).

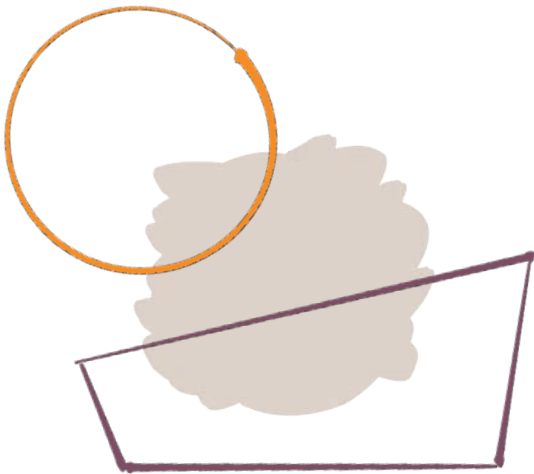


Table 34. Four-Year (On-Time) Graduation Rates by Housing Status and Race/Ethnicity, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
American Indian/Alaskan Native	Homeless	40%	44%	41%	37%	-	48%	55%	+7
	Housed	64%	63%	65%	66%	-	73%	75%	+2
	Homeless-Housed	-24	-19	-24	-29	-	-25	-20	-5
Asian	Homeless	65%	64%	75%	71%	-	73%	79%	+6
	Housed	89%	88%	90%	91%	-	93%	93%	0
	Homeless-Housed	-24	-24	-15	-20	-	-20	-14	-6
Black/African American	Homeless	57%	57%	59%	57%	-	69%	72%	+3
	Housed	73%	74%	78%	77%	-	84%	84%	0
	Homeless-Housed	-16	-17	-19	-20	-	-15	-12	-3
Hispanic/Latina/e/o of any race(s)	Homeless	51%	53%	55%	55%	-	61%	62%	+1
	Housed	74%	74%	78%	78%	-	82%	82%	0
	Homeless-Housed	-23	-21	-23	-23	-	-21	-20	-1
Native Hawaiian/Other Pacific Islander	Homeless	59%	66%	60%	60%	-	69%	67%	-2
	Housed	69%	68%	77%	78%	-	81%	79%	-2
	Homeless-Housed	-10	-2	-17	-18	-	-12	-12	0
Two or More Races	Homeless	53%	57%	57%	58%	-	63%	63%	0
	Housed	80%	82%	83%	84%	-	87%	88%	+1
	Homeless-Housed	-27	-25	-26	-26	-	-24	-25	+1
White	Homeless	53%	55%	55%	55%	-	58%	61%	+3
	Housed	83%	83%	85%	85%	-	85%	87%	+2
	Homeless-Housed	-30	-28	-30	-30	-	-27	-26	-1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A32 for more information.

Table 35. Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
American Indian/Alaskan Native	Homeless	44%	49%	44%	48%	-	61%	53%	-8
	Housed	65%	69%	68%	69%	-	78%	78%	0
	Homeless-Housed	-21	-20	-24	-21	-	-17	-25	+8
Asian	Homeless	60%	76%	68%	83%	-	78%	78%	0
	Housed	91%	91%	91%	93%	-	94%	94%	0
	Homeless-Housed	-31	-15	-23	-10	-	-16	-16	0
Black/African American	Homeless	58%	68%	59%	64%	-	68%	73%	+5
	Housed	77%	77%	78%	82%	-	85%	88%	+3
	Homeless-Housed	-19	-9	-19	-18	-	-17	-15	-2
Hispanic/Latina/e/o of any race(s)	Homeless	57%	58%	58%	59%	-	64%	64%	0
	Housed	77%	78%	79%	81%	-	84%	85%	+1
	Homeless-Housed	-20	-20	-21	-22	-	-20	-21	+1
Native Hawaiian/Other Pacific Islander	Homeless	60%	65%	70%	63%	-	74%	73%	-1
	Housed	73%	74%	74%	82%	-	81%	84%	+3
	Homeless-Housed	-13	-9	-4	-19	-	-7	-11	+4
Two or More Races	Homeless	59%	60%	60%	63%	-	63%	67%	+4
	Housed	83%	83%	85%	86%	-	88%	90%	+2
	Homeless-Housed	-24	-23	-25	-23	-	-25	-23	-2
White	Homeless	58%	61%	59%	58%	-	62%	64%	+2
	Housed	85%	85%	86%	87%	-	89%	89%	0
	Homeless-Housed	-27	-24	-27	-29	-	-27	-25	-2

*Data unavailable for 2020 and 2021.

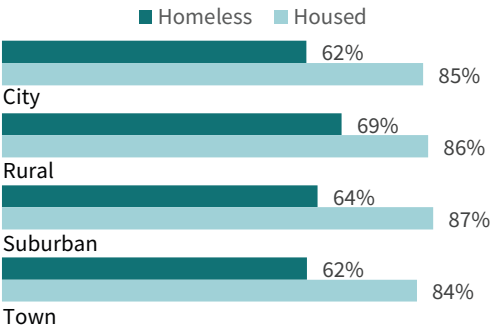
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A33 for more information.

Location

Four-year graduation rates were substantially lower for students experiencing homelessness compared to their housed peers across all types of locations in 2023, with gaps ranging from 17 percentage points in rural locations to 23 points in city and suburban locations. Among students experiencing homelessness, the highest rate was for rural locations, at 69%, while the lowest rate was for city and town locations (62% each) (Figure 68).

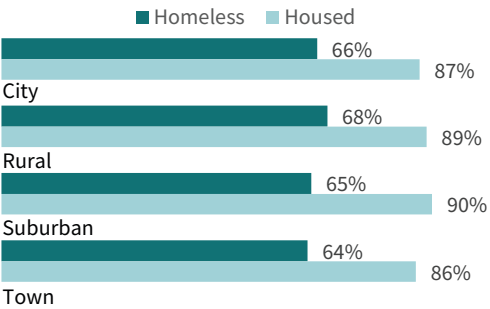
Five-year graduation rates in 2023 followed a similar pattern. Gaps ranged from 21 percentage points lower in city and rural locations to 25 points lower in suburban locations. Rates among students experiencing homelessness were highest in rural locations, at 68%, and lowest in town locations, at 64% (Figure 69).

Figure 68. Four-Year (On-Time) Graduation Rates by Housing Status and Location, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A34 for more information.

Figure 69. Five-Year (Extended) Graduation Rates by Housing Status and Location, 2023.



Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Tables, A35 for more information.

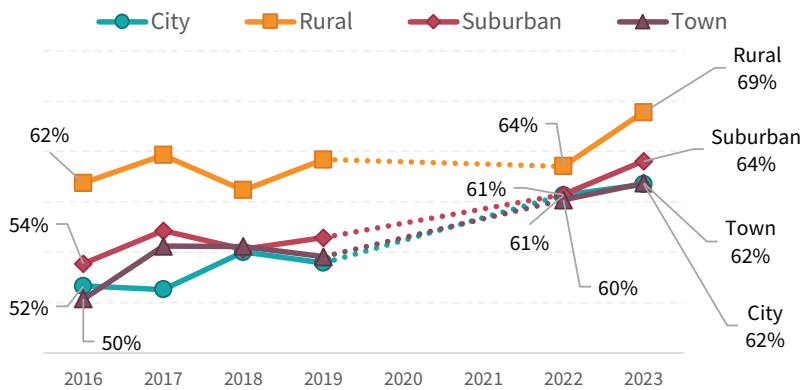
In 2023, four-year graduation rates for students experiencing homelessness increased across all locale types, with the largest increase being in rural locations (5 percentage points) and the smallest in city locations (1 percentage point) (Figure 70).

From 2022 to 2023, the gap between housed and homeless students closed in rural, suburban, and town locations. In city locations, however, housed students saw their five-year graduation rates increase by 2 percentage points compared to the 1 percentage point increase for homeless students, causing the gap to increase by 1 point (Table 36).

Figure 70. Four-Year (On-Time) Graduation Rates for Students Experiencing Homelessness by Location, 2016–2023.*

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A34](#) for more information.



Five-year graduation rates among students experiencing homelessness varied by location between 2022 and 2023. City and suburban locations saw an increase (4 and 1 percentage points, respectively), and rural and town locations saw a decrease (5 and 1 percentage points, respectively) (Figure 71).

The only locale type to see a decrease in the gap between students experiencing homelessness and their housed peers between 2022 and 2023 was city locations. The gap remained the same in suburban locations due to an equal increase in five-year graduation rates for both homeless and housed students. In both rural and town locations, the rates for housed students remained the same as 2022, but the decreases for homeless students caused the gap to increase (Table 37).

Figure 71. Five-Year (Extended) Graduation Rates for Students Experiencing Homelessness by Location, 2016–2023.*

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables, A35](#) for more information.

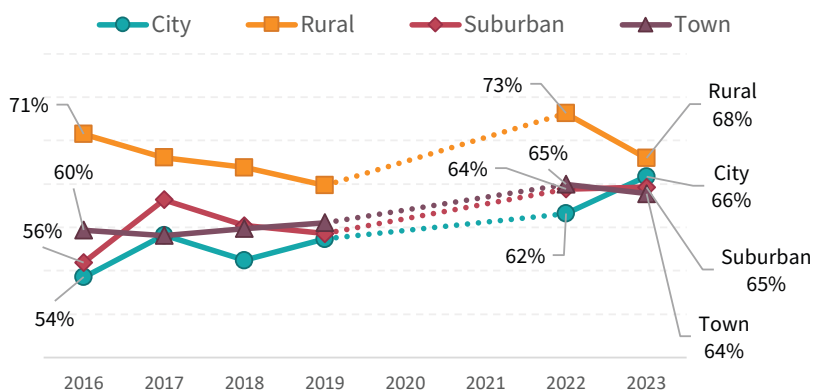


Table 36. Four-Year (On-Time) Graduation Rates by Housing Status and Location, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
City	Homeless	52%	51%	55%	54%	-	61%	62%	+1
	Housed	80%	80%	82%	82%	-	83%	85%	+2
	Homeless-Housed	-28	-28	-27	-28	-	-22	-23	+1
Rural	Homeless	62%	65%	61%	64%	-	64%	69%	+5
	Housed	83%	83%	85%	86%	-	86%	86%	0
	Homeless-Housed	-24	-18	-23	-22	-	-22	-17	-5
Suburban	Homeless	54%	57%	55%	56%	-	61%	64%	+3
	Housed	83%	83%	85%	85%	-	88%	87%	-1
	Homeless-Housed	-29	-26	-29	-28	-	-27	-23	-4
Town	Homeless	50%	56%	56%	55%	-	60%	62%	+2
	Housed	77%	79%	81%	79%	-	83%	84%	+1
	Homeless-Housed	-27	-23	-26	-25	-	-23	-22	-1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A34 for more information.

Table 37. Five-Year (Extended) Graduation Rates by Housing Status and Location, 2016–2023.

	Status	2016	2017	2018	2019	2020/21*	2022	2023	Diff. 2022–2023
City	Homeless	54%	59%	56%	59%	-	62%	66%	+4
	Housed	83%	83%	84%	85%	-	87%	87%	0
	Homeless-Housed	-28	-24	-27	-26	-	-26	-22	-4
Rural	Homeless	71%	68%	67%	65%	-	73%	68%	-5
	Housed	83%	86%	86%	88%	-	89%	89%	0
	Homeless-Housed	-24	-18	-20	-23	-	-16	-21	+5
Suburban	Homeless	56%	63%	60%	59%	-	64%	65%	+1
	Housed	85%	85%	86%	87%	-	89%	90%	+1
	Homeless-Housed	-29	-22	-26	-28	-	-25	-25	0
Town	Homeless	60%	59%	60%	61%	-	65%	64%	-1
	Housed	81%	81%	83%	84%	-	86%	86%	0
	Homeless-Housed	-22	-22	-23	-24	-	-21	-22	+1

*Data unavailable for 2020 and 2021.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Tables](#), A35 for more information.

This appendix provides additional details on the data presented in the report. Results were computed from an administrative dataset that Building Changes obtained from the Washington State Office of Superintendent of Public Instruction through a data-sharing agreement.

Abbreviations:

- HMLS = Students experiencing homelessness
- HOUS = All housed students
- DU = Doubled-up
- HM = Hotels/Motels
- SH = Shelters
- UN = Unsheltered

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Table A1. Nighttime Residences of Students Experiencing Homelessness, 2016–2023.

Year	Nighttime residence	N	%
2016	Doubled-up	30,115	73%
	Hotels/Motels	2,546	6%
	Shelters	6,459	16%
	Unsheltered	2,214	5%
2017	Doubled-up	30,942	73%
	Hotels/Motels	2,617	6%
	Shelters	5,794	14%
	Unsheltered	2,880	7%
2018	Doubled-up	31,155	73%
	Hotels/Motels	2,698	6%
	Shelters	5,592	13%
	Unsheltered	3,154	7%
2019	Doubled-up	31,329	74%
	Hotels/Motels	2,670	6%
	Shelters	5,193	12%
	Unsheltered	2,964	7%
2020/21	No data		
2022	Doubled-up	29,558	74%
	Hotels/Motels	2,854	7%
	Shelters	4,507	11%
	Unsheltered	2,879	7%
2023	Doubled-up	35,137	76%
	Hotels/Motels	2,827	6%
	Shelters	4,936	11%
	Unsheltered	3,148	7%

Note: Student counts were 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 due to rounding. The sum of students in each primary nighttime residence may not equal the total number of students experiencing homelessness due to missing data.

Table A2. Students Experiencing Homelessness by Race/Ethnicity, 2016–2023.

Year	Race/Ethnicity	HMLS N	HMLS %	HOU N	HOU %	HMLS rate
2016	American Indian/Alaskan Native	1,349	3%	17,101	1%	7.3%
	Asian	803	2%	84,432	7%	0.9%
	Black/African American	4,884	12%	52,300	5%	8.5%
	Hispanic/Latina/e/o of any race(s)	12,354	30%	260,963	22%	4.5%
	Native Hawaiian/Other Pacific Islander	1,093	3%	12,717	1%	7.9%
	Two or More Races	4,249	10%	86,459	7%	4.7%
	White	16,602	40%	647,946	56%	2.5%
2017	American Indian/Alaskan Native	1,412	3%	16,649	1%	7.8%
	Asian	899	2%	87,452	7%	1.0%
	Black/African American	5,029	12%	52,162	4%	8.8%
	Hispanic/Latina/e/o of any race(s)	12,542	30%	268,789	23%	4.5%
	Native Hawaiian/Other Pacific Islander	1,139	3%	13,110	1%	8.0%
	Two or More Races	4,302	10%	90,855	8%	4.5%
	White	16,906	40%	645,093	55%	2.6%
2018	American Indian/Alaskan Native	1,260	3%	15,717	1%	7.4%
	Asian	1,016	2%	89,417	8%	1.1%
	Black/African American	5,119	12%	51,011	4%	9.1%
	Hispanic/Latina/e/o of any race(s)	13,147	31%	269,425	23%	4.7%
	Native Hawaiian/Other Pacific Islander	1,167	3%	13,433	1%	8.0%
	Two or More Races	4,495	11%	93,470	8%	4.6%
	White	16,389	38%	628,288	54%	2.5%
2019	American Indian/Alaskan Native	1,092	3%	14,021	1%	7.2%
	Asian	827	2%	91,521	8%	0.9%
	Black/African American	4,564	11%	52,446	5%	8.0%
	Hispanic/Latina/e/o of any race(s)	13,671	32%	273,127	24%	4.8%
	Native Hawaiian/Other Pacific Islander	1,244	3%	13,783	1%	8.3%
	Two or More Races	4,460	11%	97,138	8%	4.4%
	White	16,295	39%	620,010	53%	2.6%
2020/21	No data					
2022	American Indian/Alaskan Native	1,056	3%	13,125	1%	7.5%
	Asian	871	2%	97,653	9%	0.9%
	Black/African American	3,693	9%	55,024	5%	6.3%
	Hispanic/Latina/e/o of any race(s)	14,381	36%	287,059	25%	4.8%
	Native Hawaiian/Other Pacific Islander	1,558	4%	15,589	1%	9.2%
	Two or More Races	3,888	10%	99,481	9%	3.8%
	White	14,274	36%	569,110	50%	2.5%
2023	American Indian/Alaskan Native	1,118	2%	12,485	1%	9.0%
	Asian	1,157	3%	97,776	9%	1.2%
	Black/African American	4,492	10%	53,613	5%	8.4%
	Hispanic/Latina/e/o of any race(s)	16,755	36%	287,704	26%	5.8%
	Native Hawaiian/ Other Pacific Islander	2,121	5%	15,941	1%	13.3%
	Two or More Races	4,335	9%	99,334	9%	4.4%
	White	16,066	35%	553,029	49%	2.9%

Note: Student counts were 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 due to rounding.

Table A3. Distribution of Nighttime Residences of Students Experiencing Homelessness by Race/Ethnicity, 2016–2023.

Year	Race/Ethnicity	DU %	HM %	SH %	UN %	N
2016	American Indian/Alaskan Native	74%	6%	13%	7%	1,349
	Asian	78%	4%	16%	2%	803
	Black/African American	60%	7%	30%	4%	4,884
	Hispanic/Latina/e/o of any race(s)	78%	5%	12%	5%	12,352
	Native Hawaiian/Other Pacific Islander	69%	8%	20%	3%	1,093
	Two or More Races	70%	8%	18%	4%	4,249
	White	73%	6%	14%	7%	16,601
2017	American Indian/Alaskan Native	76%	5%	13%	7%	1,412
	Asian	79%	3%	14%	3%	899
	Black/African American	60%	8%	28%	3%	5,029
	Hispanic/Latina/e/o of any race(s)	78%	5%	10%	7%	12,542
	Native Hawaiian/Other Pacific Islander	74%	7%	14%	5%	1,139
	Two or More Races	71%	7%	15%	7%	4,302
	White	74%	6%	12%	8%	16,906
2018	American Indian/Alaskan Native	75%	6%	12%	7%	1,260
	Asian	79%	4%	14%	3%	1,016
	Black/African American	63%	6%	27%	5%	5,119
	Hispanic/Latina/e/o of any race(s)	77%	6%	10%	7%	13,147
	Native Hawaiian/Other Pacific Islander	76%	8%	12%	5%	1,167
	Two or More Races	71%	7%	14%	7%	4,495
	White	73%	6%	11%	9%	16,389
2019	American Indian/Alaskan Native	73%	5%	12%	9%	1,092
	Asian	82%	6%	11%	2%	827
	Black/African American	65%	7%	24%	4%	4,561
	Hispanic/Latina/e/o of any race(s)	78%	6%	10%	6%	13,671
	Native Hawaiian/Other Pacific Islander	80%	8%	9%	3%	1,244
	Two or More Races	71%	7%	13%	8%	4,460
	White	74%	6%	11%	9%	16,295
2020/2021	No data					
2022	American Indian/Alaskan Native	75%	8%	12%	6%	1,056
	Asian	80%	6%	11%	3%	871
	Black/African American	68%	8%	21%	3%	3,692
	Hispanic/Latina/e/o of any race(s)	78%	6%	9%	7%	14,379
	Native Hawaiian/Other Pacific Islander	78%	7%	11%	5%	1,588
	Two or More Races	72%	10%	12%	6%	3,888
	White	72%	8%	11%	9%	14,274
2023	American Indian/Alaskan Native	74%	8%	10%	7%	1,118
	Asian	78%	6%	11%	4%	1,157
	Black/African American	67%	8%	20%	5%	4,492
	Hispanic/Latina/e/o of any race(s)	81%	5%	8%	6%	16,755
	Native Hawaiian/Other Pacific Islander	76%	7%	12%	5%	2,120
	Two or More Races	74%	8%	11%	6%	4,335
	White	74%	6%	11%	9%	16,066

Note: Student counts were 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 due to rounding.

Table A4 (a). Distribution of Nighttime Residences of Students Experiencing Homelessness by Grade Level, 2016–2023.

Year	Grade	DU %	HM %	SH %	UN %	N
2016	K	72%	6%	18%	4%	3,367
	1	71%	7%	18%	5%	3,425
	2	70%	7%	18%	5%	3,410
	3	72%	7%	17%	4%	3,415
	4	72%	7%	17%	5%	3,142
	5	72%	7%	16%	5%	3,201
	6	70%	8%	15%	6%	2,766
	7	70%	8%	17%	6%	2,668
	8	74%	6%	15%	5%	2,739
	9	72%	7%	16%	6%	2,721
	10	74%	5%	16%	5%	2,819
	11	77%	4%	13%	6%	3,202
	12	80%	3%	11%	7%	4,459
2017	K	74%	6%	14%	7%	3,319
	1	72%	6%	16%	6%	3,327
	2	73%	7%	14%	6%	3,460
	3	69%	7%	16%	8%	3,353
	4	72%	7%	14%	6%	3,267
	5	72%	8%	15%	6%	3,112
	6	72%	8%	13%	6%	3,013
	7	70%	8%	15%	7%	2,716
	8	71%	7%	15%	7%	2,800
	9	73%	7%	13%	7%	2,800
	10	74%	5%	15%	7%	2,900
	11	78%	4%	11%	7%	3,257
	12	79%	3%	11%	8%	4,909
2018	K	72%	6%	14%	7%	3,221
	1	72%	7%	14%	7%	3,360
	2	71%	8%	15%	7%	3,327
	3	72%	7%	14%	7%	3,275
	4	71%	7%	14%	7%	3,281
	5	70%	8%	15%	8%	3,236
	6	71%	7%	14%	8%	2,937
	7	71%	8%	13%	8%	2,845
	8	71%	7%	13%	9%	2,763
	9	72%	6%	15%	7%	2,814
	10	74%	6%	14%	6%	3,146
	11	76%	5%	11%	7%	3,459
	12	82%	2%	9%	8%	4,935

(Table continues on next page)

Table A4 (b). Distribution of Nighttime Residences of Students Experiencing Homelessness by Grade Level, 2016–2023.

Year	Grade	DU %	HM %	SH %	UN %	N
2019	K	73%	7%	14%	6%	3,483
	1	71%	6%	15%	7%	3,187
	2	72%	7%	14%	7%	3,228
	3	70%	8%	14%	8%	3,126
	4	72%	8%	13%	8%	3,179
	5	72%	8%	13%	7%	3,123
	6	73%	7%	13%	8%	3,143
	7	73%	7%	12%	8%	2,972
	8	73%	7%	12%	8%	2,784
	9	76%	6%	11%	7%	2,818
	10	76%	5%	12%	8%	2,859
	11	79%	4%	11%	6%	3,493
	12	83%	3%	8%	7%	4,761
2020/2021	No data					
2022	K	72%	8%	14%	6%	2,984
	1	72%	7%	14%	7%	2,884
	2	73%	7%	13%	7%	2,946
	3	72%	8%	13%	8%	2,901
	4	71%	8%	13%	8%	2,823
	5	71%	8%	13%	8%	2,838
	6	72%	8%	11%	8%	2,751
	7	73%	8%	12%	8%	2,763
	8	72%	9%	11%	7%	3,001
	9	77%	7%	9%	7%	3,104
	10	75%	8%	11%	7%	3,006
	11	79%	5%	8%	7%	3,457
	12	81%	4%	8%	6%	4,340
2023	K	75%	6%	13%	7%	3,591
	1	73%	8%	13%	6%	3,534
	2	74%	6%	13%	7%	3,313
	3	73%	7%	13%	7%	3,366
	4	73%	6%	13%	8%	3,380
	5	74%	8%	12%	7%	3,219
	6	74%	7%	11%	8%	3,159
	7	75%	7%	11%	7%	3,118
	8	75%	7%	10%	8%	3,229
	9	78%	6%	9%	7%	3,716
	10	80%	5%	8%	7%	3,628
	11	80%	5%	8%	7%	3,997
	12	84%	3%	7%	6%	4,798

Note: Student counts were 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 due to rounding.

Table A5. Students Experiencing Homelessness by Location, 2016–2023.

Year	Location	HMLS N	HMLS %	HOUS N	HOUS %	HMLS rate
2016	City	20,578	50%	479,247	41%	4.1%
	Rural	4,231	10%	92,706	8%	4.4%
	Suburban	10,251	27%	463,256	40%	2.3%
	Town	6,245	15%	151,618	13%	4.0%
2017	City	20,988	50%	483,103	41%	4.2%
	Rural	4,177	10%	93,138	8%	4.3%
	Suburban	10,558	25%	444,188	38%	2.3%
	Town	6,461	15%	151,769	13%	4.1%
2018	City	20,095	47%	478,022	41%	4.0%
	Rural	4,452	11%	89,858	8%	4.7%
	Suburban	11,216	26%	441,481	38%	2.5%
	Town	6,796	16%	148,943	13%	4.4%
2019	City	19,367	46%	477,591	41%	3.9%
	Rural	4,769	11%	90,544	8%	5.0%
	Suburban	11,870	28%	441,449	38%	2.6%
	Town	6,086	15%	151,025	13%	3.9%
2020/2021	No data					
2022	City	17,392	44%	463,577	41%	3.6%
	Rural	4,760	12%	89,244	8%	5.1%
	Suburban	12,331	31%	432,715	38%	2.8%
	Town	5,318	13%	152,349	13%	3.4%
2023	City	20,752	45%	452,653	40%	4.6%
	Rural	4,611	10%	90,444	8%	5.1%
	Suburban	14,856	32%	425,886	38%	3.5%
	Town	5,830	13%	150,996	13%	3.9%

Note: Student counts were duplicated across schools in some cases and may vary from other reported sources. The counts excluded students in schools/districts with no reported location. Percentages may not equal 100 due to rounding.

Table A6. Distribution of Nighttime Residences of Students Experiencing Homelessness by Location, 2016–2023.

Year	Location	DU %	HM %	SH %	UN %	N
2016	City	68%	6%	21%	4%	19,603
	Rural	83%	4%	4%	9%	4,173
	Suburban	73%	8%	13%	6%	11,254
	Town	81%	5%	10%	5%	6,304
2017	City	70%	7%	19%	5%	19,785
	Rural	79%	5%	5%	11%	4,098
	Suburban	75%	7%	11%	8%	11,803
	Town	78%	5%	9%	8%	6,547
2018	City	70%	6%	19%	6%	19,021
	Rural	77%	6%	4%	13%	4,348
	Suburban	75%	7%	10%	8%	12,322
	Town	77%	5%	9%	9%	6,908
2019	City	72%	6%	16%	6%	18,325
	Rural	76%	8%	5%	11%	4,687
	Suburban	76%	7%	11%	7%	12,976
	Town	76%	5%	9%	9%	6,168
2020/2021	No data					
2022	City	73%	8%	15%	5%	17,389
	Rural	73%	6%	5%	16%	4,760
	Suburban	77%	7%	10%	6%	12,331
	Town	74%	8%	8%	10%	5,318
2023	City	74%	7%	14%	5%	20,752
	Rural	81%	4%	5%	11%	4,611
	Suburban	78%	6%	9%	7%	14,855
	Town	75%	7%	9%	10%	5,830

Note: Student counts were duplicated across schools in some cases and may vary from other reported sources. The counts excluded students in schools/districts with no reported location. Percentages may not equal 100 due to rounding.

Table A7. Special Education and English Language Learner Rates by Housing Status and Nighttime Residence, 2016–2023.

Year	Group	Total students	Special education rate	English language learner rate
2016	All housed students	1,162,079	13%	11%
	Students experiencing homelessness	41,337	20%	15%
	Homeless: Doubled-up	30,115	19%	16%
	Homeless: Hotels/Motels	2,546	24%	8%
	Homeless: Shelters	6,459	23%	13%
	Homeless: Unsheltered	2,214	24%	12%
2017	All housed students	1,174,490	13%	11%
	Students experiencing homelessness	42,233	20%	16%
	Homeless: Doubled-up	30,942	19%	17%
	Homeless: Hotels/Motels	2,617	25%	10%
	Homeless: Shelters	5,794	23%	16%
	Homeless: Unsheltered	2,880	23%	13%
2018	All housed students	1,160,995	13%	12%
	Students experiencing homelessness	42,599	21%	17%
	Homeless: Doubled-up	31,155	20%	17%
	Homeless: Hotels/Motels	2,698	25%	12%
	Homeless: Shelters	5,592	24%	16%
	Homeless: Unsheltered	3,154	24%	15%
2019	All housed students	1,162,161	14%	12%
	Students experiencing homelessness	42,159	21%	18%
	Homeless: Doubled-up	31,329	20%	19%
	Homeless: Hotels/Motels	2,670	26%	14%
	Homeless: Shelters	5,193	25%	16%
	Homeless: Unsheltered	2,964	26%	12%
2020/2021	No Data			
2022	All housed students	1,137,885	14%	12%
	Students experiencing homelessness	39,801	21%	22%
	Homeless: Doubled-up	29,558	20%	24%
	Homeless: Hotels/Motels	2,854	24%	13%
	Homeless: Shelters	4,507	25%	17%
	Homeless: Unsheltered	2,879	26%	18%
2023	All housed students	1,119,979	15%	14%
	Students experiencing homelessness	46,049	20%	27%
	Homeless: Doubled-up	35,137	19%	29%
	Homeless: Hotels/Motels	2,827	25%	16%
	Homeless: Shelters	4,936	24%	23%
	Homeless: Unsheltered	3,148	28%	19%

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

Table A8 (a). Regular Attendance Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2016	All students	1,101,923	85%
	All housed students	1,069,246	86%
	Housed low-income students	500,765	81%
	Students experiencing homelessness	32,677	64%
	Homeless: Doubled-up	24,145	65%
	Homeless: Hotels/Motels	1,951	57%
	Homeless: Shelters	4,839	62%
	Homeless: Unsheltered	1,742	59%
2017	All students	1,117,282	85%
	All housed students	1,083,194	86%
	Housed low-income students	496,953	81%
	Students experiencing homelessness	34,088	62%
	Homeless: Doubled-up	25,271	63%
	Homeless: Hotels/Motels	2,142	58%
	Homeless: Shelters	4,355	61%
	Homeless: Unsheltered	2,320	58%
2018	All students	1,127,419	85%
	All housed students	1,092,293	86%
	Housed low-income students	489,067	81%
	Students experiencing homelessness	35,126	62%
	Homeless: Doubled-up	25,863	63%
	Homeless: Hotels/Motels	2,227	57%
	Homeless: Shelters	4,403	58%
	Homeless: Unsheltered	2,633	60%
2019	All students	1,124,959	83%
	All housed students	1,090,752	84%
	Housed low-income students	491,871	78%
	Students experiencing homelessness	34,207	58%
	Homeless: Doubled-up	25,666	59%
	Homeless: Hotels/Motels	2,174	52%
	Homeless: Shelters	3,971	54%
	Homeless: Unsheltered	2,396	55%
2020/2021	No data		

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Table A8 (b). Regular Attendance Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2022	All students	1,098,670	68%
	All housed students	1,065,919	69%
	Housed low-income students	494,887	59%
	Students experiencing homelessness	32,571	43%
	Homeless: Doubled-up	24,548	44%
	Homeless: Hotels/Motels	2,256	37%
	Homeless: Shelters	3,505	39%
	Homeless: Unsheltered	2,440	41%
2023	All students	1,100,225	70%
	All housed students	1,061,213	71%
	Housed low-income students	508,881	63%
	Students experiencing homelessness	39,012	48%
	Homeless: Doubled-up	29,945	49%
	Homeless: Hotels/Motels	2,340	38%
	Homeless: Shelters	3,974	42%
	Homeless: Unsheltered	2,752	44%

*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 at the relevant school.

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

Table A9. Regular Attendance Rates by Housing Status and Race/Ethnicity, 2016–2023.

Year	Race/Ethnicity	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	American Indian/Alaskan Native	1,063	53%	14,794	70%
	Asian	681	78%	80,206	92%
	Black/African American	3,891	62%	45,385	83%
	Hispanic/Latina/e/o of any race(s)	9,683	67%	237,906	83%
	Native Hawaiian/Other Pacific Islander	865	62%	10,863	76%
	Two or More Races	3,327	61%	79,108	85%
	White	13,167	64%	600,894	87%
2017	American Indian/Alaskan Native	1,106	53%	14,597	71%
	Asian	774	72%	83,291	92%
	Black/African American	4,099	63%	45,695	83%
	Hispanic/Latina/e/o of any race(s)	10,115	65%	245,385	83%
	Native Hawaiian/Other Pacific Islander	917	54%	11,366	75%
	Two or More Races	3,454	58%	83,380	85%
	White	13,621	62%	599,183	87%
2018	American Indian/Alaskan Native	1,039	49%	14,206	68%
	Asian	873	69%	85,877	92%
	Black/African American	4,241	62%	45,932	84%
	Hispanic/Latina/e/o of any race(s)	10,681	65%	251,382	83%
	Native Hawaiian/Other Pacific Islander	944	54%	11,770	75%
	Two or More Races	3,692	59%	87,610	85%
	White	13,651	62%	595,313	87%
2019	American Indian/Alaskan Native	841	51%	12,435	70%
	Asian	730	71%	88,038	91%
	Black/African American	3,706	55%	46,681	81%
	Hispanic/Latina/e/o of any race(s)	10,983	61%	254,058	81%
	Native Hawaiian/Other Pacific Islander	1,000	46%	12,084	69%
	Two or More Races	3,676	53%	90,988	83%
	White	13,272	59%	586,388	85%
2020/2021	No data				
2022	American Indian/Alaskan Native	917	34%	11,801	49%
	Asian	719	63%	93,198	83%
	Black/African American	2,962	42%	50,183	67%
	Hispanic/Latina/e/o of any race(s)	12,069	44%	267,492	61%
	Native Hawaiian/Other Pacific Islander	1,297	34%	13,911	48%
	Two or More Races	3,270	39%	93,024	68%
	White	11,472	44%	535,506	71%
2023	American Indian/Alaskan Native	945	40%	11,395	55%
	Asian	1004	63%	94,655	82%
	Black/African American	3,734	43%	49,263	70%
	Hispanic/Latina/e/o of any race(s)	14,170	49%	270,274	65%
	Native Hawaiian/ Other Pacific Islander	1797	39%	14,317	50%
	Two or More Races	3,717	43%	94,237	71%
	White	13,642	50%	527,008	74%

*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 at the relevant school.

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

Table A10. Regular Attendance by Housing Status and Grade Level, 2016–2023.

Year	Grade band	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	K-5	15,856	73%	495,569	91%
	6-8	6,604	64%	238,723	87%
	9-12	10,219	51%	334,954	79%
2017	K-5	16,120	71%	502,052	90%
	6-8	7,047	62%	242,794	87%
	9-12	10,921	49%	338,348	78%
2018	K-5	16,185	71%	504,640	90%
	6-8	7,332	62%	247,411	87%
	9-12	11,609	50%	340,242	79%
2019	K-5	15,896	65%	501,040	88%
	6-8	7,407	58%	252,416	85%
	9-12	10,906	48%	337,296	78%
2020/2021	No data				
2022	K-5	14,411	44%	471,139	69%
	6-8	7,091	42%	248,625	71%
	9-12	11,249	42%	346,155	67%
2023	K-5	17,476	51%	470,727	73%
	6-8	8,143	47%	243,426	73%
	9-12	13,393	44%	347,060	67%

*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 at the relevant school.

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

Table A11. Regular Attendance Rates by Housing Status and Location, 2016–2023.

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	City	15,881	61%	435,935	86%
	Rural	3,447	71%	84,086	85%
	Suburban	8,392	63%	408,528	87%
	Town	4,948	70%	139,426	86%
2017	City	16,573	60%	441,596	85%
	Rural	3,482	68%	84,532	84%
	Suburban	8,849	62%	414,773	87%
	Town	5,142	68%	140,341	86%
2018	City	16,305	60%	446,426	85%
	Rural	3,768	71%	84,319	85%
	Suburban	9,498	60%	419,413	87%
	Town	5,523	66%	139,883	86%
2019	City	15,444	54%	445,009	83%
	Rural	4,028	69%	84,940	84%
	Suburban	9,736	56%	418,391	85%
	Town	4,941	63%	141,131	85%
2020/2021	No data				
2022	City	13,877	42%	431,663	68%
	Rural	4,216	51%	83,331	66%
	Suburban	10,181	40%	408,649	70%
	Town	4,475	45%	142,276	68%
2023	City	17,262	45%	425,680	70%
	Rural	4,095	57%	85,739	70%
	Suburban	12,775	46%	407,328	72%
	Town	4,880	54%	142,466	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 at the relevant school.

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

Table A12 (a). Suspension Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2016	All students	1,203,413	4%
	All housed students	1,162,079	4%
	Housed low-income students	547,340	6%
	Students experiencing homelessness	41,334	9%
	Homeless: Doubled-up	30,115	9%
	Homeless: Hotels/Motels	2,546	9%
	Homeless: Shelters	6,459	10%
	Homeless: Unsheltered	2,214	10%
2017	All students	1,216,723	5%
	All housed students	1,174,490	5%
	Housed low-income students	542,387	7%
	Students experiencing homelessness	42,233	10%
	Homeless: Doubled-up	30,942	10%
	Homeless: Hotels/Motels	2,617	11%
	Homeless: Shelters	5,794	10%
	Homeless: Unsheltered	2,880	11%
2018	All students	1,203,594	4%
	All housed students	1,160,995	4%
	Housed low-income students	525,291	6%
	Students experiencing homelessness	42,599	10%
	Homeless: Doubled-up	31,155	9%
	Homeless: Hotels/Motels	2,698	10%
	Homeless: Shelters	5,592	10%
	Homeless: Unsheltered	3,154	10%
2019	All students	1,204,317	5%
	All housed students	1,162,161	5%
	Housed low-income students	530,434	7%
	Students experiencing homelessness	42,156	11%
	Homeless: Doubled-up	31,329	11%
	Homeless: Hotels/Motels	2,670	11%
	Homeless: Shelters	5,193	11%
	Homeless: Unsheltered	2,964	13%
2020/2021	No data		

(Table continues on next page)

Table A12 (b). Suspension Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2022	All students	1,177,686	4%
	All housed students	1,137,885	3%
	Housed low-income students	528,731	5%
	Students experiencing homelessness	39,801	7%
	Homeless: Doubled-up	29,558	7%
	Homeless: Hotels/Motels	2,854	8%
	Homeless: Shelters	4,507	7%
	Homeless: Unsheltered	2,879	7%
2023	All students	1,166,028	4%
	All housed students	1,119,979	4%
	Housed low-income students	538,315	6%
	Students experiencing homelessness	46,049	9%
	Homeless: Doubled-up	35,137	8%
	Homeless: Hotels/Motels	2,827	10%
	Homeless: Shelters	4,936	9%
	Homeless: Unsheltered	3,148	9%

*Students enrolled at the relevant school.

**Students with at least one suspension at the relevant school during the year.

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

Table A13. Suspension Rates by Housing Status and Race/Ethnicity, 2016–2023.

Year	Race/Ethnicity	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	American Indian/Alaskan Native	1,349	9%	17,101	7%
	Asian	803	4%	84,432	1%
	Black/African American	4,884	14%	52,300	9%
	Hispanic/Latina/e/o of any race(s)	12,354	7%	260,963	5%
	Native Hawaiian/Other Pacific Islander	1,093	7%	12,717	5%
	Two or More Races	4,249	10%	86,459	5%
	White	16,602	9%	647,946	4%
2017	American Indian/Alaskan Native	1,412	12%	16,649	9%
	Asian	899	4%	87,452	2%
	Black/African American	5,029	13%	52,162	9%
	Hispanic/Latina/e/o of any race(s)	12,542	9%	268,789	6%
	Native Hawaiian/Other Pacific Islander	1,139	9%	13,110	6%
	Two or More Races	4,302	11%	90,855	5%
	White	16,906	10%	645,094	4%
2018	American Indian/Alaskan Native	1,260	13%	15,717	9%
	Asian	1,016	4%	89,417	2%
	Black/African American	5,119	14%	51,011	9%
	Hispanic/Latina/e/o of any race(s)	13,147	8%	269,425	5%
	Native Hawaiian/Other Pacific Islander	1,167	7%	13,433	6%
	Two or More Races	4,495	11%	93,470	5%
	White	16,389	9%	628,288	4%
2019	American Indian/Alaskan Native	1,092	11%	14,021	9%
	Asian	827	6%	91,521	2%
	Black/African American	4,564	16%	52,446	9%
	Hispanic/Latina/e/o of any race(s)	13,671	9%	273,127	6%
	Native Hawaiian/Other Pacific Islander	1,244	10%	13,783	7%
	Two or More Races	4,460	13%	97,138	6%
	White	16,295	11%	620,010	4%
2020/2021	No data				
2022	American Indian/Alaskan Native	1,056	7%	13,125	5%
	Asian	871	2%	97,653	1%
	Black/African American	3,693	10%	55,024	6%
	Hispanic/Latina/e/o of any race(s)	14,381	5%	287,059	4%
	Native Hawaiian/Other Pacific Islander	1,588	8%	15,589	5%
	Two or More Races	3,888	9%	99,481	4%
	White	14,274	7%	569,110	3%
2023	American Indian/Alaskan Native	1,118	8%	12,485	8%
	Asian	1,157	3%	97,776	1%
	Black/African American	4,492	13%	53,613	7%
	Hispanic/Latina/e/o of any race(s)	16,755	7%	287,704	5%
	Native Hawaiian/ Other Pacific Islander	2,121	8%	15,941	6%
	Two or More Races	4,335	10%	99,334	5%
	White	16,066	9%	553,029	4%

*Students enrolled at the relevant school.

**Students with at least one suspension at the relevant school during the year.

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

Table A14. Suspension Rates by Housing Status and Grade Level, 2016–2023.

Year	Grade band	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	K-5	19,960	5%	534,907	2%
	6-8	8,175	16%	256,347	7%
	9-12	13,202	10%	370,825	5%
2017	K-5	19,838	5%	540,863	2%
	6-8	8,529	18%	261,029	8%
	9-12	13,866	12%	372,598	6%
2018	K-5	19,700	5%	533,047	2%
	6-8	8,545	17%	259,886	7%
	9-12	14,354	11%	368,062	5%
2019	K-5	19,327	6%	528,846	2%
	6-8	8,901	19%	265,630	9%
	9-12	13,931	13%	367,685	6%
2020/2021	No data				
2022	K-5	17,379	3%	500,089	1%
	6-8	8,515	13%	263,861	7%
	9-12	13,907	8%	373,935	4%
2023	K-5	20,403	4%	492,537	2%
	6-8	9,507	16%	255,764	8%
	9-12	16,139	9%	371,678	5%

*Students enrolled at the relevant school.

**Students with at least one suspension at the relevant school during the year.

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

Table A15. Suspension Rates by Housing Status and Location, 2016–2023.

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	City	20,575	10%	479,247	5%
	Rural	4,231	7%	92,706	4%
	Suburban	10,251	9%	436,986	4%
	Town	6,245	7%	151,618	5%
2017	City	20,988	10%	483,103	5%
	Rural	4,177	10%	93,138	5%
	Suburban	10,558	11%	444,188	4%
	Town	6,461	9%	151,769	5%
2018	City	20,095	9%	478,022	4%
	Rural	4,452	10%	89,858	6%
	Suburban	11,216	10%	441,481	4%
	Town	6,796	9%	148,943	5%
2019	City	19,365	11%	477,591	5%
	Rural	4,769	10%	90,544	5%
	Suburban	11,869	12%	441,449	5%
	Town	6,086	9%	151,025	5%
2020/2021	No data				
2022	City	17,389	7%	463,577	4%
	Rural	4,760	5%	89,244	3%
	Suburban	12,331	7%	432,715	3%
	Town	5,318	7%	152,349	4%
2023	City	20,752	9%	452,653	4%
	Rural	4,611	7%	90,444	4%
	Suburban	14,856	9%	425,886	4%
	Town	5,830	9%	150,996	5%

*Students enrolled at the relevant school.

**Students with at least one suspension at the relevant school during the year.

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

Table A16 (a). English Language Arts Proficiency Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2016	All students	531,008	61%
	All housed students	519,089	61%
	Housed low-income students	241,242	45%
	Students experiencing homelessness	11,919	35%
	Homeless: Doubled-up	8,696	37%
	Homeless: Hotels/Motels	768	33%
	Homeless: Shelters	1,807	30%
	Homeless: Unsheltered	648	37%
2017	All students	545,058	60%
	All housed students	532,462	60%
	Housed low-income students	243,148	44%
	Students experiencing homelessness	12,596	34%
	Homeless: Doubled-up	9,163	34%
	Homeless: Hotels/Motels	965	33%
	Homeless: Shelters	1,611	30%
	Homeless: Unsheltered	857	34%
2018	All students	549,815	61%
	All housed students	536,802	61%
	Housed low-income students	242,839	44%
	Students experiencing homelessness	13,013	34%
	Homeless: Doubled-up	9,375	35%
	Homeless: Hotels/Motels	948	35%
	Homeless: Shelters	1,680	31%
	Homeless: Unsheltered	1,010	34%
2019	All students	554,496	61%
	All housed students	541,756	62%
	Housed low-income students	247,882	45%
	Students experiencing homelessness	12,740	34%
	Homeless: Doubled-up	9,251	34%
	Homeless: Hotels/Motels	943	33%
	Homeless: Shelters	1,525	32%
	Homeless: Unsheltered	1,021	34%
2020/2021	No data		

(Table continues on next page)

Table A16 (b). English Language Arts Proficiency Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2022	All students	529,057	52%
	All housed students	516,985	53%
	Housed low-income students	244,790	36%
	Students experiencing homelessness	12,072	24%
	Homeless: Doubled-up	8,868	25%
	Homeless: Hotels/Motels	903	25%
	Homeless: Shelters	1,286	20%
	Homeless: Unsheltered	1,015	24%
2023	All students	535,274	52%
	All housed students	521,201	53%
	Housed low-income students	253,386	36%
	Students experiencing homelessness	14,073	24%
	Homeless: Doubled-up	10,628	25%
	Homeless: Hotels/Motels	896	23%
	Homeless: Shelters	1,397	22%
	Homeless: Unsheltered	1,151	21%

*Students tested and not tested in grades 3–8 and 10/11.

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and may vary from other reported sources.

Table A17. English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2016–2023.

Year	Race/Ethnicity	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	American Indian/Alaskan Native	397	19%	6,961	35%
	Asian	278	53%	40,136	78%
	Black/African American	1,486	25%	20,784	44%
	Hispanic/Latina/e/o of any race(s)	3,492	29%	114,872	43%
	Native Hawaiian/Other Pacific Islander	289	19%	4,904	42%
	Two or More Races	1,209	40%	37,685	64%
2017	White	4,767	44%	293,712	68%
	American Indian/Alaskan Native	390	19%	6,935	33%
	Asian	304	55%	41,924	77%
	Black/African American	1,615	23%	20,933	43%
	Hispanic/Latina/e/o of any race(s)	3,792	27%	121,163	42%
	Native Hawaiian/Other Pacific Islander	321	21%	5,195	40%
2018	Two or More Races	1,283	37%	40,674	63%
	White	4,891	42%	295,595	67%
	American Indian/Alaskan Native	383	22%	6,755	33%
	Asian	318	48%	42,978	78%
	Black/African American	1,691	24%	21,049	43%
	Hispanic/Latina/e/o of any race(s)	4,026	28%	125,456	43%
2019	Native Hawaiian/Other Pacific Islander	321	26%	5,336	40%
	Two or More Races	1,367	39%	43,290	64%
	White	4,906	42%	291,829	68%
	American Indian/Alaskan Native	314	21%	5,945	35%
	Asian	284	39%	44,032	78%
	Black/African American	1,461	24%	21,428	44%
2020/2021	Hispanic/Latina/e/o of any race(s)	4,167	28%	128,692	44%
	Native Hawaiian/Other Pacific Islander	364	27%	5,427	39%
	Two or More Races	1,396	37%	45,734	64%
	White	4,754	42%	290,475	69%
	No data				
	American Indian/Alaskan Native	356	13%	5,629	29%
2022	Asian	246	41%	46,041	73%
	Black/African American	1,079	16%	23,012	37%
	Hispanic/Latina/e/o of any race(s)	4,547	19%	130,048	35%
	Native Hawaiian/Other Pacific Islander	442	16%	6,085	28%
	Two or More Races	1,268	28%	45,410	56%
	White	4,108	32%	260,345	59%
2023	American Indian/Alaskan Native	368	14%	5,564	29%
	Asian	322	38%	47,315	74%
	Black/African American	1,395	16%	22,646	37%
	Hispanic/Latina/e/o of any race(s)	5,140	20%	131,336	35%
	Native Hawaiian/ Other Pacific Islander	662	15%	6,379	28%
	Two or More Races	1,431	27%	46,972	56%
	White	4,753	31%	260,964	59%

*Students tested and not tested in grades 3–8 and 10/11.

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year.

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

Table A18. English Language Arts Proficiency Rates by Housing Status and Grade Level, 2016–2023.

Year	Grade	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	3	1,972	30%	77,577	56%
	4	1,865	34%	75,334	58%
	5	1,840	33%	73,931	61%
	6	1,582	30%	73,533	58%
	7	1,549	33%	73,408	60%
	8	1,537	34%	72,873	61%
	10	-	-	-	-
2017	11	1,566	56%	72,285	77%
	3	1,962	30%	78,915	54%
	4	1,975	30%	78,665	57%
	5	1,906	34%	76,970	60%
	6	1,840	29%	74,612	57%
	7	1,616	33%	74,774	61%
	8	1,678	33%	74,382	60%
2018	10	-	-	-	-
	11	1,604	50%	73,919	76%
	3	1,953	31%	77,768	57%
	4	1,968	33%	79,430	59%
	5	2,028	35%	79,195	61%
	6	1,853	31%	77,093	58%
	7	1,813	34%	75,156	62%
2019	8	1,709	35%	74,983	61%
	10	1,686	42%	73,145	72%
	11	-	-	-	-
	3	1,880	28%	76,197	57%
	4	1,954	33%	78,529	59%
	5	1,987	37%	80,454	62%
	6	1,926	31%	79,770	59%
2020/2021	7	1,760	35%	77,195	63%
	8	1,712	32%	75,414	60%
	10	1,521	42%	74,147	72%
	11	-	-	-	-
	No data				
	3	1,792	23%	71,853	49%
	4	1,797	23%	71,595	50%
2022	5	1,748	25%	72,910	53%
	6	1,698	19%	72,852	46%
	7	1,661	24%	75,315	53%
	8	1,764	23%	77,324	51%
	10	1,610	33%	75,086	65%
	11	-	-	-	-
2023	3	2,056	22%	72,803	49%
	4	2,144	23%	73,809	51%
	5	2,095	26%	73,364	54%
	6	1,966	19%	73,571	48%
	7	1,931	22%	73,657	52%
	8	1,906	22%	76,347	51%
	10	1,973	33%	77,611	63%
	11	-	-	-	-

*Students tested and not tested in grades 3–8 and 10/11.

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and may vary from other reported sources.

Table A19. English Language Arts Proficiency Rates by Housing Status and Location, 2016–2023.

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	City	5,716	35%	209,329	61%
	Rural	1,346	32%	40,843	54%
	Suburban	3,131	38%	201,656	65%
	Town	1,726	36%	66,891	54%
2017	City	6,054	33%	214,093	61%
	Rural	1,397	31%	41,931	53%
	Suburban	3,394	37%	207,045	64%
	Town	1,729	32%	68,626	53%
2018	City	5,990	34%	217,027	61%
	Rural	1,486	33%	41,876	54%
	Suburban	3,608	36%	209,018	65%
	Town	1,907	33%	68,047	55%
2019	City	5,641	32%	218,720	61%
	Rural	1,620	33%	42,018	55%
	Suburban	3,768	35%	210,682	66%
	Town	1,689	35%	69,986	55%
2020/2021	No data				
2022	City	4,811	23%	206,495	52%
	Rural	1,768	24%	41,241	45%
	Suburban	3,819	26%	200,292	57%
	Town	1,674	25%	68,957	45%
2023	City	6,015	22%	206,278	52%
	Rural	1,716	24%	42,902	45%
	Suburban	4,574	25%	202,721	57%
	Town	1,768	27%	69,300	46%

*Students tested and not tested in grades 3–8 and 10/11.

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and may vary from other reported sources.

Table A20 (a). Mathematics Proficiency Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2016	All students	529,461	48%
	All housed students	517,650	49%
	Housed low-income students	240,367	35%
	Students experiencing homelessness	11,811	26%
	Homeless: Doubled-up	8,623	26%
	Homeless: Hotels/Motels	754	28%
	Homeless: Shelters	1,792	23%
	Homeless: Unsheltered	642	25%
2017	All students	544,263	49%
	All housed students	531,746	49%
	Housed low-income students	242,714	34%
	Students experiencing homelessness	12,517	24%
	Homeless: Doubled-up	9,112	25%
	Homeless: Hotels/Motels	964	24%
	Homeless: Shelters	1,596	23%
	Homeless: Unsheltered	845	23%
2018	All students	549,588	51%
	All housed students	536,615	51%
	Housed low-income students	242,637	35%
	Students experiencing homelessness	12,973	25%
	Homeless: Doubled-up	9,357	26%
	Homeless: Hotels/Motels	941	26%
	Homeless: Shelters	1,671	21%
	Homeless: Unsheltered	1,004	24%
2019	All students	554,327	50%
	All housed students	541,598	51%
	Housed low-income students	247,718	34%
	Students experiencing homelessness	12,729	24%
	Homeless: Doubled-up	9,249	24%
	Homeless: Hotels/Motels	939	25%
	Homeless: Shelters	1,523	21%
	Homeless: Unsheltered	1,018	22%
2020/2021	No data		

(Table continues on next page)

Table A20 (b). Mathematics Proficiency Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student Group	Total students*	Outcome rate**
2022	All students	528,982	39%
	All housed students	516,898	40%
	Housed low-income students	244,713	23%
	Students experiencing homelessness	12,084	14%
	Homeless: Doubled-up	8,881	15%
	Homeless: Hotels/Motels	906	14%
	Homeless: Shelters	1,284	13%
2023	Homeless: Unsheltered	1,013	13%
	All students	535,470	40%
	All housed students	521,342	41%
	Housed low-income students	253,475	25%
	Students experiencing homelessness	14,128	15%
	Homeless: Doubled-up	10,682	15%
	Homeless: Hotels/Motels	894	16%
	Homeless: Shelters	1,395	15%
	Homeless: Unsheltered	1,156	15%

*Students tested and not tested in grades 3–8 and 10/11.

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and may vary from other reported sources.

Table A21. Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2016–2023.

Year	Race/Ethnicity	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	American Indian/Alaskan Native	393	12%	6,928	25%
	Asian	279	43%	40,232	69%
	Black/African American	1,479	18%	20,694	30%
	Hispanic/Latino	3,473	22%	114,538	32%
	Native Hawaiian/Other Pacific Islander	286	14%	4,885	31%
	Two or More Races	1,201	28%	37,558	52%
	White	4,699	31%	292,781	55%
2017	American Indian/Alaskan Native	387	13%	6,921	25%
	Asian	305	45%	42,052	70%
	Black/African American	1,611	17%	20,880	30%
	Hispanic/Latino	3,773	20%	120,992	32%
	Native Hawaiian/Other Pacific Islander	318	14%	5,180	29%
	Two or More Races	1,274	26%	40,589	52%
	White	4,849	30%	295,089	55%
2018	American Indian/Alaskan Native	382	13%	6,748	25%
	Asian	316	44%	43,131	75%
	Black/African American	1,676	16%	21,022	31%
	Hispanic/Latino	4,030	20%	125,347	34%
	Native Hawaiian/Other Pacific Islander	319	16%	5,329	31%
	Two or More Races	1,363	27%	43,259	54%
	White	4,886	31%	291,670	58%
2019	American Indian/Alaskan Native	313	14%	5,939	27%
	Asian	283	42%	44,150	74%
	Black/African American	1,461	14%	21,404	30%
	Hispanic/Latino	4,173	19%	128,630	33%
	Native Hawaiian/Other Pacific Islander	363	16%	5,411	28%
	Two or More Races	1,390	24%	45,697	53%
	White	4,746	31%	290,344	58%
2020/2021	No data				
2022	American Indian/Alaskan Native	356	5%	5,625	18%
	Asian	247	31%	46,083	66%
	Black/African American	1,076	7%	23,005	22%
	Hispanic/Latino	4,563	11%	130,053	22%
	Native Hawaiian/Other Pacific Islander	443	8%	6,088	15%
	Two or More Races	1,268	15%	45,377	42%
	White	4,105	20%	260,253	46%
2023	American Indian/Alaskan Native	367	5%	5,562	19%
	Asian	327	27%	47,419	68%
	Black/African American	1,397	7%	22,627	23%
	Hispanic/Latino	5,166	13%	131,380	23%
	Native Hawaiian/ Other Pacific Islander	659	9%	6,372	17%
	Two or More Races	1,426	16%	46,945	43%
	White	4,784	22%	261,012	47%

*Students tested and not tested in grades 3–8 and 10/11.

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and may vary from other reported sources.

Table A22. Mathematics Proficiency Rates by Housing Status and Grade Level, 2016–2023.

Year	Grade	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	3	1,964	36%	77,478	60%
	4	1,855	33%	75,260	57%
	5	1,837	24%	73,850	51%
	6	1,579	24%	73,458	49%
	7	1,545	25%	73,371	51%
	8	1,531	23%	72,833	49%
	10	-	-	-	-
2017	11	1,493	11%	71,271	24%
	3	1,959	36%	78,860	59%
	4	1,969	29%	78,621	56%
	5	1,898	25%	76,926	50%
	6	1,832	22%	74,596	50%
	7	1,615	23%	74,738	52%
	8	1,675	23%	74,360	49%
2018	10	-	-	-	-
	11	1,554	11%	73,422	28%
	3	1,947	35%	77,758	59%
	4	1,964	30%	79,415	56%
	5	2,028	25%	79,166	50%
	6	1,846	23%	77,056	50%
	7	1,808	23%	75,141	51%
2019	8	1,710	22%	74,980	50%
	10	1,667	15%	73,065	44%
	11	-	-	-	-
	3	1,881	31%	76,190	60%
	4	1,954	30%	78,513	56%
	5	1,987	24%	80,419	50%
	6	1,927	22%	79,732	49%
2020/2021	7	1,752	22%	77,182	51%
	8	1,706	19%	75,395	48%
	10	1,522	15%	74,117	43%
	11	-	-	-	-
	No data				
	3	1,791	22%	71,846	51%
	4	1,798	20%	71,565	47%
2022	5	1,748	14%	72,892	40%
	6	1,704	12%	72,843	36%
	7	1,662	11%	75,296	37%
	8	1,769	10%	77,313	34%
	10	1,610	10%	75,094	33%
	11	-	-	-	-
2023	3	2,072	24%	72,854	52%
	4	2,151	21%	73,815	50%
	5	2,097	17%	73,373	43%
	6	1,974	12%	73,571	39%
	7	1,933	12%	73,671	39%
	8	1,908	11%	76,355	34%
	10	1,989	11%	77,659	32%
	11	-	-	-	-

*Students tested and not tested in grades 3–8 and 10/11.

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year.

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

Table A23. Mathematics Proficiency Rates by Housing Status and Location, 2016–2023.

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	City	5,663	25%	208,689	49%
	Rural	1,341	24%	40,756	41%
	Suburban	3,105	27%	201,179	53%
	Town	1,702	27%	66,658	42%
2017	City	6,010	24%	213,763	49%
	Rural	1,390	22%	41,873	41%
	Suburban	3,371	27%	206,791	53%
	Town	1,724	23%	68,551	43%
2018	City	5,957	24%	216,938	51%
	Rural	1,482	25%	41,832	43%
	Suburban	3,605	26%	208,985	55%
	Town	1,907	24%	68,025	45%
2019	City	5,636	23%	218,642	51%
	Rural	1,620	24%	42,002	43%
	Suburban	3,759	24%	210,625	55%
	Town	1,693	26%	69,981	45%
2020/2021	No data				
2022	City	4,817	13%	206,451	39%
	Rural	1,770	15%	41,230	32%
	Suburban	3,820	15%	200,277	44%
	Town	1,677	15%	68,940	33%
2023	City	6,039	14%	206,299	40%
	Rural	1,715	16%	42,901	34%
	Suburban	4,602	16%	202,851	46%
	Town	1,772	19%	69,291	34%

*Students tested and not tested in grades 3–8 and 10/11.

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017–18 school year. Student counts were duplicated across schools in some cases and may vary from other reported sources.

Table A24 (a). 9th Grader On-Track Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2016	All students	83,302	72%
	All housed students	81,206	73%
	Housed low-income students	36,006	58%
	Students experiencing homelessness	2,096	42%
	Homeless: Doubled-up	1,527	44%
	Homeless: Hotels/Motels	141	36%
	Homeless: Shelters	303	38%
	Homeless: Unsheltered	125	38%
2017	All students	83,749	73%
	All housed students	81,433	73%
	Housed low-income students	36,041	60%
	Students experiencing homelessness	2,316	43%
	Homeless: Doubled-up	1,701	44%
	Homeless: Hotels/Motels	162	42%
	Homeless: Shelters	295	43%
	Homeless: Unsheltered	158	37%
2018	All students	85,553	74%
	All housed students	83,160	74%
	Housed low-income students	35,707	60%
	Students experiencing homelessness	2,393	42%
	Homeless: Doubled-up	1,727	43%
	Homeless: Hotels/Motels	151	42%
	Homeless: Shelters	333	38%
	Homeless: Unsheltered	182	38%
2019	All students	86,714	73%
	All housed students	84,249	74%
	Housed low-income students	36,977	60%
	Students experiencing homelessness	2,465	42%
	Homeless: Doubled-up	1,877	42%
	Homeless: Hotels/Motels	153	41%
	Homeless: Shelters	275	42%
	Homeless: Unsheltered	160	39%
2020/2021	No data		

(Table continues on next page)

Table A24 (b). 9th Grader On-Track Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2022	All students	90,609	70%
	All housed students	87,882	71%
	Housed low-income students	41,531	57%
	Students experiencing homelessness	2,727	43%
	Homeless: Doubled-up	2,106	44%
	Homeless: Hotels/Motels	196	35%
	Homeless: Shelters	237	38%
	Homeless: Unsheltered	188	39%
2023	All students	87,327	71%
	All housed students	84,164	72%
	Housed low-income students	40,358	58%
	Students experiencing homelessness	3,163	43%
	Homeless: Doubled-up	2,469	45%
	Homeless: Hotels/Motels	203	38%
	Homeless: Shelters	288	40%
	Homeless: Unsheltered	203	32%

* First-time grade 9 students who attempted a credit.

** First-time grade 9 students who earned all credits attempted.

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

Table A25. 9th Grader On-Track Rates by Housing Status and Race/Ethnicity, 2016–2023.

Year	Race/Ethnicity	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	American Indian/Alaskan Native	78	28%	1,145	47%
	Asian	51	76%	6,216	89%
	Black/African American	281	42%	3,399	61%
	Hispanic/Latina/e/o of any race(s)	602	41%	17,074	59%
	Native Hawaiian/Other Pacific Islander	56	45%	808	57%
	Two or More Races	177	37%	5,394	73%
	White	851	43%	47,161	78%
2017	American Indian/Alaskan Native	95	36%	1,092	52%
	Asian	69	62%	6,508	90%
	Black/African American	281	48%	3,538	63%
	Hispanic/Latina/e/o of any race(s)	691	41%	17,642	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%
2018	American Indian/Alaskan Native	75	28%	1,136	52%
	Asian	82	61%	6,741	91%
	Black/African American	277	47%	3,483	65%
	Hispanic/Latina/e/o of any race(s)	747	40%	18,563	61%
	Native Hawaiian/Other Pacific Islander	63	44%	910	57%
	Two or More Races	246	35%	5,971	73%
	White	903	43%	46,343	79%
2019	American Indian/Alaskan Native	79	34%	1,038	51%
	Asian	60	52%	6,976	89%
	Black/African American	264	41%	3,633	62%
	Hispanic/Latina/e/o of any race(s)	853	43%	19,462	60%
	Native Hawaiian/Other Pacific Islander	71	31%	947	55%
	Two or More Races	230	35%	6,402	73%
	White	907	44%	45,784	79%
2020/2021	No data				
2022	American Indian/Alaskan Native	66	35%	1,017	50%
	Asian	76	72%	7,251	88%
	Black/African American	216	44%	4,074	66%
	Hispanic/Latina/e/o of any race(s)	1,097	43%	22,747	56%
	Native Hawaiian/Other Pacific Islander	107	34%	1,160	46%
	Two or More Races	234	36%	7,470	72%
	White	925	43%	44,073	77%
2023	American Indian/Alaskan Native	90	28%	978	48%
	Asian	92	61%	7,270	89%
	Black/African American	252	45%	3,666	65%
	Hispanic/Latina/e/o of any race(s)	1,255	42%	22,256	58%
	Native Hawaiian/ Other Pacific Islander	121	41%	1,067	46%
	Two or More Races	271	41%	7,210	71%
	White	1,082	46%	41,714	78%

* First-time grade 9 students who attempted a credit.

** First-time grade 9 students who earned all credits attempted.

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

Table A26. 9th Grader On-Track Rates by Housing Status and Location, 2016–2023.

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	City	1,005	41%	33,200	71%
	Rural	232	50%	6,367	74%
	Suburban	533	39%	30,756	77%
	Town	326	46%	10,842	67%
2017	City	1,134	42%	32,698	72%
	Rural	218	48%	6,307	76%
	Suburban	611	42%	31,349	77%
	Town	353	44%	11,020	68%
2018	City	1,043	42%	33,559	74%
	Rural	256	49%	6,150	74%
	Suburban	681	40%	32,167	77%
	Town	413	43%	11,185	69%
2019	City	1,093	40%	34,094	71%
	Rural	309	53%	6,373	75%
	Suburban	713	40%	32,323	77%
	Town	347	44%	11,410	68%
2020/2021	No data				
2022	City	1,193	39%	35,485	69%
	Rural	331	52%	6,756	72%
	Suburban	846	46%	33,335	74%
	Town	357	38%	12,306	64%
2023	City	1,440	42%	34,754	70%
	Rural	351	54%	6,649	74%
	Suburban	949	44%	30,341	75%
	Town	423	39%	12,420	65%

* First-time grade 9 students who attempted a credit.

** First-time grade 9 students who earned all credits attempted.

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

Table A27 (a). Dual Credit Enrollment Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2016	All students	327,310	55%
	All housed students	317,846	56%
	Housed low-income students	132,256	48%
	Students experiencing homelessness	9,464	39%
	Homeless: Doubled-up	7,266	40%
	Homeless: Hotels/Motels	441	39%
	Homeless: Shelters	1,168	38%
	Homeless: Unsheltered	589	34%
2017	All students	335,475	55%
	All housed students	325,009	56%
	Housed low-income students	133,560	48%
	Students experiencing homelessness	10,466	38%
	Homeless: Doubled-up	8,103	38%
	Homeless: Hotels/Motels	471	40%
	Homeless: Shelters	1,163	35%
	Homeless: Unsheltered	729	39%
2018	All students	344,740	57%
	All housed students	332,923	58%
	Housed low-income students	134,673	49%
	Students experiencing homelessness	11,817	40%
	Homeless: Doubled-up	9,188	40%
	Homeless: Hotels/Motels	538	46%
	Homeless: Shelters	1,262	36%
	Homeless: Unsheltered	829	38%
2019	All students	343,939	58%
	All housed students	332,502	59%
	Housed low-income students	136,175	50%
	Students experiencing homelessness	11,437	40%
	Homeless: Doubled-up	9,085	41%
	Homeless: Hotels/Motels	528	42%
	Homeless: Shelters	1,108	34%
	Homeless: Unsheltered	716	36%
2020/2021	No data		

(Table continues on next page)

Table A27 (b). Dual Credit Enrollment Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Outcome rate**
2022	All students	351,858	60%
	All housed students	340,351	61%
	Housed low-income students	150,340	54%
	Students experiencing homelessness	11,507	46%
	Homeless: Doubled-up	9,078	47%
	Homeless: Hotels/Motels	653	42%
	Homeless: Shelters	993	40%
	Homeless: Unsheltered	783	43%
2023	All students	342,723	62%
	All housed students	329,919	62%
	Housed low-income students	149,608	55%
	Students experiencing homelessness	12,804	47%
	Homeless: Doubled-up	10,384	47%
	Homeless: Hotels/Motels	632	48%
	Homeless: Shelters	971	45%
	Homeless: Unsheltered	817	44%

* High school students who attempted a credit.

** High school students in grades 9–12 who enrolled in a dual credit course.

Note: Student counts were duplicated across schools in some cases and may vary from other reported sources. Dual credit courses include Advanced Placement, International Baccalaureate, Cambridge International, Running Start, College in the High School, and Career and Technical Education Dual Credit.

Table A28. Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2016–2023.

Year	Race/Ethnicity	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	American Indian/Alaskan Native	333	25%	4,360	39%
	Asian	244	48%	24,184	71%
	Black/African American	1,266	46%	13,732	56%
	Hispanic/Latina/e/o of any race(s)	2,490	38%	62,976	49%
	Native Hawaiian/Other Pacific Islander	204	48%	2,963	56%
	Two or More Races	795	39%	20,280	57%
	White	4,132	38%	189,318	56%
2017	American Indian/Alaskan Native	364	29%	4,286	37%
	Asian	310	49%	25,784	71%
	Black/African American	1,308	46%	14,275	57%
	Hispanic/Latina/e/o of any race(s)	2,862	39%	67,115	49%
	Native Hawaiian/Other Pacific Islander	265	41%	3,292	54%
	Two or More Races	905	38%	21,512	57%
	White	4,451	35%	188,703	56%
2018	American Indian/Alaskan Native	371	28%	4,526	38%
	Asian	389	53%	26,919	74%
	Black/African American	1,440	47%	14,534	59%
	Hispanic/Latina/e/o of any race(s)	3,252	40%	71,324	50%
	Native Hawaiian/Other Pacific Islander	303	42%	3,565	56%
	Two or More Races	1,081	41%	22,972	59%
	White	4,979	38%	189,022	58%
2019	American Indian/Alaskan Native	325	32%	3,949	41%
	Asian	296	58%	27,668	75%
	Black/African American	1,203	48%	14,826	58%
	Hispanic/Latina/e/o of any race(s)	3,403	40%	73,610	52%
	Native Hawaiian/Other Pacific Islander	292	40%	3,651	56%
	Two or More Races	1,059	43%	23,920	60%
	White	4,858	38%	184,853	59%
2020/2021	No data				
2022	American Indian/Alaskan Native	312	33%	3,802	44%
	Asian	290	59%	28,966	78%
	Black/African American	973	57%	15,937	61%
	Hispanic/Latina/e/o of any race(s)	4,064	45%	85,002	56%
	Native Hawaiian/Other Pacific Islander	387	48%	4,379	57%
	Two or More Races	1,098	51%	26,986	62%
	White	4,366	42%	174,854	60%
2023	American Indian/Alaskan Native	330	37%	3,648	45%
	Asian	352	60%	28,531	80%
	Black/African American	1,138	59%	14,732	63%
	Hispanic/Latina/e/o of any race(s)	4,789	46%	85,665	57%
	Native Hawaiian/ Other Pacific Islander	454	50%	4,102	56%
	Two or More Races	1,142	49%	26,730	64%
	White	4,598	43%	166,499	62%

* High school students who attempted a credit.

** High school students in grades 9–12 who enrolled in a dual credit course.

Note: Student counts were duplicated across schools in some cases and may vary from other reported sources. Dual credit courses include Advanced Placement, International Baccalaureate, Cambridge International, Running Start, College in the High School, and Career and Technical Education Dual Credit.

Table A29. Dual Credit Enrollment Rates by Housing Status and Location, 2016–2023.

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	City	4,674	41%	128,373	58%
	Rural	948	32%	24,953	38%
	Suburban	2,304	41%	120,505	60%
	Town	1,538	34%	43,808	47%
2017	City	5,066	40%	129,046	59%
	Rural	985	31%	25,060	38%
	Suburban	2,736	40%	125,856	59%
	Town	1,678	33%	44,793	47%
2018	City	5,543	42%	134,138	59%
	Rural	1,118	31%	24,774	43%
	Suburban	3,126	44%	128,154	62%
	Town	2,030	33%	45,452	48%
2019	City	5,136	41%	134,635	59%
	Rural	1,284	35%	24,718	45%
	Suburban	3,234	45%	127,297	64%
	Town	1,778	34%	45,726	48%
2020/2021	No data				
2022	City	5,045	47%	138,502	61%
	Rural	1,331	35%	25,225	47%
	Suburban	3,562	51%	129,356	67%
	Town	1,569	40%	47,268	50%
2023	City	6,066	46%	137,914	63%
	Rural	1,328	38%	25,511	48%
	Suburban	3,705	53%	118,093	67%
	Town	1,705	42%	48,401	54%

* High school students who attempted a credit.

** High school students in grades 9–12 who enrolled in a dual credit course.

Note: Student counts were duplicated across schools in some cases and may vary from other reported sources. Dual credit courses include Advanced Placement, International Baccalaureate, Cambridge International, Running Start, College in the High School, and Career and Technical Education Dual Credit.

Table A30 (a). Four-Year (On-Time) Graduation Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Graduation rate**
2016	All students	81,041	79%
	All housed students	76,569	81%
	Housed low-income students	37,132	71%
	Students experiencing homelessness	4,472	53%
	Homeless: Doubled-up	3,416	54%
	Homeless: Hotels/Motels	160	50%
	Homeless: Shelters	393	49%
	Homeless: Unsheltered	217	52%
2017	Homeless: Multiple categories	286	49%
	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%
2018	Homeless: Unsheltered	280	53%
	Homeless: Multiple categories	300	45%
	All students	84,042	81%
	All housed students	77,258	83%
	Housed low-income students	36,172	75%
	Students experiencing homelessness	6,784	56%
	Homeless: Doubled-up	4,854	58%
	Homeless: Hotels/Motels	207	57%
2019	Homeless: Shelters	492	46%
	Homeless: Unsheltered	274	58%
	Homeless: Multiple categories	957	46%
	All students	84,313	81%
	All housed students	77,842	83%
	Housed low-income students	36,466	75%
	Students experiencing homelessness	6,471	56%
	Homeless: Doubled-up	4,632	58%
2020/2021	Homeless: Hotels/Motels	184	65%
	Homeless: Shelters	411	46%
	Homeless: Unsheltered	225	57%
	Homeless: Multiple categories	1,019	46%
	No data		

(Table continues on next page)

Table A30 (b). Four-Year (On-Time) Graduation Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Graduation rate**
2022	All students	85,240	82%
	All housed students	76,411	85%
	Housed low-income students	35,502	79%
	Students experiencing homelessness	8,647	61%
	Homeless: Doubled-up	5,868	64%
	Homeless: Hotels/Motels	301	63%
	Homeless: Shelters	554	55%
	Homeless: Unsheltered	290	63%
	Homeless: Multiple categories	1,628	50%
2023	All students	85,306	84%
	All housed students	76,102	86%
	Housed low-income students	36,194	80%
	Students experiencing homelessness	9,008	63%
	Homeless: Doubled-up	6,157	66%
	Homeless: Hotels/Motels	305	65%
	Homeless: Shelters	442	60%
	Homeless: Unsheltered	300	64%
	Homeless: Multiple categories	1,803	54%

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

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

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

Table A31 (a). Five-Year (Extended) Graduation Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Graduation rate**
2016	All students	80,564	82%
	All housed students	76,352	83%
	Housed low-income students	37,497	75%
	Students experiencing homelessness	4,212	57%
	Homeless: Doubled-up	3,253	59%
	Homeless: Hotels/Motels	121	62%
	Homeless: Shelters	388	53%
	Homeless: Unsheltered	172	42%
	Homeless: Multiple categories	278	54%
2017	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%
2018	All students	83,017	83%
	All housed students	76,913	85%
	Housed low-income students	37,491	77%
	Students experiencing homelessness	6,104	59%
	Homeless: Doubled-up	4,362	62%
	Homeless: Hotels/Motels	182	64%
	Homeless: Shelters	477	48%
	Homeless: Unsheltered	279	62%
	Homeless: Multiple categories	804	49%
2019	All students	84,649	84%
	All housed students	78,089	86%
	Housed low-income students	37,015	79%
	Students experiencing homelessness	6,560	60%
	Homeless: Doubled-up	4,721	63%
	Homeless: Hotels/Motels	178	60%
	Homeless: Shelters	436	50%
	Homeless: Unsheltered	274	60%
	Homeless: Multiple categories	951	50%
2020/2021	No data		

(Tables continues on next page)

Table A31 (b). Five-Year (Extended) Graduation Rates by Housing Status, Income, and Nighttime Residence, 2016–2023.

Year	Student group	Total students*	Graduation rate**
2022	All students	84,896	85%
	All housed students	76,863	88%
	Housed low-income students	34,808	81%
	Students experiencing homelessness	7,877	64%
	Homeless: Doubled-up	5,309	67%
	Homeless: Hotels/Motels	253	66%
	Homeless: Shelters	515	58%
	Homeless: Unsheltered	275	66%
	Homeless: Multiple categories	1,521	56%
2023	All students	85,299	86%
	All housed students	77,026	88%
	Housed low-income students	36,215	83%
	Students experiencing homelessness	8,103	65%
	Homeless: Doubled-up	5,493	68%
	Homeless: Hotels/Motels	270	68%
	Homeless: Shelters	485	60%
	Homeless: Unsheltered	276	69%
	Homeless: Multiple categories	1,575	56%

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

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

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

Table A32. Four-Year (On-Time) Graduation Rates by Housing Status and Race/Ethnicity, 2016–2023.
idence, 2016–2023.

Year	Race/Ethnicity	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	American Indian/Alaskan Native	156	40%	1,108	64%
	Asian	113	65%	6,011	89%
	Black/African American	463	57%	3,286	73%
	Hispanic/Latina/e/o of any race(s)	1,126	51%	14,300	74%
	Native Hawaiian/Other Pacific Islander	91	59%	629	69%
	Two or More Races	364	53%	4,485	80%
	White	2,159	53%	46,742	83%
2017	American Indian/Alaskan Native	180	44%	1,058	63%
	Asian	133	64%	5,992	88%
	Black/African American	492	57%	3,417	74%
	Hispanic/Latina/e/o of any race(s)	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%
2018	American Indian/Alaskan Native	225	41%	981	65%
	Asian	192	75%	6,327	90%
	Black/African American	674	59%	3,274	78%
	Hispanic/Latina/e/o of any race(s)	1,899	55%	15,338	78%
	Native Hawaiian/Other Pacific Islander	158	60%	754	77%
	Two or More Races	563	57%	5,105	83%
	White	3,072	55%	45,469	85%
2019	American Indian/Alaskan Native	186	37%	998	66%
	Asian	196	71%	6,616	91%
	Black/African American	678	57%	3,204	77%
	Hispanic/Latina/e/o of any race(s)	1,835	55%	16,426	78%
	Native Hawaiian/Other Pacific Islander	167	60%	765	78%
	Two or More Races	535	58%	5,202	84%
	White	2,873	55%	44,625	85%
2020/2021	No data				
2022	American Indian/Alaskan Native	230	48%	901	73%
	Asian	241	73%	7,012	93%
	Black/African American	783	69%	3,157	84%
	Hispanic/Latina/e/o of any race(s)	2,985	61%	17,492	82%
	Native Hawaiian/Other Pacific Islander	234	69%	838	81%
	Two or More Races	777	63%	5,693	87%
	White	3,382	58%	41,280	85%
2023	American Indian/Alaskan Native	211	55%	850	75%
	Asian	227	79%	7,058	93%
	Black/African American	839	72%	3,173	84%
	Hispanic/Latina/e/o of any race(s)	3,341	62%	18,125	82%
	Native Hawaiian/ Other Pacific Islander	275	67%	895	79%
	Two or More Races	752	63%	5,793	88%
	White	3,361	61%	40,200	87%

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

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

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

Table A33. Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2016–2023.
idence, 2016–2023.

Year	Race/Ethnicity	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	American Indian/Alaskan Native	148	44%	1,134	65%
	Asian	99	60%	6,001	91%
	Black/African American	437	58%	3,359	77%
	Hispanic/Latina/e/o of any race(s)	997	57%	13,812	77%
	Native Hawaiian/Other Pacific Islander	60	60%	677	73%
	Two or More Races	328	59%	4,346	83%
	White	2,143	58%	47,016	85%
2017	American Indian/Alaskan Native	166	49%	1,116	69%
	Asian	119	76%	6,022	91%
	Black/African American	458	68%	3,308	77%
	Hispanic/Latina/e/o of any race(s)	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%
2018	American Indian/Alaskan Native	224	44%	1,030	68%
	Asian	155	68%	5,962	91%
	Black/African American	622	59%	3,341	78%
	Hispanic/Latina/e/o of any race(s)	1,570	58%	15,035	79%
	Native Hawaiian/Other Pacific Islander	106	70%	692	74%
	Two or More Races	529	60%	4,868	85%
	White	2,898	59%	45,967	86%
2019	American Indian/Alaskan Native	203	48%	1,012	69%
	Asian	183	83%	6,347	93%
	Black/African American	648	64%	3,339	82%
	Hispanic/Latina/e/o of any race(s)	1,810	59%	15,565	81%
	Native Hawaiian/Other Pacific Islander	156	63%	759	82%
	Two or More Races	550	63%	5,184	86%
	White	3,010	58%	45,868	87%
2020/2021	No data				
2022	American Indian/Alaskan Native	227	61%	970	78%
	Asian	214	78%	6,796	94%
	Black/African American	707	68%	3,134	85%
	Hispanic/Latina/e/o of any race(s)	2,534	64%	16,817	84%
	Native Hawaiian/Other Pacific Islander	207	74%	810	81%
	Two or More Races	712	63%	5,574	88%
	White	3,266	62%	42,746	89%
2023	American Indian/Alaskan Native	219	53%	908	78%
	Asian	223	78%	7,031	94%
	Black/African American	760	73%	3,201	88%
	Hispanic/Latina/e/o of any race(s)	2,804	64%	17,728	85%
	Native Hawaiian/ Other Pacific Islander	211	73%	864	84%
	Two or More Races	720	67%	5,762	90%
	White	3,165	64%	41,516	89%

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

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

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

Table A34. Four-Year (On-Time) Graduation Rates by Housing Status and Location, 2016–2023
idence, 2016–2023.

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	City	2,182	52%	30,364	80%
	Rural	430	62%	5,857	83%
	Suburban	1,157	54%	29,801	83%
	Town	703	50%	10,389	77%
2017	City	2,362	51%	31,068	80%
	Rural	458	65%	5,788	83%
	Suburban	1,316	57%	29,962	83%
	Town	892	56%	10,508	79%
2018	City	3,070	55%	30,857	82%
	Rural	631	61%	5,666	85%
	Suburban	1,946	55%	30,346	85%
	Town	1,123	56%	10,213	81%
2019	City	2,921	54%	31,399	82%
	Rural	617	64%	5,674	86%
	Suburban	1,910	56%	30,391	85%
	Town	1,014	55%	10,217	79%
2020/2021	No data				
2022	City	3,846	61%	30,742	83%
	Rural	817	64%	5,553	86%
	Suburban	2,584	61%	29,666	88%
	Town	1,361	60%	10,140	83%
2023	City	4,033	62%	30,404	85%
	Rural	842	69%	5,627	86%
	Suburban	2,783	64%	29,687	87%
	Town	1,350	62%	10,384	84%

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

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

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

Table A35. Five-Year (Extended) Graduation Rates by Housing Status and Location, 2016–2023.
idence, 2016–2023.

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2016	City	2,036	54%	30,290	83%
	Rural	417	71%	5,999	83%
	Suburban	1,015	56%	29,354	85%
	Town	744	60%	10,492	81%
2017	City	2,231	59%	30,495	83%
	Rural	435	68%	5,880	86%
	Suburban	1,176	63%	30,042	85%
	Town	711	59%	10,390	81%
2018	City	2,815	56%	30,755	84%
	Rural	580	67%	5,689	86%
	Suburban	1,611	60%	29,917	86%
	Town	1,084	60%	10,353	83%
2019	City	2,988	59%	31,323	85%
	Rural	600	65%	5,723	88%
	Suburban	1,883	59%	30,548	87%
	Town	1,077	61%	10,298	84%
2020/2021	No data				
2022	City	3,402	62%	30,963	87%
	Rural	771	73%	5,450	89%
	Suburban	2,302	64%	30,012	89%
	Town	1,358	65%	10,157	86%
2023	City	3,628	66%	31,176	87%
	Rural	787	68%	5,673	89%
	Suburban	2,417	65%	29,916	90%
	Town	1,271	64%	10,261	86%

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

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

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