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

2015-2019

Trends, Characteristics,
and Academic Outcomes

June 2021

BUILDING CHANGES

A Pre-COVID Analysis Report

Acknowledgments

Contents

List of Figures

List of Tables

Overview

A Note on COVID-19

The findings presented in this report are from information gathered between 2015 and 2019. It does not reflect the myriad of ways COVID-19 has impacted students during the pandemic in 2020 and beyond. While this report does not show the current state of student homelessness, we hope that it can still serve as a baseline to keep in mind as we gather data on how the pandemic has affected students experiencing homelessness in Washington's K-12 public schools.

Background and Purpose

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

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

This is the third 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.

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 to students experiencing homelessness—and their families—across the entire state of Washington.

A Closer Look at Local Data

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

The dashboards feature data for:

- The number and percentage of students experiencing homelessness.

- The percentage of students experiencing homelessness who are students of color.

- The number and percentage of students experiencing homelessness by grade band.

- The 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.

To access the dashboards, go to: **https://buildingchanges.org/resources/local-data-and-outcomes/**

Key Findings

Student homelessness in Washington remains high. More than 40,000 K–12 public school students experienced homelessness during the 2018-19 academic year. Although the number of students declined slightly compared to the previous school year, it was nearly double the amount compared to ten years ago. In 2018, Washington had the sixth largest number and ninth highest rate of students experiencing homelessness in the nation.

Students of color experience homelessness at disproportionately high rates. In all, 61% of students experiencing homelessness in 2018-19 were students of color, compared to 47% of the overall student population. The rates of student homelessness were highest among Native Hawaiian/Other Pacific Islander (8.3%), Black/African American (8.0%), and American Indian/Alaska Native students (7.2%). The largest increases in student homelessness from 2015 to 2019 were among those three groups and Hispanic/Latino students, though rates declined for some groups compared to the 2017-18 academic year, including a decrease of more than 1 percentage point for Black/African American students.

Cities have the largest number of students experiencing homelessness, but rates are highest in rural locations. More than 40% of students experiencing homelessness in 2018-19 were enrolled in school districts located in cities. On a per-capita basis, however, 5.1% of students in rural school districts were experiencing homelessness, compared to 3.9% in city districts and 2.7% in suburban districts.

Academic outcomes for students experiencing homelessness remain well below those of students who are housed. Most academic outcomes for students experiencing homelessness improved from 2015. However, that improvement slowed, and outcomes showed little change over the past three years. For example, all outcomes for students experiencing homelessness remained flat or slightly declined in 2019 compared to the year prior, except five-year graduation rates, which rose by 1 point. Rates for housed students increased by the same amount or more in most outcomes from 2015.

Outcomes related to social-emotional learning (regular attendance and suspension rates) have gotten worse for students experiencing homelessness. In 2019, 58% of students experiencing homelessness attended school regularly, a 6-point decrease compared to 2015, including a decrease of 4 points from the previous year. The percentage of students experiencing homelessness who received a suspension in 2019 increased to 11%.

Students experiencing homelessness who are living doubled-up have similar academic outcomes as those living in hotels/motels and shelters, and those who are unsheltered. For example, the English language arts proficiency rate for students living doubled-up in 2019 was 34%, while rates for students experiencing homelessness in other types of nighttime residences ranged between 32% and 34%, all well below the rates for housed students (62%) and housed, low-income students (45%). Other outcomes show a similar pattern.

Data Sources and Methods

Unless otherwise noted, the data presented in this report are computed from an administrative dataset that Building Changes obtained from the Washington State Office of Superintendent of Public Instruction (OSPI)[1] in December 2020 through a data-sharing agreement. The dataset includes unsuppressed school-level data on 2,495 public schools and programs in the state's K–12 system for the school years 2014-15 through 2018-19.

We derived statewide averages from summed 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.

Our analysis incorporates all public school types, including alternative and reengagement schools and programs, and grade levels from kindergarten through grade 12. Additional details regarding the calculation of particular measures are included in the relevant sections.

The dataset includes some duplication of student counts due to the school-level structure. For some measures, students who transferred between schools during a school year may have been included in counts at more than one school.

The counts and statistics therefore may vary from numbers reported by OSPI, which are based on student-level counts by school district. For example, our dataset for 2018-19 includes information on 1,204,320 students overall and 42,159 students experiencing homelessness, while OSPI reported district-level counts of 1,134,273 students and 40,186 students experiencing homelessness during the same year.

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 us to calculate 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 analyses and interpretations in this report are those of Building Changes and do not necessarily reflect the views of OSPI.

---

[1] For more information on OSPI, please see www.k12.wa.us. For OSPI counts of students experiencing homelessness, please see www.k12.wa.us/student-success/access-opportunity-education/homeless-education/homeless-student-data-grant-recipients.

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:

- 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.[2]

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 is identified. For many students, however, housing status is fluid; and therefore, they may move between categories over time.

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

- *Doubled-up:* Children and youth (including runaway and unaccompanied youth)[3] who are sharing the housing of relatives, friends, or other persons due to loss of housing, economic hardship, or a similar reason.
- *Hotels/Motels:* Children and youth residing in hotels/motels due to lack of alternative housing.
- *Shelters:* Children and youth living in supervised facilities designed to provide temporary living accommodations, including (but not limited to) homeless shelters, domestic violence shelters, or transitional housing.[4]
- *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.[5]

---

[2] For more information, see OSPI's Homeless Education website at www.k12.wa.us/student-success/access-opportunity-education/homeless-education.

[3] 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)].

[4] 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/160240ehcyguidance072716

updated0317.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 school year, students awaiting foster care placement are included in this category for some years.

[5] For more information, see OSPI's *Comprehensive Education Data and Research System Data Manual* for 2018-19 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:
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino 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.[6]

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:[7]
- *City:* Territory (districts) inside an urban area and inside a principal city. Example districts include Bellingham, Seattle, Spokane, Wenatchee, and Yakima.
- *Rural:* Census-defined rural territory. Example districts include Coupeville, Grand Coulee, 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 2018-19 is referred to as 2019.

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.

---

[6] RCW 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: www.k12.wa.us/sites/default/files/public/workgroups/ret/pubdocs/resdtaskforce2017guidancewapubliceducationsystem.pdf.

[7] For more detailed definitions and information, see https://nces.ed.gov/programs/edge/Geographic/SchoolLocations. This report uses updated classifications from the 2018-19 school year, which vary from prior years for some districts.

Section 1: Prevalence, Demographics, and Characteristics of Students Experiencing Homelessness in Washington

This section describes the number, demographics, and characteristics of students experiencing homelessness in Washington.

Details on each topic are provided in the following sections:

Number of Students and Nighttime Residences

The number of students experiencing homelessness in Washington almost doubled from 2009 to 2019. Statewide, 40,186 students experienced homelessness during the 2018-19 school year (Figure 1).

The vast majority (74%) of students experiencing homelessness were in doubled-up living situations (Figure 2).

Figure 1.
Number of Students Experiencing Homelessness in Washington, 2009–2019.

Year	Number
2009	20,780
2010	21,826
2011	26,049
2012	27,390
2013	30,609
2014	32,539
2015	35,511
2016*	38,017
2017*	39,450
2018*	40,365
2019*	40,186
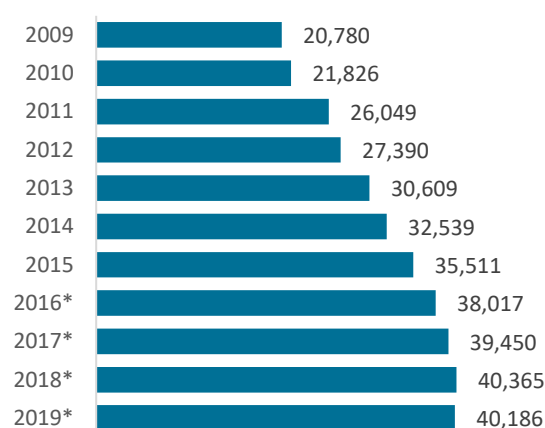
*OSPI adjusted the methodology used to capture the number of students experiencing homelessness. For more information, see www.k12.wa.us/student-success/access-opportunity-education/homeless-education/homeless-student-data-grant-recipients.
Sources: Data for 2009 through 2018 are from Dyer, M. & Ward, J. (2019). *Update: Homeless Students Data 2018*. Olympia, WA: OSPI. Retrieved from www.k12.wa.us/sites/default/files/public/homelessed/pubdocs/2018-12homelessstudentedoutcomes.pdf. Data for 2019 are from www.k12.wa.us/student-success/access-opportunity-education/homeless-education/homeless-student-data-grant-recipients.

Figure 2.
Nighttime Residences of Students Experiencing Homelessness, 2019.
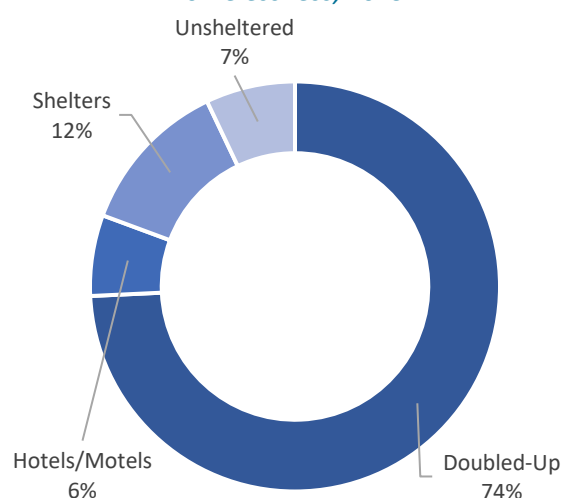
Unsheltered 7%
Shelters 12%
Hotels/Motels 6%
Doubled-Up 74%

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 A1 for more information.

From 2015 to 2019, the proportion of students experiencing homelessness living unsheltered increased from 4% to 7%. Conversely, the proportion living in shelters steadily decreased over the same period, from 16% to 12% (Figure 3 and Table 1).

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 A1 for more information.

Table 1.
Nighttime Residences of Students Experiencing Homelessness, 2015–2019.

	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
Doubled-up	73%	73%	73%	73%	74%	*+1*
Hotels/Motels	6%	6%	6%	6%	6%	*0*
Shelters	16%	16%	14%	13%	12%	*−4*
Unsheltered	4%	5%	7%	7%	7%	*+3*

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 A1 for more information.

National Comparisons

Between 2010 and 2018 (the most recent year of national data available), the rate of students experiencing homelessness in Washington rose from 2.1% to 3.6%, while nationally, the rate rose from 1.8% to 3.0% (Figure 4).

Figure 4.
State and National Percentages for Students Experiencing Homelessness, 2010–2018.
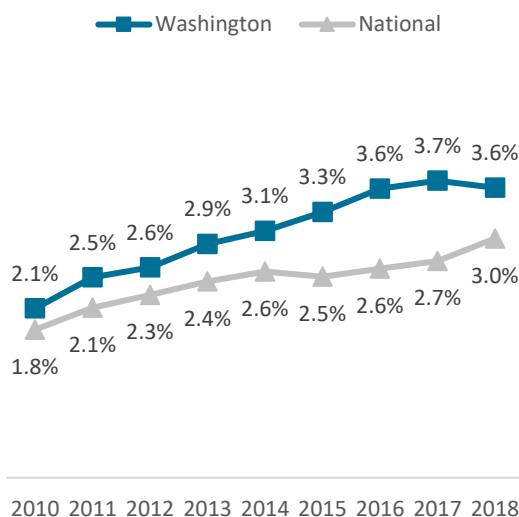
Sources: Data through the 2017-18 school year (the most recent national data available) are from the following: National Center for Homeless Education. (2020). *Federal Data Summary School Years 2015-16 to 2017-18: Education for Homeless Children and Youth*. Retrieved from nche.ed.gov/wp-content/uploads/2020/01/Federal-Data-Summary-SY-15.16-to-17.18-Published-1.30.2020.pdf; 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.

In 2018, Washington had the sixth largest number of students experiencing homelessness among the 50 states and the District of Columbia (Figure 5).

Washington also had the ninth highest rate of students experiencing homelessness among the 50 states and the District of Columbia in 2018 (Figure 6).

Figure 5.
Number of Students Experiencing Homelessness by State, 2018.

Figure 6.
Percentage of Students Experiencing Homelessness by State, 2018.
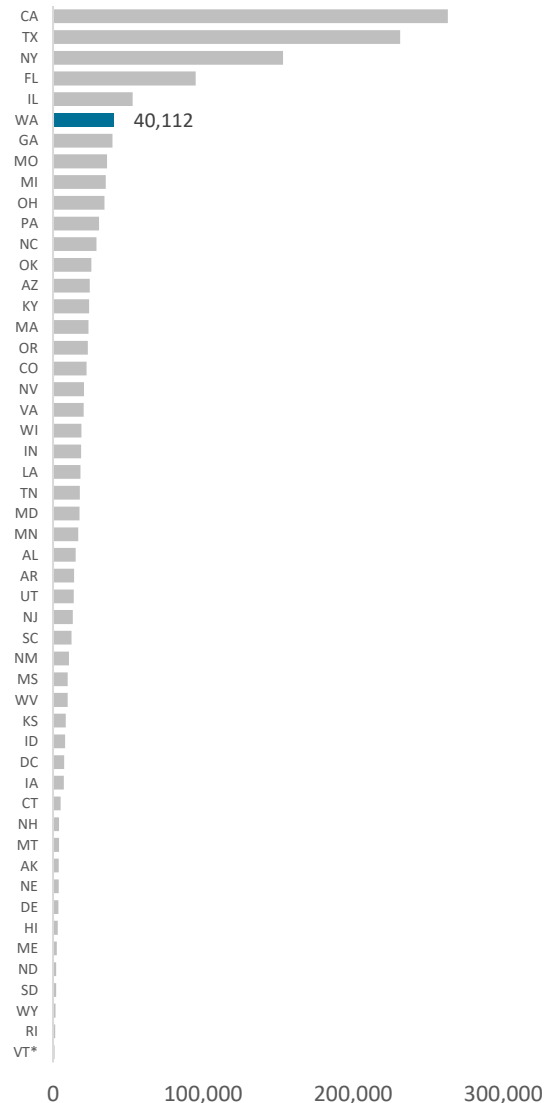
*Count for Vermont is from the 2016-17 school year; no data were available for 2018-19.
Source: National Center for Homeless Education. (2020). *Federal Data Summary School Years 2015-16 to 2017-18: Education for Homeless Children and Youth*. Retrieved from nche.ed.gov/wp-content/uploads/2020/01/Federal-Data-Summary-SY-15.16-to-17.18-Published-1.30.2020.pdf.
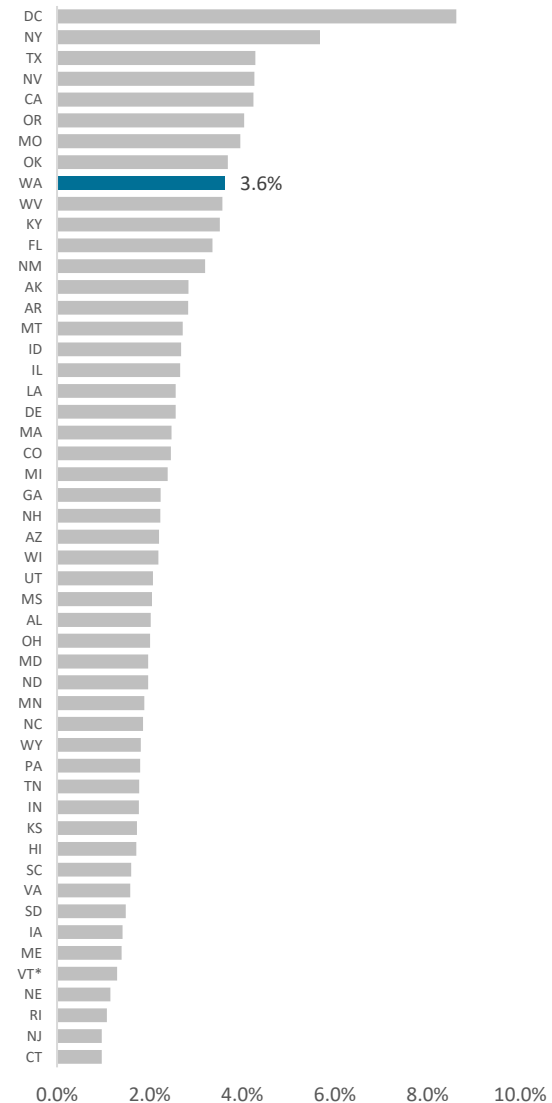
*Rate for Vermont is from the 2016-17 school year; no data were available for 2018-19.
Sources: National Center for Homeless Education. (2020). *Federal Data Summary School Years 2015-16 to 2017-18: Education for Homeless Children and Youth*. Retrieved from nche.ed.gov/wp-content/uploads/2020/01/Federal-Data-Summary-SY-15.16-to-17.18-Published-1.30.2020.pdf; U.S. Department of Education, National Center for Education Statistics, Common Core of Data. Retrieved from nces.ed.gov/ccd/elsi.

District Prevalence and Funding

In 2019, there were students across the state of Washington who experienced homelessness. School districts with the largest number of students experiencing homelessness were found in the Puget Sound region 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, 2019.
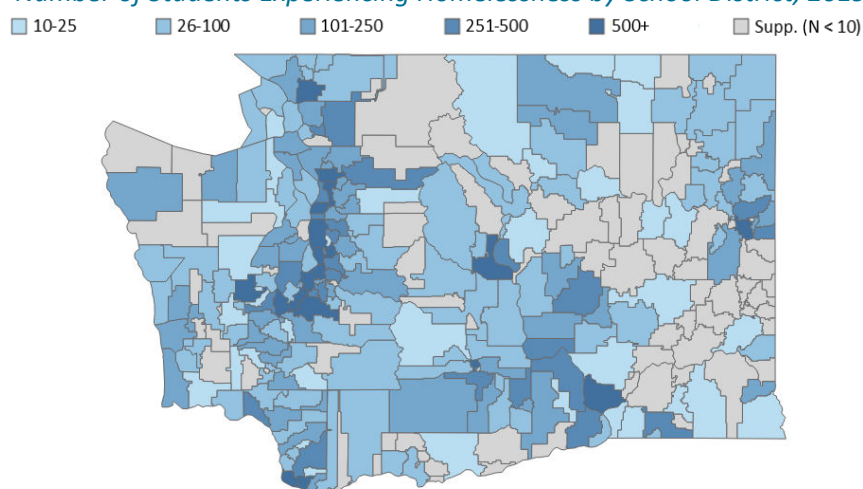
Note: Data for districts that reported fewer than ten students experiencing homelessness were suppressed to protect student privacy and are indicated using "Supp. (N < 10)."
Source: Student counts for each district were retrieved from OSPI's Homeless Student Data at www.k12.wa.us/student-success/access-opportunity-education/homeless-education/homeless-student-data-grant-recipients.

Figure 8.
Rate of Students Experiencing Homelessness by School District, 2019.
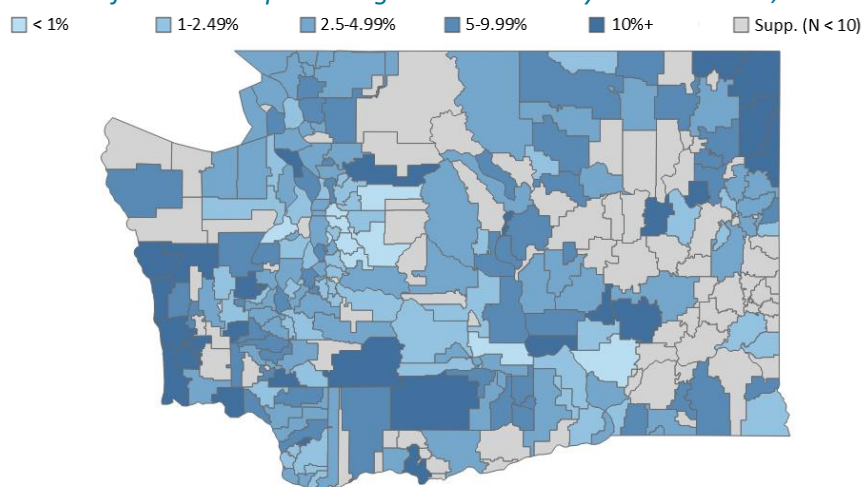
Note: Data for districts that reported fewer than ten students experiencing homelessness were suppressed to protect student privacy and are indicated using "Supp. (N < 10)."
Sources: Author's calculations based on student counts for each district, retrieved from OSPI's Homeless Student Data at www.k12.wa.us/student-success/access-opportunity-education/homeless-education/homeless-student-data-grant-recipients and Report Card Enrollment at www.k12.wa.us/data-reporting/data-portal.

In the 2018-19 school year, 34 school districts across the state received a portion of approximately $2.6 million in funding specifically designated to support students experiencing homelessness through either the federal McKinney-Vento Homeless Assistance Act or the state Homeless Student Stability Program (Figure 9).[8] Collectively, these districts enrolled just less than half of the students experiencing homelessness in the state.

Figure 9.
School Districts with McKinney-Vento and/or Homeless Student Stability Program Grants, 2019.
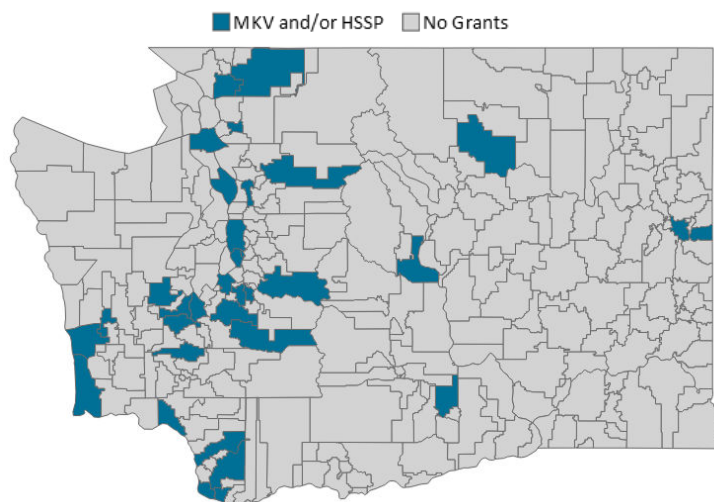
Note: MKV = McKinney-Vento Homeless Assistance Act; HSSP = Homeless Student Stability Program, including portions administered by the Washington State Department of Commerce and OSPI.

Sources: Office of the Washington State Auditor. (2019). *Performance audit: Opportunities to better identify and serve K-12 students experiencing homelessness* (Report Number: 1023748). Olympia, WA. Retrieved from www.sao.wa.gov/wp-content/uploads/Tabs/PerformanceAudit/PA_Better_Supporting_K-12_Homeless_Students-ar1023748.pdf; OSPI's iGrants, retrieved from eds.ospi.k12.wa.us/iGrants. The districts that received grant dollars in 2019 were Aberdeen, Battle Ground, Bellingham, Bethel, Central Valley, Centralia, Eatonville, Enumclaw, Everett, Evergreen (Clark), Granite Falls, Highline, Longview, Mount Baker, Mount Vernon, North Thurston, Oak Harbor, Ocean Beach, Ocosta, Okanogan, Olympia, Puyallup, Seattle, Shelton, South Whidbey, Spokane, Sumner, Sunnyside, Tacoma, Tukwila, Tumwater, Vancouver, Wenatchee, and Woodland.

---

[8] Office of the Washington State Auditor. (2019). *Performance audit: Opportunities to better identify and serve K-12 students experiencing homelessness* (Report Number: 1023748). Olympia, WA. Retrieved from www.sao.wa.gov/wp-content/uploads/Tabs/PerformanceAudit/PA_Better_Supporting_K-12_Homeless_Students-ar1023748.pdf; OSPI's iGrants, retrieved from eds.ospi.k12.wa.us/iGrants.

Race and Ethnicity

Students of color were disproportionately more likely to experience homelessness. The highest rate was among Native Hawaiian/Other Pacific Islander students: about 1 in 12 (8.3%) experienced homelessness in 2018-19 (Figure 10). Rates for Black/African American and American Indian/Alaska Native students were also well above that for all students (3.5%).

The percentage of students experiencing homelessness increased across nearly all racial and ethnic groups from 2015 to 2019 but grew the most for Native Hawaiian/Pacific Islander students, with an increase of 1.8 percentage points (Table 2). The percentage of Black/African American students experiencing homelessness declined by more than 1 point in 2019 compared to the year prior.

Figure 10.
Student Homelessness Rates by Race/Ethnicity, 2019.
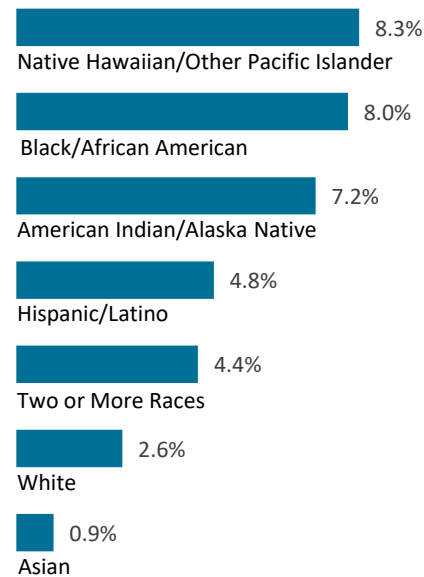
- Native Hawaiian/Other Pacific Islander — 8.3%
- Black/African American — 8.0%
- American Indian/Alaska Native — 7.2%
- Hispanic/Latino — 4.8%
- Two or More Races — 4.4%
- White — 2.6%
- Asian — 0.9%

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

Table 2.
Student Homelessness Rates by Race/Ethnicity, 2015–2019.

	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
American Indian/Alaska Native	6.6%	7.3%	7.8%	7.4%	7.2%	*+0.6*
Asian	0.9%	0.9%	1.0%	1.1%	0.9%	*0*
Black/African American	7.4%	8.5%	8.8%	9.1%	8.0%	*+0.6*
Hispanic/Latino	4.1%	4.5%	4.5%	4.7%	4.8%	*+0.7*
Native Hawaiian/Other Pacific Islander	6.5%	7.9%	8.0%	8.0%	8.3%	*+1.8*
Two or More Races	4.1%	4.7%	4.5%	4.6%	4.4%	*+0.3*
White	2.3%	2.5%	2.6%	2.5%	2.6%	*+0.3*

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

Students of color were overrepresented among students experiencing homelessness in 2019: nearly two-thirds (61%) were students of color, even though they made up only 47% of all K–12 public school students (Figure 11).

Figure 11.
Percentage of Students of Color by Housing Status, 2019.
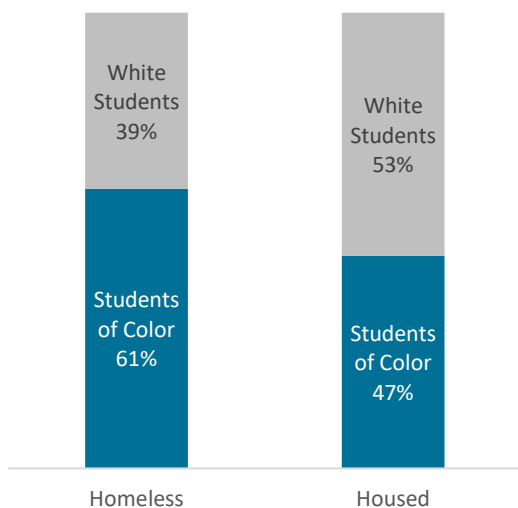
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See Appendix Table A2 for more information.

The proportion of American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students experiencing homelessness in 2019 was 3 times higher than the proportion of housed students (Figure 12). Similarly, the proportion of Black/African American students experiencing homelessness was more than 2 times higher than the proportion of housed students.

From 2015 to 2019, the proportion of students experiencing homelessness who were Hispanic/Latino increased by 3 percentage points and the proportion who were of two or more races increased by 2 points, while the proportion who were white decreased by 3 points (Table 3).

Figure 12.
Distribution of Students by Race/Ethnicity and Housing Status, 2019.

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 A2 for more information.

Table 3.
Distribution of Students by Race/Ethnicity and Housing Status, 2015–2019.

	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
American Indian/ Alaska Native	Homeless	3%	3%	3%	3%	3%	*0*
	Housed	2%	1%	1%	1%	1%	*−1*
	Homeless-Housed	*+1*	*+2*	*+2*	*+2*	*+2*	*+1*
Asian	Homeless	2%	2%	2%	2%	2%	*0*
	Housed	7%	7%	7%	8%	8%	*+1*
	Homeless-Housed	*−5*	*−5*	*−5*	*−6*	*−6*	*−1*
Black/African American	Homeless	12%	12%	12%	12%	11%	*−1*
	Housed	5%	5%	4%	4%	5%	*0*
	Homeless-Housed	*+7*	*+7*	*+8*	*+8*	*+6*	*−1*
Hispanic/Latino	Homeless	29%	30%	30%	31%	32%	*+3*
	Housed	22%	22%	23%	23%	24%	*+2*
	Homeless-Housed	*+7*	*+8*	*+7*	*+8*	*+8*	*+1*
Native Hawaiian/ Other Pacific Islander	Homeless	2%	3%	3%	3%	3%	*+1*
	Housed	1%	1%	1%	1%	1%	*0*
	Homeless-Housed	*+1*	*+2*	*+2*	*+2*	*+2*	*+1*
Two or More Races	Homeless	9%	10%	10%	11%	11%	*+2*
	Housed	7%	7%	8%	8%	8%	*+1*
	Homeless-Housed	*+2*	*+3*	*+2*	*+3*	*+3*	*+1*
White	Homeless	42%	40%	40%	38%	39%	*−3*
	Housed	57%	56%	55%	54%	53%	*−4*
	Homeless-Housed	*−15*	*−16*	*−15*	*−16*	*−14*	*+1*

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 A2 for more information.

Black/African American students experiencing homelessness were the least likely among all racial/ethnic groups to be living doubled-up (65%) and the most likely to be in shelters (24%) (Figure 13). Among students experiencing homelessness, white, American Indian/Alaska Native, Hispanic/Latino, and students of two or more races had the highest rates of living unsheltered, ranging from 6% to 9%.

From 2015 to 2019, the proportion of students experiencing homelessness who were living in shelters decreased for every group, including a decrease of 13 percentage points among Native Hawaiian/Other Pacific Islander students (Table 4).

Over the same period, the proportion who were living unsheltered increased for all groups, except Asian and Native Hawaiian/Other Pacific Islander students. The proportion who were unsheltered increased by 2 times or more for American Indian/Alaska Native and Black/African American students, students of two or more races, and white students.

From 2015 to 2019, the proportion of students living in doubled-up situations increased 14 percentage points for Native Hawaiian/Other Pacific Islander students and 5 percentage points for both Black/African American students and Asian students.
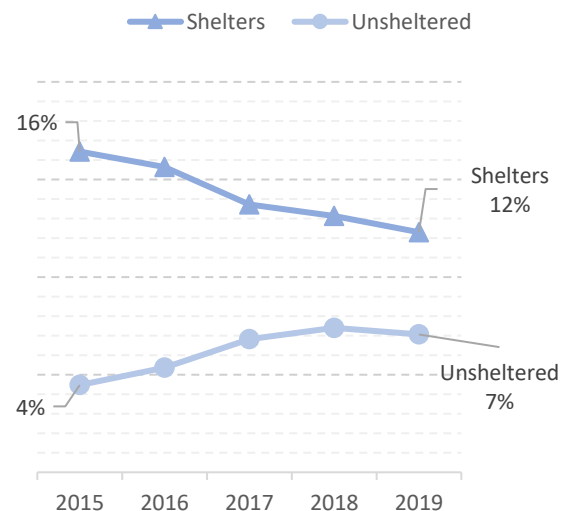
Figure 13.
Distribution of Nighttime Residences of Students Experiencing Homelessness by Race/Ethnicity, 2019.
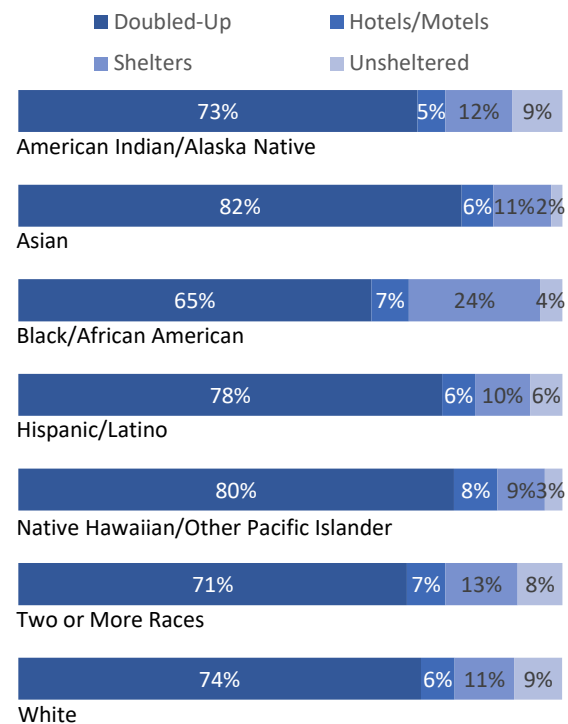
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See Appendix Table A3 for more information.

Table 4.
Distribution of Nighttime Residences of Students Experiencing Homelessness by Race/Ethnicity, 2015–2019.

	Nighttime Residence	2015	2016	2017	2018	2019	Diff. 2015 to 2019
American Indian/ Alaska Native	Doubled-up	74%	74%	76%	75%	73%	−1
	Hotels/Motels	7%	6%	5%	6%	5%	−2
	Shelters	14%	13%	13%	12%	12%	−2
	Unsheltered	4%	7%	7%	7%	9%	+5
Asian	Doubled-up	77%	78%	79%	79%	82%	+5
	Hotels/Motels	4%	4%	3%	4%	6%	+2
	Shelters	16%	16%	14%	14%	11%	−5
	Unsheltered	3%	2%	3%	3%	2%	−1
Black/African American	Doubled-up	60%	60%	60%	63%	65%	+5
	Hotels/Motels	7%	7%	8%	6%	7%	0
	Shelters	30%	30%	28%	27%	24%	−6
	Unsheltered	2%	4%	3%	5%	4%	+2
Hispanic/Latino	Doubled-up	78%	78%	78%	77%	78%	0
	Hotels/Motels	5%	5%	5%	6%	6%	+1
	Shelters	13%	12%	10%	10%	10%	−3
	Unsheltered	4%	5%	7%	7%	6%	+2
Native Hawaiian/ Other Pacific Islander	Doubled-up	66%	69%	74%	76%	80%	+14
	Hotels/Motels	10%	8%	7%	8%	8%	−2
	Shelters	22%	20%	14%	12%	9%	−13
	Unsheltered	3%	3%	5%	5%	3%	0
Two or More Races	Doubled-up	69%	70%	71%	71%	71%	+2
	Hotels/Motels	8%	8%	7%	7%	7%	−1
	Shelters	19%	18%	15%	14%	13%	−6
	Unsheltered	4%	4%	7%	7%	8%	+4
White	Doubled-up	74%	73%	74%	73%	74%	0
	Hotels/Motels	6%	6%	6%	6%	6%	0
	Shelters	14%	14%	12%	11%	11%	−3
	Unsheltered	5%	7%	8%	9%	9%	+4

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 A3 for more information.

Grade Level

More grade 12 students were experiencing homelessness in 2019 (4,761) than students in any other grade. Almost half (46%) of all students experiencing homelessness were in grade 5 or below (Figure 14).

From 2015 to 2019, grade 11 had the largest increase in the number of students experiencing homelessness (+730), while grade 1 (–82) was the only grade in which the number of students experiencing homelessness decreased (Table 5). Grades 6 and 11 had the largest percentage increase in the number of students experiencing homelessness over the same period: 28% and 26% more students, respectively, in 2019 compared to 2015.

Figure 14.
Number of Students Experiencing Homelessness by Grade Level, 2019.
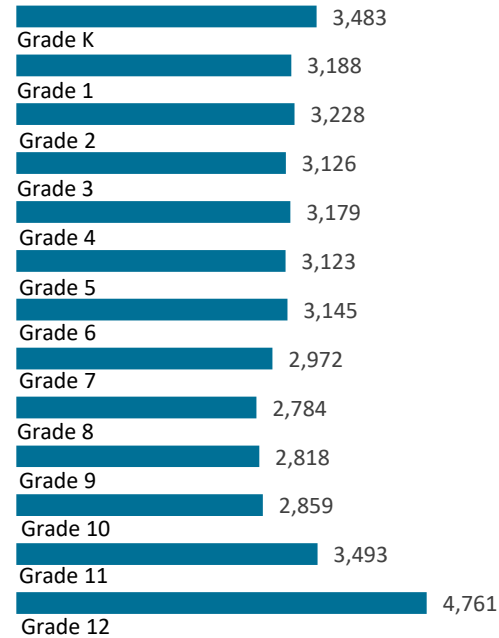
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A4 for more information.

Table 5.
Number of Students Experiencing Homelessness by Grade Level, 2015–2019.

	2015	2016	2017	2018	2019	Diff. 2015 to 2019
K	3,180	3,367	3,319	3,221	3,483	+303
1	3,270	3,425	3,327	3,360	3,188	−82
2	3,178	3,410	3,460	3,327	3,228	+50
3	2,855	3,415	3,353	3,275	3,126	+271
4	2,910	3,142	3,267	3,281	3,179	+269
5	2,719	3,201	3,112	3,236	3,123	+404
6	2,458	2,766	3,013	2,937	3,145	+687
7	2,436	2,670	2,716	2,845	2,972	+536
8	2,403	2,739	2,800	2,763	2,784	+381
9	2,514	2,721	2,800	2,814	2,818	+304
10	2,521	2,819	2,900	3,146	2,859	+338
11	2,763	3,203	3,257	3,459	3,493	+730
12	4,143	4,459	4,909	4,935	4,761	+618

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A4 for more information.

In 2019, the percentage of students experiencing homelessness who were unsheltered was between 6% and 8% across grades (Figure 15). Students in grade 12 were the most likely to be doubled-up and least likely to be in hotels/motels or shelters.

From 2015 to 2019, the proportion of students experiencing homelessness who were in shelters decreased and the proportion who were unsheltered increased in each grade (Table 6).

Figure 15.
Distribution of Nighttime Residences of Students Experiencing Homelessness by Grade Level, 2019.

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

Grade	Doubled-Up	Hotels/Motels	Shelters	Unsheltered
Grade K	73%	7%	14%	6%
Grade 1	71%	6%	15%	7%
Grade 2	72%	7%	14%	7%
Grade 3	70%	8%	14%	8%
Grade 4	72%	8%	13%	8%
Grade 5	72%	8%	13%	7%
Grade 6	73%	7%	13%	8%
Grade 7	73%	7%	12%	8%
Grade 8	73%	7%	12%	8%
Grade 9	76%	6%	11%	7%
Grade 10	76%	5%	12%	8%
Grade 11	79%	4%	11%	6%
Grade 12	83%	3%	8%	7%
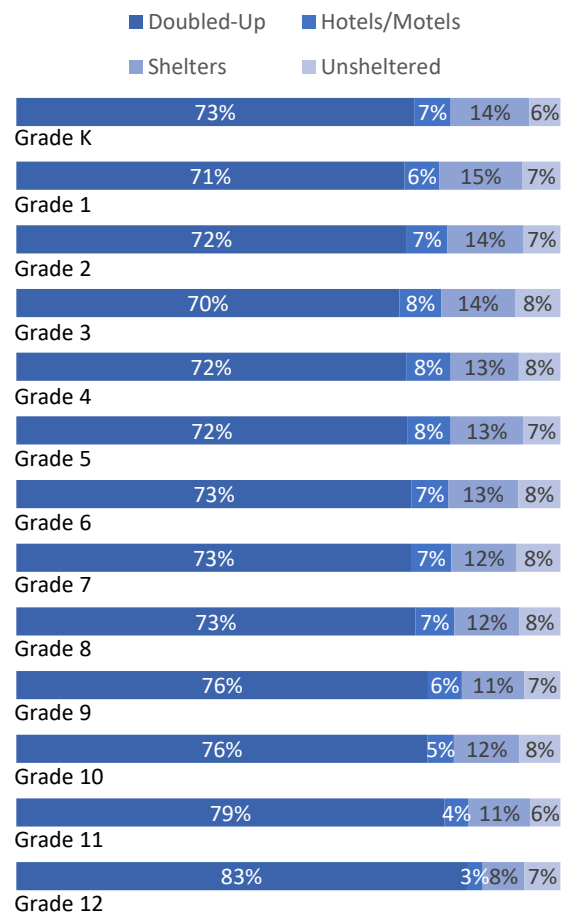
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See Appendix Table A4 for more information.

Table 6.
Distribution of Nighttime Residences of Students Experiencing Homelessness by Grade Level, 2015–2019.

	Nighttime Residence	2015	2016	2017	2018	2019	Diff. 2015 to 2019
K	Doubled-up	71%	72%	74%	72%	73%	+2
	Hotels/Motels	6%	6%	6%	6%	7%	+1
	Shelters	19%	18%	14%	14%	14%	−5
	Unsheltered	3%	4%	7%	7%	6%	+3
1	Doubled-up	71%	71%	72%	72%	71%	0
	Hotels/Motels	6%	7%	6%	7%	6%	0
	Shelters	19%	18%	16%	14%	15%	−4
	Unsheltered	3%	5%	6%	7%	7%	+4
2	Doubled-up	70%	70%	73%	71%	72%	+2
	Hotels/Motels	7%	7%	7%	8%	7%	0
	Shelters	19%	18%	14%	15%	14%	−5
	Unsheltered	5%	5%	6%	7%	7%	+2
3	Doubled-up	71%	72%	69%	72%	70%	−1
	Hotels/Motels	7%	7%	7%	7%	8%	+1
	Shelters	18%	17%	16%	14%	14%	−4
	Unsheltered	4%	4%	8%	7%	8%	+4
4	Doubled-up	72%	72%	72%	71%	72%	0
	Hotels/Motels	7%	7%	7%	7%	8%	+1
	Shelters	17%	17%	14%	14%	13%	−4
	Unsheltered	4%	5%	6%	7%	8%	+4
5	Doubled-up	71%	72%	72%	70%	72%	+1
	Hotels/Motels	8%	7%	8%	8%	8%	0
	Shelters	17%	16%	15%	15%	13%	−4
	Unsheltered	4%	5%	6%	8%	7%	+3
6	Doubled-up	71%	70%	72%	71%	73%	+2
	Hotels/Motels	7%	8%	8%	7%	7%	0
	Shelters	16%	15%	13%	14%	13%	−3
	Unsheltered	6%	6%	6%	8%	8%	+2
7	Doubled-up	73%	70%	70%	71%	73%	0
	Hotels/Motels	7%	8%	8%	8%	7%	0
	Shelters	15%	17%	15%	13%	12%	−3
	Unsheltered	5%	6%	7%	8%	8%	+3
8	Doubled-up	71%	74%	71%	71%	73%	+2
	Hotels/Motels	7%	6%	7%	7%	7%	0
	Shelters	17%	15%	15%	13%	12%	−5
	Unsheltered	5%	5%	7%	9%	8%	+3
9	Doubled-up	71%	72%	73%	72%	76%	+5
	Hotels/Motels	6%	7%	7%	6%	6%	0
	Shelters	18%	16%	13%	15%	11%	−7
	Unsheltered	5%	6%	7%	7%	7%	+2
10	Doubled-up	72%	74%	74%	74%	76%	+4
	Hotels/Motels	6%	5%	5%	6%	5%	−1
	Shelters	17%	16%	15%	14%	12%	−5
	Unsheltered	5%	5%	7%	6%	8%	+3
11	Doubled-up	77%	77%	78%	76%	79%	+2
	Hotels/Motels	5%	4%	4%	5%	4%	−1
	Shelters	14%	13%	11%	11%	11%	−3
	Unsheltered	4%	6%	7%	7%	6%	+2
12	Doubled-up	82%	80%	79%	82%	83%	+1
	Hotels/Motels	2%	3%	3%	2%	3%	+1
	Shelters	10%	11%	11%	9%	8%	−2
	Unsheltered	5%	7%	8%	8%	7%	+2

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.

Location

Students experiencing homelessness were overrepresented in city, rural, and town locations and underrepresented in suburban locations, when compared to the distribution of housed students (Figure 16).

Cities and suburbs, which had the largest share of the overall student population, also enrolled the largest number of students experiencing homelessness (Figure 17). On a per-capita basis, however, students in rural areas were the most likely to be experiencing homelessness (Figure 18).

Figure 17.
Number of Students Experiencing Homelessness by Location, 2019.
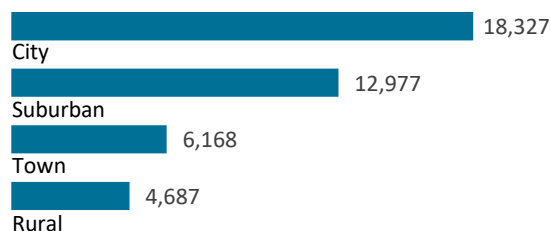
Location	Number
City	18,327
Suburban	12,977
Town	6,168
Rural	4,687

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

Figure 16.
Distribution of Students by Location and Housing Status, 2019.

■ Homeless ■ Housed

Location	Homeless	Housed
City	43%	39%
Rural	11%	7%
Suburban	31%	40%
Town	15%	13%

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 A5 for more information.

Figure 18.
Percentage of Students Experiencing Homelessness by Location, 2019.
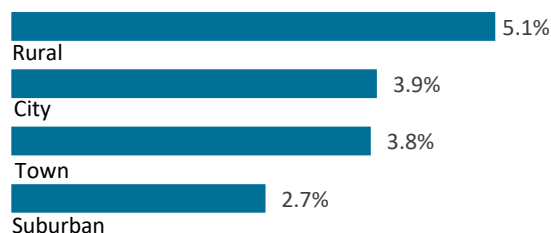
Location	Percentage
Rural	5.1%
City	3.9%
Town	3.8%
Suburban	2.7%

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

From 2015 to 2019, suburban locations had the largest numeric increase (2,688) and the largest percentage increase (26%) in the number of students experiencing homelessness (Figure 19).

Over the same period, the percentage of students experiencing homelessness increased in all types of locations (Figure 20). Rural and suburban locations experienced the largest increases, with rates that were 0.9 and 0.5 percentage points higher, respectively.

Figure 19.
Number of Students Experiencing Homelessness by Location, 2015–2019.

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

Figure 20.
Percentage of Students Experiencing Homelessness by Location, 2015–2019.
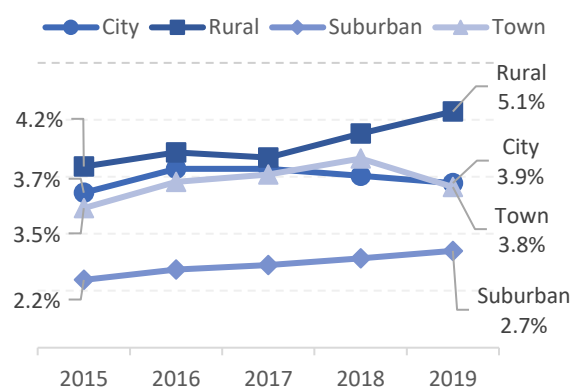
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A5 for more information.

In 2019 in city locations, a higher proportion of students experiencing homelessness were living in shelters and a lower proportion were living doubled-up or unsheltered, compared to other locations (Figure 21). Rural locations had the highest proportion of students experiencing homelessness who were unsheltered.

From 2015 to 2019, the proportion of students living in shelters decreased in each location, except rural areas, including a decrease of 7 percentage points in city locations (Table 7). The proportion of students living unsheltered increased in each location, ranging from 2 to 4 percentage points. Additionally, the proportion of students living doubled-up increased 5 percentage points in city locations but decreased 9 points in rural locations and 5 points in town locations.

Figure 21.
Distribution of Nighttime Residences of Students Experiencing Homelessness by Location, 2019.
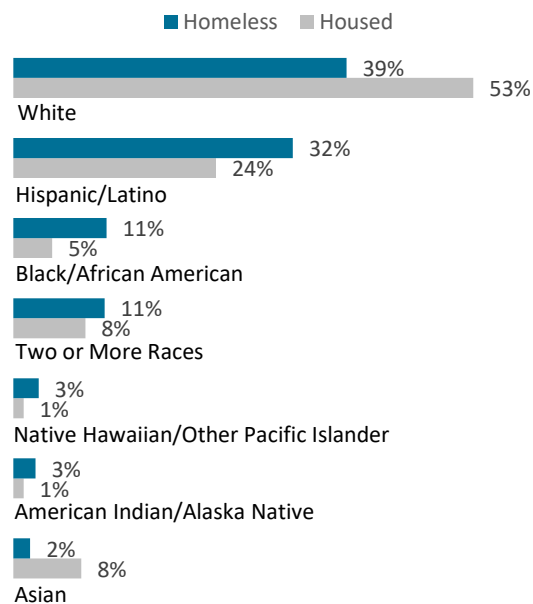

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See Appendix Table A6 for more information

Table 7.
Distribution of Nighttime Residences of Students Experiencing Homelessness by Location, 2015–2019.

	Nighttime Residence	2015	2016	2017	2018	2019	Diff. 2015 to 2019
City	Doubled-up	67%	68%	70%	70%	72%	+5
	Hotels/Motels	6%	6%	7%	6%	6%	0
	Shelters	23%	21%	19%	19%	16%	−7
	Unsheltered	4%	4%	5%	6%	6%	+2
Rural	Doubled-up	85%	83%	79%	77%	76%	−9
	Hotels/Motels	4%	4%	5%	6%	8%	+4
	Shelters	5%	4%	5%	4%	5%	0
	Unsheltered	7%	9%	11%	13%	11%	+4
Suburban	Doubled-up	75%	73%	75%	75%	76%	+1
	Hotels/Motels	8%	8%	7%	7%	7%	−1
	Shelters	13%	13%	11%	10%	11%	−2
	Unsheltered	4%	6%	8%	8%	7%	+3
Town	Doubled-up	81%	81%	78%	77%	76%	−5
	Hotels/Motels	4%	5%	5%	5%	5%	+1
	Shelters	10%	10%	9%	9%	9%	−1
	Unsheltered	5%	5%	8%	9%	9%	+4

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 A6 for more information

Special Education and English Language Learners

In 2019, students experiencing homelessness were more likely to be enrolled in special education programs than their housed peers (Figure 22).

Rates for special education remained relatively steady from 2015 to 2019, with increases of 1 percentage point for students experiencing homelessness overall and 2 points for students who were in shelters and unsheltered (Figure 23 and Table 8).

Figure 22.
Percentage of Students in Special Education by Housing Status, 2019.

21% Students experiencing homelessness

14% All housed students

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

Figure 23.
Percentage of Students Experiencing Homelessness in Special Education by Nighttime Residence, 2015–2019.
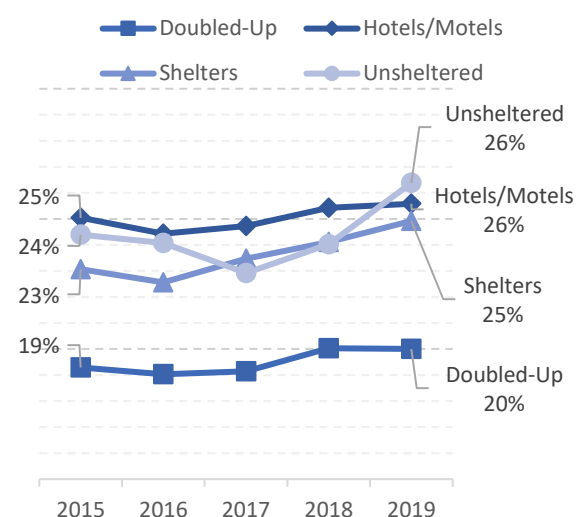
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A7 for more information.

Table 8.
Percentage of Students in Special Education by Housing Status, 2015–2019.

	2015	2016	2017	2018	2019	Diff. 2015 to 2019
Students experiencing homelessness	20%	20%	20%	21%	21%	*+1*
All housed students	13%	13%	13%	13%	14%	*+1*

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

In 2019, students experiencing homelessness were more likely to be enrolled in English language learner programs than their housed peers (Figure 24).

From 2015 to 2019, the percentage of students experiencing homelessness who were English language learners increased for each type of nighttime residence, except unsheltered (Figure 25). Overall, the percentage who were English language learners increased by 5 points (Table 9).

Figure 24.
Percentage of Students Who Were English Language Learners by Housing Status, 2019.

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

Figure 25.
Percentage of Students Experiencing Homelessness Who Were English Language Learners by Nighttime Residence, 2015–2019.

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

Table 9.
Percentage of Students Who Were English Language Learners by Housing Status, 2015–2019.

	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
Students experiencing homelessness	13%	15%	16%	17%	18%	*+5*
All housed students	10%	11%	11%	12%	12%	*+2*

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

Section 2: Academic and Disciplinary Outcomes of Students Experiencing Homelessness in Washington

This section describes academic and disciplinary outcomes of students experiencing homelessness.[9] 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.[10]

For each measure, we analyzed student outcomes by housing status, income, category of nighttime residence, race/ethnicity, grade level (when applicable), and location.

Definitions and results for each measure are provided in the following sections:
- Regular Attendance ()
- Suspensions ()
- English Language Arts Proficiency ()
- Mathematics Proficiency ()
- 9th Graders On-Track ()
- Dual Credit Enrollment ()
- High School Graduation ()

---

[9] The data in this section were computed using administrative datasets that Building Changes obtained from OSPI.
[10] For more information on the Washington School Improvement Framework, see www.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa-implementation/washington-0. 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.[11] Students with attendance rates less than 90% are considered chronically absent, a status that has been linked to a variety of poor academic outcomes.[12]

Housing Status, Income, and Nighttime Residence

In 2019, about 58% of students experiencing homelessness attended school regularly, considerably less than the 84% rate for all housed students and 78% for housed, low-income students (Figure 26).

From 2015 to 2019, the regular attendance rates declined by 6 percentage points for students experiencing homelessness, 4 points for housed, low-income students, and 2 points for all housed students, with the largest decline for each group occurring since 2018 (Table 10).

Figure 26.
Regular Attendance Rates by Housing Status and Income, 2019.
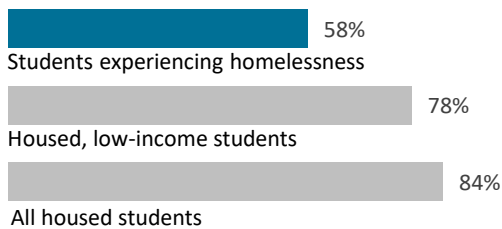
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A8 for more information.

Table 10.
Regular Attendance Rates by Housing Status and Income, 2015–2019.

	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
Students experiencing homelessness	64%	64%	62%	62%	58%	*−6*
Housed, low-income students	82%	81%	81%	81%	78%	*−4*
All housed students	86%	86%	86%	86%	84%	*−2*

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A8 for more information.

---

[11] 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.

[12] 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 three-fifths of students experiencing homelessness in 2019 attended school regularly, ranging from 52% for students living in hotels/motels to 59% for students living doubled-up (Figure 27). Regular attendance rates declined between 4 and 5 percentage points for students living in each type of nighttime residence in 2019 compared to the previous year.

Figure 27.
Regular Attendance Rates by Nighttime Residence, 2015–2019.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A8 for more information.

Race and Ethnicity

In 2019, regular attendance rates were considerably lower for students across all racial/ethnic groups experiencing homelessness than their housed peers, ranging from 19 percentage points lower for American Indian/Alaska Native students to 30 points lower for students of two or more races (Figure 28).

Attendance rates declined from 2015 to 2019 for all subgroups of students experiencing homelessness (Table 11). Black/African American students and students of two or more races experienced the largest decline, with rates falling by about 9 percentage points. For most subgroups, rates for housed students declined less and thus the gaps between students experiencing homelessness and their housed peers increased.

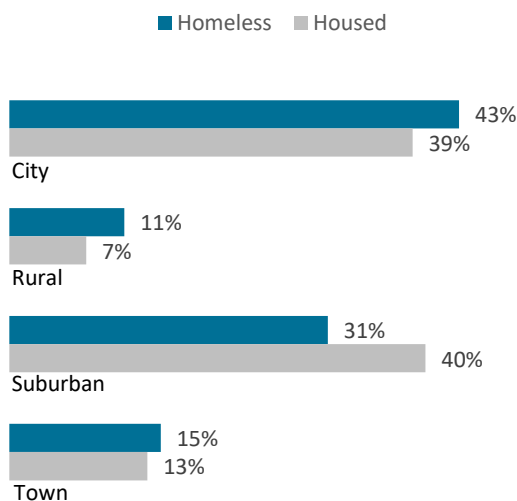## Figure 28.
Regular Attendance Rates by Housing Status and Race/Ethnicity, 2019.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A9 for more information.

Table 11.

Regular Attendance Rates by Housing Status and Race/Ethnicity, 2015–2019.

|	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
American Indian/ Alaska Native	Homeless	52%	53%	53%	49%	51%	*−1*
	Housed	71%	70%	71%	68%	70%	*−1*
	Homeless-Housed	*−19*	*−17*	*−18*	*−19*	*−19*	*0*
Asian	Homeless	79%	78%	72%	69%	71%	*−8*
	Housed	92%	92%	92%	92%	91%	*−1*
	Homeless-Housed	*−13*	*−14*	*−20*	*−23*	*−20*	*−7*
Black/African American	Homeless	64%	62%	63%	62%	55%	*−9*
	Housed	84%	83%	83%	84%	81%	*−3*
	Homeless-Housed	*−20*	*−21*	*−20*	*−22*	*−26*	*−6*
Hispanic/Latino	Homeless	68%	67%	65%	65%	61%	*−7*
	Housed	84%	83%	83%	83%	81%	*−3*
	Homeless-Housed	*−16*	*−16*	*−18*	*−18*	*−20*	*−4*
Native Hawaiian/Other Pacific Islander	Homeless	53%	62%	54%	54%	46%	*−7*
	Housed	77%	76%	75%	75%	69%	*−8*
	Homeless-Housed	*−24*	*−14*	*−20*	*−21*	*−23*	*+1*
Two or More Races	Homeless	62%	61%	58%	59%	53%	*−9*
	Housed	86%	85%	85%	85%	83%	*−3*
	Homeless-Housed	*−24*	*−24*	*−27*	*−26*	*−30*	*−6*
White	Homeless	64%	64%	62%	62%	59%	*−5*
	Housed	87%	87%	87%	87%	85%	*−2*
	Homeless-Housed	*−23*	*−23*	*−25*	*−25*	*−26*	*−3*

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A9 for more information.
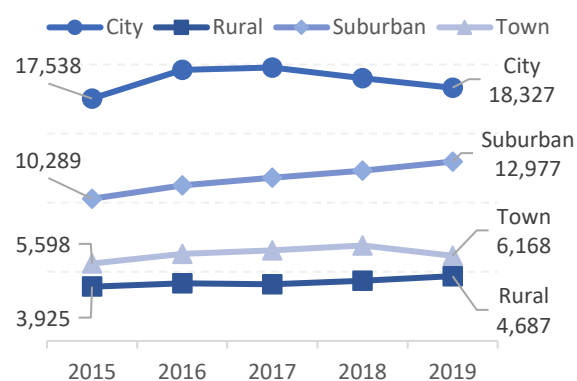
Grade Level

Regular attendance rates in 2019 were lower for students experiencing homelessness than their housed peers across all grade levels, ranging from 23 percentage points lower in grades K–5 to 30 points lower in grades 9–12 (Figure 29). Attendance was lower in the higher grade bands: among students experiencing homelessness, fewer than three-fifths (58%) in grades 6–8 and fewer than half (48%) in grades 9–12 attended school regularly.

Attendance rates declined for students experiencing homelessness in all grade bands from 2015 to 2019, including a decline of 9 percentage points for students in grades K–5 (Table 12).

Figure 29.
Regular Attendance Rates by Housing Status and Grade Band, 2019.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A10 for more information.

Table 12.
Regular Attendance Rates by Housing Status and Grade Band, 2015–2019.

	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
	Homeless	74%	73%	71%	71%	65%	*−9*
K–5	Housed	91%	91%	90%	90%	88%	*−3*
	Homeless-Housed	*−17*	*−18*	*−19*	*−19*	*−23*	*−6*
	Homeless	63%	64%	62%	62%	58%	*−5*
6–8	Housed	87%	87%	87%	87%	85%	*−2*
	Homeless-Housed	*−24*	*−23*	*−25*	*−25*	*−27*	*−3*
	Homeless	50%	51%	49%	50%	48%	*−2*
9–12	Housed	79%	79%	78%	79%	78%	*−1*
	Homeless-Housed	*−29*	*−28*	*−29*	*−29*	*−30*	*−1*

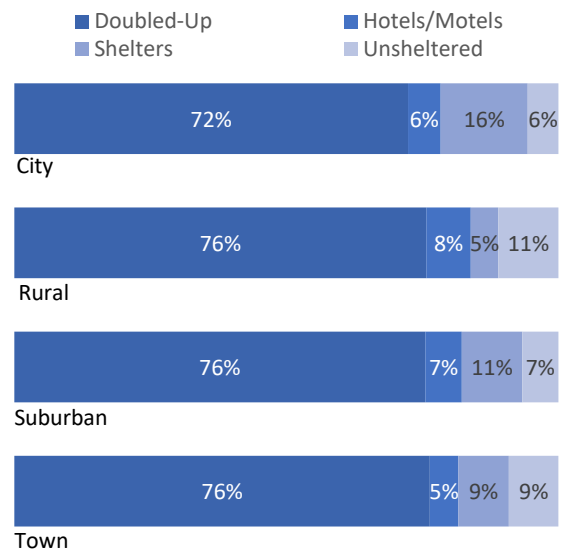Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A10 for more information.

Location

Regular attendance rates for students experiencing homelessness were lower than for their housed peers across all types of locations, ranging from 15 percentage points lower in rural areas to 28 points lower in city and suburban areas (Figure 30).
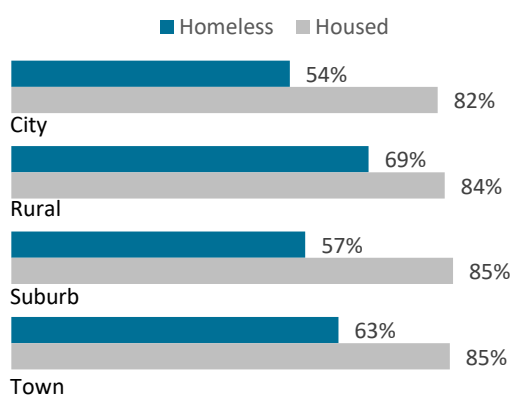
Regular attendance rates for students experiencing homelessness remained steady in rural areas from 2015 to 2019, but declined in all other locations, including an 8-point drop in suburban areas (Figure 31).

Figure 30.
Regular Attendance Rates by Housing Status and Location, 2019.

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

Figure 31.
Regular Attendance Rates for Students Experiencing Homelessness by Location, 2015–2019.
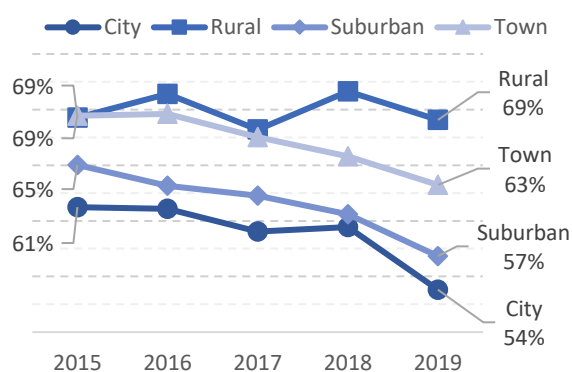
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A11 for more information.

Suspensions

The suspension rate measures the percentage of students who were suspended at least once during a school year.[13]

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.[14]

Housing Status, Income, and Nighttime Residence

In 2019, the rate of students experiencing homelessness who were suspended at least one time (11%) was more than 2 times higher than the rate for all housed students (5%) and higher than the rate for housed, low-income students (7%) (Figure 32).

The suspension rate for students experiencing homelessness increased by 2 percentage points, while the rates for housed, low-income students and all housed students increased by 1 point from 2015 to 2019 (Table 13).
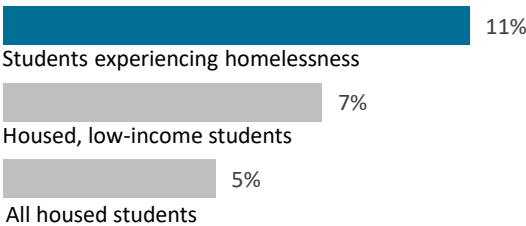
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A12 for more information.

Table 13.
Suspension Rates by Housing Status and Income, 2015–2019.

	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
Students experiencing homelessness	9%	9%	10%	10%	11%	*+2*
Housed, low-income students	6%	6%	7%	6%	7%	*+1*
All housed students	4%	4%	5%	4%	5%	*+1*

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.

---

[13] 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.

[14] 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.

Among students experiencing homelessness, those living unsheltered were suspended at the highest rate (13%) in 2019.

From 2015 to 2019, the rate increased for students living in each type of nighttime residence, including an increase of 4 percentage points for students living unsheltered (Figure 33).

Figure 33.
Suspension Rates by Nighttime Residence, 2015–2019.
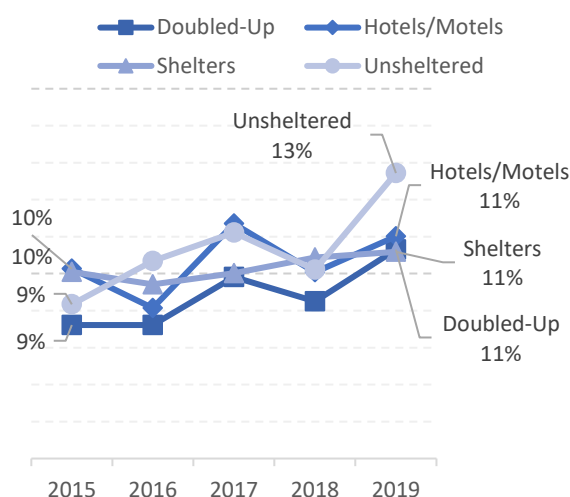
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A12 for more information.
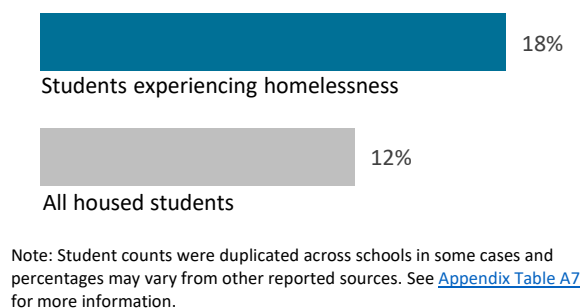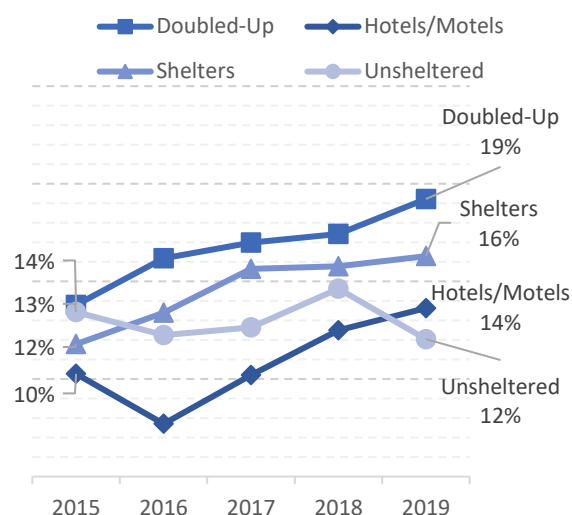
Race and Ethnicity

In 2019, suspension rates were higher for students experiencing homelessness across all racial/ethnic groups than for their housed peers (Figure 34). Rates for students experiencing homelessness were more than double the rates for their housed peers for Asian, students of two or more races, and white students. Black/African American students (16%) experiencing homelessness were suspended at the highest rate.

Suspension rates fluctuated from 2015 to 2019 among all subgroups of students experiencing homelessness. 2019 rates were higher than the prior year for all subgroups of students experiencing homelessness, except American Indian/Alaska native students (Table 14).

Figure 34.
Suspension Rates by Housing Status and Race/Ethnicity, 2019.
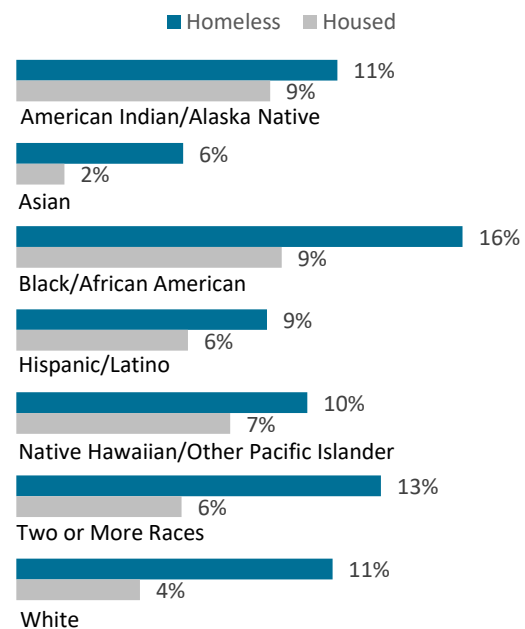
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A13 for more information.

Table 14.
Suspension Rates by Housing Status and Race/Ethnicity, 2015–2019.

	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
American Indian/ Alaska Native	Homeless	11%	9%	12%	13%	11%	*0*
	Housed	8%	7%	9%	9%	9%	*+1*
	Homeless-Housed	*+3*	*+2*	*+3*	*+4*	*+2*	*−1*
Asian	Homeless	3%	4%	4%	4%	6%	*+3*
	Housed	1%	1%	2%	2%	2%	*+1*
	Homeless-Housed	*+2*	*+3*	*+2*	*+2*	*+4*	*+2*
Black/African American	Homeless	14%	14%	13%	14%	16%	*+2*
	Housed	9%	9%	9%	9%	9%	*0*
	Homeless-Housed	*+5*	*+5*	*+4*	*+5*	*+7*	*+2*
Hispanic/Latino	Homeless	7%	7%	9%	8%	9%	*+2*
	Housed	5%	5%	6%	5%	6%	*+1*
	Homeless-Housed	*+2*	*+2*	*+3*	*+3*	*+3*	*+1*
Native Hawaiian/Other Pacific Islander	Homeless	7%	7%	9%	7%	10%	*+3*
	Housed	6%	5%	6%	6%	7%	*+1*
	Homeless-Housed	*+1*	*+2*	*+3*	*+1*	*+3*	*+2*
Two or More Races	Homeless	10%	10%	11%	11%	13%	*+3*
	Housed	5%	5%	5%	5%	6%	*+1*
	Homeless-Housed	*+5*	*+5*	*+6*	*+6*	*+7*	*+2*
White	Homeless	9%	9%	10%	9%	11%	*+2*
	Housed	4%	4%	4%	4%	4%	*0*
	Homeless-Housed	*+5*	*+5*	*+6*	*+5*	*+7*	*+2*

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A13 for more information.

Grade Level

Students experiencing homelessness were suspended at rates more than 2 times higher than their housed peers across all grade bands, ranging from 4 percentage points higher in grades K–5 to 10 points higher in grades 6–8 (Figure 35). Rates peaked in middle school, with about one in five students experiencing homelessness receiving a suspension.

Suspension rates for students experiencing homelessness increased in all grade bands from 2015 to 2019, including an increase of 3 percentage points for students in grades 6–8 (Table 15).

Figure 35.
Suspension Rates by Housing Status and Grade Band, 2019.

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

Table 15.
Suspension Rates by Housing Status and Grade Band, 2015–2019.

	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
	Homeless	5%	5%	5%	5%	6%	*+1*
K–5	Housed	2%	2%	2%	2%	2%	*0*
	Homeless-Housed	*+3*	*+3*	*+3*	*+3*	*+4*	*+1*
	Homeless	16%	16%	18%	17%	19%	*+3*
6–8	Housed	7%	7%	8%	7%	9%	*+2*
	Homeless-Housed	*+9*	*+9*	*+10*	*+10*	*+10*	*+1*
	Homeless	11%	10%	12%	11%	13%	*+2*
9–12	Housed	5%	5%	6%	5%	6%	*+1*
	Homeless-Housed	*+6*	*+5*	*+6*	*+6*	*+7*	*+1*

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

Location

Students experiencing homelessness in 2019 were suspended at higher rates than their housed peers across all types of locations (Figure 36). The suspension rates for students experiencing homelessness were 1.8 to 2.4 times higher in each location.

Suspension rates for students experiencing homelessness rose by 4 percentage points in suburban locations, 2 points in rural and town locations, and 1 point in city locations from 2015 to 2019 (Figure 37).

Figure 36.
Suspension Rates by Housing Status and Location, 2019.

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

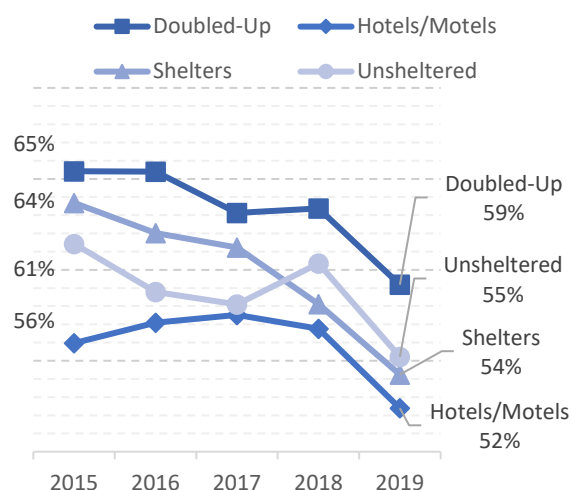*Figure 37.*
Suspension Rates for Students Experiencing Homelessness by Location, 2015–2019.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table 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.[15] Students are tested in grades 3–8 and one time in high school.[16] In the 2017-18 school year, the tested grade in high school was switched from grade 11 to grade 10.[17]

Housing Status, Income, and Nighttime Residence

In 2019, about one-third (34%) of students experiencing homelessness were proficient in ELA. This was 28 percentage points lower than the rate for housed students and 11 points lower than the rate for housed, low-income students (Figure 38).

The ELA proficiency rates for all groups of students remained relatively flat from 2016 to 2019, but increased from 2015,

which was the first year all students were tested using the Smarter Balanced assessment.[18]

Proficiency rates for students experiencing homelessness increased by 5 percentage points from 2015 to 2019, while rates for all housed students increased by 10 points (Table 16).

Figure 38.
English Language Arts Proficiency Rates by Housing Status and Income, 2019.
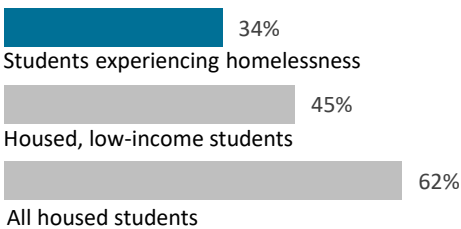
34%
Students experiencing homelessness
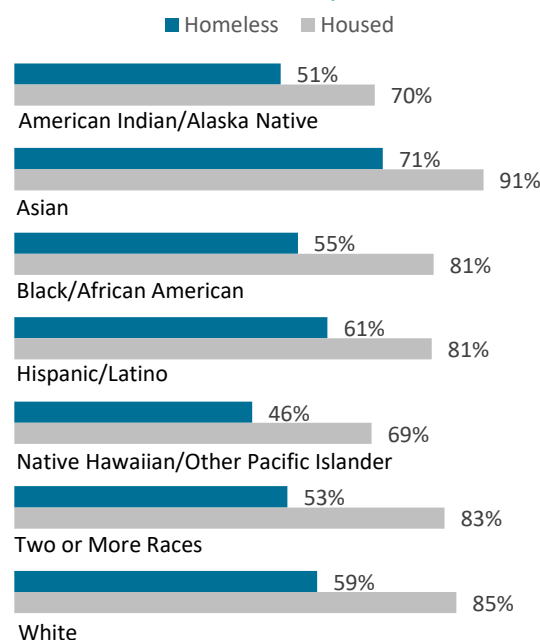
45%
Housed, low-income students

62%
All housed students

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A16 for more information.

Table 16.
English Language Arts Proficiency Rates by Housing Status and Income, 2015–2019.

	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
Students experiencing homelessness	29%	35%	34%	34%	34%	*+5*
Housed, low-income students	38%	45%	44%	44%	45%	*+7*
All housed students	52%	61%	60%	61%	62%	*+10*

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 Table A16 for more information.

---

[15] The ELA proficiency rate is calculated by dividing the sum total number of students who met federal standards by the sum total number of students tested and not tested in the relevant grades during the school year.
[16] For more information, see www.k12.wa.us/student-success/assessments/state-testing-overview/washington-state-smarter-balanced-assessment/ela-assessment.

[17] 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.
[18] For more information, see the state testing timeline at www.k12.wa.us/student-success/testing/state-testing-overview.

ELA proficiency rates were similar for students experiencing homelessness in all types of nighttime residences in 2019, ranging from 32% for students in shelters to 34% for students living unsheltered and students living doubled-up (Figure 39).

Rates for students living in hotels/motels and in shelters increased from 2015 to 2019, while rates for students living unsheltered and doubled-up were higher in 2019 than 2015, but below their high point in 2016.

Race and Ethnicity

In 2019, 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 21% for American Indian/Alaska Native students to 39% for Asian students. Native Hawaiian/Other Pacific Islander students had the smallest gap compared to their housed peers, at 12 percentage points, and Asian students had the largest gap, at 39 points (Figure 40).

Figure 39.
English Language Arts Proficiency Rates by Nighttime Residence, 2015–2019.

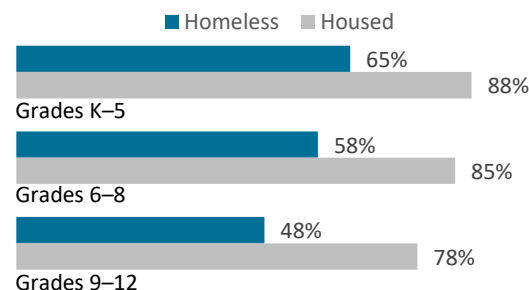*The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A16 for more information.

Figure 40.
English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2019.
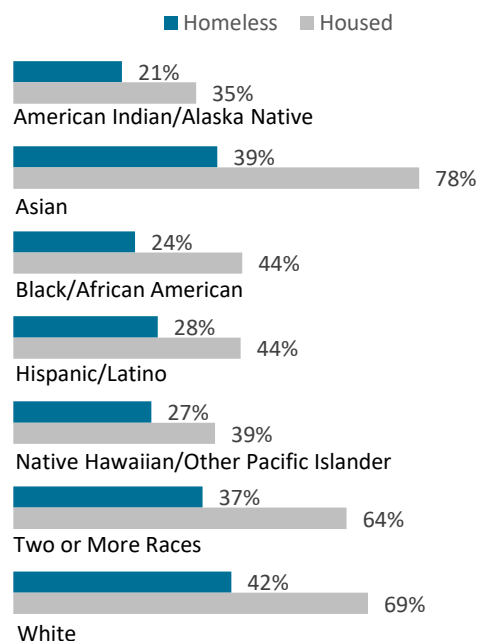
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A17 for more information.

From 2015 to 2019, ELA proficiency rates increased for all subgroups of students experiencing homelessness, except for a decrease for Asian students (Table 17). Rates for housed students increased at a faster pace than for most subgroups, and gaps within each subgroup grew larger.

Table 17.
English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2015–2019.

	Status	2015	2016	2017	2018	2019	Diff. 2015 to 2019
American Indian/ Alaska Native	Homeless	20%	19%	19%	22%	21%	+1
	Housed	29%	35%	33%	33%	35%	+6
	Homeless-Housed	*−9*	*−16*	*−14*	*−11*	*−14*	*−5*
Asian	Homeless	45%	53%	55%	48%	39%	−6
	Housed	67%	78%	77%	78%	78%	+11
	Homeless-Housed	*−22*	*−25*	*−22*	*−30*	*−39*	*−17*
Black/African American	Homeless	19%	25%	23%	24%	24%	+5
	Housed	35%	44%	43%	43%	44%	+9
	Homeless-Housed	*−16*	*−19*	*−20*	*−19*	*−20*	*−4*
Hispanic/Latino	Homeless	23%	29%	27%	28%	28%	+5
	Housed	35%	43%	42%	43%	44%	+9
	Homeless-Housed	*−12*	*−14*	*−15*	*−15*	*−16*	*−4*
Native Hawaiian/Other Pacific Islander	Homeless	23%	19%	21%	26%	27%	+4
	Housed	36%	42%	40%	40%	39%	+3
	Homeless-Housed	*−13*	*−23*	*−19*	*−14*	*−12*	*+1*
Two or More Races	Homeless	34%	40%	37%	39%	37%	+3
	Housed	55%	64%	63%	64%	64%	+9
	Homeless-Housed	*−21*	*−24*	*−26*	*−25*	*−27*	*−6*
White	Homeless	35%	44%	42%	42%	42%	+7
	Housed	58%	68%	67%	68%	69%	+11
	Homeless-Housed	*−23*	*−24*	*−25*	*−26*	*−27*	*−4*

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 Table A17 for more information.

Grade Level

On average, about one-third of students experiencing homelessness in grades 3–8 were proficient in ELA in 2019, ranging from 28% in grade 3 to 37% in grade 5. The proficiency rates were substantially less than for their housed peers in each grade, with gaps ranging from 25 percentage points to 30 points (Figure 41).

Among students experiencing homelessness, those in grade 10 had the highest ELA proficiency rate at 42%, but also had the largest gap compared to their housed peers.

Proficiency rates for students experiencing homelessness slightly increased or remained flat in most grades from 2018 to 2019, except for slight declines in grades 3 and 8, and the same pattern held true from 2015 (Table 18). The proficiency rates for housed students show similar increases in most grades, and gaps within most grades remained roughly similar from 2015 to 2019.

Figure 41.
English Language Arts Proficiency Rates by Housing Status and Grade, 2019.
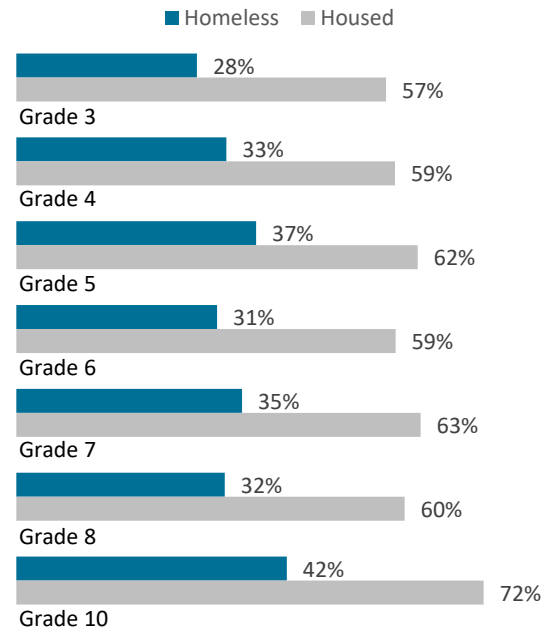
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A18 for more information.

Table 18.

English Language Arts Proficiency Rates by Housing Status and Grade, 2015–2019.

	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
	Homeless	29%	30%	30%	31%	28%	*−1*
3	Housed	53%	56%	54%	57%	57%	*+4*
	Homeless-Housed	*−24*	*−26*	*−24*	*−26*	*−29*	*−5*
	Homeless	29%	34%	30%	33%	33%	*+4*
4	Housed	56%	58%	57%	59%	59%	*+3*
	Homeless-Housed	*−27*	*−24*	*−27*	*−26*	*−26*	*+1*
	Homeless	32%	33%	34%	35%	37%	*+5*
5	Housed	58%	61%	60%	61%	62%	*+4*
	Homeless-Housed	*−26*	*−28*	*−26*	*−26*	*−25*	*+1*
	Homeless	28%	30%	29%	31%	31%	*+3*
6	Housed	55%	58%	57%	58%	59%	*+4*
	Homeless-Housed	*−27*	*−28*	*−28*	*−27*	*−28*	*−1*
	Homeless	30%	33%	33%	34%	35%	*+5*
7	Housed	58%	60%	61%	62%	63%	*+5*
	Homeless-Housed	*−28*	*−27*	*−28*	*−28*	*−28*	*0*
	Homeless	32%	34%	33%	35%	32%	*0*
8	Housed	57%	61%	60%	61%	60%	*+3*
	Homeless-Housed	*−25*	*−27*	*−27*	*−26*	*−28*	*−3*
	Homeless	–	–	–	42%	42%	*–*
10	Housed	–	–	–	72%	72%	*–*
	Homeless-Housed	*–*	*–*	*–*	*−30*	*−30*	*–*
	Homeless	19%	56%	50%	–	–	*–*
11	Housed	27%	77%	76%	–	–	*–*
	Homeless-Housed	*−8*	*−21*	*−26*	*–*	*–*	*–*

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 Table A18 for more information.

Location

English language arts proficiency rates for students experiencing homelessness were similar across all types of locations, ranging from 32% in city locations to 36% in suburban and town locations.

The gaps between students experiencing homelessness and their housed peers ranged from 19 percentage points lower in town locations to 29 points lower in city and suburban locations (Figure 42).

ELA proficiency rates rose across all locations from 2015 to 2019, ranging from 4 percentage points higher in city locations to 7 points higher in rural locations (Figure 43). The majority of these increases occurred in 2016 and proficiency rates show minimal change from that time.

Figure 42.
English Language Arts Proficiency Rates by Housing Status and Location, 2019.

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.

Figure 43.
English Language Arts Proficiency Rates for Students Experiencing Homelessness by Location, 2015–2019.
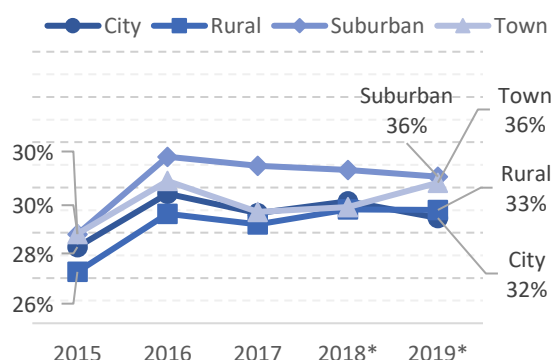
*The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A19 for more information.

Mathematics Proficiency

The mathematics proficiency rate measures the percentage of students who met academic standards as measured by the annual statewide assessment.[19] Students are tested in grades 3–8 and one time in high school.[20] In the 2017-18 school year, the tested grade in high school was switched from grade 11 to grade 10.[21]

Housing Status, Income, and Nighttime Residence

In 2019, just less than one-quarter (24%) of students experiencing homelessness were proficient in mathematics. This was 27 percentage points lower than the rate for housed students and 10 points lower than the rate for housed, low-income students (Figure 44).

The mathematics proficiency rate for students experiencing homelessness decreased 1 percentage point from 2018 to 2019, and

increased 1 point from 2015, which was the first year all students were tested using the Smarter Balanced assessment (Table 19).[22]

From 2015 to 2019, the rate for all housed students increased by 5 points and the gap between students experiencing homelessness and their housed peers increased by 4 points.

Figure 44.
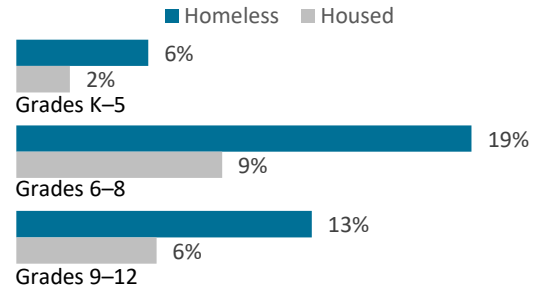*Mathematics Proficiency Rates by Housing Status and Income, 2019.*
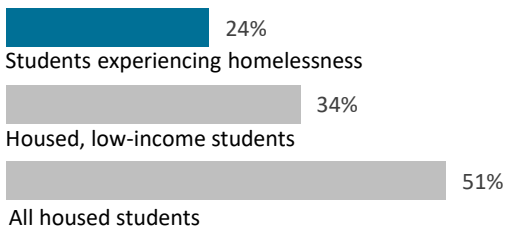
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A20 for more information.

Table 19.
Mathematics Proficiency Rates by Housing Status and Income, 2015–2019.

	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
Students experiencing homelessness	23%	26%	24%	25%	24%	*+1*
Housed, low-income students	33%	35%	34%	35%	34%	*+1*
All housed students	46%	49%	49%	51%	51%	*+5*

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 Table A20 for more information.

---

[19] 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.
[20] For more information, see www.k12.wa.us/student-success/assessments/state-testing-overview/washington-state-smarter-balanced-assessment/mathematics-assessment.

[21] 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.
[22] For more information, see the state testing timeline at www.k12.wa.us/student-success/testing/state-testing-overview.

About one-quarter or fewer of the students experiencing homelessness across all types of nighttime residences were proficient in mathematics in 2019, ranging from 21% for students living in shelters to 25% for students living in hotels/motels.

The proficiency rate for students living in hotels/motels increased 10 percentage points from 2015 to 2016, but decreased 3 points after that time (Figure 45). The proficiency rate for students living in shelters declined by 1 percentage point and rates for students living doubled-up and in unsheltered situations remained the same compared to 2015.

Race and Ethnicity

In 2019, 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 14% for American Indian/Alaska Native and Black/African American students to 42% for Asian students. The smallest gap (12 percentage points) occurred among Native Hawaiian/Other Pacific Islander students compared to their housed peers, while the largest gap was among Asian students, at 32 points (Figure 46).

Figure 45.
Mathematics Proficiency Rates by Nighttime Residence, 2015–2019.

*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 Table A20 for more information.

Figure 46.
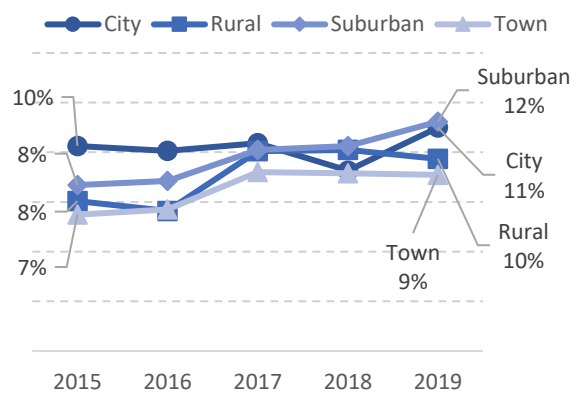*Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2019.*
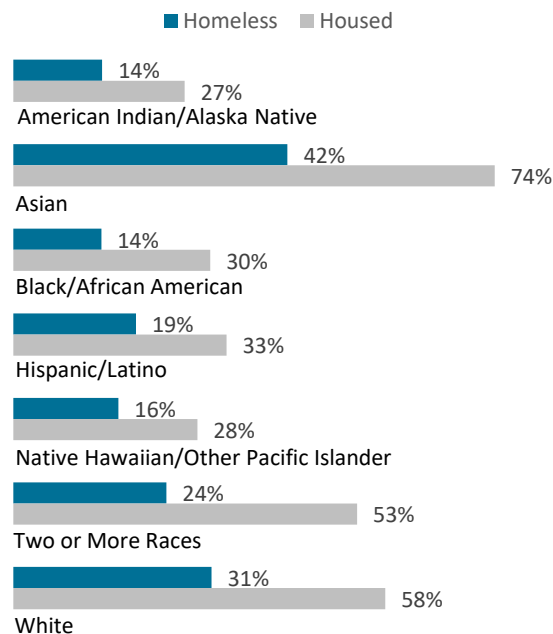
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A21 for more information.

From 2015 to 2019, mathematics proficiency rates increased by 4 percentage points for American Indian/Alaska Native and white students but were flat or declined slightly for every other subgroup of students. Rates for housed students increased for all subgroups, except Native Hawaiian/Other Pacific Islander students over the same period, with increases of between 2 and 9 percentage points. The gap between students experiencing homelessness and their housed peers increased for each group, except American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students (Table 20).

Table 20.
Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2015–2019.

	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
American Indian/ Alaska Native	Homeless	10%	12%	13%	13%	14%	*+4*
	Housed	24%	25%	25%	25%	27%	*+3*
	Homeless-Housed	*−14*	*−13*	*−12*	*−12*	*−13*	*+1*
Asian	Homeless	46%	43%	45%	44%	42%	*−4*
	Housed	66%	69%	70%	75%	74%	*+9*
	Homeless-Housed	*−20*	*−26*	*−25*	*−31*	*−32*	*−12*
Black/African American	Homeless	16%	18%	17%	16%	14%	*−2*
	Housed	28%	30%	30%	31%	30%	*+2*
	Homeless-Housed	*−12*	*−12*	*−13*	*−15*	*−16*	*−4*
Hispanic/Latino	Homeless	19%	22%	20%	20%	19%	*0*
	Housed	30%	32%	32%	34%	33%	*+3*
	Homeless-Housed	*−11*	*−10*	*−12*	*−14*	*−14*	*−3*
Native Hawaiian/Other Pacific Islander	Homeless	17%	14%	14%	16%	16%	*−1*
	Housed	30%	31%	29%	31%	28%	*−2*
	Homeless-Housed	*−13*	*−17*	*−15*	*−15*	*−12*	*+1*
Two or More Races	Homeless	28%	28%	26%	27%	24%	*−4*
	Housed	48%	52%	52%	54%	53%	*+5*
	Homeless-Housed	*−20*	*−24*	*−26*	*−27*	*−29*	*−9*
White	Homeless	27%	31%	30%	31%	31%	*+4*
	Housed	51%	55%	55%	58%	58%	*+7*
	Homeless-Housed	*−24*	*−24*	*−25*	*−27*	*−27*	*−3*

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 Table A21 for more information.

Grade Level

In 2019, close to one-third (31%) of students experiencing homelessness in grade 3 were proficient in mathematics (Figure 47). The proficiency rate declined as grade level increased; only 15% of students experiencing homelessness were proficient in mathematics in grade 10.

These rates were substantially lower than rates among their housed peers, ranging from 26 percentage points lower for students in grades 4 and 5 to 29 points lower for students in grades 3, 7, and 8.

Mathematics proficiency rates for students experiencing homelessness declined for most grades compared to the previous year, with the largest decreases in grades 3 and 8 (Table 21). From 2015 to 2019, rates increased for students experiencing homelessness in grades 4 and 6 but declined or held steady in grades 3, 5, 7, and 8.

The gaps between students experiencing homelessness and their housed peers fell slightly in grade 4 and increased slightly or remained flat in all other grades from 2015 to 2019.

Figure 47.
Mathematics Proficiency Rates by Housing Status and Grade, 2019.
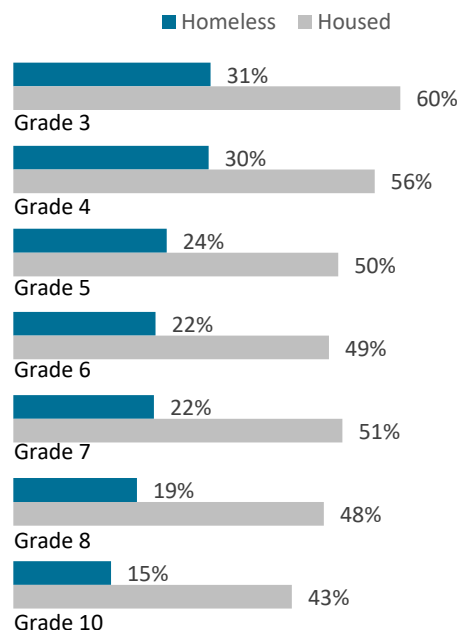
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A22 for more information.

Table 21.

Mathematics Proficiency Rates by Housing Status and Grade, 2015–2019.

	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
3	Homeless	32%	36%	36%	35%	31%	*−1*
	Housed	58%	60%	59%	59%	60%	*+2*
	Homeless-Housed	*−26*	*−24*	*−23*	*−24*	*−29*	*−3*
4	Homeless	28%	33%	29%	30%	30%	*+2*
	Housed	55%	57%	56%	56%	56%	*+1*
	Homeless-Housed	*−27*	*−24*	*−27*	*−26*	*−26*	*+1*
5	Homeless	24%	24%	25%	25%	24%	*0*
	Housed	49%	51%	50%	50%	50%	*+1*
	Homeless-Housed	*−25*	*−27*	*−25*	*−25*	*−26*	*−1*
6	Homeless	20%	24%	22%	23%	22%	*+2*
	Housed	47%	49%	50%	50%	49%	*+2*
	Homeless-Housed	*−27*	*−25*	*−28*	*−27*	*−27*	*0*
7	Homeless	24%	25%	23%	23%	22%	*−2*
	Housed	49%	51%	52%	51%	51%	*+2*
	Homeless-Housed	*−25*	*−26*	*−29*	*−28*	*−29*	*−4*
8	Homeless	22%	23%	23%	22%	19%	*−3*
	Housed	47%	49%	49%	50%	48%	*+1*
	Homeless-Housed	*−25*	*−26*	*−26*	*−28*	*−29*	*−4*
10	Homeless	–	–	–	15%	15%	*–*
	Housed	–	–	–	44%	43%	*–*
	Homeless-Housed	*–*	*–*	*–*	*−29*	*−28*	*–*
11	Homeless	7%	11%	11%	–	–	*–*
	Housed	15%	24%	28%	–	–	*–*
	Homeless-Housed	*−8*	*−13*	*−17*	*–*	*–*	*–*

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 Table A22 for more information.

Location

Mathematics proficiency rates for students experiencing homelessness were similar across all types of locations, ranging from 22% in city locations to 26% in town locations.

The gaps between students experiencing homelessness and their housed peers ranged from 18 percentage points lower in rural locations to 30 points lower in suburban locations (Figure 48).

From 2015 to 2019, mathematics proficiency rates increased in all locations, except cities, ranging from 1 percentage point higher in suburban locations to 4 points higher in rural locations. Rates in rural, suburban, and town locations rose by 3 to 4 percentage points in 2016, but rates in suburban and town locations fell slightly after that time (Figure 49).

Figure 48.
Mathematics Proficiency Rates by Housing Status and Location, 2019.

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

Figure 49.
Mathematics Proficiency Rates for Students Experiencing Homelessness by Location, 2015–2019.
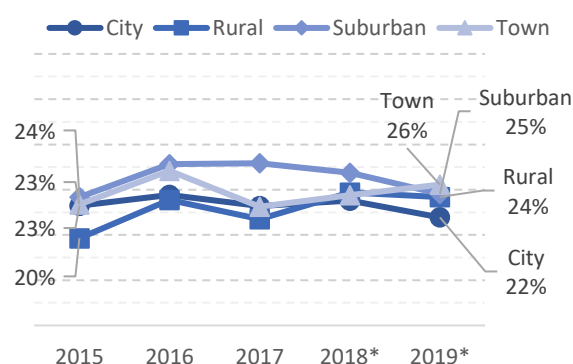
*The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A23 for more information.

9ᵗʰ Graders On-Track

The "on-track" rate measures the percentage of students who earned all attempted credits during their grade 9 year.[23] In other words, they passed all their ninth-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.[24]

Housing Status, Income, and Nighttime Residence

In 2019, fewer than half (42%) of students experiencing homelessness in grade 9 passed all their courses. This was 32 percentage points lower than all housed students and 18 points lower than housed, low-income students (Figure 50).

The on-track rate for students experiencing homelessness remained flat from 2018 to 2019 but was up 2 percentage points from 2015 (Table 22).

The rates for all housed students and housed, low-income students rose by 3 percentage points from 2015 to 2019, and the gap in on-track rates for students experiencing homelessness increased by 1 point.

Figure 50.
9ᵗʰ Grader On-Track Rates by Housing Status and Income, 2019.
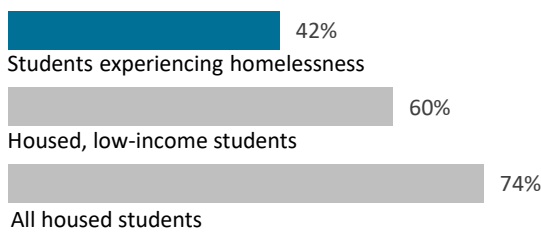
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A24 for more information.

Table 22.
9ᵗʰ Grader On-Track Rates by Housing Status and Income, 2015–2019.

	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
Students experiencing homelessness	40%	42%	43%	42%	42%	*+2*
Housed, low-income students	57%	58%	60%	60%	60%	*+3*
All housed students	71%	73%	73%	74%	74%	*+3*

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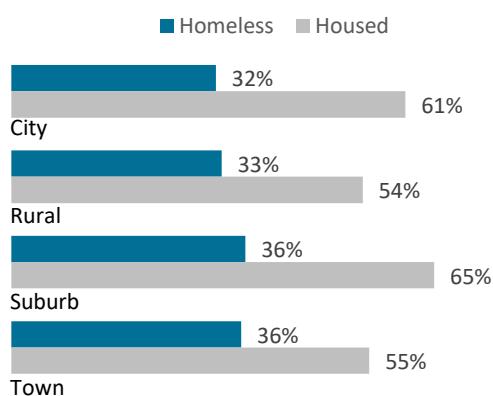
---

[23] 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.

[24] 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 2019, at 39% (Figure 51). The rate was slightly higher for students living doubled-up and in shelters (42% for each category).

On-track rates were relatively steady from 2015 to 2019 for students living in doubled-up situations and students living unsheltered. The on-track rate for students living in shelters increased by 4 points from 2018 to 2019 and by the same amount since 2015. The rate for students living in hotels/motels increased by 11 percentage points from 2015 to 2019.

Race and Ethnicity

In 2019, on-track rates for students experiencing homelessness across all racial/ethnic groups were substantially lower than for their housed peers, ranging from 17 percentage points lower for American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students to 38 points lower for students of two or more races.

On-track rates among students experiencing homelessness ranged from 31% for Native Hawaiian/Other Pacific Islander students to 52% for Asian students (Figure 52).

Figure 51.
9th Grader On-Track Rates by Nighttime Residence, 2015–2019.

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

Figure 52.
9th Grader On-Track Rates by Housing Status and Race/Ethnicity, 2019.
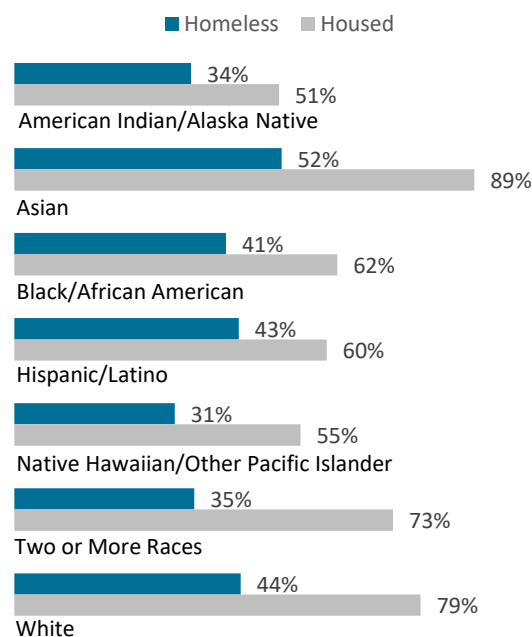
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A25 for more information.

Among students experiencing homelessness, on-track rates fluctuated from year to year for most racial/ethnic groups. From 2018 to 2019, rates increased for American Indian/Alaska Native, Hispanic/Latino, and white students but decreased 11 percentage points or more for Asian and Native Hawaiian/Other Pacific Islander students and 6 percentage points for Black/African American students (Table 23).

Compared to 2015, rates increased for American Indian/Alaska Native, Hispanic/Latino, and white students; returned to a flat rate after an increase for Black/African American

students; and declined for Asian, Native Hawaiian/Other Pacific Islander, and students of two or more races.

From 2015 to 2019, the gaps between students experiencing homelessness and their housed peers decreased by 3 percentage points for white students and increased for all other groups, ranging from a 1-point increase for Hispanic/Latino students to an 11-point increase for students of two or more races.

Table 23.
9th Grader On-Track Rates by Housing Status and Race/Ethnicity, 2015–2019.

	Status	2015	2016	2017	2018	2019	Diff. 2015 to 2019
American Indian/ Alaska Native	Homeless	33%	28%	36%	28%	34%	+1
	Housed	48%	47%	52%	52%	51%	+3
	Homeless-Housed	*−15*	*−19*	*−16*	*−24*	*−17*	*−2*
Asian	Homeless	60%	76%	62%	61%	52%	−8
	Housed	87%	89%	90%	91%	89%	+2
	Homeless-Housed	*−27*	*−13*	*−28*	*−30*	*−37*	*−10*
Black/African American	Homeless	41%	42%	48%	47%	41%	0
	Housed	58%	61%	63%	65%	62%	+4
	Homeless-Housed	*−17*	*−19*	*−15*	*−18*	*−21*	*−4*
Hispanic/Latino	Homeless	41%	41%	41%	40%	43%	+2
	Housed	57%	59%	60%	61%	60%	+3
	Homeless-Housed	*−16*	*−18*	*−19*	*−21*	*−17*	*−1*
Native Hawaiian/Other Pacific Islander	Homeless	39%	45%	48%	44%	31%	−8
	Housed	58%	57%	57%	57%	55%	−3
	Homeless-Housed	*−19*	*−12*	*−9*	*−13*	*−24*	*−5*
Two or More Races	Homeless	43%	37%	36%	35%	35%	−8
	Housed	70%	73%	73%	73%	73%	+3
	Homeless-Housed	*−27*	*−36*	*−37*	*−38*	*−38*	*−11*
White	Homeless	38%	43%	43%	43%	44%	+6
	Housed	76%	78%	78%	79%	79%	+3
	Homeless-Housed	*−38*	*−35*	*−35*	*−36*	*−35*	*+3*

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A25 for more information.

Location

In 2019, fewer than half of grade 9 students experiencing homelessness passed all of their courses in most locations. Just more than half (53%) experiencing homelessness in rural locations were on-track (Figure 53).

The gaps between students experiencing homelessness and their housed peers ranged from 22 percentage points lower in rural locations to 36 points lower in suburban locations.

From 2015 to 2019, on-track rates for students experiencing homelessness rose by 15 percentage points in rural locations and 2 points in city locations but fell by 2 points in suburban and town locations (Figure 54).

Figure 53.
9th Grader On-Track Rates by Housing Status and Location, 2019.

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

Figure 54.
9th Grader On-Track Rates for Students Experiencing Homelessness by Location, 2015–2019.
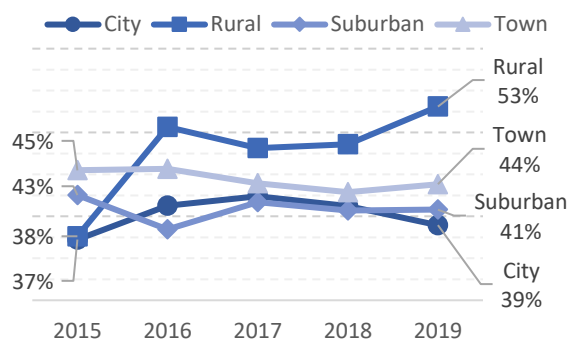
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A26 for more information.

Dual Credit Enrollment

The dual credit enrollment rate measures the percentage of students in grades 9–12 who are enrolled in a course that provides the potential to earn both high school and college credits.[25] The courses include Advanced Placement, International Baccalaureate, Cambridge International, Running Start, College in the High School, and Career and Technical Education Dual Credit.[26]

Housing Status, Income, and Nighttime Residence

In 2019, about 40% of students experiencing homelessness enrolled in dual credit courses. This was 19 percentage points lower than the rate for all housed students and 10 points lower than the rate for housed, low-income students (Figure 55).

The dual credit enrollment rates for students experiencing homelessness remained

relatively constant from 2015 to 2019, fluctuating between 38% and 40%.

The rate for all housed students increased by 5 percentage points from 2015 to 2019, and the gap between the two groups increased by 4 points over that period (Table 24).

Figure 55.
Dual Credit Enrollment Rates by Housing Status and Income, 2019.
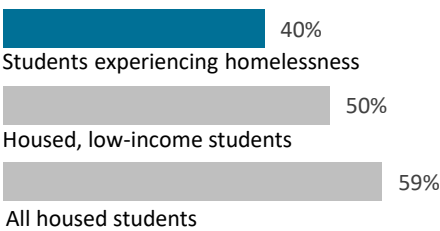
40%
Students experiencing homelessness

50%
Housed, low-income students

59%
All housed students

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A27 for more information.

Table 24.
Dual Credit Enrollment Rates by Housing Status and Income, 2015–2019.

	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
Students experiencing homelessness	39%	39%	38%	40%	40%	*+1*
Housed, low-income students	47%	48%	48%	49%	50%	*+3*
All housed students	54%	56%	56%	58%	59%	*+5*

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A27 for more information.

---

[25] The dual credit enrollment rate is calculated by dividing the sum total number of students in grades 9–12 who enrolled in a dual credit course by the sum total number of students in grades 9–12 who attempted a credit during the school year.

[26] See www.k12.wa.us/student-success/support-programs/dual-credit-programs for more information.

Fewer than half of students experiencing homelessness across all types of nighttime residences enrolled in dual credit courses in 2019, ranging from 34% for students in shelters to 42% for students living in hotels/motels.

The rate for students living doubled-up increased by 2percentage points from 2015 to 2019, while rates for other groups either stayed the same or decreased slightly over the same period (Figure 56).

Figure 56.
Dual Credit Enrollment Rates by Nighttime Residence, 2015–2019.
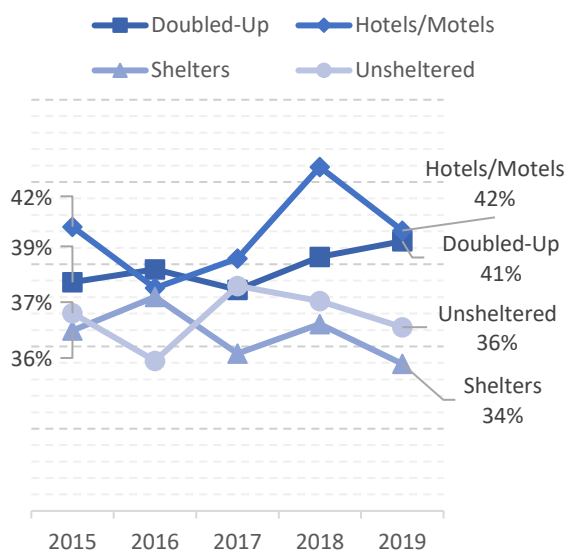
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A27 for more information.

Race and Ethnicity

In 2019, dual credit enrollment rates were substantially lower for students experiencing homelessness across all racial/ethnic groups than for their housed peers, ranging from 9 percentage points lower for American Indian/Alaska Native students to 21 points lower for white students.

Dual credit enrollment rates among students experiencing homelessness ranged from 32% for American Indian/Alaska Native students to 58% for Asian students (Figure 57).

Figure 57.
Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2019.
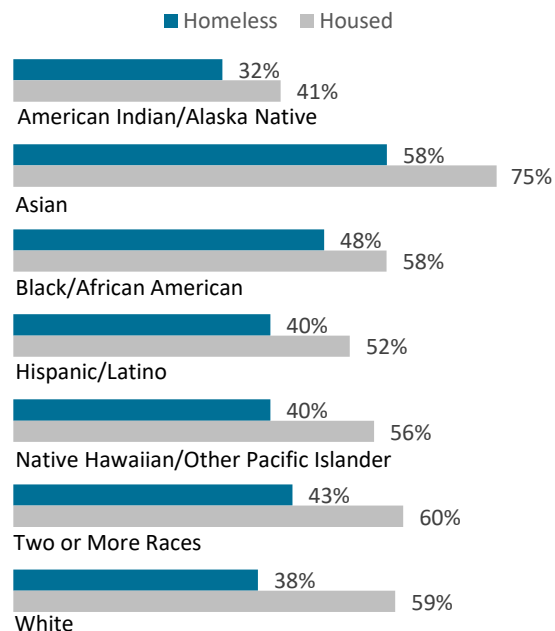
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A28 for more information.

From 2015 to 2019, dual credit enrollment rates increased for most subgroups of students experiencing homelessness, including an increase of 11 percentage points for Asian students and 3 points for Black/African American, Hispanic/Latino, and students of two or more races (Table 25). Dual credit enrollment rates also rose for most subgroups of housed students during the same period, and the gap between students experiencing homelessness and their housed peers increased for each subgroup, except Asian and Black/African American students.

Table 25.
Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2015–2019.

	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
American Indian/ Alaska Native	Homeless	33%	25%	29%	28%	32%	*−1*
	Housed	36%	39%	37%	38%	41%	*+5*
	Homeless-Housed	*−3*	*−14*	*−8*	*−10*	*−9*	*−6*
Asian	Homeless	47%	48%	49%	53%	58%	*+11*
	Housed	69%	71%	71%	74%	75%	*+6*
	Homeless-Housed	*−22*	*−23*	*−22*	*−21*	*−17*	*+5*
Black/African American	Homeless	45%	46%	46%	47%	48%	*+3*
	Housed	55%	56%	57%	59%	58%	*+3*
	Homeless-Housed	*−10*	*−10*	*−11*	*−12*	*−10*	*0*
Hispanic/Latino	Homeless	37%	38%	39%	40%	40%	*+3*
	Housed	46%	49%	49%	50%	52%	*+6*
	Homeless-Housed	*−9*	*−11*	*−10*	*−10*	*−12*	*−3*
Native Hawaiian/Other Pacific Islander	Homeless	41%	48%	41%	42%	40%	*−1*
	Housed	52%	56%	54%	56%	56%	*+4*
	Homeless-Housed	*−11*	*−8*	*−13*	*−14*	*−16*	*−5*
Two or More Races	Homeless	40%	39%	38%	41%	43%	*+3*
	Housed	56%	57%	57%	59%	60%	*+4*
	Homeless-Housed	*−16*	*−18*	*−19*	*−18*	*−17*	*−1*
White	Homeless	38%	38%	35%	38%	38%	*0*
	Housed	55%	56%	56%	58%	59%	*+4*
	Homeless-Housed	*−17*	*−18*	*−21*	*−20*	*−21*	*−4*

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A28 for more information.

Location

Just more than one-third of students experiencing homelessness in town (34%) and rural (35%) locations enrolled in dual credit courses in 2019, while the rates in city (42%) and suburban (44%) locations were somewhat higher (Figure 58).

The gaps between students experiencing homelessness and their housed peers ranged from 10 percentage points lower in rural locations to 20 points lower in suburban locations.

From 2015 to 2019, dual credit enrollment rates among students experiencing homelessness increased by 5 percentage points in suburban locations but decreased slightly in town locations (Figure 59).

Figure 58.
Dual Credit Enrollment Rates by Housing Status and Location, 2019.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A29 for more information.

Figure 59.
Dual Credit Enrollment Rates for Students Experiencing Homelessness by Location, 2015–2019.
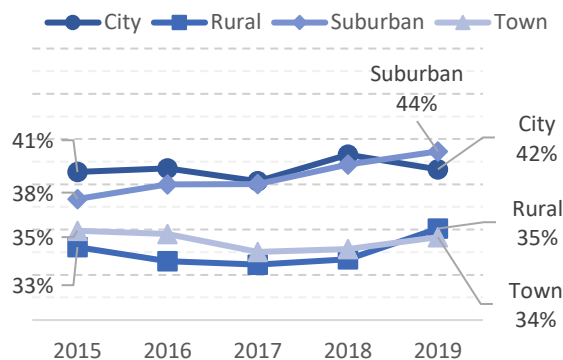
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A29 for more information.

High School Graduation

The high school graduation rate measures the percentage of students who completed statewide requirements and graduated from high school.[27] The measures presented below include both four-year (on-time) and five-year (extended) rates based on when a student first entered grade 9.[28]

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 9–12 (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."

Housing Status, Income, and Nighttime Residence

In 2019, 56% of students experiencing homelessness graduated within four years. This was considerably lower than the 83% rate for all housed students and the 75% rate among housed, low-income students (Figure 60).

In the same year, 60% of students experiencing homelessness graduated within five years, also considerably less than the comparable rates for their housed peers, regardless of income (Figure 61).

Figure 60.
Four-Year (On-Time) Graduation Rates by Housing Status and Income, 2019.
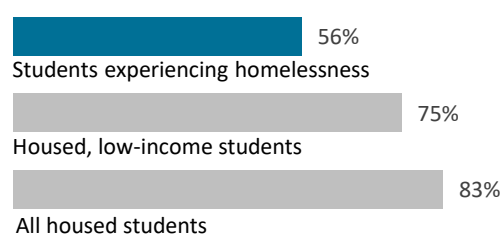
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A30 for more information.

Figure 61.
Five-Year (Extended) Graduation Rates by Housing Status and Income, 2019.
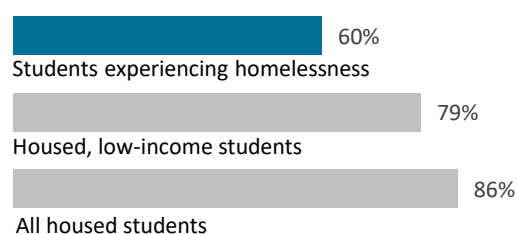
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A31 for more information.

---

[27] See www.k12.wa.us/student-success/graduation for more information.

[28] 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.

Four-year graduation rates among students experiencing homelessness did not change from 2018 to 2019 but increased from 50% to 56% from 2015 to 2019. That growth helped to decrease the gap by 3 points during that period, compared to all housed students (Table 26).

Five-year graduation rates increased by 1 percentage point from 2018 to 2019 and 4 points from 2015 to 2019. Rates for all housed students also increased by 4 percentage points over the same period, and the gap between the two groups remained at 26 points (Table 27).

Table 26.
Four-Year (On-Time) Graduation Rates by Housing Status and Income, 2015–2019.

|	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
Students experiencing homelessness	50%	53%	55%	56%	56%	*+6*
Housed, low-income students	70%	71%	72%	75%	75%	*+5*
All housed students	80%	81%	81%	83%	83%	*+3*

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A30 for more information.

Table 27.
Five-Year (Extended) Graduation Rates by Housing Status and Income, 2015–2019.

	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
Students experiencing homelessness	56%	57%	61%	59%	60%	*+4*
Housed, low-income students	73%	75%	75%	77%	79%	*+6*
All housed students	82%	83%	84%	85%	86%	*+4*

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A31 for more information.

The four-year graduation rate for students living in hotels/motels increased by 8 percentage points in 2019 compared to the prior year, while rates for students living in other types of nighttime residences remained flat or decreased slightly over the same period. From 2015 to 2019, the four-year graduation rate declined slightly for students living in shelters but increased for every other group, including a rise of 22 percentage points for students living unsheltered (Figure 62).

Five-year graduation rates among students experiencing homelessness fluctuated over time. Rates for students living in hotels/motels and unsheltered decreased in 2019 compared to the year prior, while rates for students living in other types of nighttime residences increased slightly. From 2015 to 2019, the rate for students living in multiple categories of nighttime residences decreased slightly but rates increased for all other groups, including an increase of 10 percentage points for students living unsheltered (Figure 63).

Figure 62.
Four-Year (On-Time) Graduation Rates by Nighttime Residence, 2015–2019.

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A30 for more information.

Figure 63.
Five-Year (Extended) Graduation Rates by Nighttime Residence, 2015–2019.
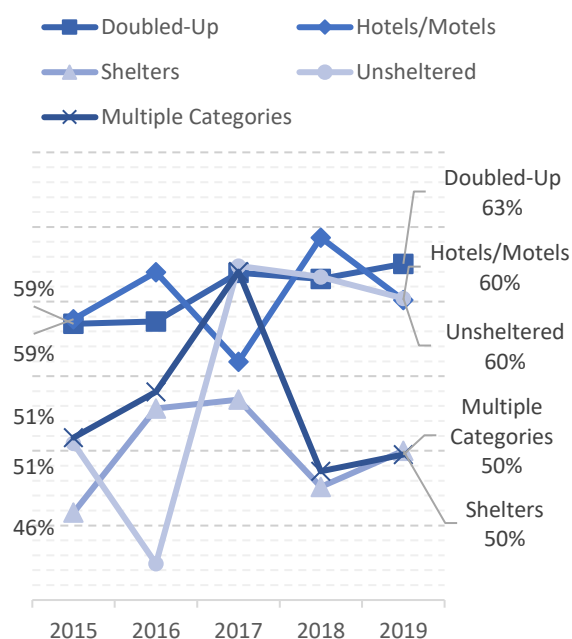
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A31 for more information.

Race and Ethnicity

In 2019, graduation rates were substantially lower for students experiencing homelessness across all racial/ethnic groups than for their housed peers. Among students experiencing homelessness, four-year graduation rates for Asian, Black/African American, Native Hawaiian/Other Pacific Islander, and students of two or more races were greater than the overall average, ranging from 57% to 71%. The smallest gap was for Native Hawaiian/Other Pacific Islander students compared to their housed peers, at 18 percentage points, and the largest was for white students, at 30 points (Figure 64).

Among students experiencing homelessness, five-year graduation rates for Asian, Black/African American, Native Hawaiian/Other Pacific Islander, and students of two or more races were greater than the overall average in 2019, ranging from 63% to 83%. The smallest gap was Asian students compared to their housed peers, at 10 percentage points, and the largest was white students, at 30 points (Figure 65).

Figure 64.
Four-Year (On-Time) Graduation Rates by Housing Status and Race/Ethnicity, 2019.

■ Homeless ■ Housed

American Indian/Alaska Native — 37% / 66%
Asian — 71% / 91%
Black/African American — 57% / 77%
Hispanic/Latino — 55% / 78%
Native Hawaiian/Other Pacific Islander — 60% / 78%
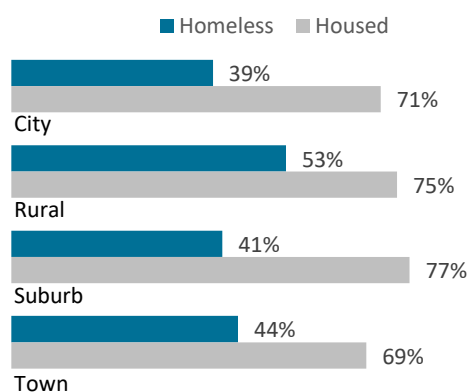Two or More Races — 58% / 84%
White — 55% / 85%

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A32 for more information.

Figure 65.
Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2019.
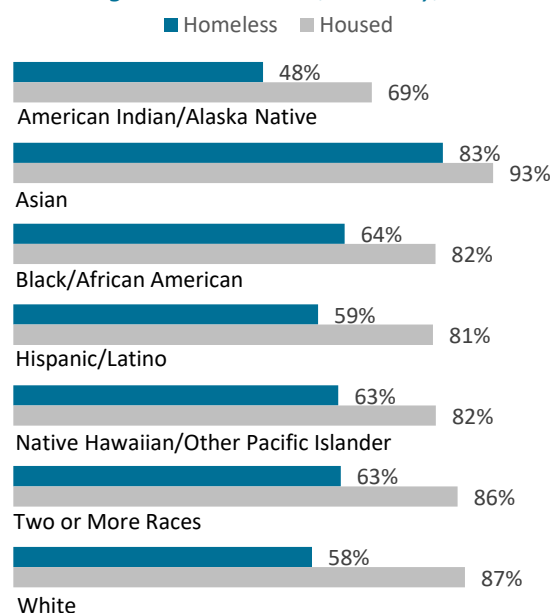
■ Homeless ■ Housed

American Indian/Alaska Native — 48% / 69%
Asian — 83% / 93%
Black/African American — 64% / 82%
Hispanic/Latino — 59% / 81%
Native Hawaiian/Other Pacific Islander — 63% / 82%
Two or More Races — 63% / 86%
White — 58% / 87%

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A33 for more information.

Compared to the previous year, four-year graduation rates declined slightly or held steady for most subgroups of students experiencing homelessness, except for an increase of 1 percentage point for students of two or more races (Table 28). However, rates for all subgroups increased from 2015 to 2019, ranging from a 3-percentage point increase for white and American Indian/Alaska Native students to 13 points for Asian students.

Among students experiencing homelessness, five-year graduation rates increased from 2018 to 2019 for American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, and students of two or more races (Table 29). Compared to 2015, rates for white students held steady and rates increased for all other subgroups, ranging from a 5-percentage point increase for Hispanic/Latino and students of two or more races to 18 points for Asian students.

Table 28.
Four-Year (On-Time) Graduation Rates by Housing Status and Race/Ethnicity, 2015–2019.

	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
American Indian/ Alaska Native	Homeless	34%	40%	44%	41%	37%	*+3*
	Housed	59%	64%	63%	65%	66%	*+7*
	Homeless-Housed	*−25*	*−24*	*−19*	*−24*	*−29*	*−4*
Asian	Homeless	58%	65%	64%	75%	71%	*+13*
	Housed	88%	89%	88%	90%	91%	*+3*
	Homeless-Housed	*−30*	*−24*	*−24*	*−15*	*−20*	*+10*
Black/African American	Homeless	49%	57%	57%	59%	57%	*+8*
	Housed	71%	73%	74%	78%	77%	*+6*
	Homeless-Housed	*−22*	*−16*	*−17*	*−19*	*−20*	*+3*
Hispanic/Latino	Homeless	48%	51%	53%	55%	55%	*+7*
	Housed	71%	74%	74%	78%	78%	*+7*
	Homeless-Housed	*−23*	*−23*	*−21*	*−23*	*−23*	*0*
Native Hawaiian/Other Pacific Islander	Homeless	51%	59%	66%	60%	60%	*+9*
	Housed	68%	69%	68%	77%	78%	*+10*
	Homeless-Housed	*−17*	*−10*	*−2*	*−17*	*−18*	*−1*
Two or More Races	Homeless	54%	53%	57%	57%	58%	*+4*
	Housed	80%	80%	82%	83%	84%	*+4*
	Homeless-Housed	*−26*	*−27*	*−25*	*−26*	*−26*	*0*
White	Homeless	52%	53%	55%	55%	55%	*+3*
	Housed	82%	83%	83%	85%	85%	*+3*
	Homeless-Housed	*−30*	*−30*	*−28*	*−30*	*−30*	*0*

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A32 for more information.

*Table 29.*
Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2015–2019.

|	Status	2015	2016	2017	2018	2019	*Diff. 2015 to 2019*
American Indian/ Alaska Native	Homeless	41%	44%	49%	44%	48%	*+7*
	Housed	60%	65%	69%	68%	69%	*+9*
	Homeless-Housed	*−19*	*−21*	*−20*	*−24*	*−21*	*−2*
Asian	Homeless	65%	60%	76%	68%	83%	*+18*
	Housed	90%	91%	91%	91%	93%	*+3*
	Homeless-Housed	*−25*	*−31*	*−15*	*−23*	*−10*	*+15*
Black/African American	Homeless	56%	58%	68%	59%	64%	*+8*
	Housed	76%	77%	77%	78%	82%	*+6*
	Homeless-Housed	*−20*	*−19*	*−9*	*−19*	*−18*	*+2*
Hispanic/Latino	Homeless	54%	57%	58%	58%	59%	*+5*
	Housed	74%	77%	78%	79%	81%	*+7*
	Homeless-Housed	*−20*	*−20*	*−20*	*−21*	*−22*	*−2*
Native Hawaiian/Other Pacific Islander	Homeless	56%	60%	65%	70%	63%	*+7*
	Housed	72%	73%	74%	74%	82%	*+10*
	Homeless-Housed	*−16*	*−13*	*−9*	*−4*	*−19*	*−3*
Two or More Races	Homeless	58%	59%	60%	60%	63%	*+5*
	Housed	81%	83%	83%	85%	86%	*+5*
	Homeless-Housed	*−23*	*−24*	*−23*	*−25*	*−23*	*0*
White	Homeless	58%	58%	61%	59%	58%	*0*
	Housed	85%	85%	85%	86%	87%	*+2*
	Homeless-Housed	*−27*	*−27*	*−24*	*−27*	*−29*	*−2*

Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table 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 2019, with gaps ranging from 21 percentage points in rural locations to 29 points in city locations (Figure 66). Among students experiencing homelessness, the highest rate was for rural locations, at 64%, while the lowest rate was for city locations (53%).

Five-year graduation rates in 2019 followed a similar pattern. Gaps ranged from 22 percentage points lower in rural locations to 26 points lower in city and suburban locations (Figure 67). Rates among students experiencing homelessness were highest in rural locations, at 65%, and lowest in city locations, at 58%.

Figure 66.
Four-Year (On-Time) Graduation Rates by Housing Status and Location, 2019.

■ Homeless ■ Housed

City
Homeless: 53%
Housed: 82%

Rural
Homeless: 64%
Housed: 85%

Suburb
Homeless: 58%
Housed: 85%

Town
Homeless: 55%
Housed: 80%

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

Figure 67.
Five-Year (Extended) Graduation Rates by Housing Status and Location, 2019.
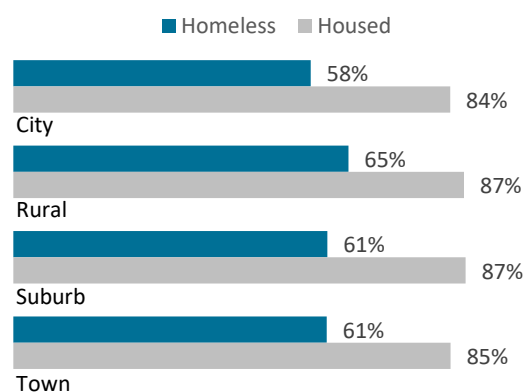
■ Homeless ■ Housed

City
Homeless: 58%
Housed: 84%

Rural
Homeless: 65%
Housed: 87%

Suburb
Homeless: 61%
Housed: 87%

Town
Homeless: 61%
Housed: 85%

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

In 2019, four-year graduation rates for students experiencing homelessness declined slightly in city and town locations and increased in rural and suburban locations compared to the previous year (Figure 68). Rates increased in all locations from 2015 to 2019, ranging from 2 points in rural locations to 9 points in suburban locations.

Five-year graduation rates among students experiencing homelessness declined slightly in rural and suburban locations and increased in city and town locations in 2019 compared to the previous year (Figure 69). From 2015 to 2019, rates declined slightly in rural locations, remained the same in town locations, and increased in city and suburban locations.

Figure 68.
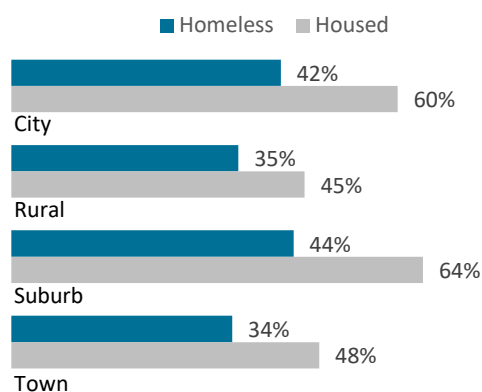*Four-Year (On-Time) Graduation Rates for Students Experiencing Homelessness by Location, 2015–2019.*

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

Figure 69.
Five-Year (Extended) Graduation Rates for Students Experiencing Homelessness by Location, 2015–2019.
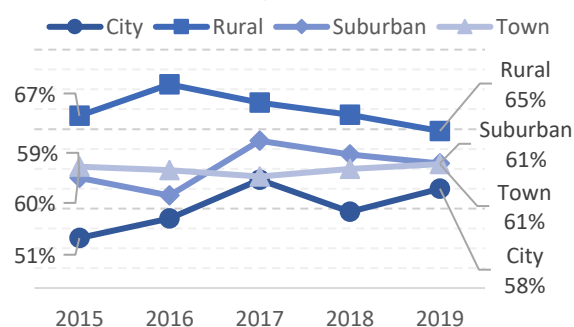
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See Appendix Table A35 for more information.

Appendix Tables

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[29] through a data-sharing agreement.

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

---

[29] For more information on OSPI, please see www.k12.wa.us.

Data for Section 1: Prevalence, Demographics, and Characteristics of Students Experiencing Homelessness in Washington

Table A1.
Nighttime Residences of Students Experiencing Homelessness, 2015–2019.

Year	Nighttime Residence	N	%
2015	Doubled-up	27,258	73%
	Hotels/Motels	2,280	6%
	Shelters	6,137	16%
	Unsheltered	1,669	4%
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%

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.

Year	Race/Ethnicity	HMLS N	HMLS %	HOU N	HOU %	HMLS Rate
2015	American Indian/Alaska Native	1,280	3%	18,111	2%	6.6%
	Asian	733	2%	82,665	7%	0.9%
	Black/African American	4,320	12%	53,855	5%	7.4%
	Hispanic/Latino	10,859	29%	254,332	22%	4.1%
	Native Hawaiian/ Other Pacific Islander	870	2%	12,424	1%	6.5%
	Two or More Races	3,486	9%	82,397	7%	4.1%
	White	15,798	42%	657,974	57%	2.3%
2016	American Indian/Alaska 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/Latino	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/Alaska 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/Latino	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/Alaska 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/Latino	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/Alaska 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/Latino	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%

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, 2015–2019.

Year	Race/Ethnicity	DU %	HM %	SH %	UN %	N
2015	American Indian/Alaska Native	74%	7%	14%	4%	1,280
	Asian	77%	4%	16%	3%	733
	Black/African American	60%	7%	30%	2%	4,319
	Hispanic/Latino	78%	5%	13%	4%	10,856
	Native Hawaiian/Other Pacific Islander	66%	10%	22%	3%	870
	Two or More Races	69%	8%	19%	4%	3,485
	White	74%	6%	14%	5%	15,797
2016	American Indian/Alaska Native	74%	6%	13%	7%	1,349
	Asian	78%	4%	16%	2%	803
	Black/African American	60%	7%	30%	4%	4,884
	Hispanic/Latino	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/Alaska Native	76%	5%	13%	7%	1,412
	Asian	79%	3%	14%	3%	899
	Black/African American	60%	8%	28%	3%	5,029
	Hispanic/Latino	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/Alaska Native	75%	6%	12%	7%	1,260
	Asian	79%	4%	14%	3%	1,016
	Black/African American	63%	6%	27%	5%	5,119
	Hispanic/Latino	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/Alaska Native	73%	5%	12%	9%	1,092
	Asian	82%	6%	11%	2%	827
	Black/African American	65%	7%	24%	4%	4,561
	Hispanic/Latino	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

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.

Distribution of Nighttime Residences of Students Experiencing Homelessness by Grade Level, 2015–2019.

Year	Grade	DU %	HM %	SH %	UN %	N
2015	K	71%	6%	19%	3%	3,180
	1	71%	6%	19%	3%	3,270
	2	70%	7%	19%	5%	3,176
	3	71%	7%	18%	4%	2,854
	4	72%	7%	17%	4%	2,910
	5	71%	8%	17%	4%	2,719
	6	71%	7%	16%	6%	2,458
	7	73%	7%	15%	5%	2,436
	8	71%	7%	17%	5%	2,402
	9	71%	6%	18%	5%	2,514
	10	72%	6%	17%	5%	2,519
	11	77%	5%	14%	4%	2,763
	12	82%	2%	10%	5%	4,143
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
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

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, 2015–2019.

Year	Location	HMLS N	HMLS %	HOUS N	HOUS %	HMLS Rate
2015	City	17,538	47%	454,546	39%	3.7%
	Rural	3,925	11%	90,086	8%	4.2%
	Suburban	10,289	28%	460,527	40%	2.2%
	Town	5,598	15%	156,650	13%	3.5%
2016	City	19,606	47%	453,714	39%	4.1%
	Rural	4,173	10%	90,008	8%	4.4%
	Suburban	11,254	27%	463,256	40%	2.4%
	Town	6,304	15%	155,101	13%	3.9%
2017	City	19,785	47%	457,924	39%	4.1%
	Rural	4,098	10%	90,277	8%	4.3%
	Suburban	11,803	28%	470,728	40%	2.5%
	Town	6,547	16%	155,561	13%	4.0%
2018	City	19,021	45%	453,565	39%	4.0%
	Rural	4,348	10%	86,913	7%	4.8%
	Suburban	12,322	29%	467,603	40%	2.6%
	Town	6,908	16%	152,914	13%	4.3%
2019	City	18,327	43%	453,061	39%	3.9%
	Rural	4,687	11%	86,401	7%	5.1%
	Suburban	12,977	31%	467,505	40%	2.7%
	Town	6,168	15%	155,194	13%	3.8%

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, 2015–2019.

Year	Location	DU %	HM %	SH %	UN %	N
2015	City	67%	6%	23%	4%	17,537
	Rural	85%	4%	5%	7%	3,925
	Suburban	75%	8%	13%	4%	10,284
	Town	81%	4%	10%	5%	5,598
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

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, 2015–2019.

Year	Student Group	Total Students	Special Education Rate	English Language Learner Rate
2015	All housed students	1,161,809	13%	10%
	Students experiencing homelessness	37,350	20%	13%
	Homeless: Doubled-up	27,258	19%	14%
	Homeless: Hotels/motels	2,280	25%	10%
	Homeless: Shelters	6,137	23%	12%
	Homeless: Unsheltered	1,669	24%	13%
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%

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

Data for Section 2: Academic and Disciplinary Outcomes of Students Experiencing Homelessness in Washington

Table A8.
Regular Attendance Rates by Housing Status, Income, and Nighttime Residence, 2015–2019.

Year	Student Group	Total Students*	Outcome Rate**
2015	All students	1,088,591	86%
	All housed students	1,059,444	86%
	Housed low-income students	509,305	82%
	Students experiencing homelessness	29,147	64%
	Homeless: Doubled-up	21,523	65%
	Homeless: Hotels/motels	1,783	56%
	Homeless: Shelters	4,529	64%
	Homeless: Unsheltered	1,312	61%
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%

*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.

Regular Attendance Rates by Housing Status and Race/Ethnicity, 2015–2019.

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	1,012	52%	15,495	71%
	Asian	598	79%	78,065	92%
	Black/African American	3,385	64%	46,448	84%
	Hispanic/Latino	8,289	68%	228,816	84%
	Native Hawaiian/Other Pacific Islander	683	53%	10,564	77%
	Two or More Races	2,750	62%	74,745	86%
	White	12,430	64%	605,296	87%
2016	American Indian/Alaska Native	1,063	53%	14,794	70%
	Asian	681	78%	80,206	92%
	Black/African American	3,891	62%	45,385	83%
	Hispanic/Latino	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/Alaska Native	1,106	53%	14,597	71%
	Asian	774	72%	83,291	92%
	Black/African American	4,099	63%	45,695	83%
	Hispanic/Latino	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/Alaska Native	1,039	49%	14,206	68%
	Asian	873	69%	85,877	92%
	Black/African American	4,241	62%	45,932	84%
	Hispanic/Latino	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/Alaska Native	841	51%	12,435	70%
	Asian	730	71%	88,038	91%
	Black/African American	3,706	55%	46,681	81%
	Hispanic/Latino	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%

*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 Rates by Housing Status and Grade Level, 2015–2019.

Year	Grade Band	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	K–5	14,086	74%	489,596	91%
	6–8	5,894	63%	237,354	87%
	9–12	9,171	50%	332,494	79%
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%

*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, 2015–2019.

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	13,407	61%	410,364	85%
	Rural	3,154	69%	81,016	85%
	Suburban	8,265	65%	427,552	88%
	Town	4,321	69%	140,512	86%
2016	City	15,059	61%	412,385	85%
	Rural	3,394	71%	81,481	85%
	Suburban	9,223	63%	432,634	87%
	Town	5,001	70%	142,746	86%
2017	City	15,610	59%	418,271	85%
	Rural	3,409	68%	81,782	84%
	Suburban	9,849	62%	439,186	87%
	Town	5,220	68%	143,955	86%
2018	City	15,422	59%	423,227	85%
	Rural	3,680	72%	81,455	85%
	Suburban	10,408	61%	443,916	87%
	Town	5,616	66%	143,695	86%
2019	City	14,615	54%	421,854	82%
	Rural	3,954	69%	80,943	84%
	Suburban	10,623	57%	442,804	85%
	Town	5,015	63%	145,151	85%

*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.
Suspension Rates by Housing Status, Income, and Nighttime Residence, 2015–2019.

Year	Student Group	Total Students*	Outcome Rate**
2015	All students	1,199,152	4%
	All housed students	1,161,808	4%
	Housed low-income students	560,417	6%
	Students experiencing homelessness	37,344	9%
	Homeless: Doubled-up	27,258	9%
	Homeless: Hotels/motels	2,280	10%
	Homeless: Shelters	6,137	10%
	Homeless: Unsheltered	1,669	9%
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%

*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.

Suspension Rates by Housing Status and Race/Ethnicity, 2015–2019.

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	1,280	11%	18,111	8%
	Asian	733	3%	82,665	1%
	Black/African American	4,320	14%	53,855	9%
	Hispanic/Latino	10,859	7%	254,332	5%
	Native Hawaiian/Other Pacific Islander	870	7%	12,424	6%
	Two or More Races	3,486	10%	82,397	5%
	White	15,798	9%	657,973	4%
2016	American Indian/Alaska Native	1,349	9%	17,101	7%
	Asian	803	4%	84,432	1%
	Black/African American	4,884	14%	52,300	9%
	Hispanic/Latino	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/Alaska Native	1,412	12%	16,649	9%
	Asian	899	4%	87,452	2%
	Black/African American	5,029	13%	52,162	9%
	Hispanic/Latino	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%	645,093	4%
2018	American Indian/Alaska Native	1,260	13%	15,717	9%
	Asian	1,016	4%	89,417	2%
	Black/African American	5,119	14%	51,011	9%
	Hispanic/Latino	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/Alaska Native	1,092	11%	14,021	9%
	Asian	827	6%	91,521	2%
	Black/African American	4,564	16%	52,446	9%
	Hispanic/Latino	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%

*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.

Suspension Rates by Housing Status and Grade Level, 2015–2019.

Year	Grade Band	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	K–5	18,112	5%	533,071	2%
	6–8	7,297	16%	256,939	7%
	9–12	11,941	11%	371,798	5%
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%

*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, 2015–2019.

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	17,537	10%	454,545	5%
	Rural	3,925	8%	90,086	4%
	Suburban	10,284	8%	460,527	4%
	Town	5,598	7%	156,650	4%
2016	City	19,603	10%	453,714	5%
	Rural	4,173	7%	90,008	4%
	Suburban	11,254	9%	463,256	4%
	Town	6,304	7%	155,101	4%
2017	City	19,785	10%	457,924	5%
	Rural	4,098	10%	90,277	6%
	Suburban	11,803	10%	470,728	4%
	Town	6,547	9%	155,561	5%
2018	City	19,021	9%	453,565	4%
	Rural	4,348	10%	86,913	6%
	Suburban	12,322	10%	467,603	4%
	Town	6,908	9%	152,914	5%
2019	City	18,325	11%	453,061	5%
	Rural	4,687	10%	86,401	5%
	Suburban	12,976	12%	467,505	5%
	Town	6,168	9%	155,194	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.

English Language Arts Proficiency Rates by Housing Status, Income,
and Nighttime Residence, 2015–2019.

Year	Student Group	Total Students*	Proficiency Rate**
2015	All students	518,061	52%
	All housed students	507,872	52%
	Housed low-income students	241,159	38%
	Students experiencing homelessness	10,189	29%
	Homeless: Doubled-up	7,419	29%
	Homeless: Hotels/motels	692	25%
	Homeless: Shelters	1,592	28%
	Homeless: Unsheltered	486	24%
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%

*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, 2015–2019.

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	367	20%	7,224	29%
	Asian	252	45%	39,454	67%
	Black/African American	1,279	19%	20,798	35%
	Hispanic/Latino	2,920	23%	108,519	35%
	Native Hawaiian/Other Pacific Islander	215	23%	4,702	36%
	Two or More Races	980	34%	34,640	55%
	White	4,176	35%	292,535	58%
2016	American Indian/Alaska Native	397	19%	6,961	35%
	Asian	278	53%	40,136	78%
	Black/African American	1,486	25%	20,784	44%
	Hispanic/Latino	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%
	White	4,767	44%	293,712	68%
2017	American Indian/Alaska Native	390	19%	6,935	33%
	Asian	304	55%	41,924	77%
	Black/African American	1,615	23%	20,933	43%
	Hispanic/Latino	3,792	27%	121,163	42%
	Native Hawaiian/Other Pacific Islander	321	21%	5,195	40%
	Two or More Races	1,283	37%	40,674	63%
	White	4,891	42%	295,595	67%
2018	American Indian/Alaska Native	383	22%	6,755	33%
	Asian	318	48%	42,978	78%
	Black/African American	1,691	24%	21,049	43%
	Hispanic/Latino	4,026	28%	125,456	43%
	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%
2019	American Indian/Alaska Native	314	21%	5,945	35%
	Asian	284	39%	44,032	78%
	Black/African American	1,461	24%	21,428	44%
	Hispanic/Latino	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%

*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.

English Language Arts Proficiency Rates by Housing Status and Grade Level, 2015–2019.

Year	Grade	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	3	1,652	29%	74,547	53%
	4	1,638	29%	72,794	56%
	5	1,492	32%	73,322	58%
	6	1,489	28%	72,442	55%
	7	1,344	30%	72,017	58%
	8	1,313	32%	73,514	57%
	10	–	–	–	–
	11	1,257	19%	69,058	27%
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	–	–	–	–
	11	1,566	56%	72,285	77%
2017	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%
	10	–	–	–	–
	11	1,604	50%	73,919	76%
2018	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%
	8	1,709	35%	74,983	61%
	10	1,686	42%	73,145	72%
	11	–	–	–	–
2019	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%
	7	1,760	35%	77,195	63%
	8	1,712	32%	75,414	60%
	10	1,521	42%	74,147	72%
	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.

English Language Arts Proficiency Rates by Housing Status and Location, 2015–2019.

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	4,514	28%	193,856	52%
	Rural	1,207	26%	39,439	46%
	Suburban	3,029	30%	209,006	55%
	Town	1,439	30%	65,571	47%
2016	City	5,430	34%	197,775	61%
	Rural	1,325	32%	39,541	53%
	Suburban	3,417	38%	213,250	65%
	Town	1,747	36%	68,523	55%
2017	City	5,751	32%	202,587	61%
	Rural	1,368	31%	40,501	52%
	Suburban	3,716	37%	218,918	64%
	Town	1,761	32%	70,456	54%
2018	City	5,692	33%	205,483	61%
	Rural	1,458	33%	40,317	53%
	Suburban	3,924	37%	220,983	65%
	Town	1,939	33%	70,019	55%
2019	City	5,351	32%	207,078	61%
	Rural	1,590	33%	39,989	54%
	Suburban	4,080	36%	222,663	65%
	Town	1,719	36%	72,026	55%

*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.

Mathematics Proficiency Rates by Housing Status, Income, and Nighttime Residence, 2015–2019.

Year	Student Group	Total Students*	Proficiency Rate**
2015	All students	516,710	46%
	All housed students	506,605	46%
	Housed low-income students	240,302	33%
	Students experiencing homelessness	10,105	23%
	Homeless: Doubled-up	7,367	24%
	Homeless: Hotels/motels	685	18%
	Homeless: Shelters	1,570	22%
	Homeless: Unsheltered	483	22%
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%

*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.

Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2015–2019.

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	359	10%	7,207	24%
	Asian	249	46%	39,458	66%
	Black/African American	1,271	16%	20,692	28%
	Hispanic/Latino	2,908	19%	108,219	30%
	Native Hawaiian/Other Pacific Islander	214	17%	4,671	30%
	Two or More Races	963	28%	34,524	48%
	White	4,141	27%	291,834	51%
2016	American Indian/Alaska 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/Alaska Native	387	13%	6,921	25%
	Asian	305	45%	42,052	70%
	Black/African American	1,611	17%	20,880	30%
	Hispanic/Latino	3,773	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/Alaska 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/Alaska 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%

*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.

Mathematics Proficiency Rates by Housing Status and Grade Level, 2015–2019.

Year	Grade	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	3	1,615	32%	74,157	58%
	4	1,620	28%	72,712	55%
	5	1,489	24%	73,246	49%
	6	1,484	20%	72,396	47%
	7	1,342	24%	71,971	49%
	8	1,312	22%	73,460	47%
	10	–	–	–	–
	11	1,238	7%	68,488	15%
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	–	–	–	–
	11	1,493	11%	71,271	24%
2017	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%
	10	–	–	–	–
	11	1,554	11%	73,422	28%
2018	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%
	8	1,710	22%	74,980	50%
	10	1,667	15%	73,065	44%
	11	–	–	–	–
2019	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%
	7	1,752	22%	77,182	51%
	8	1,706	19%	75,395	48%
	10	1,522	15%	74,117	43%
	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.

Mathematics Proficiency Rates by Housing Status and Location, 2015–2019.

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	4,470	23%	193,452	46%
	Rural	1,207	20%	39,362	37%
	Suburban	3,004	24%	208,362	49%
	Town	1,424	23%	65,429	40%
2016	City	5,377	24%	197,172	49%
	Rural	1,319	24%	39,455	40%
	Suburban	3,391	28%	212,736	53%
	Town	1,724	27%	68,287	43%
2017	City	5,707	23%	202,267	49%
	Rural	1,361	22%	40,447	40%
	Suburban	3,693	28%	218,655	53%
	Town	1,756	23%	70,377	44%
2018	City	5,659	24%	205,400	51%
	Rural	1,454	25%	40,275	42%
	Suburban	3,921	27%	220,944	55%
	Town	1,939	24%	69,996	46%
2019	City	5,347	22%	207,012	50%
	Rural	1,591	24%	39,974	42%
	Suburban	4,069	25%	222,592	55%
	Town	1,722	26%	72,020	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 A24.
9th Grade On-Track Rates by Housing Status, Income, and Nighttime Residence, 2015–2019.

Year	Student Group	Total Students*	On-Track Rate**
2015	All students	84,418	70%
	All housed students	82,492	71%
	Housed low-income students	37,645	57%
	Students experiencing homelessness	1,926	40%
	Homeless: Doubled-up	1,418	42%
	Homeless: Hotels/motels	119	30%
	Homeless: Shelters	296	38%
	Homeless: Unsheltered	93	38%
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%

*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.

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	80	33%	1,226	48%
	Asian	45	60%	6,126	87%
	Black/African American	243	41%	3,738	58%
	Hispanic/Latino	545	41%	16,455	57%
	Native Hawaiian/Other Pacific Islander	51	39%	892	58%
	Two or More Races	138	43%	5,413	70%
	White	824	38%	48,638	76%
2016	American Indian/Alaska Native	78	28%	1,145	47%
	Asian	51	76%	6,216	89%
	Black/African American	281	42%	3,399	61%
	Hispanic/Latino	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/Alaska Native	95	36%	1,092	52%
	Asian	69	62%	6,508	90%
	Black/African American	281	48%	3,538	63%
	Hispanic/Latino	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/Alaska Native	75	28%	1,136	52%
	Asian	82	61%	6,741	91%
	Black/African American	277	47%	3,483	65%
	Hispanic/Latino	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/Alaska Native	79	34%	1,038	51%
	Asian	60	52%	6,976	89%
	Black/African American	264	41%	3,633	62%
	Hispanic/Latino	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%

*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 Grade On-Track Rates by Housing Status and Location, 2015–2019.

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	854	37%	31,396	69%
	Rural	194	38%	5,997	72%
	Suburban	590	43%	33,986	75%
	Town	288	45%	11,113	66%
2016	City	945	41%	31,300	71%
	Rural	223	51%	6,123	74%
	Suburban	593	38%	32,656	76%
	Town	335	46%	11,127	67%
2017	City	1,066	42%	30,907	72%
	Rural	216	48%	6,082	76%
	Suburban	679	42%	33,140	77%
	Town	355	44%	11,304	68%
2018	City	992	41%	31,700	74%
	Rural	247	49%	5,923	74%
	Suburban	732	41%	34,066	77%
	Town	422	43%	11,471	69%
2019	City	1,037	39%	32,339	71%
	Rural	307	53%	6,042	75%
	Suburban	772	41%	34,127	77%
	Town	349	44%	11,741	69%

*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.

Dual Credit Enrollment Rates by Housing Status, Income, and Nighttime Residence, 2015–2019.

Year	Student Group	Total Students*	Dual Credit Rate**
2015	All students	329,429	54%
	All housed students	320,651	54%
	Housed low-income students	138,412	47%
	Students experiencing homelessness	8,778	39%
	Homeless: Doubled-up	6,885	39%
	Homeless: Hotels/motels	421	42%
	Homeless: Shelters	1,056	36%
	Homeless: Unsheltered	416	37%
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%

*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.

Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2015–2019.

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	367	33%	4,690	36%
	Asian	205	47%	24,398	69%
	Black/African American	1,091	45%	14,596	55%
	Hispanic/Latino	2,146	37%	61,386	46%
	Native Hawaiian/Other Pacific Islander	185	41%	3,048	52%
	Two or More Races	679	40%	19,634	56%
	White	4,105	38%	192,887	55%
2016	American Indian/Alaska Native	333	25%	4,360	39%
	Asian	244	48%	24,184	71%
	Black/African American	1,266	46%	13,732	56%
	Hispanic/Latino	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/Alaska Native	364	29%	4,286	37%
	Asian	310	49%	25,784	71%
	Black/African American	1,308	46%	14,275	57%
	Hispanic/Latino	2,862	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/Alaska Native	371	28%	4,526	38%
	Asian	389	53%	26,919	74%
	Black/African American	1,440	47%	14,534	59%
	Hispanic/Latino	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/Alaska Native	325	32%	3,949	41%
	Asian	296	58%	27,668	75%
	Black/African American	1,203	48%	14,826	58%
	Hispanic/Latino	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%

*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.

Dual Credit Enrollment Rates by Housing Status and Location, 2015–2019.

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	3,919	41%	120,193	59%
	Rural	901	33%	24,454	37%
	Suburban	2,587	38%	131,313	56%
	Town	1,371	35%	44,691	47%
2016	City	4,377	42%	121,029	59%
	Rural	927	32%	24,181	37%
	Suburban	2,601	40%	127,849	59%
	Town	1,559	35%	44,787	48%
2017	City	4,680	40%	121,788	60%
	Rural	970	31%	24,258	38%
	Suburban	3,122	40%	133,114	58%
	Town	1,694	33%	45,849	46%
2018	City	5,186	43%	126,947	60%
	Rural	1,091	32%	23,915	43%
	Suburban	3,483	42%	135,500	61%
	Town	2,057	33%	46,561	47%
2019	City	4,805	42%	127,496	60%
	Rural	1,256	35%	23,575	45%
	Suburban	3,570	44%	134,562	64%
	Town	1,806	34%	46,869	48%

*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.

Four-Year (On-Time) Graduation Rates by Housing Status, Income, and Nighttime Residence, 2015–2019.

Year	Student Group	Total Students*	Graduation Rate**
2015	All students	80,157	78%
	All housed students	76,045	80%
	Housed low-income students	37,121	70%
	Students experiencing homelessness	4,112	50%
	Homeless: Doubled-up	3,193	52%
	Homeless: Hotels/motels	120	55%
	Homeless: Shelters	370	48%
	Homeless: Unsheltered	150	35%
	Homeless: Multiple categories	279	45%
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%
	Homeless: Multiple categories	286	49%
2017	All students	82,544	79%
	All housed students	77,516	81%
	Housed low-income students	38,010	72%
	Students experiencing homelessness	5,028	55%
	Homeless: Doubled-up	3,891	57%
	Homeless: Hotels/motels	178	56%
	Homeless: Shelters	379	44%
	Homeless: Unsheltered	280	53%
	Homeless: Multiple categories	300	45%
2018	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%
	Homeless: Shelters	492	46%
	Homeless: Unsheltered	274	58%
	Homeless: Multiple categories	957	46%
2019	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%
	Homeless: Hotels/motels	184	65%
	Homeless: Shelters	411	46%
	Homeless: Unsheltered	225	57%
	Homeless: Multiple categories	1,019	46%

*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.

Five-Year (Extended) Graduation Rates by Housing Status, Income, and Nighttime Residence, 2015–2019.

Year	Student Group	Total Students*	Graduation Rate**
2015	All students	78,850	81%
	All housed students	75,257	82%
	Housed low-income students	36,503	73%
	Students experiencing homelessness	3,593	56%
	Homeless: Doubled-up	2,745	59%
	Homeless: Hotels/motels	119	59%
	Homeless: Shelters	362	46%
	Homeless: Unsheltered	198	51%
	Homeless: Multiple Categories	169	51%
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%

*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, 2015–2019.

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	152	34%	1,134	59%
	Asian	98	58%	5,995	88%
	Black/African American	430	49%	3,348	71%
	Hispanic/Latino	981	48%	13,748	71%
	Native Hawaiian/Other Pacific Islander	59	51%	680	68%
	Two or More Races	317	54%	4,327	80%
	White	2,075	52%	46,812	82%
2016	American Indian/Alaska Native	156	40%	1,108	64%
	Asian	113	65%	6,011	89%
	Black/African American	463	57%	3,286	73%
	Hispanic/Latino	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/Alaska Native	180	44%	1,058	63%
	Asian	133	64%	5,992	88%
	Black/African American	492	57%	3,417	74%
	Hispanic/Latino	1,304	53%	15,143	74%
	Native Hawaiian/Other Pacific Islander	91	66%	703	68%
	Two or More Races	429	57%	4,924	82%
	White	2,399	55%	46,214	83%
2018	American Indian/Alaska Native	225	41%	981	65%
	Asian	192	75%	6,327	90%
	Black/African American	674	59%	3,274	78%
	Hispanic/Latino	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/Alaska Native	186	37%	998	66%
	Asian	196	71%	6,616	91%
	Black/African American	678	57%	3,204	77%
	Hispanic/Latino	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%

*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.

Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2015–2019.

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	127	41%	1,194	60%
	Asian	95	65%	5,927	90%
	Black/African American	361	56%	3,429	76%
	Hispanic/Latino	760	54%	12,816	74%
	Native Hawaiian/Other Pacific Islander	72	56%	596	72%
	Two or More Races	263	58%	4,022	81%
	White	1,915	58%	47,271	85%
2016	American Indian/Alaska Native	148	44%	1,134	65%
	Asian	99	60%	6,001	91%
	Black/African American	437	58%	3,359	77%
	Hispanic/Latino	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/Alaska Native	166	49%	1,116	69%
	Asian	119	76%	6,022	91%
	Black/African American	458	68%	3,308	77%
	Hispanic/Latino	1,144	58%	14,373	78%
	Native Hawaiian/Other Pacific Islander	96	65%	640	74%
	Two or More Races	379	60%	4,512	83%
	White	2,189	61%	46,985	85%
2018	American Indian/Alaska Native	224	44%	1,030	68%
	Asian	155	68%	5,962	91%
	Black/African American	622	59%	3,341	78%
	Hispanic/Latino	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/Alaska Native	203	48%	1,012	69%
	Asian	183	83%	6,347	93%
	Black/African American	648	64%	3,339	82%
	Hispanic/Latino	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%

*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, 2015–2019.

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	1,839	48%	28,531	79%
	Rural	421	62%	5,859	77%
	Suburban	1,143	49%	30,974	82%
	Town	709	52%	10,666	78%
2016	City	2,067	51%	28,822	79%
	Rural	423	62%	5,716	82%
	Suburban	1,272	54%	31,438	83%
	Town	710	50%	10,582	78%
2017	City	2,203	51%	29,572	79%
	Rural	449	65%	5,632	82%
	Suburban	1,475	57%	31,572	83%
	Town	901	56%	10,730	79%
2018	City	2,896	54%	29,345	82%
	Rural	626	61%	5,495	84%
	Suburban	2,131	56%	31,962	85%
	Town	1,132	56%	10,448	81%
2019	City	2,745	53%	29,851	82%
	Rural	607	64%	5,502	85%
	Suburban	2,090	58%	32,007	85%
	Town	1,029	55%	10,449	80%

*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, 2015–2019.

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	1,614	51%	28,545	81%
	Rural	336	67%	5,839	83%
	Suburban	1,006	59%	30,589	84%
	Town	637	60%	10,275	79%
2016	City	1,914	54%	28,801	82%
	Rural	412	71%	5,855	82%
	Suburban	1,137	57%	30,989	85%
	Town	749	60%	10,692	81%
2017	City	2,110	59%	28,996	82%
	Rural	426	68%	5,746	85%
	Suburban	1,297	64%	31,677	85%
	Town	720	59%	10,579	81%
2018	City	2,644	55%	29,305	83%
	Rural	572	67%	5,528	86%
	Suburban	1,793	62%	31,497	86%
	Town	1,095	60%	10,571	83%
2018	City	2,805	58%	29,870	84%
	Rural	593	65%	5,554	87%
	Suburban	2,076	61%	32,130	87%
	Town	1,086	61%	10,532	85%

*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.