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FEDERAL DATA SUMMARY
SCHOOL YEARS 2011-12 TO 2013-14

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

NATIONAL CENTER FOR HOMELESS EDUCATION
UNC GREENSBORO



Federal Data Summary: School Years 2011-12 to 2013-14

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With funding from the U.S. Department of Education, the National Center for Homeless Education (NCHE) at the University of North Carolina at Greensboro provides critical information to those who seek to remove educational barriers and improve educational opportunities and outcomes for children and youth experiencing homelessness.

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Introduction

The purpose of the Education for Homeless Children and Youth Program, authorized under Subtitle VII-B of the McKinney-Vento Act, is to ensure students experiencing homelessness have access to the education and other services they need to meet state academic achievement standards. In order to ensure schools and states are meeting the goals of the program, the Office of Safe and Healthy Students within the U.S. Department of Education's (ED) Office of Elementary and Secondary Education requires all state educational agencies (SEAs) to submit information regarding the education of students experiencing homelessness as a part of the ED*Facts* Initiative.

The ED*Facts* Data Reporting System was created in 2005. While some ED programs allowed voluntary participation prior to school year 2008-09, all states were required to use the system for all data submissions beginning that year. While ED*Facts* data may be corrected at any point during a three-year period prior to archiving, data used in this report mirrors the timelines required for the Consolidated State Performance Report. As such, the data presented in this report reflects submissions made by SEAs to ED by July 1, 2015.

*For more information on the ED*Facts* Initiative, visit <http://www2.ed.gov/about/inits/ed/edfacts/index.html>. More information on the collection of data describing the Education for Homeless Children and Youth Program can be found in the Guide to Collecting Federal Data: <center.serve.org/nche/downloads/data-guide-14-15.pdf>.*

Use of unduplicated data

Data stored in ED*Facts* include information collected at the school, local educational agency (LEA), and SEA levels. Prior to submitting student data to the SEA, school districts are to eliminate duplicate counts of students, ensuring that students are represented only one time for each of data collection questions. However, an LEA can only edit student data for those students provided educational services within its own district. As a result, when LEA data are aggregated to represent the state, duplicate counts of students occur. File specifications also require SEAs to remove duplicate counts of students from all data submitted by the LEAs to the extent that they are able, resulting in counts with fewer redundancies. Therefore, in order to provide the most accurate description of the current status of homeless education, this report focuses strictly on SEA level data. As a result of the previously noted differences in the dates on which source files were generated, and the possibility that LEA data were used in lieu of SEA data, information in this report may or may not match other published reports, such

as previous versions of this report or data provided on EDDataExpress.ed.gov, as they may use school district data.

Included states

For the purposes of this report, the term *state* refers to all reporting entities, including the 50 states, the District of Columbia, and Puerto Rico. Data from schools administered by the Bureau of Indian Education (BIE) were previously included; however, *EDFacts* currently does not contain data for BIE beyond the 2011-12 school year. As a result, BIE schools were excluded from the report. Hawaii and Puerto Rico each report only one LEA, which is also the SEA.

Information included in this report

The information in this report is a compilation of data about students determined to be homeless by liaisons for homeless education located within the LEAs. The data described in the report were submitted to ED by states for school years 2011-12 through 2013-14. Issues related to data quality for various elements are also discussed.

While some comparative tables or graphics are included, they are meant for descriptive purposes only and do not address factors that lead to the homelessness experienced by students, the educational outcomes they achieved, or the complex variables that impact the implementation of programs under the McKinney-Vento Act. Information in this report may be used to answer critical questions about the program, technical assistance that should be provided in the states, or changes to policy that should be made, etc., but such considerations go beyond the scope of the report and are, therefore, not included.

The term “homeless children and youth”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and

(B) includes—

(i) children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(iii) children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

42 U.S.C. § 11434a(2), 2001

District and Student Characteristics

During the 2013-14 school year, 17,170 public school districts operated and enrolled students. Of those districts, 99 percent reported data on homeless students. Districts that failed to report data were limited to five states;¹ only one state had grantees that failed to report data.²

Nearly 25 percent of local educational agencies (LEAs) received a subgrant funded by the McKinney-Vento Act in school year 2013-14. While the number of LEAs overall increased by 8 percent, the number of LEAs with subgrants increased by nearly 21 percent over the three year period. Subgrants are awarded to public school districts based on the quality of applications submitted for funds and the need demonstrated by applicants. They are used to facilitate the enrollment, attendance, and success in school of homeless children and youth. Despite the increase in the number of districts receiving subgrants, funding for the program remained at roughly the same level between federal fiscal years 2012 and 2014.

Some states use a regional model to award subgrants in which a single LEA acts as the fiscal agent, but two or more LEAs apply for the funds together. In these instances, subgrant recipients within the state may include only regional subgrantees or a mixture of regional subgrantees and single LEA subgrant recipients. Regional subgrants may be given to traditional school districts that act as administrative units, enroll students, and provide educational services for students. Other regional subgrants, such as those provided in Illinois, may provide funds to regional LEAs that act as administrative units for school districts, but do not actually enroll students. In some instances, these LEAs may or may not provide the direct educational services to students. Examples of regional LEAs that fall into this category include intermediate school districts, educational service units, boards of cooperative educational services, county offices of education, and regional educational service agencies, etc. For the 2013-14 school year, only New Jersey's SEA awarded a McKinney-Vento subgrant to every LEA within the state through the use of regional grants. In addition to Illinois and New Jersey, LEAs in Pennsylvania and Oregon also receive regional subgrants. Table 1 provides a longitudinal snapshot of the change over three years by showing the number of districts and grantees in the school years 2011-12 through 2013-14.

¹ Illinois, Mississippi, Oregon, Pennsylvania, and Wisconsin

² Pennsylvania

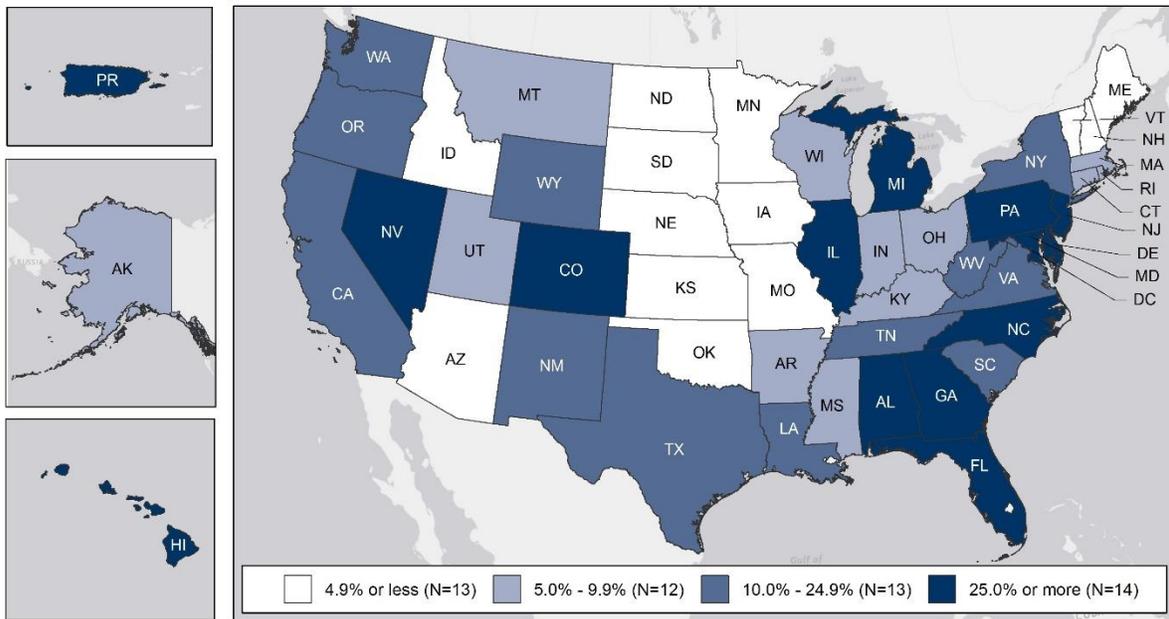
Table 1. Number of LEAs with and without McKinney-Vento subgrants by state: School years 2011-12, 2012-13, 2013-14

State	Grantee SY 11-12	Non-Grantee SY 11-12	Grantee SY 12-13	Non-Grantee SY 12-13	Grantee SY 13-14	Non-Grantee SY 13-14
United States¹	3,516	12,375	3,688	13,320	4,261	12,909
Alabama	39	93	42	92	40	95
Alaska	4	50	5	49	5	49
Arizona	26	259	26	640	26	659
Arkansas	15	224	15	243	15	243
California	183	1,005	143	1,038	126	1,048
Colorado	51	129	51	131	51	131
Connecticut	12	187	10	189	12	188
Delaware	13	6	12	31	12	30
District of Columbia	5	49	10	50	9	44
Florida	41	33	48	28	48	26
Georgia	44	152	55	143	55	143
Hawaii	1	0	1	0	1	0
Idaho	5	140	7	142	7	145
Illinois	745	0	780	100	795	85
Indiana	23	300	23	383	26	381
Iowa	12	339	11	337	11	335
Kansas	10	276	9	277	9	277
Kentucky	16	158	17	159	17	159
Louisiana	15	139	15	111	15	117
Maine	3	182	5	240	5	249
Maryland	14	10	14	11	14	11
Massachusetts	23	381	22	381	22	386
Michigan	768	102	771	120	824	84
Minnesota	11	544	11	542	11	537
Mississippi	17	135	18	133	15	136
Missouri	10	551	11	555	8	559
Montana	10	408	19	393	21	388
Nebraska	11	238	11	275	11	276
Nevada	6	11	6	12	6	12
New Hampshire	3	185	3	192	7	190
New Jersey	6	677	6	666	691	0
New Mexico	19	116	19	127	19	130
New York	175	741	293	688	147	856
North Carolina	42	173	42	73	42	73
North Dakota	5	176	5	222	5	221
Ohio	77	1,002	70	1,023	66	1,050
Oklahoma	10	517	10	514	10	530

Table 1. Number of LEAs with and without McKinney-Vento subgrants by state: School years 2011-12, 2012-13, 2013-14, cont'd.

State	Grantee SY 11-12	Non-Grantee SY 11-12	Grantee SY 12-13	Non-Grantee SY 12-13	Grantee SY 13-14	Non-Grantee SY 13-14
Oregon	65	132	65	132	41	179
Pennsylvania	698	0	715	63	721	67
Puerto Rico	1	0	1	0	1	0
Rhode Island	5	47	5	47	5	50
South Carolina	14	70	14	68	14	69
South Dakota	2	149	2	149	2	149
Tennessee	13	127	13	128	24	116
Texas	126	1,114	129	1,102	128	1,102
Utah	10	126	10	122	10	128
Vermont	4	57	4	357	4	356
Virginia	31	101	31	101	31	101
Washington	40	255	41	254	34	262
West Virginia	16	39	11	46	11	46
Wisconsin	16	427	25	399	25	399
Wyoming	5	43	6	42	6	42

Figure 1. Percentage of LEAs with McKinney-Vento subgrants: School year 2013-14



The number of students identified as homeless and enrolled in school has increased over the last three school years, resulting in a change of 15 percent. Students who are enrolled in school are attending classes and participating fully in school activities (42 U.S.C. § 11434a(1), 2001). The greatest growth was seen in preschool aged children and ninth grade students. The change seen in preschool aged children may represent efforts to improve data quality for the younger children or efforts to include students as enrolled in school who were previously recorded as served but not considered enrolled.

Table 2. Number of homeless students enrolled by grade: School years 2011-12, 2012-13, and 2013-14

Grade	2011-12	2012-13	2013-14
Total¹	1,132,853	1,219,818	1,301,239
Age 3 through 5	32,912	38,332	48,121
Kindergarten	106,178	116,248	113,756
1st	105,095	113,688	122,909
2nd	97,398	105,805	114,906
3rd	93,714	99,883	109,199
4th	89,251	94,678	100,418
5th	85,658	90,115	95,248
6th	81,306	87,164	91,113
7th	76,701	82,338	87,718
8th	73,736	79,687	84,358
9th	81,441	90,283	98,178
10th	69,522	72,776	78,232
11th	63,140	66,597	70,144
12th	73,739	79,294	84,150
Ungraded	3,062	2,930	2,789

¹ The United States total includes the District of Columbia and Puerto Rico. Includes students ages 3 through 5 not in Kindergarten, enrolled in Kindergarten through grade 12, and ungraded.

Two grade categories deserve mentioning. First, the ungraded designation is assigned to students who are enrolled in a class that is not organized on the basis of grade grouping and has no standard grade designation. For example, Montessori schools often use a system that incorporates classrooms with students of mixed ages. Additionally, *EDFacts* also contains data for grade 13. It was excluded from tables and figures in this report, unless otherwise noted, due to the fact that it was only allowed for the 2013-14 school year.

The following table includes a breakdown of the enrollment of homeless students by state. The percent change in number of enrolled homeless students for each state is represented in Figure 2.

Table 3. Number of homeless students enrolled by state: School years 2011-12, 2012-13, and 2013-14

State	2011-12	2012-13	2013-14
Total¹	1,132,853	1,219,818	1,301,239
Alabama	17,670	29,749 ²	19,266
Alaska	4,459	3,972	3,934
Arizona ³	30,091	29,895	28,777
Arkansas	9,550	10,851	11,180
California	239,061 ⁴	251,984	284,086
Colorado	23,680	22,958	23,681
Connecticut	2,805	2,826	2,964
Delaware	3,729	3,857	4,351
District of Columbia	2,947	3,756	3,772
Florida	63,414	69,956	67,402
Georgia	33,234	35,922	36,845
Hawaii	2,465	2,312	2,634
Idaho	6,076	6,118	6,447
Illinois	43,032	49,623	54,452
Indiana	14,654	15,777	17,926
Iowa	7,242	6,809	6,828
Kansas	8,904	9,330	10,378
Kentucky	35,658	31,179	27,227
Louisiana	20,762	20,476	20,402
Maine	1,594	2,070	1,986
Maryland	14,468	15,663	16,239
Massachusetts	15,066	15,774	17,538
Michigan	36,571	37,738	38,117
Minnesota	11,567	11,874	14,343
Mississippi ⁵	11,448	12,845	9,680
Missouri	24,549	26,506	29,784
Montana	1,762	2,551	2,640
Nebraska	3,057	3,247	3,449
Nevada	10,363	12,054	14,865
New Hampshire	3,304	3,319	3,276
New Jersey	4,897	8,660	10,303
New Mexico	12,681	11,661	11,949
New York	96,881	108,603	116,700
North Carolina	27,233	27,050	24,492
North Dakota	2,713	2,122	2,395
Ohio	24,236	23,748	28,632

Table 3. Number of homeless students enrolled by state: School years 2011-12, 2012-13, and 2013-14, cont'd.

State	2011-12	2012-13	2013-14
Oklahoma	21,337	22,805	25,008
Oregon	21,345	19,189	21,058
Pennsylvania	18,050	19,349	21,309
Puerto Rico	4,350	3,701	3,224
Rhode Island	961	907	997
South Carolina	10,495	11,436	12,809
South Dakota	2,450	1,839	1,835
Tennessee	14,586	14,319	29,663
Texas	83,626	101,088	111,759
Utah	13,597	15,321	14,579
Vermont	1,202	1,055	1,145
Virginia	17,518	17,538	18,026
Washington	27,390	30,609	32,539
West Virginia	7,459	8,168	7,430
Wisconsin	15,491	18,637	19,471
Wyoming	1,173	1,022	1,447

¹ Enrolled students includes those ages 3 through 5 not in Kindergarten, enrolled in Kindergarten through grade 12, and ungraded.

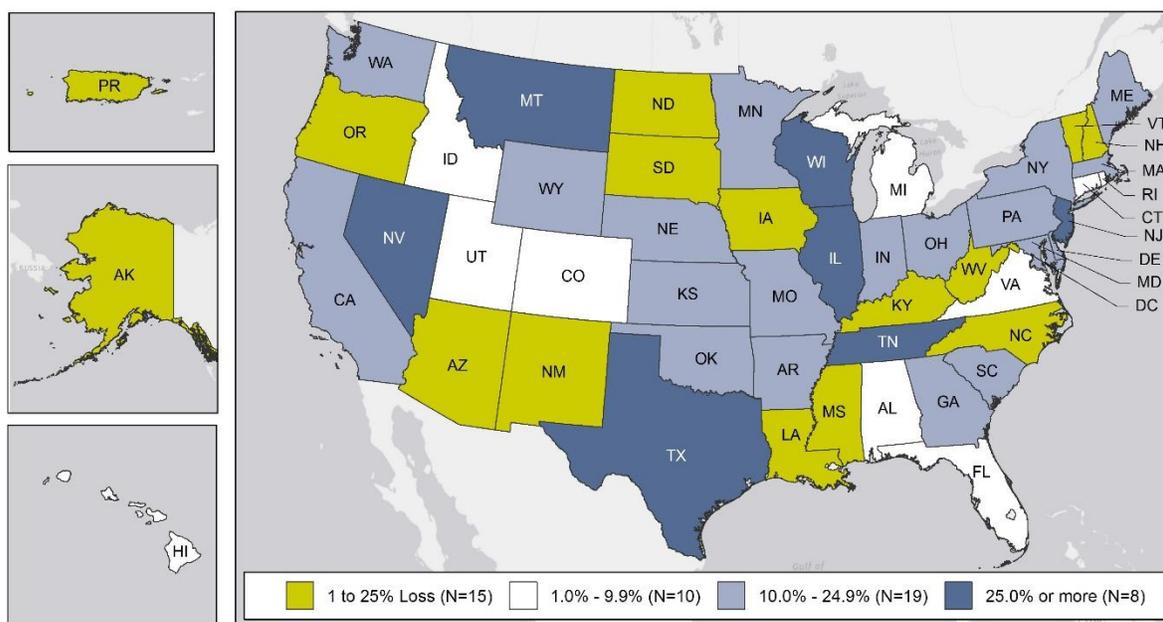
² Fluctuation represents a problem with data collection processes corrected for SY 2013-14.

³ Allowed LEAs to include students in more than one grade, resulting in duplicate counts.

⁴ Does not include students enrolled in public charter schools.

⁵ Does not include data on students who were identified as homeless but declined assistance from the schools.

Figure 2. Percentage change in enrolled homeless students, grades Pre-K to 12, by state: School years 2011-12, 2012-13, and 2013-14



Primary nighttime residence for students experiencing homelessness is divided into four categories for data collection purposes: sheltered, unsheltered, hotels or motels, and doubled-up. The sheltered category includes all types of homeless shelters and transitional living programs, as well as students awaiting foster care placement. Students living in hotels and motels are included when they lack alternative accommodations and their housing cannot be considered fixed, regular, and adequate. Students who are doubled-up are those who are sharing housing with others due to loss of housing, economic hardship, or a similar reason. For inclusion as a homeless student, students sharing housing must also be determined to lack fixed, regular, and adequate nighttime residence; common roommate situations do not qualify as homeless.

As the type of nighttime residence for students may change over the course of a school year, liaisons for homeless education are to submit data based on the type of housing used by the student at the time they were initially identified as homeless. Thus, the data provided in the table below only includes a snapshot of the types of housing students used, not a comprehensive overview of all types of housing used by students over the full course of the year. Additionally, five states did not provide complete data on primary nighttime residences used by homeless students, resulting in a total that is lower than the number of homeless students enrolled by grade.³

³ Arizona allows LEAs to submit “unknown” as a type of primary nighttime residence, which is not allowed by EDData collections. Kentucky includes unaccompanied youth as a type of primary nighttime residence, resulting in the loss of data on the primary nighttime residence of any student in the unaccompanied youth subgroup. While West Virginia included duplicate counts for the 2012-13 school year, the following

Table 4. Number of enrolled homeless students, by primary nighttime residence: School years 2011-12, 2012-13, and 2013-14

Residence	2011-12	2012-13	2013-14
Total¹	1,131,187	1,202,507	1,298,236
Shelters, transitional housing, awaiting foster care	175,694	174,715	186,265
Doubled-up ²	852,183	919,370	989,844
Unsheltered ³	40,780	39,243	42,003
Hotels/Motels ⁴	62,530	69,179	80,124

¹ Includes the District of Columbia and Puerto Rico. Enrolled students includes those aged 0 to 2, 3 through 5 not in Kindergarten, enrolled in Kindergarten through grade 12, and ungraded. Grade 13 is included for SY 2013-14.

² i.e., living with others due to loss of housing, economic hardship, or a similar reason.

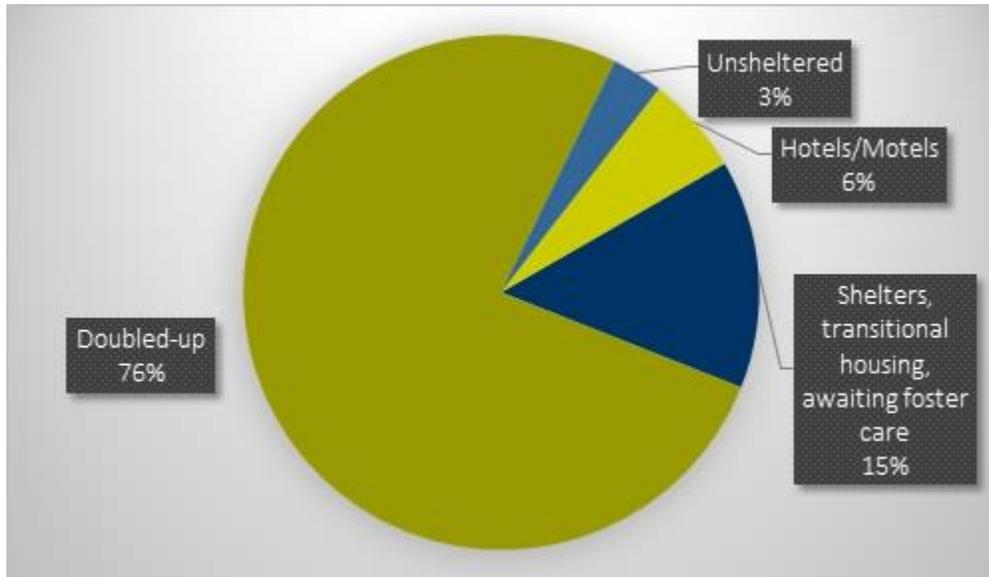
³ i.e., cars, parks, campgrounds, temporary trailer, abandoned buildings, or other places not intended for human habitation.

⁴ Due to the lack of alternate, adequate accommodations.

While the breakdown for the type of housing used by homeless students overall has remained fairly steady over the course of the three years, individual types of housing have seen growth. The use of hotels and motels has grown the most, seeing a change of 28 percent. The doubled-up category has also seen considerable growth, with a change over time of 16 percent. Growth in the other two categories was slower; not surprisingly, the unsheltered category experienced the slowest growth with a change of just under 3 percent.

states indicated that nighttime residence data was not collected for all students: Kentucky (SY 2012-13), New Mexico (SY 2013-14), and Pennsylvania (SYs 2013-14, 2013-14).

Figure 3. Percentage of enrolled homeless students by primary nighttime residence:
School year 2013-14



Section
3

Subgroups of Homeless Students

EDFacts data includes information on four subgroups of enrolled students experiencing homelessness: children with disabilities as defined by the Individuals with Disabilities Education Act (IDEA), students who are migratory, students with limited English proficiency (LEP), and students who are homeless, unaccompanied youth. As these categories describe non-exclusive student attributes, it is possible for a single student to belong to, and therefore be represented in, more than one category. In other words, a homeless student could theoretically be LEP and migratory, have a disability and be unaccompanied. This data was collected for the first time in school year 2012-13.

Each of the subgroups saw growth over the-three year period. Most of the groups experienced a 13 to 15 percent increase, while the subgroup for students who have limited English proficiency saw a slower change, with an increase of 9 percent. Despite the fact that its larger group size requires a larger number of students to be identified to achieve the same level of growth as one of the smaller subgroups, the category for homeless students enrolled with a disability saw the largest percentage change over the three year period.

Unaccompanied youth are those who are not in the physical custody of a parent or guardian (42 U.S.C. § 1143a(6), 2001). To be included in this report, a student must be both unaccompanied and homeless; not all unaccompanied youth are homeless.

**Table 5. Number and percentage change in enrolled homeless students, by subgroup:
School years 2012-13 and 2013-14**

Subgroup	2012-13 ¹	2013-14 ²	Change
Unaccompanied homeless youth ³	78,654	88,966	13.1
Migratory children/youth	16,231 ⁴	18,512	14.5
Limited English Proficient (LEP) students	174,870	190,785	9.1
Children with disabilities (IDEA)	191,259	220,405	15.2

¹Includes the District of Columbia and Puerto Rico; excludes students in Wisconsin for all subgroups except unaccompanied youth.

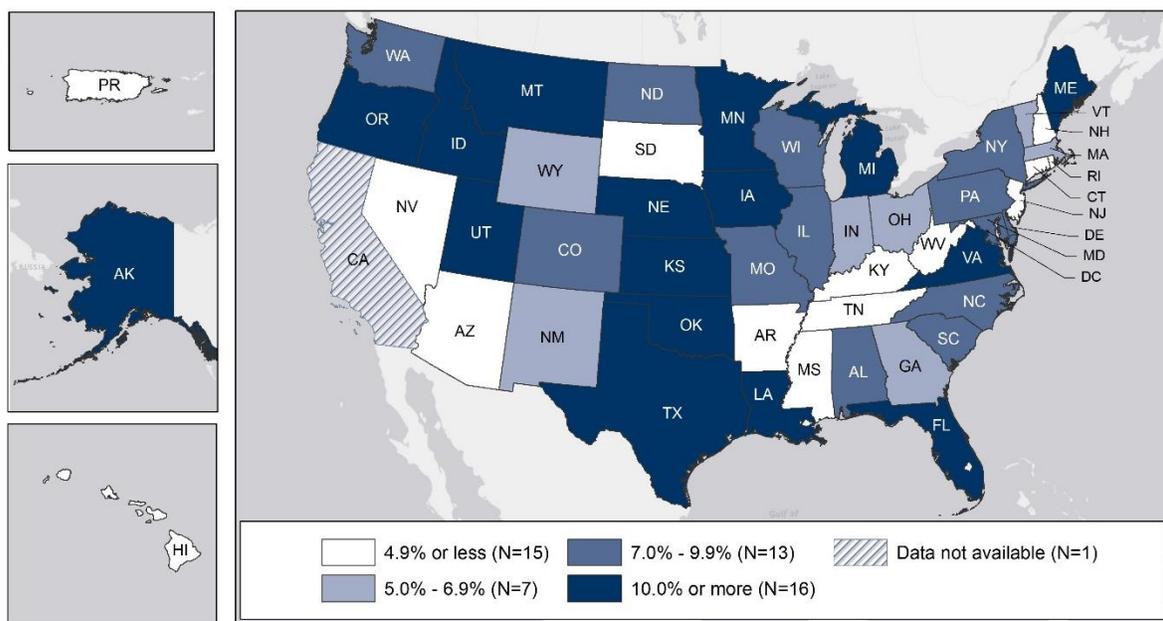
² Includes the District of Columbia and Puerto Rico; excludes Alabama LEAs that did not receive subgrants.

³Excludes California for both years.

⁴ Excludes Wyoming.

Only 10 states indicated they had fewer than 100 homeless students who are also unaccompanied in school year 2013-14: Connecticut, District of Columbia, Hawaii, New Hampshire, New Jersey, Puerto Rico, Rhode Island, South Dakota, Vermont, and Wyoming. While the overall number of homeless unaccompanied youth was low for these states, unaccompanied youth made up more than 5 percent of the homeless student population for both Wyoming and Vermont. Overall, 35 states indicated unaccompanied youth made up 5 percent or more of the homeless student population, with 16 states indicating unaccompanied youth account for 10 percent or more of their homeless students.

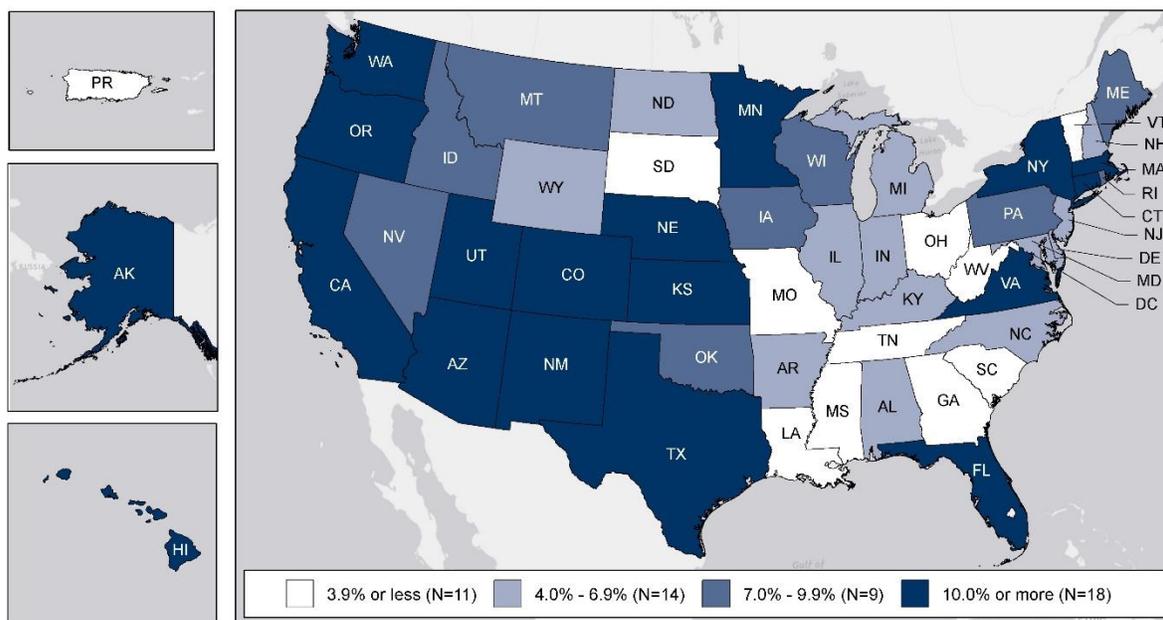
Figure 4. Percentage of enrolled homeless students in grades Pre-K to 12 who are unaccompanied youth: School year 2013-14



Students are considered migratory if they meet the definition in Section 6399 of the Elementary and Secondary Education Act (2001). The following states did not operate a migrant education program during the 2013-14 school year and therefore have no data to provide for migratory homeless students: Connecticut, District of Columbia, Puerto Rico, Rhode Island, and West Virginia.

Homeless students with limited English proficiency make up the second largest subgroup of enrolled students. The definition of limited English proficiency is included in Section 7801(25) of the ESEA (2001). Eighteen states report that homeless students who qualify as having limited English proficiency account for more than 10 percent of their homeless student body; all but 11 states report this subgroup represents 4 percent or more of their homeless students.

Figure 5. Percentage of enrolled homeless students in grades Pre-K to 12 with limited English proficiency: School year 2013-14



Children with disabilities, as defined by the IDEA, comprise the largest subgroup of homeless students enrolled in public schools. Nearly 17 percent of the homeless students enrolled in public school have an identified disability. Only Alabama, California, Colorado, Connecticut, and Texas have a proportion of homeless students with disabilities below 13 percent of their total homeless populations, while 44 percent of the states had a proportion of homeless students with disabilities over 20 percent. In contrast, the number of students in the public school population as a whole who have identified disabilities decreased between school years 2004-05 and 2011-12 and remained fairly stable for the 2012-13 school year at 13 percent of the overall student population.⁴

⁴ Kena, G., Musu-Gillette, L., Robinson, J., Wang, X., Rathbun, A., Zhang, J., Wilkinson-Flicker, S., Barmer, A., Dunlop Velez, E. (2015). *The condition of education 2015* (NCES 2015-144). U.S. Department of Education, National Center for Education Statistics. Washington D.C. Retrieved September 4, 2015 from <http://nces.ed.gov/pubsearch>.

Figure 6. Number of enrolled homeless children and youth with disabilities (IDEA): School year 2013-14

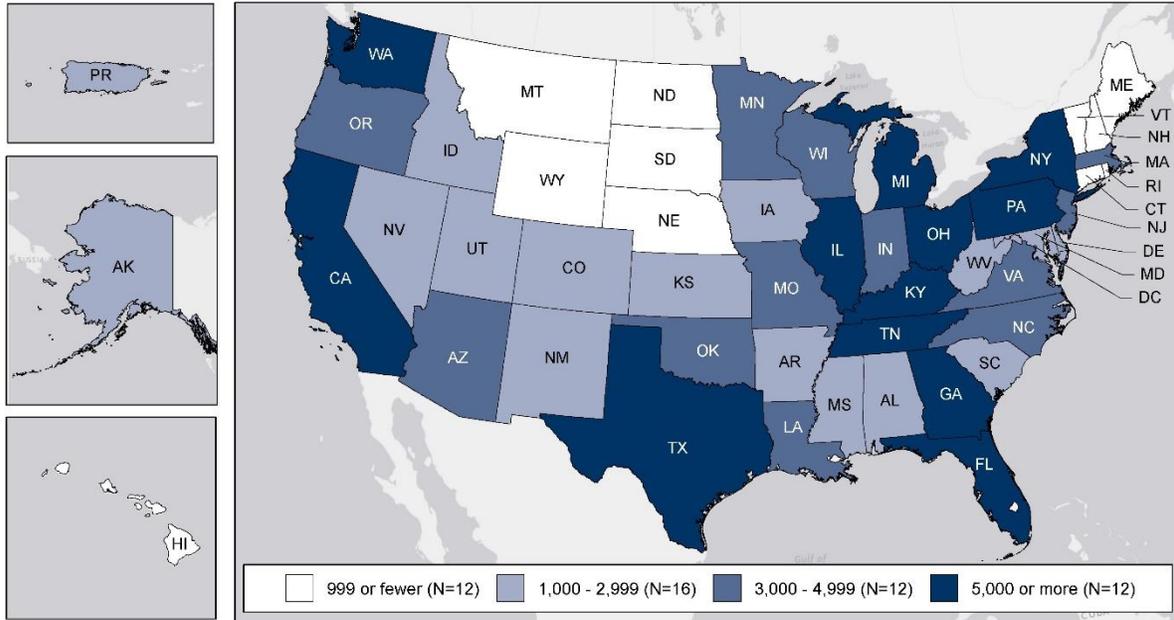
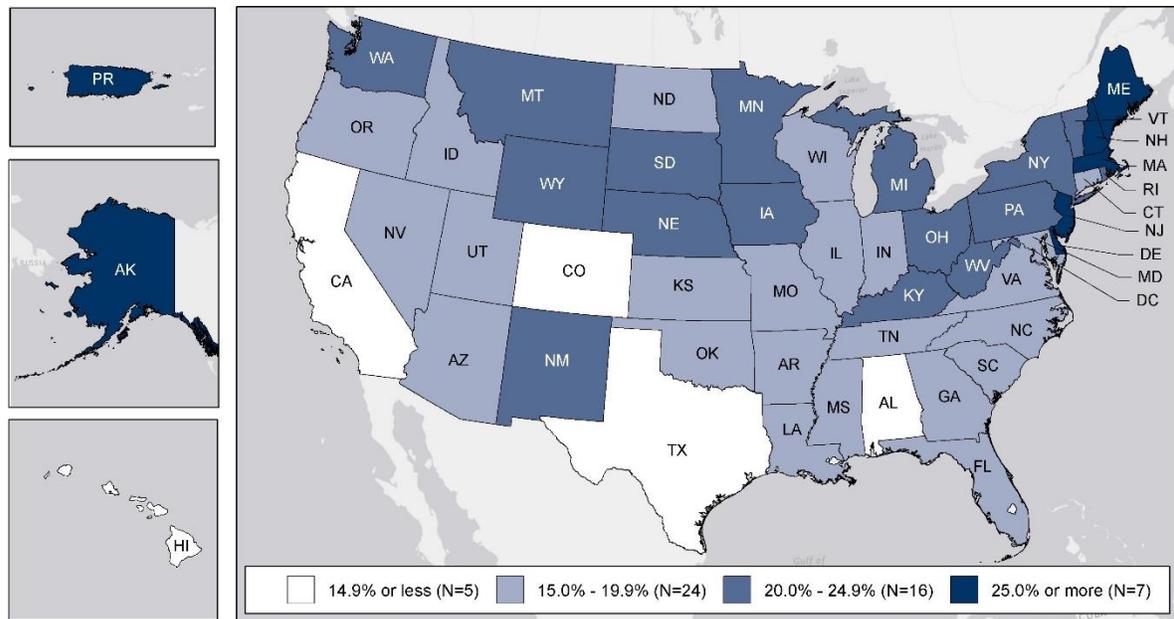


Figure 7. Percentage of homeless children and youth with disabilities (IDEA), enrolled in grades Pre-K to 12: School year 2013-14



Academic Achievement

In order to evaluate the academic progress of students, states are required to administer academic assessments to students in English language arts, mathematics, and science under the Elementary and Secondary Education Act (ESEA) (20 U.S.C. § 6311(b)(3), 2001). All states must test the English language arts and mathematics skills of students in grades three through eight and at least one grade in high school (grades nine through 12). States must administer science tests to students at least once in each of the following grade spans: grades three through five, grades six through nine, and grades 10 through 12. *EDFacts* includes data for each subject area on the performance of homeless students on the statewide assessments. Data must be reported regardless of how much time the students were enrolled in a school district and includes regular assessments, as well as those with accommodations and alternate assessments.

Several considerations must be weighed when evaluating statewide assessment data, especially when considering comparisons across years or states. First, while all states use the same definitions to measure other areas of homeless education, such as homeless, enrolled, or unaccompanied youth, definitions and measurements of student achievement vary across states. Specifically, each state may independently develop its own assessments to measure student achievement. Assessments are based on academic standards that each state is similarly tasked with developing for its students. In addition to variances between states, differences exist in how many years a particular test has been used, the time of year that statewide assessments are given, and the format in which they are given (e.g., paper versus computer administered tests). Additionally, while some students may experience homelessness in consecutive years, others will not. As a result, the students included in the data set for students experiencing homelessness this year may not be the same students as are included in another year, and the number of students taking each type of assessment may vary from year to year (regular, regular with accommodations, alternate assessments, etc.⁵) For all of these reasons, the best option for evaluating the growth of homeless students as measured by statewide assessments is to compare each state's data against itself across a period of years, with limited comparisons across states. However, even that method is limited, as 22 states adopted new standards, administered new assessments, changed the scores related to each level of academic proficiency, or made other significant changes to their state assessments between school years 2012-13 and 2013-14.

⁵ See *EDFacts* file specifications C175, C178, C179, C185, C188, and C189 for more information on the types of assessments states use: <http://www2.ed.gov/about/inits/ed/edfacts/sy-13-14-nonxml.html>.

Academic performance data in this report are further impacted by one time waivers issued by the U.S. Department of Education (ED). To support states as they developed new college- and career ready assessments that differed significantly from those previously used by states, ED offered states the opportunity to apply for waivers that provided relief from double-testing during the 2013-14 school year. The waivers allowed schools participating in field tests to administer only one set of assessments, either the current assessments or the field tests, to students. States that were granted a double-testing waiver were still required to report on the participation of students in statewide assessments, but were not required to submit information on student proficiency for students participating in the field test. The following states were granted double-testing waivers: California, Connecticut, Idaho, Illinois, Iowa, Maryland, Massachusetts, Mississippi, Montana, Nevada, Oregon, South Dakota, Vermont, Washington, and Wyoming.

As a result, the following tables and figures contain a single year snapshot of academic performance data that has largely been aggregated to the national level, limiting state comparisons.

Table 6. Number and percentage of homeless students who received valid and proficient scores on state English language arts assessments, by grade: School year 2013-14

Grade	Received valid score	Percent of homeless students	Received proficient score	Percent of homeless students
Total¹	378,929	71.8	163,634	43.2
3rd	60,961	68.9	25,560	41.9
4th	56,382	69.1	24,221	43.0
5th	53,814	69.4	23,852	44.3
6th	50,869	69.0	21,258	41.8
7th	48,749	69.1	20,266	41.6
8th	46,041	68.1	19,826	43.1
High School	62,113	91.0	28,651	46.1

¹ Total includes the District of Columbia and Puerto Rico. Not all states test all grades each year during high school. Alaska and Puerto Rico reported more students enrolled at the time of the test than enrolled during the year overall; Kansas excluded.

Figure 8. Percentage of enrolled homeless students who scored at or above proficient, English language arts: School year 2013-14

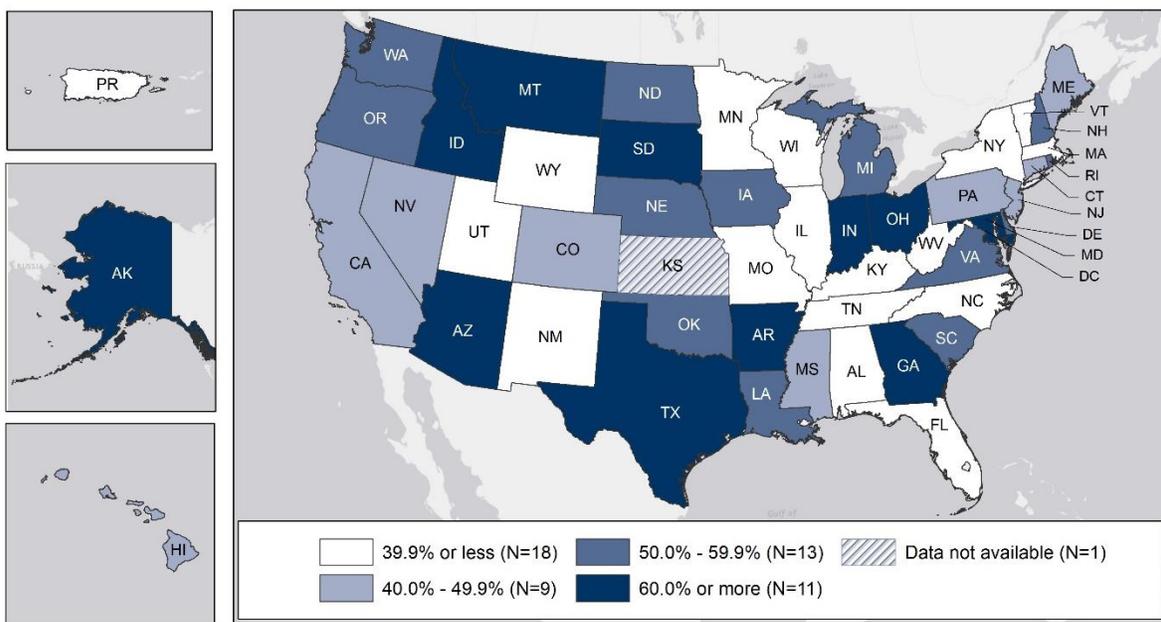


Table 7. Number and percentage of homeless students who received valid and proficient scores on state mathematics assessments, by grade: School year 2013-14

Grade	Received valid score	Percent of homeless students	Received proficient score	Percent of homeless students
Total ¹	378,410	72.2	146,904	38.8
3rd	61,342	69.5	24,773	40.4
4th	56,958	69.8	23,433	41.1
5th	54,288	70.0	22,811	42.0
6th	51,227	69.5	19,063	37.2
7th	49,082	69.7	16,609	33.8
8th	45,943	68.5	16,143	35.1
High School	59,570	91.7	24,072	40.4

¹ Total includes the District of Columbia and Puerto Rico. Not all states test all grades each year during high school. Alaska and Puerto Rico reported more students enrolled at the time of the test than enrolled during the year overall; Kansas excluded.

Figure 9. Percentage of enrolled homeless students who scored at or above proficient, mathematics: School year 2013-14

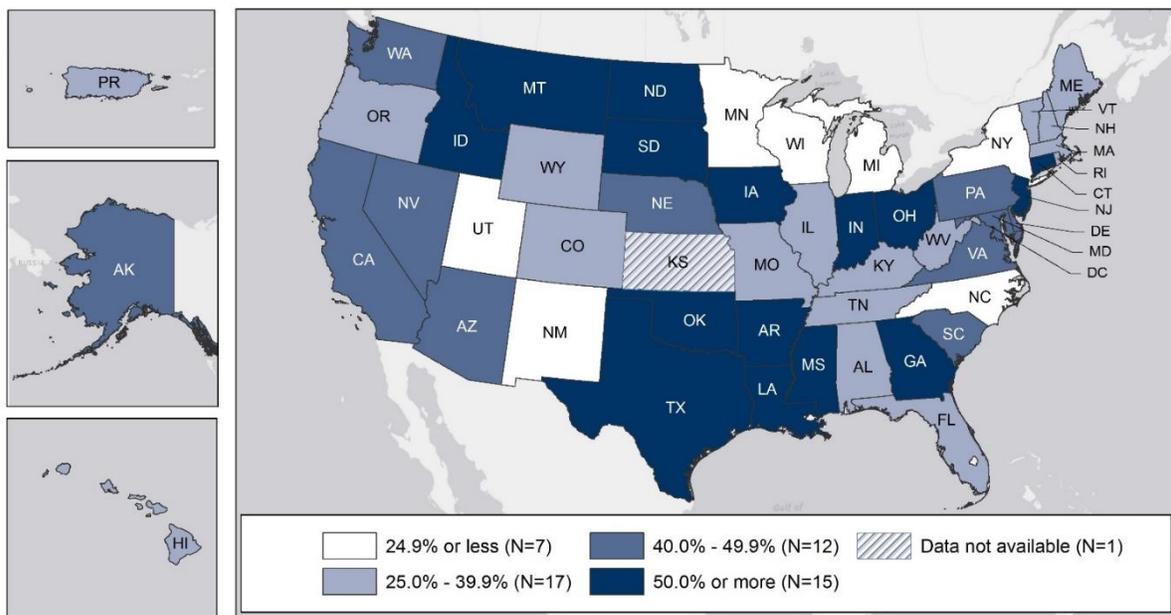


Table 8. Number and percentage of homeless students who received valid and proficient scores on state science assessments, by grade: School year 2013-14

Grade	Received valid score	Percent of homeless students	Received proficient score	Percent of homeless students
Total ¹	217,548	94.4	97,564	44.8
3rd	7,228	80.3	3,768	52.1
4th	27,393	92.1	15,267	55.7
5th	54,237	95.6	22,589	41.6
6th	7,021	81.0	3,299	47.0
7th	13,292	96.8	6,713	50.5
8th	55,907	97.0	23,079	41.3
High School	52,470	95.7	22,849	43.5

¹Total includes the District of Columbia and Puerto Rico. Not all states test all grades each year; data presented here represent those states that administered an assessment to that grade in that year. Alaska and Puerto Rico reported more students enrolled at the time of the test than enrolled during the year overall; Kansas excluded.

The percentage of students receiving valid scores on science assessments was notably higher than in either of the other two subject areas tested. Roughly 68 to 72 percent of homeless students received valid scores in most grades tested for English language arts and mathematics compared to more than

94 percent of homeless students overall receiving valid scores in science. The only reasons to exclude homeless students from this data set are if they participated in field testing and their participation is captured elsewhere, if they experienced a medical emergency and were given an exemption from testing, or if they did not participate in testing. No field tests exist for science assessments, thus some of the difference between the percentages of homeless students receiving valid scores could be due to the participation of homeless students in field tests for English language arts and mathematics.

Figure 10. Percentage of enrolled homeless students who scored at or above proficient, science: School year 2013-14

