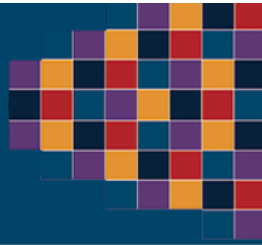


# 2020 Educational Attainment and Economic Prosperity: Improving the Outcomes for Students Experiencing Homelessness in Indiana





## **2020 Educational Attainment and Economic Prosperity: Improving the Outcomes for Students Experiencing Homelessness in Indiana**

### **Appendix**

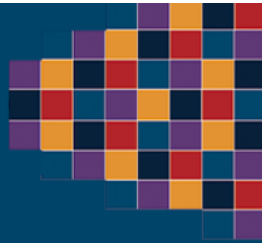
**This appendix utilizes data provided by the Indiana Department of Education (IDOE) to complement 2020 Educational Attainment and Economic Prosperity: Improving the Outcomes for Students Experiencing Homelessness in Indiana** with a more in-depth look at educational outcomes for homeless students and youth, including comparing homeless students with peers in various subgroups (e.g., racial/ethnic, gender, and different programmatic groupings), as well as examining available data at the public school corporation level. The data featured in this report build on the annual report produced by the IDOE, which reviews statewide data on homeless student educational outcomes. The study was sponsored by School on Wheels, a nonprofit organization located in Indianapolis, Indiana, with the mission of providing one-on-one tutoring and educational advocacy for school-aged children impacted by homelessness.

Among the key findings:

- Homeless students in Indiana are disproportionately Black or African American and are overrepresented in special education.
- Enrollment of homeless students is concentrated in school corporations in urban counties; however, gaps in achievement between homeless students and their peers were present statewide, independent of school corporation type, size, or location.
- Homeless students performed worse than Hoosier students overall. In nearly all subgroups, in all educational outcomes examined: grade retention, discipline rates, performance on standardized assessments, graduation rates, and diploma earning. Gaps were particularly prevalent for homeless students of color, homeless male students, and those in special education or English Language Learners.

Children and youth experiencing homelessness are more likely than their peers to have mental and physical health issues and have experienced trauma and instability. Homeless students tend to have higher rates of grade-level retention and discipline than their peers, lower academic achievement and graduation rates, and lower rates of earning rigorous, college-ready diplomas, which may hinder their ability to pursue and succeed postsecondary college and job opportunities. This, in turn, may limit their chances for meaningful career pathways and economic stability.

Additional resources and support for Indiana schools to address persistent achievement gaps and prepare homeless students for success are needed at all grade levels, across all types of schools, and for all groups of homeless students and youth.



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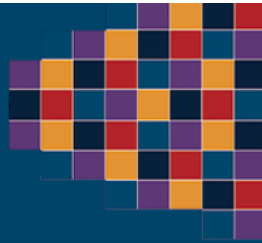
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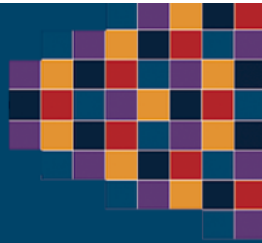
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## Homelessness in Indiana

The McKinney-Vento Homeless Assistance Act defines homeless students as those who lack a fixed, regular, adequate nighttime residence, including students 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 campgrounds due to lack of adequate alternative accommodations; are living in emergency or transitional shelters; and are abandoned in hospitals.<sup>i</sup>

As of January 2019, nearly 5,500 Hoosiers were experiencing homelessness on any given day; of that total, 544 were family households, and 258 were unaccompanied young adults (ages 18-24)<sup>ii</sup> The number of Indiana students reported as experiencing homelessness has increased – in 2009, a reported 8,974<sup>iii</sup> students experiencing homelessness were enrolled in school in Indiana. By 2019, that number had grown to 16,380<sup>iv</sup>, an increase of 82.5%. In addition, while not necessarily homeless, many Hoosier children live in unstable housing situations – in 2018, 50% of children in low-income households lived in places with a high housing cost burden, and nine% of children were living in crowded housing.<sup>v</sup>

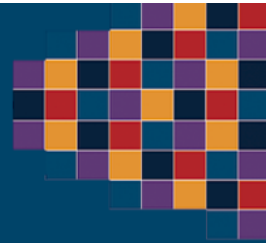
## Homeless Student Education

Children and youth experiencing homelessness are more likely than their peers to have mental and physical health issues and have witnessed or experienced violence, contributing to emotional trauma.<sup>vi</sup> Homeless students and their families also deal with the stigma often associated with homelessness and poverty, both outside and within school.<sup>vii</sup> While research is somewhat mixed on whether homelessness specifically, or poverty in general, impacts educational outcomes, and robust research on children meeting the McKinney-Vento definition of homelessness is limited, studies have found that children experiencing homelessness tend to underperform academically compared to the general population.<sup>viii</sup>

Further, national data on academic achievement suggest that children and youth experiencing homelessness perform worse than all economically disadvantaged students on state assessments. To illustrate, based on a 2018 report from the National Center for Homeless Education, while 37% of economically disadvantaged students passed state standardized English/Language Arts assessments, only 29% of homeless students did. Homeless students also trailed behind all economically disadvantaged students on state standardized Math assessments, with 24% of homeless students passing compared to 33% of those who were economically disadvantaged.<sup>ix</sup>

Research and data show that education, including obtaining a high school diploma (rather than a high school equivalency only) and postsecondary education (industry certification, college, or university), can be strong contributors to later economic success, including higher earnings, lower poverty levels, and a lower likelihood of unemployment.<sup>x</sup> However, data on educational outcomes for Hoosier children and youth experiencing homelessness suggest that they are behind their peers in every educational component measured in this report.

These gaps exist not only when comparing homeless students with the overall student population, but also when comparing within racial/ethnic subgroups (e.g., White homeless students compared to all



White students) and when comparing within programmatic subgroups (e.g., homeless students eligible for special education compared to all students in special education). The remainder of this report provides information on homeless student enrollment (including demographics and concentrations of enrollment by county and school corporation); retention and discipline; academic achievement (as measured by state standardized assessments); and graduation rates and diploma types.

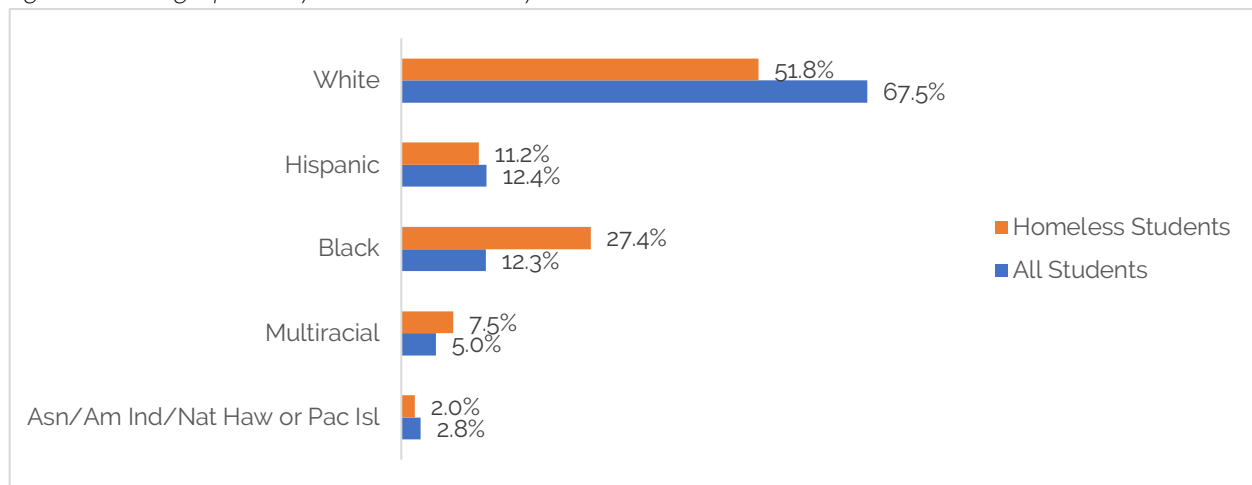
### Homeless Student Enrollment and Demographic Composition

Based on data provided by the Indiana Department of Education as part of an independent data request for this report, 16,380 homeless students were enrolled in Indiana in the academic year 2018–2019 (AY2019), representing about 1.5% of the State’s enrollment.

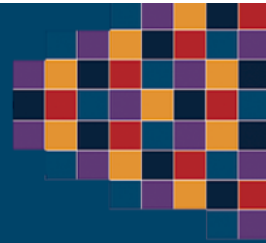
While White students make up a slight majority of homeless students (52%), Black students are greatly overrepresented in the homeless student population and are nearly three times likelier to be homeless than White students.

Based on academic year (AY) 2018–19 enrollment data, about one in 10 Indiana students (12%) was Black or African American. Still, Black or African American students comprise more than one in four homeless students (27%). Multiracial students were slightly overrepresented, making up 7.5% of homeless students than 5% of all students. White students were greatly underrepresented in the homeless student population – White students are 67.5% of the overall student population, but 52% of homeless students.

Figure 1. Demographics by Race and Ethnicity<sup>1</sup>

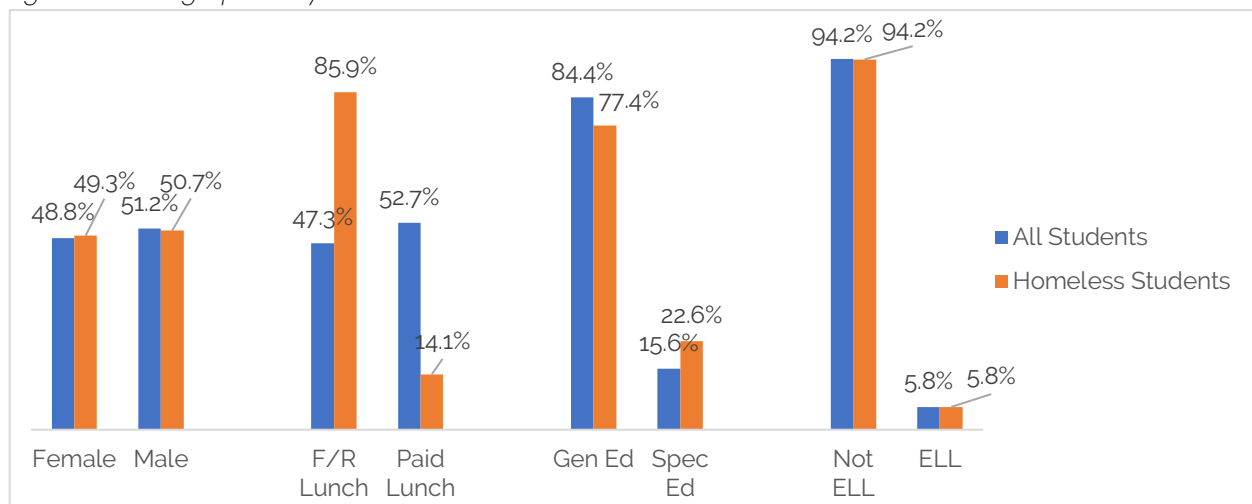


<sup>1</sup> The racial/ethnic categories of Asian, American Indian or Native American, and Native Hawaiian or Other Pacific Islander are combined throughout this report to address privacy issues associated with small n sizes for each group.



Homeless students are categorically eligible for free meals,<sup>1</sup> and about 86 % of homeless students received free or reduced lunch, compared to 47% of all students.<sup>2</sup> The rate of homeless students in special education was about seven percentage points higher than all students (23% compared to 16%). The percentages of homeless students that were male, female, English Language Learners, and not English Language Learners were about the same as the overall population.

Figure 2. Demographics by Other Student Characteristics



### District- and County-Level Enrollment<sup>3</sup>

Over 16,300 homeless students were enrolled in public school corporations - traditional public, charter public, turnaround, university, and state-run - in AY2019. Homeless student enrollment was highly concentrated, compared to overall public enrollment. To illustrate, half of the homeless student enrollment in public schools was represented by 23 corporations across the State (about 6% of all public school corporations). These districts made up only 27% of total public school enrollment. Almost one-third (31%) of homeless students were enrolled in ten districts. (These districts represent only about 16% of overall public school enrollment.) Five of the school corporations are in Marion County, and two are in Allen County.

<sup>2</sup> Because homeless students are categorically eligible for free lunch, the 14% of homeless students not flagged as receiving free lunch may be a timing issue, as free/reduced lunch status from DOE reporting is based on October 1 while school reporting on homeless status is for the entire academic year.

<sup>3</sup> All district/school-level analysis in this report excludes nonpublic schools, because homeless data was not available at the district or school level for all nonpublic schools. County-level analyses are based on the county in which the school district, charter, or turnaround school is physically located. County-level totals exclude university schools, virtual charters, and state-run schools that may be physically located in these counties, because these typically serve students statewide. While other traditional public and charter schools may serve students outside of their counties of physical location, it is more likely that the majority of students served reside in that county.

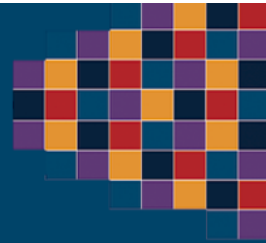


Table 1: Homeless Student and Total Enrollment: Top Ten Corps. by Number of Homeless Students

| School Corp.                      | % of total        | % of All        |
|-----------------------------------|-------------------|-----------------|
|                                   | Homeless Students | Public Students |
| Indianapolis Public Schools       | 6.4 (1,043)       | 2.5 (26,410)    |
| Fort Wayne Community Schools      | 5.0 (812)         | 2.8 (29,404)    |
| MSD Warren Township               | 3.2 (528)         | 1.2 (12,188)    |
| MSD Wayne Township                | 2.9 (476)         | 1.6 (16,484)    |
| Evansville-Vanderburgh Sch. Corp. | 2.7 (446)         | 2.1 (22,601)    |
| MSD Lawrence Township             | 2.5 (404)         | 1.5 (16,035)    |
| Vigo County Sch. Corp.            | 2.1 (340)         | 1.4 (14,722)    |
| East Allen County Schools         | 2.0 (334)         | 0.9 (9,946)     |
| MSD Washington Township           | 2.0 (333)         | 1.1 (11,140)    |
| Lafayette Sch. Corp.              | 1.9 (312)         | 0.8 (7,996)     |

Homeless students tend to be concentrated and slightly overrepresented in urban counties (those located in metro areas) – 81% of homeless students enrolled in AY2019 were in public schools in metro counties (while metro counties made up 77% of total public enrollment). Marion County alone represented more than one-quarter (26%) of homeless student enrollment but only 14.5 % of total public enrollment. Allen County represented 7% of homeless student enrollment and only 5% of total public enrollment. Lake County rounded out the top three – however, although Lake County represented 5% of homeless student enrollment, this is a slight underrepresentation, as Lake County accounts for about 8% of total public enrollment. Collectively, seven counties – Marion, Allen, Lake, Elkhart, Johnson, Morgan, and Vanderburgh – represented half of the homeless student population. The top ten counties based on enrollment represent 57.5% of homeless student enrollment, but only 45% of total public enrollment. See Table 2.

Table 2: Homeless Student and Total Enrollment: Top Ten Counties by Number of Homeless Students

| County      | % of total        | % of All        |
|-------------|-------------------|-----------------|
|             | Homeless Students | Public Students |
| Marion      | 26.1 (4,261)      | 14.3 (151,235)  |
| Allen       | 7.3 (1,199)       | 5.2 (55,112)    |
| Lake        | 5.1 (827)         | 7.6 (80,491)    |
| Elkhart     | 3.3 (537)         | 3.4 (36,244)    |
| Johnson     | 2.9 (474)         | 2.6 (27,225)    |
| Morgan      | 2.8 (461)         | 1.0 (10,838)    |
| Vanderburgh | 2.7 (446)         | 2.2 (23,191)    |
| Tippecanoe  | 2.6 (427)         | 2.3 (24,107)    |
| St. Joseph  | 2.3 (378)         | 3.7 (38,902)    |
| Porter      | 2.3 (376)         | 2.6 (27,041)    |

In terms of concentration of homeless students (homeless students as a percentage of total enrollment), about 6% of school corporations (25) had homeless student concentrations of 5% or higher, and 4% (15) had ratios of 6% or higher. Of the 15 schools with rates 6% or higher, nine were charter schools, four were traditional public, and two were turnaround schools.



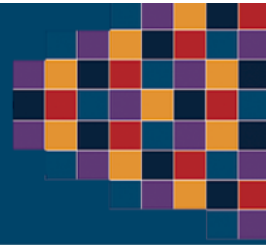


Table 3: Homeless Student Ratio: Sch. Corps. with Ratios Six % or Higher

| School Corp.                  | School Type  | Number of Homeless Students | Number of Total Students | Homeless Student Concentration |
|-------------------------------|--------------|-----------------------------|--------------------------|--------------------------------|
| Excel Center – Anderson       | Charter      | 33                          | 313                      | 10.5%                          |
| CSUSA Manual                  | Turnaround   | 66                          | 695                      | 9.5%                           |
| Vanguard Collegiate of Indy   | Charter      | 5                           | 57                       | 8.8%                           |
| Kindezi Academy               | Charter      | 24                          | 276                      | 8.7%                           |
| Excel Center – Muncie         | Charter      | 24                          | 293                      | 8.2%                           |
| Allegiant Preparatory Academy | Charter      | 3                           | 37                       | 8.1%                           |
| Ignite Achievement Academy    | Charter      | 43                          | 534                      | 8.1%                           |
| Spencer–Owen Com. Schools     | Trad. Public | 200                         | 2,503                    | 8.0%                           |
| CSUSA Howe                    | Turnaround   | 46                          | 577                      | 8.0%                           |
| Perry Central Com. Sch. Corp. | Trad. Public | 91                          | 1,267                    | 7.2%                           |
| Matchbook Learning            | Charter      | 39                          | 567                      | 6.9%                           |
| Tindley Renaissance Academy   | Charter      | 26                          | 399                      | 6.5%                           |
| Cannelton City Schools        | Trad. Public | 18                          | 279                      | 6.5%                           |
| Tindley Genesis Academy       | Charter      | 13                          | 211                      | 6.2%                           |
| Mooresville Con. Sch. Corp.   | Trad. Public | 266                         | 4,436                    | 6.0%                           |

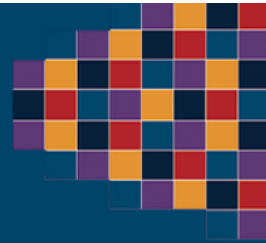
No county had a higher concentration of homeless students than 8% (Owen County), though nine counties did have homeless student enrollment of 2.5% or higher. Six of these counties were located in or adjacent to metro areas, and there were three rural counties with ratios over 2.5%: Perry, Jennings, and Switzerland. This suggests that while homeless student enrollment does tend to be more prevalent in counties located in metro areas, some rural counties have relatively large proportions of homeless students compared to their overall enrollment. See Table 4.

Table 4: Counties with Homeless Student Enrollment Ratios of 2.5 % or More

| County      | Number of Homeless Students | Number of Total Students | Ratio of Homeless Students |
|-------------|-----------------------------|--------------------------|----------------------------|
| Owen        | 200                         | 2,503                    | 8.0%                       |
| Ohio        | 43                          | 797                      | 5.4%                       |
| Perry       | 135                         | 2,971                    | 4.5%                       |
| Cass        | 300                         | 6,629                    | 4.5%                       |
| Morgan      | 461                         | 10,838                   | 4.3%                       |
| Jennings    | 168                         | 4,187                    | 4.0%                       |
| Switzerland | 59                          | 1,522                    | 3.9%                       |
| Marion      | 4,261                       | 151,235                  | 2.8%                       |
| Putnam      | 144                         | 5,517                    | 2.6%                       |

### Homeless Student School Performance and Outcomes

Students living in poverty, especially those experiencing homelessness, tend to perform academically worse than their peers. Barriers, including the transience associated with lack of housing and inadequate transportation, can impact attendance, contributing to lower academic achievement and a higher



likelihood of repeating a grade. Lack of shelter and stability and issues related to poor nutrition and health also impact homeless students’ ability to focus on school. Trauma and exposure to violence may contribute to behavioral issues, resulting in higher suspension or expulsion rates.<sup>xii</sup> Further, homeless youth face many barriers to completing high school and are less likely than their peers to graduate. An analysis of national data found that only 64% of homeless students graduated, compared to 78% of low-income students and 84% of all students.<sup>xiii</sup> Indiana appears to mirror many of these trends in terms of achievement gaps, as described in this section of the report.

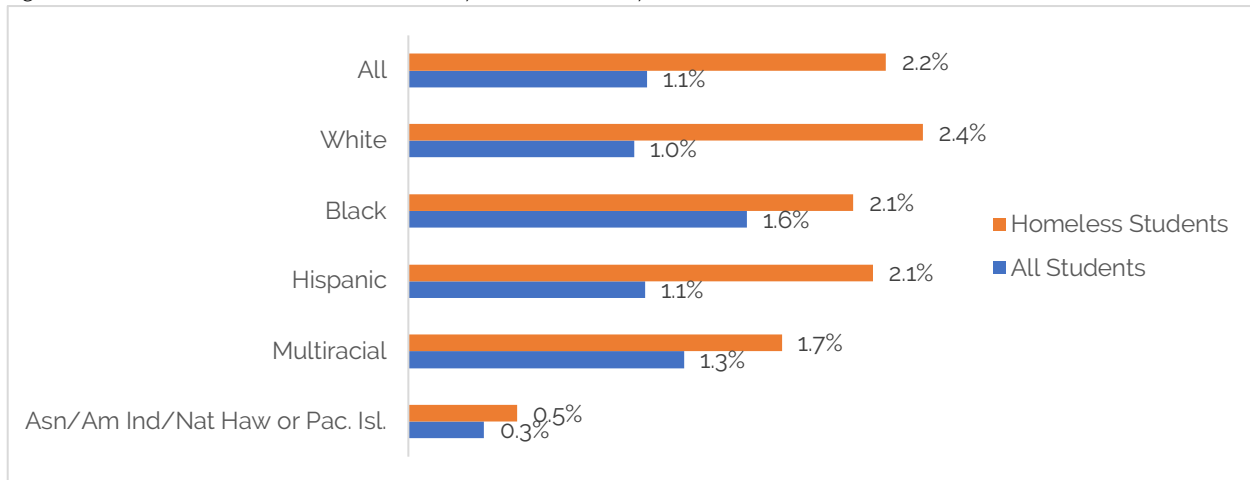
**Grade Retention Rates**

Overall, just over 2% of homeless students in grades K-11 were retained in grade from AY2019 to AY2020, a rate twice as high as all students.

More than 2% of homeless students were held back across all but two racial/ethnic subgroups (Multiracial and the clustered Asian/Am. Indian or Native Am./Native Hawaiian or Pacific Islander group). Comparatively, each racial/ethnic subgroup of all students had a retention rate of 1.6% or lower. See Figure 3.

Homeless students in special education had the highest retention rates of all other subgroups (2.5% compared to 2% for all special education students). Female homeless students, those in general education, and non-English Language Learners had retention rates two or more times higher than their peer groups. See Figure 4.

Figure 3. Retention Rates (Overall and by Race/Ethnicity)



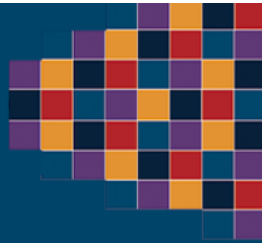
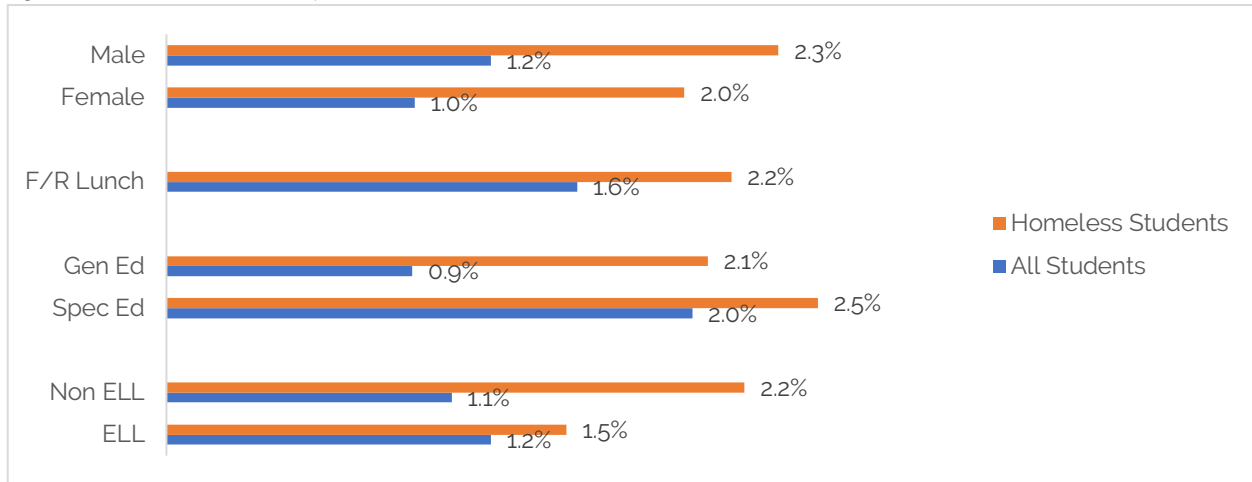
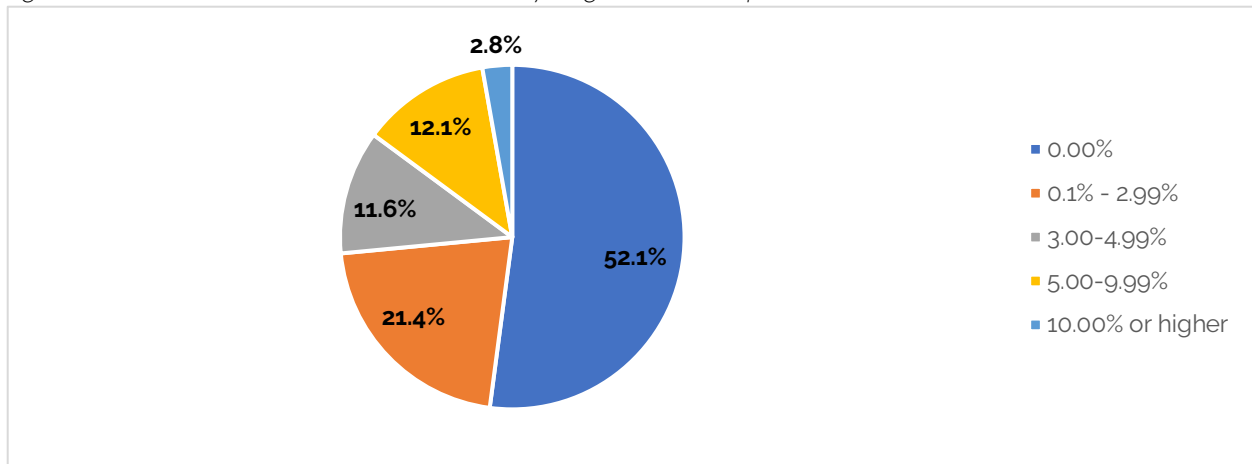


Figure 4: Retention Rates by Selected Student Characteristics

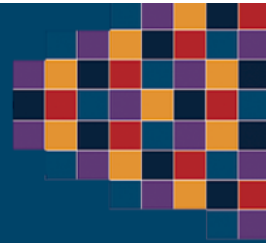


Of the school 215 corporations with available data in AY19,<sup>4</sup> just over half (52%) retained zero homeless students, and 58% of districts had retention rates for homeless students at or below the state rate for all students (1.1% or less). However, about 15% retained 5% or more of their homeless students, and 3% retained 10% or more. Comparatively, only 4% of corporations retained 5% or more of all students. See Figure 5

Figure 5: Homeless Student Retention Rates by %age of Sch. Corps.



<sup>4</sup> Schools that had at least 10+ homeless students enrolled and reported retention rates.

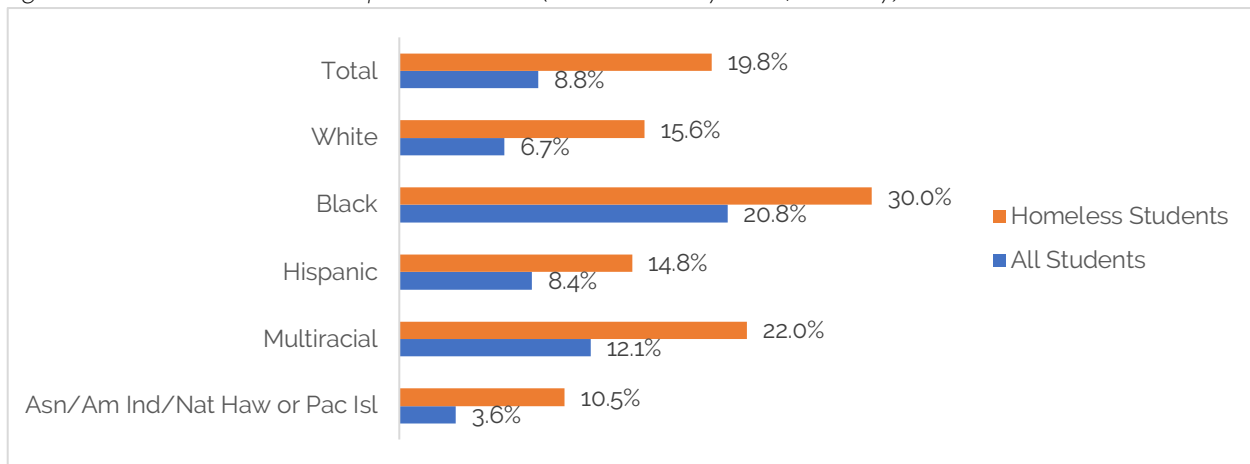


## Discipline

Homeless students were suspended and expelled at rates higher than all students – suspension rates for homeless students were more than two times higher than those for all students, and expulsion rates were just under twice as high.<sup>5</sup>

Within racial/ethnic subcategories, three in ten Black or African American homeless students were suspended, compared to 21% of all Black students. Black homeless students were suspended at a rate 4.5 times higher than all White students (who had a suspension rate of only 7%), and White homeless students were suspended at a rate more than two times higher than all White students. Though homeless students in the clustered Asian/Am. Indian or Nat. Am./Native Hawaiian or Pacific Islander group had the lowest suspension rate (10.5%); it was nearly three times higher than all students within that subgroup.

Figure 6: Homeless Student Suspension Rates (Overall and by Race/Ethnicity)



Homeless students in special education and male homeless students had the highest suspension rates among other subgroups (27% and 26%, respectively, compared to 15% of all students in special education and 12% of all male students). The suspension rate for homeless male students was more than two times higher than that of all male students. While female students had a relatively low suspension rate (compared to other subgroups), at 13.5%, it was nearly 2.5 times as high as the suspension rate for all female students.

<sup>5</sup> Suspension and expulsion rates are based on taking unduplicated count of suspensions or expulsions / total enrollment. However, because enrollment is based on an October 1 date and suspension/expulsion counts represent the entire academic year, it is possible that rates are over or underrepresented.

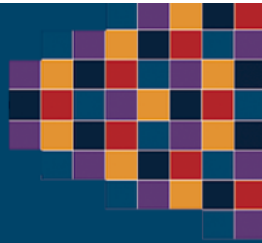
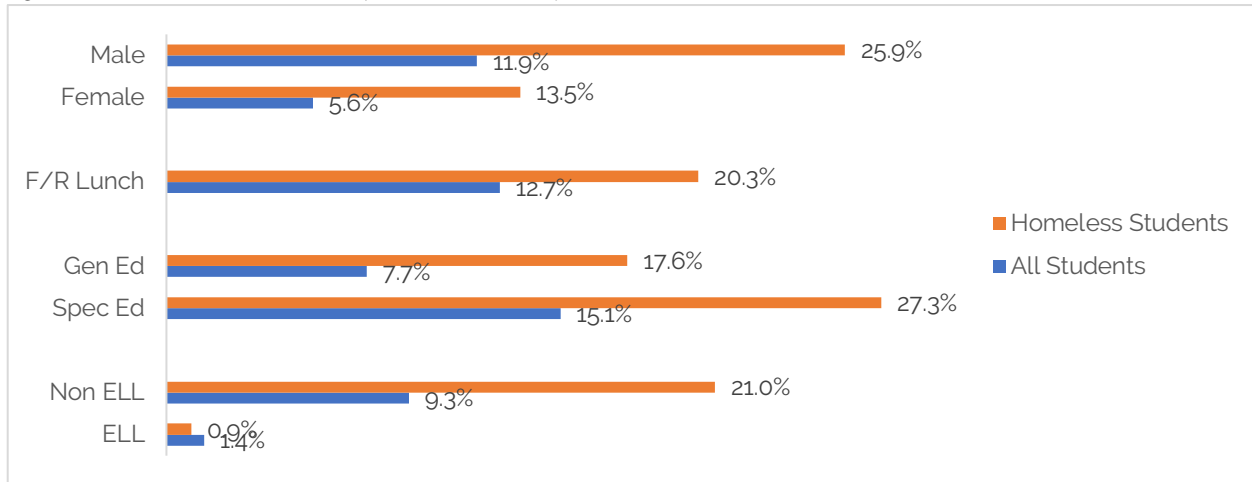
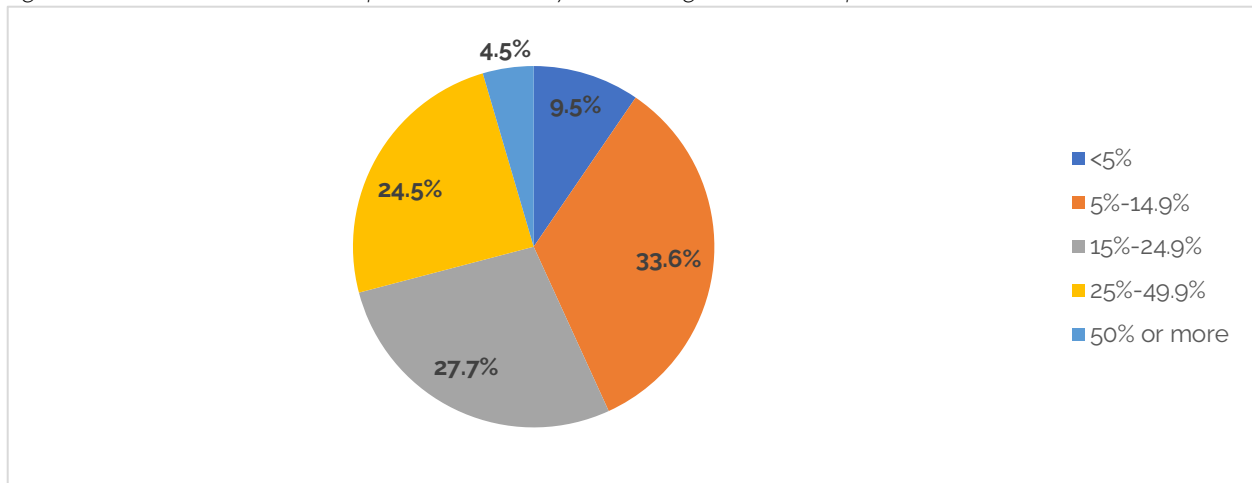


Figure 7: Homeless Student Suspension Rates by Selected Student Characteristics



At the district level, for the 220 school corporations that enrolled at least 10 homeless students in AY2019, a large majority (84%) had suspension rates for homeless students that exceeded those of all students in the district. Just under three in ten corporations (29%) had suspension rates of 25% or more for homeless students, and 10 corporations had 50% or more rates. Only 24% of corporations had suspension rates for homeless students at or lower than the rate for all students (8.8%).

Figure 8: Homeless Student Suspension Rates by Percentage of Sch. Corps.



While expulsion rates for homeless students were relatively low (0.5% overall, and less than 1% for all racial/ethnic subgroups), they were higher than expulsion rates overall. Expulsion rates for Multiracial homeless students were two times higher than rates for all Multiracial students and four times higher than rates for all White students.

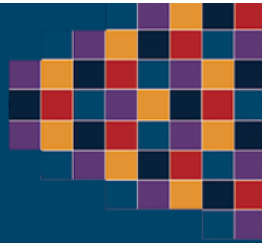
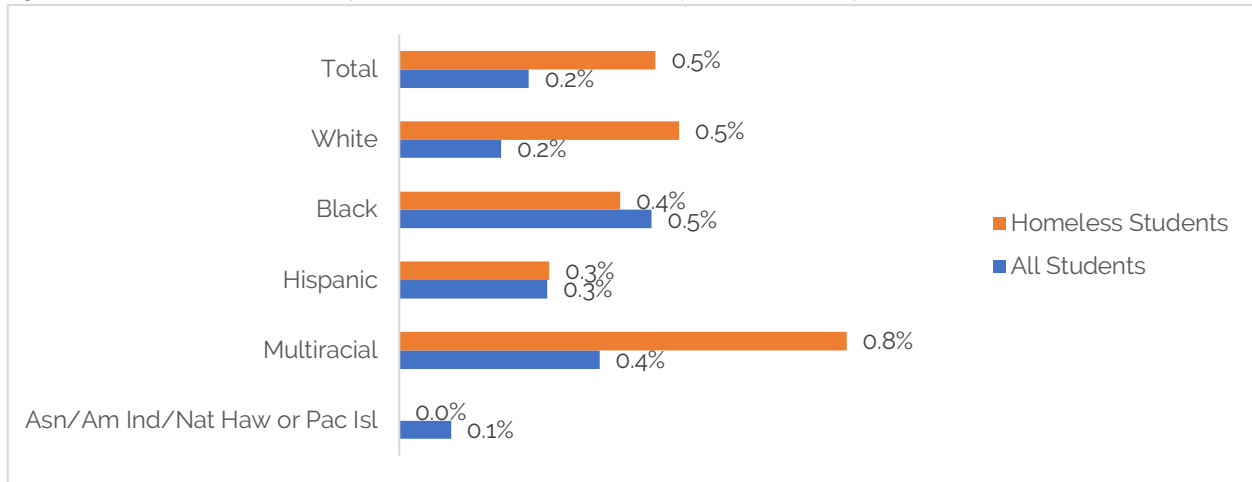
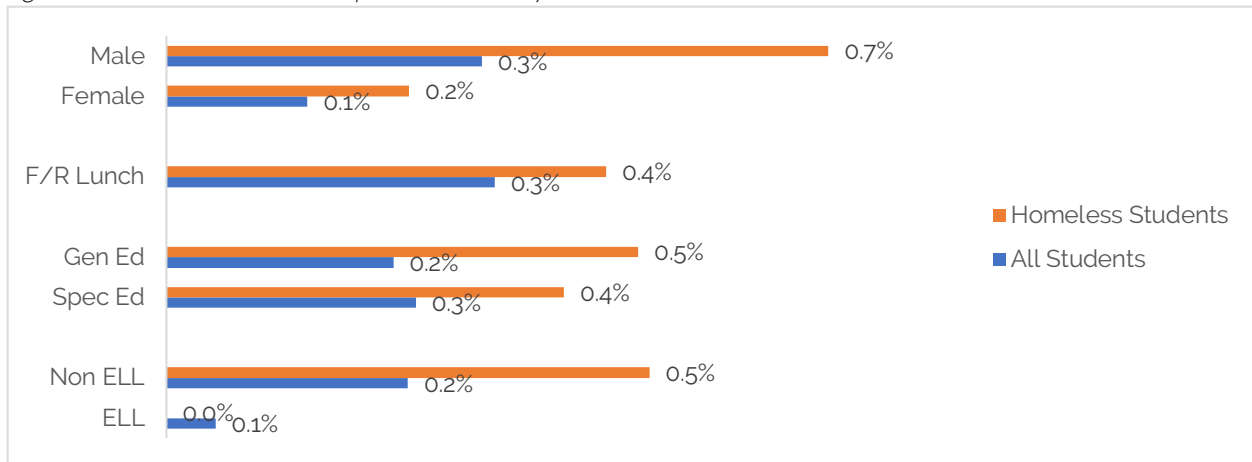


Figure 9: Homeless Student Expulsion Rates (Overall and by Race/Ethnicity)



The expulsion rate for homeless male students was the highest (0.7%) within other student subcategories, more than two times higher than the rate for all male students.

Figure 10: Homeless Student Expulsion Rates by Selected Student Characteristics



At the district level, of the 220 corporations enrolling at least 10 homeless students in AY2019, just under 80% expelled zero homeless students (and 79.5% had expulsion rates for homeless students at or below the overall rate of 0.2%). However, 9% had expulsion rates of 2.5% or more for homeless students, and 6% expelled 4% or more. In comparison, only one of the 220 school corporations had an expulsion rate higher than 2% for all students.

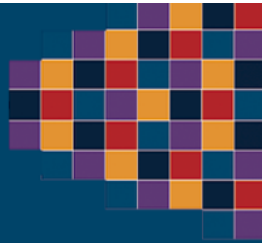
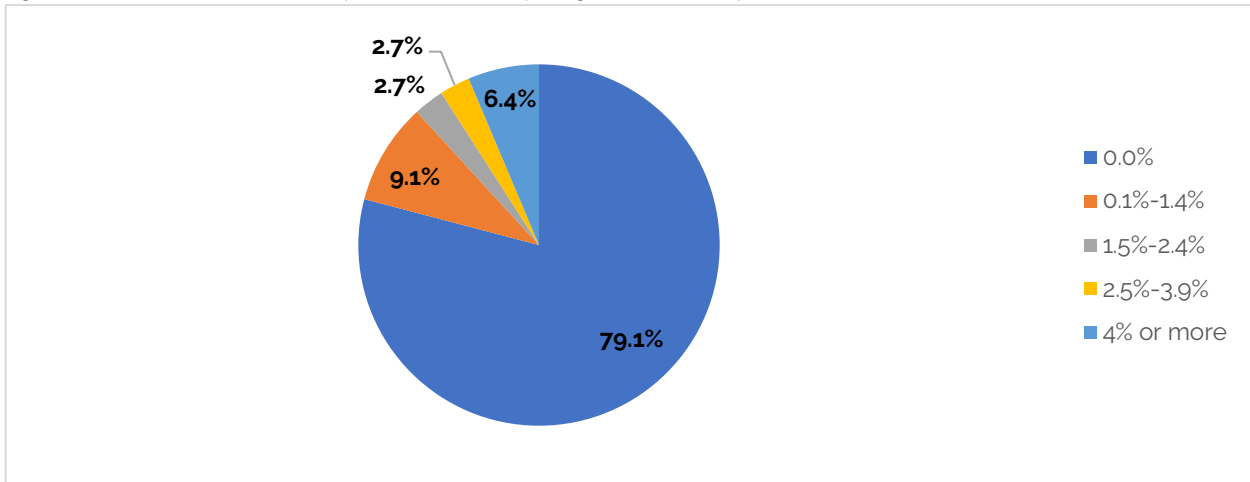


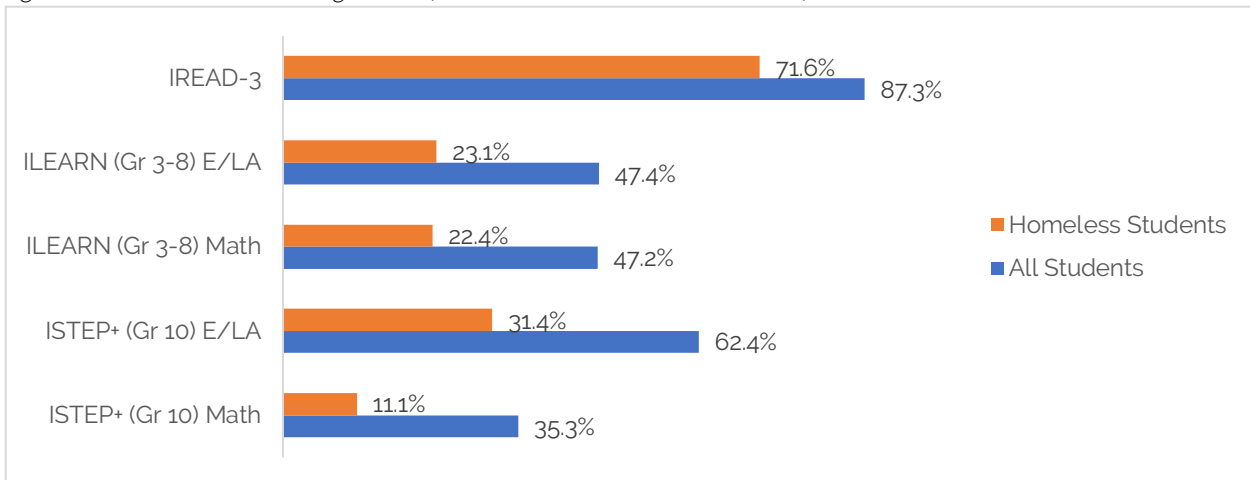
Figure 11: Homeless Student Expulsion Rates by %age of Sch. Corps.



### Academic Proficiency

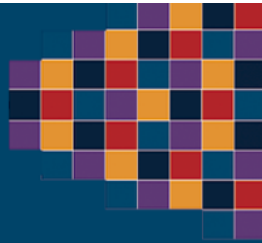
In AY2019, academic proficiency was measured by three statewide assessments: ILEARN, administered to students in grades 3-8; ISTEP+, administered to students in grade 10; and IREAD-3, administered to students in grade 3. In all tested grades and subjects, Indiana’s homeless students passed all three of these assessments at lower rates than all students. Homeless students’ passing rates for both ILEARN English/Language Arts (E/LA), ILEARN Math, and ISTEP+ E/LA were less than half the rates of all students. For ISTEP+ Math, passing rates for homeless students were more than three times lower.

Figure 12: Assessment Passing Rates (Overall and Homeless Students)



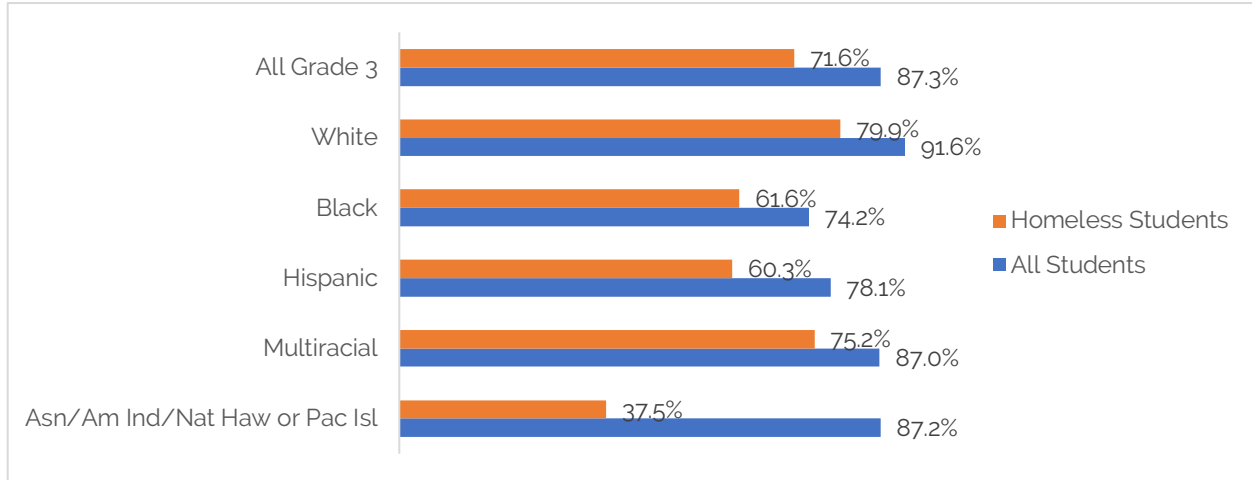
### IREAD-3

While just under three-quarters (72%) of homeless students passed the IREAD-3 assessment, 87% of all students passed, a 15-percentage point gap. Homeless students trailed all students in all racial/ethnic categories in IREAD-3 passing rates, particularly in the clustered Asian/Am. Indian or Nat. Am./Native



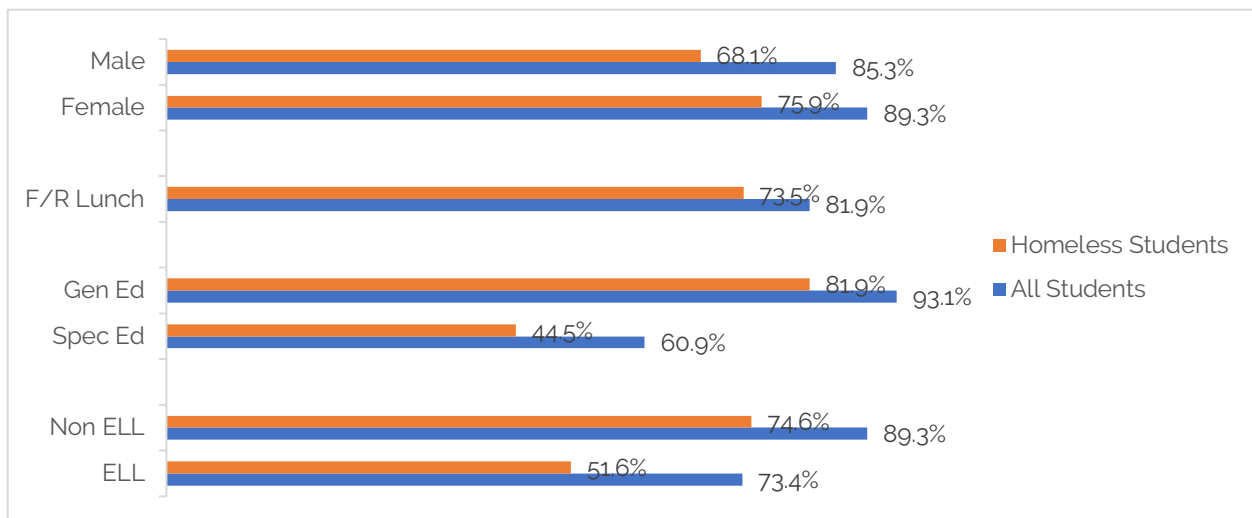
Hawaiian or Pacific Islander group. This group had the lowest passing rate across racial/ethnic categories, with only 37.5% passing (vs. 87% of all students in this category), a rate more than 2.3 times lower.

Figure 13: IREAD-3 Passing Rates (Overall and by Race/Ethnicity)



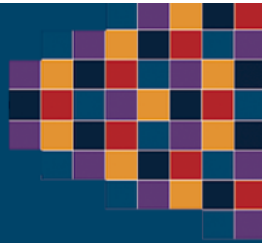
Homeless students in special education had the lowest IREAD-3 passing rates (44.5%, compared to 61% of all special education students, a rate of about 1.4 times lower). Just over half of homeless students who were English Language Learners passed, compared to 73% of all English Language Learners, also about 1.4 times lower).

Figure 14: IREAD-3 Passing Rates by Selected Student Characteristics



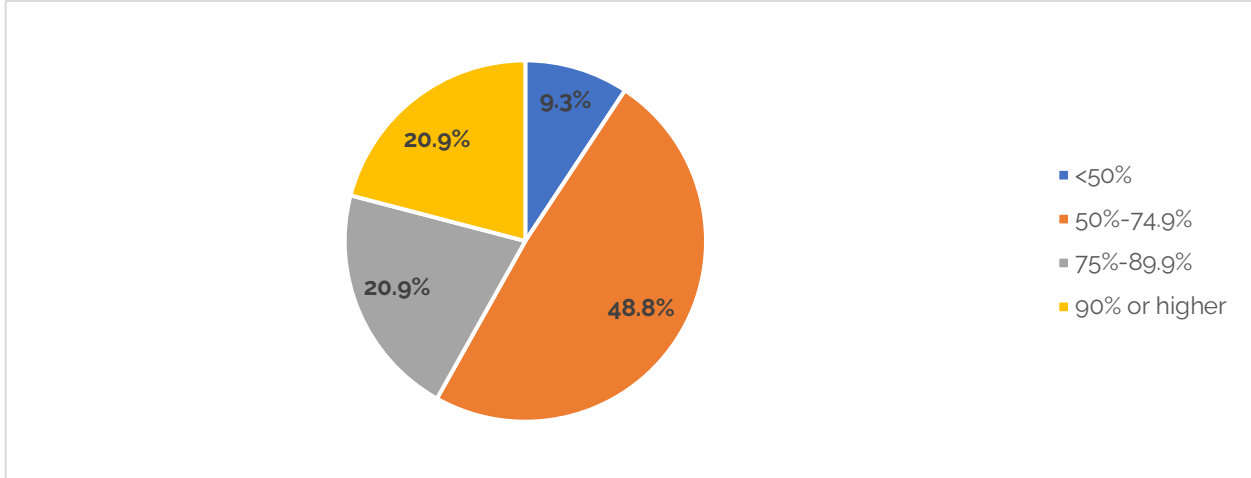
Of the 43 school corporations that administered the IREAD-3 to 10 or more homeless students, the highest passing rate was 100 %, and the lowest was 29%. Less than half of homeless students tested passed IREAD-3 at four corporations; comparatively, only one corporation had less than half of all students pass IREAD-3. The largest passing rate gap was 44 percentage points (the district with 29% of homeless students





passing had 73% of all students passing). Homeless students at nine of the 43 school corporations outperformed all students, and the passing rate gap was less than three percentage points at three others. In 23% of corporations, homeless students passed at or above the passing rate for all students (87.3%).

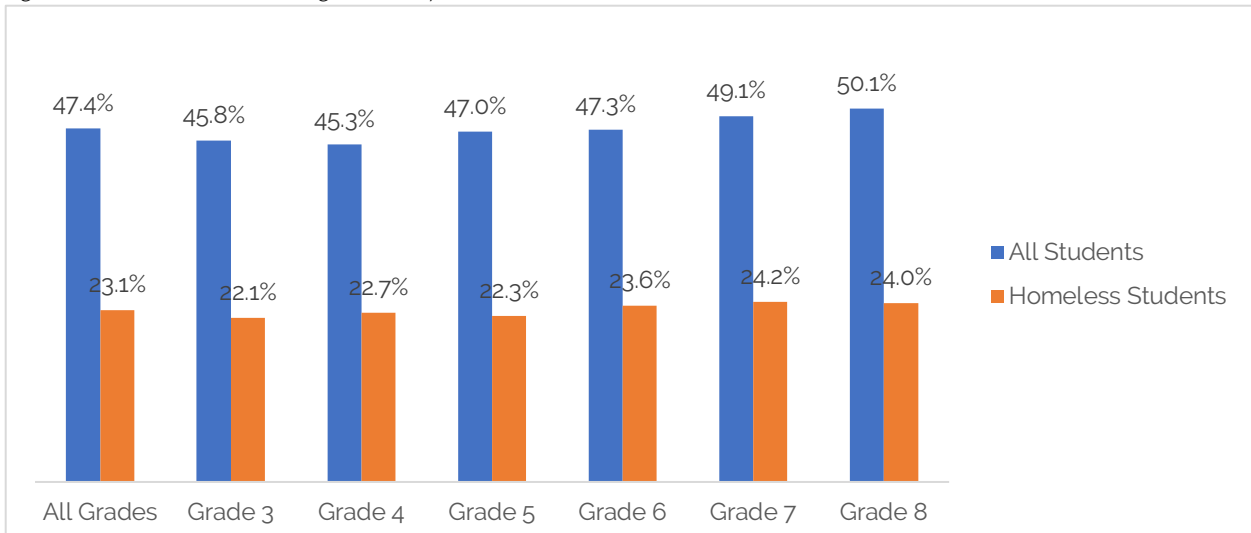
Figure 15: IREAD-3 Passing Rates by Percentage of School Corps. Testing 10+ Homeless Students

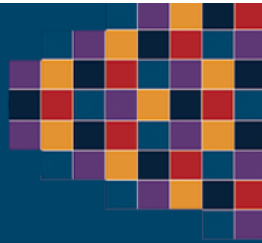


### ILEARN Grades 3-8 English/Language Arts

Less than one-quarter of all tested homeless students passed the ILEARN E/LA assessment in AY2019, a passing rate more than twice as low as that of all students. While passing rates for homeless students were relatively similar across grade levels (between 22-24%), homeless students in Grade 3 had the lowest passing rates, and homeless students in Grade 7 had the highest passing rates. Passing rates for homeless students in each grade level were two or more times lower than all students, with the largest gaps in Grade 5 and Grade 8.

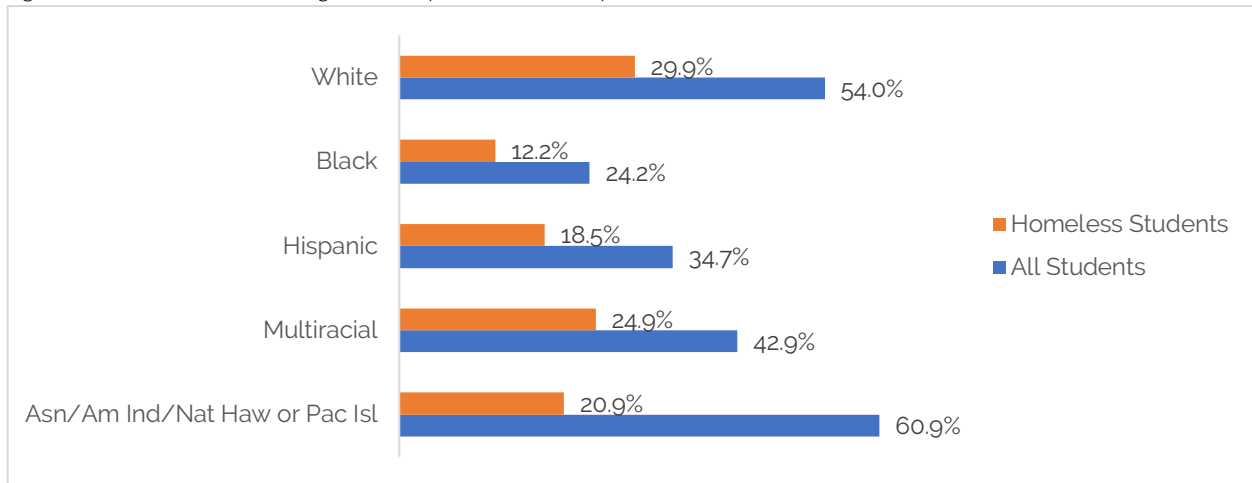
Figure 16: ILEARN E/LA Passing Rates by Grade





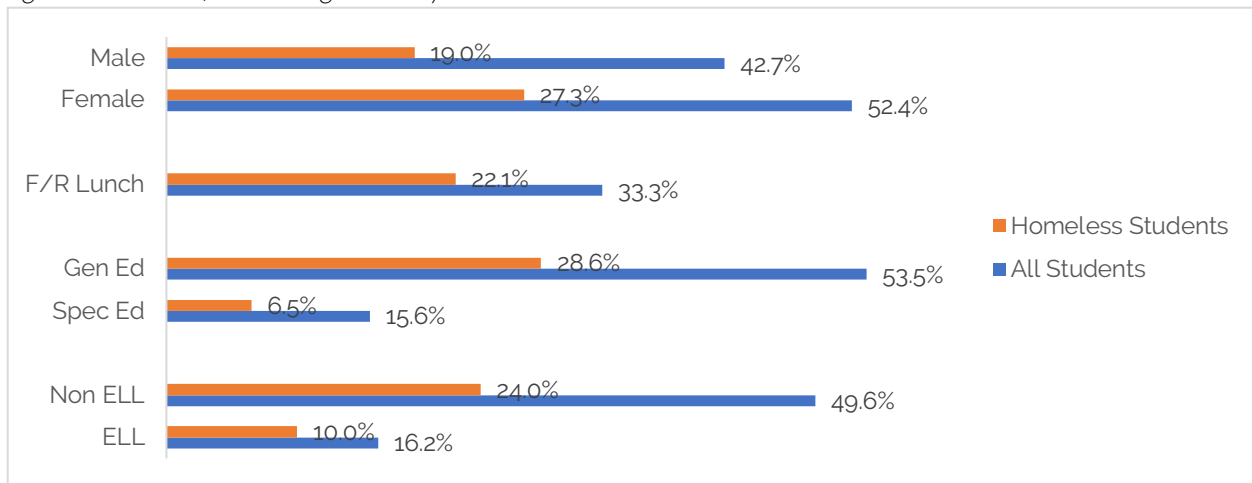
Among racial/ethnic subgroups, only 12% of Black or African American homeless students passed ILEARN E/LA, a rate nearly two times lower than all Black students and nearly 4.5 times lower than all White students. Hispanic/Latinx homeless students had a passing rate of 18.5%, almost two times lower than all Hispanic students, and nearly three times lower than all White students. Homeless students in the clustered Asian/Am. Indian or Nat. Am./Native Hawaiian or Pacific Islander had a passing rate of 21%, nearly three times lower than all students in this subgroup, and 2.5 times lower than all White students.

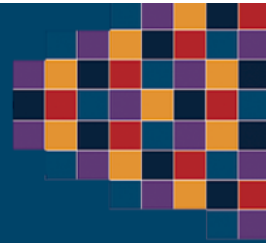
Figure 17: ILEARN E/LA Passing Rates by Race/Ethnicity



Homeless students in special education and English Language Learners had the lowest passing rate among other student subgroups (6.5% and 10%, respectively). Homeless students in special education had E/LA pass rates nearly 2.5 times lower than all students in special education. Male homeless students had a passing rate of more than twice as low as all male students (19% compared to 43%).

Figure 18: ILEARN E/LA Passing Rates by Selected Student Characteristics

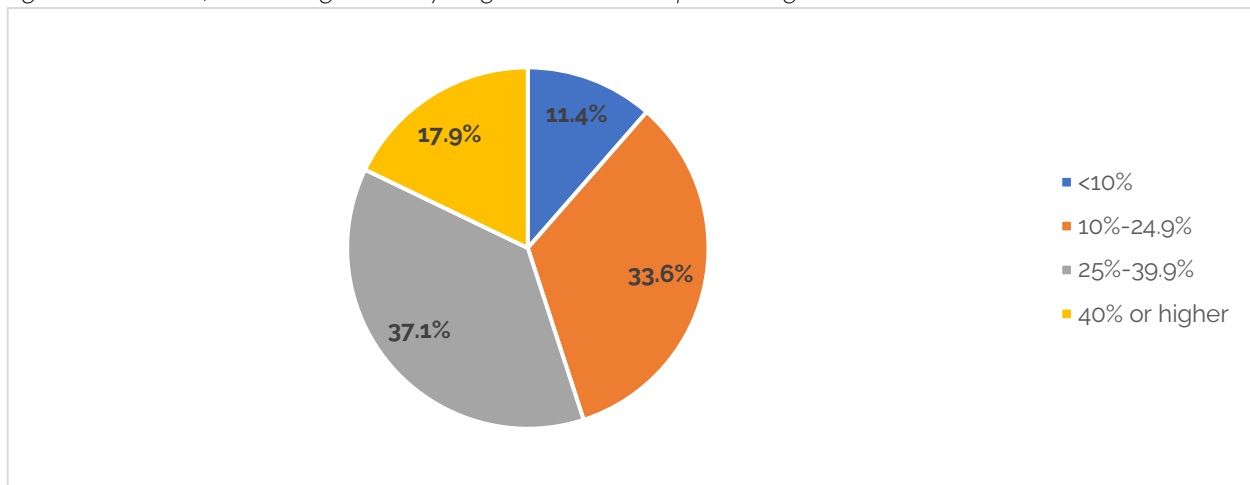




For school corporations that tested at least 10 homeless students (140 total), passing rates ranged from a low of 0% to a high of 61.5%. The highest gap in passing rates was 64 percentage points at one district (11% of homeless students passing E/LA compared to 75% of all students).

There were eight corporations (6% of those testing 10 or more homeless students) where homeless students outperformed all students, with E/LA passing rates ranging from 10.5% (compared to 6% for all students) to 61.5% (compared to 51% for all students). In 45% of school corporations that tested at least 10 homeless students, less than one-quarter of homeless students passed ILEARN E/LA. Comparatively, only 9% of these school corporations had less than 25% passing rates for all students. Only 7% of corporations (10 of the 140) had passing rates for homeless students at or above the rate for all students (47.4%).

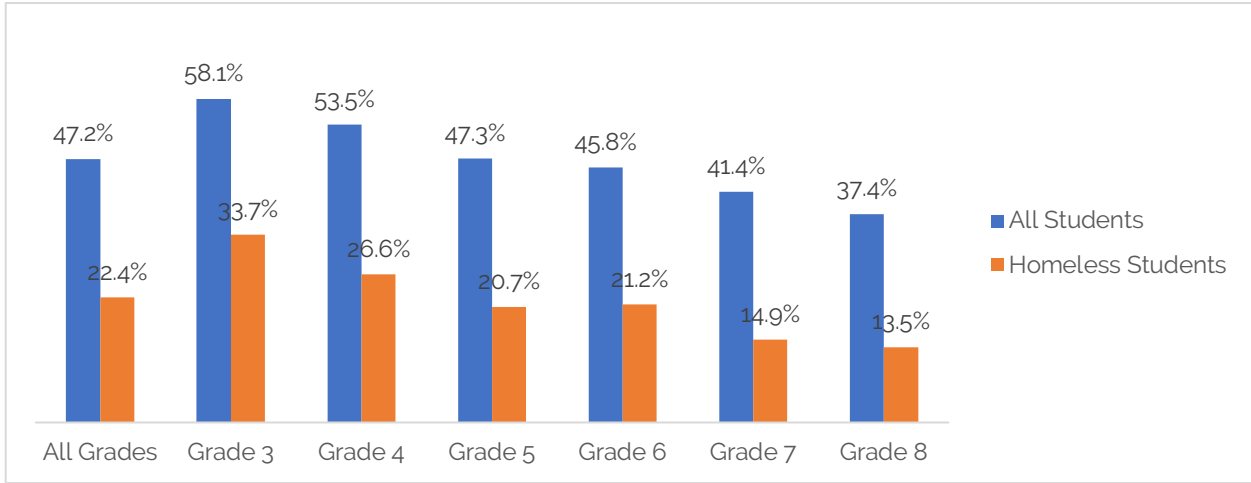
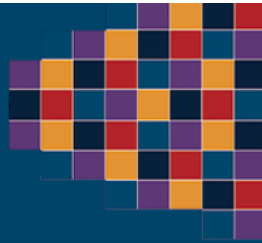
Figure 19: ILEARN E/LA Passing Rates by %age of School Corps. Testing 10+ Homeless Students



### ILEARN Grades 3-8 Math

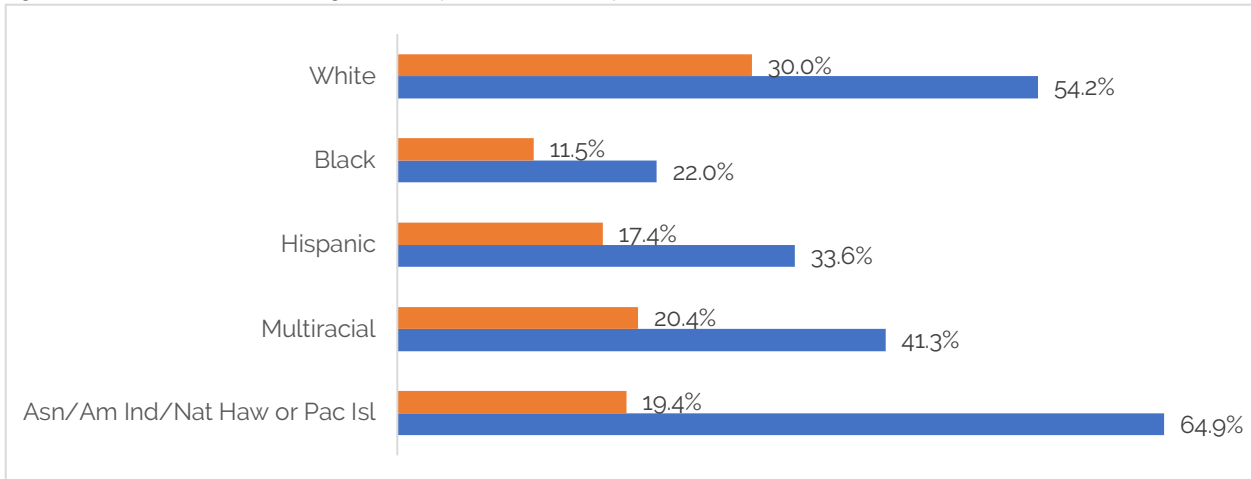
Passing rates for homeless students in ILEARN Math were more than two times lower than all students (22% versus 47%). At each grade level, homeless students in Grade 3 had the highest passing rate (34%), though still trailing all third graders by about 24 percentage points. ILEARN Math passing rates were lowest for the higher grades (in line with overall student population trends). Less than 15% of homeless students in Grade 7 and Grade 8 passed ILEARN Math, passing rates more than 2.5 times lower than all seventh and eighth-grade students.

Figure 20: ILEARN Math Passing Rates by Grade



Within racial/ethnic subgroups, Black or African American homeless students had the lowest passing rate (11.5%), nearly two times lower than all Black students, and more than 4.5 times lower than all White students. Only 17% of Hispanic/Latinx homeless students passed ILEARN Math, a rate nearly two times lower than all Hispanic/Latinx students and over three times lower than all White students. Homeless students in the clustered Asian/Am. Indian or Nat. Am./Native Hawaiian or Pacific Islander group had a passing rate of 19%, more than three times lower than all students in this group, and about 2.8 times lower than all White students.

Figure 2i: ILEARN Math Passing Rates by Race/Ethnicity



Only 8% of homeless students in special education passed ILEARN Math, compared to 18% of all special education students, a passing rate nearly 2.3 times lower. Just 11% of homeless students who were English Language Learners passed, a rate about two times lower than all English Language Learners (23%).

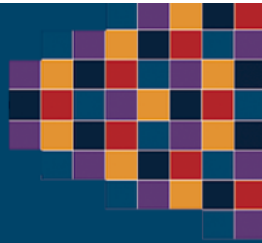
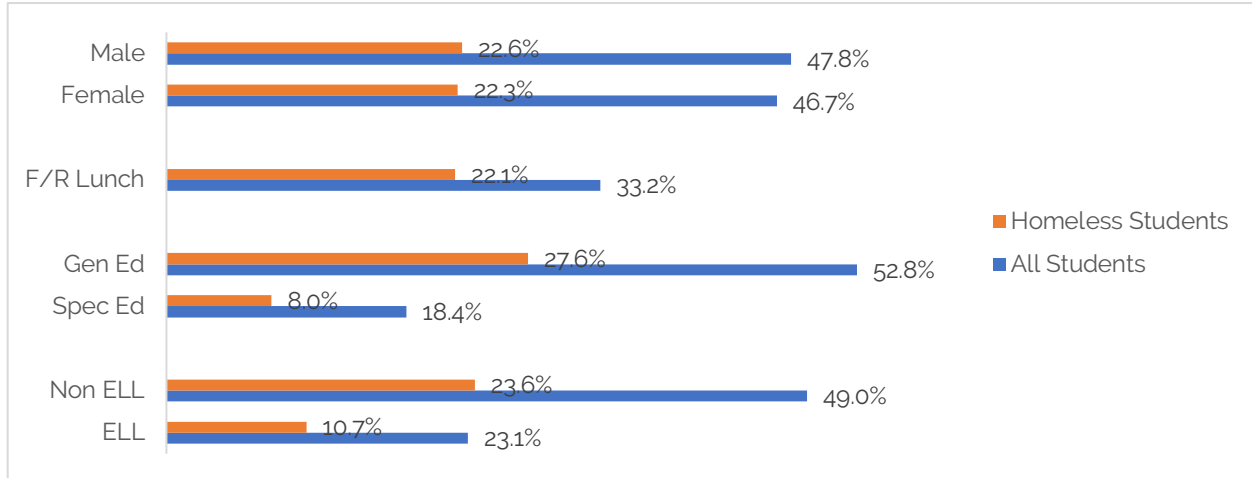
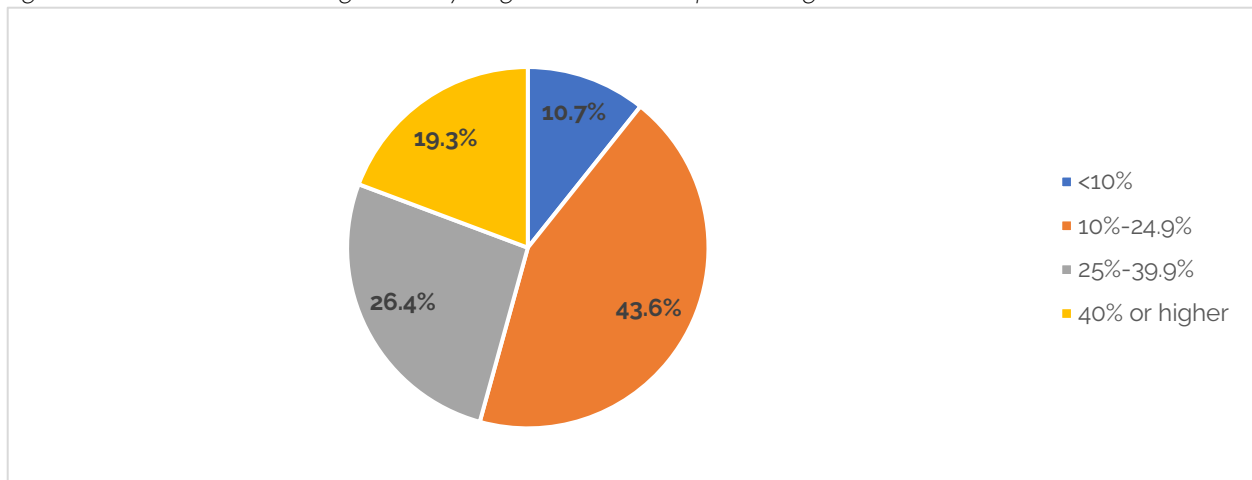


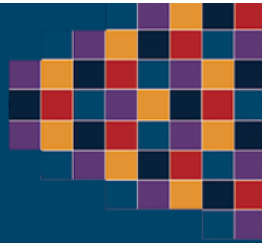
Figure 22: ILEARN Math Passing Rates by Selected Student Characteristics



Of the 140 school corporations that tested at least 10 homeless students in Math, 54% had less than 25% passing rates for homeless students, while only 9% of these districts had passing rates of less than 25% for all students. Math passing rates for homeless students ranged from 0% (four school corporations) to 69%. The largest gap was 59% at one school corporation (17% of homeless students passing Math compared to 76% of all students). There were 11 school corporations where homeless students outperformed all students, with passing rates ranging from 17% for homeless students (compared to 11% for all students) to 69% for homeless students (compared to 58% for all students). Three of these school corporations also saw homeless students outperform all students in E/LA. Only 9% of corporations (13 of the 140) had passing rates for homeless students at or above the passing rate for all students (47.2%).

Figure 23: ILEARN Math Passing Rates by %age of School Corps. Testing 10+ Homeless Students

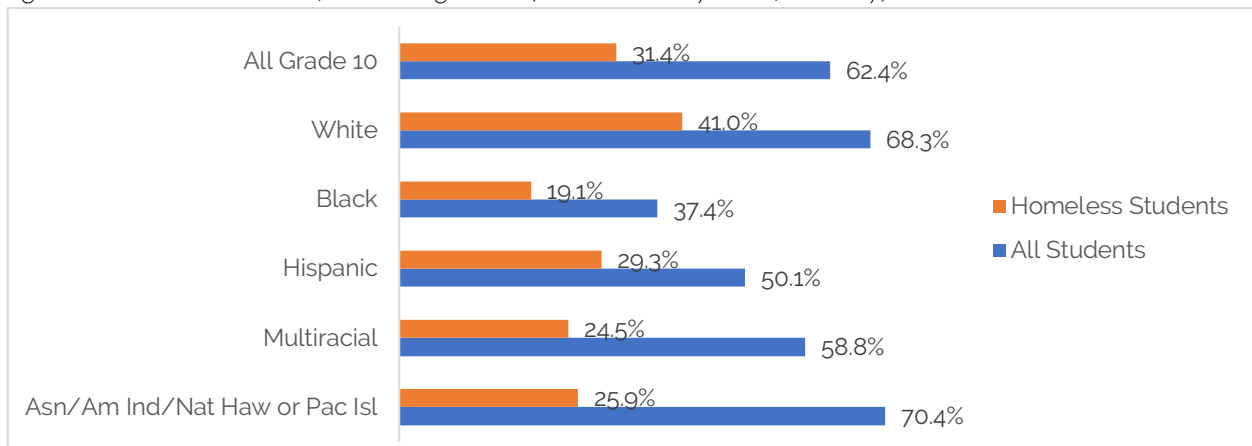




### ISTEP+ Grade 10 English/Language Arts (E/LA)

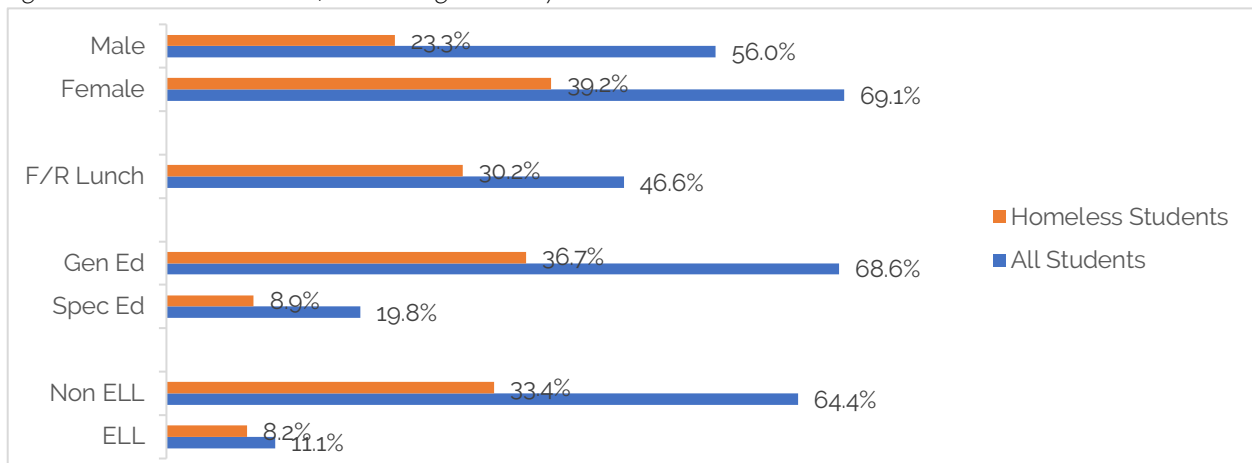
Just under one-third of homeless students (31%) passed ISTEP+ Grade 10 E/LA, a rate about two times lower than all students. Homeless students had gaps in all racial/ethnic subgroups. Less than 20% of Black or African American homeless students passed E/LA (nearly two times lower than the 37% of all Black students who passed, and more than 3.5 times lower than the 68% of all White students passing). Gaps within racial/ethnic subgroups were particularly pronounced for the clustered Asian/Am. Indian or Nat. Am./Native Hawaiian or Pacific Islander group, whose 26% passing rate for homeless students was 2.7 times lower than the passing rate for all students in this group (70%), as well as the Multiracial subgroup (24.5% of homeless students passing compared to 59% of all students, a rate nearly 2.5 times lower).

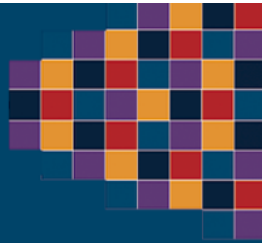
Figure 24: ISTEP+ Grade 10 E/LA Passing Rates (Overall and by Race/Ethnicity)



Just 8% of homeless students who were English Language Learners passed ISTEP+ E/LA (compared to 11% of all ELL students). Only 9% of homeless students in special education passed (compared to 20% of all students in special education). Male homeless students had the largest gap with their subgroup peers – 23% passing than 56%, 2.4 times lower.

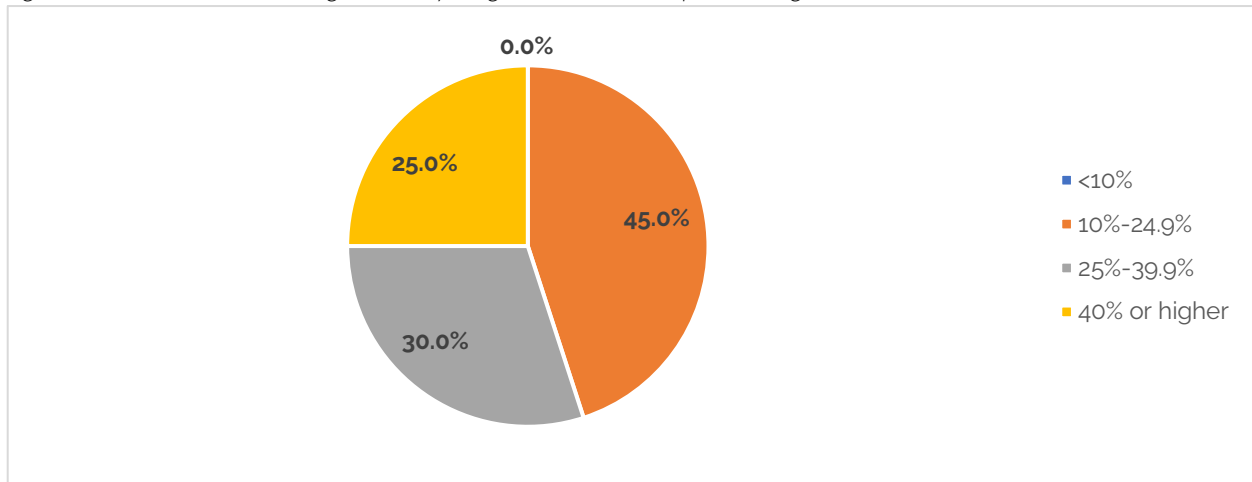
Figure 25: ISTEP+ Grade 10 E/LA Passing Rates by Selected Student Characteristics





Only 20 school corporations tested 10 or more homeless students in ISTEP+ E/LA. For those districts, passing rates for homeless students ranged from 14% to 77%. The highest passing rate gap was 49.5 percentage points (15% of homeless students passing compared to 64.5% of all students). At one school corporation, homeless students slightly outperformed all students (77% passing compared to 74% of all students). This was the only district among the 20 with a passing rate for homeless students at or above the overall passing rate (62.4%). Nine of the 20 corporations (45%) had homeless students passing rates of less than 25%, and none of these corporations had a rate of less than 25% for all students.

Figure 26: ISTEP+ E/LA Passing Rates by %age of School Corps. Testing 10+ Homeless Students



### ISTEP+ Grade 10 Math

Homeless students passed ISTEP+ Grade 10 Math at a rate three times lower than all students (11% of homeless students passing, compared to 35% of all students). Gaps existed within all racial/ethnic subgroups. Only 4% of Black or African American homeless students passed, three times lower than all Black students (who still had a relatively low passing rate of 12%), and nearly ten times lower than all White students. Only 8% of Hispanic/Latinx homeless students passed Math, compared to 20% of all Hispanic/Latinx students (about 1.7 times lower, and five times lower than all White students). Only 8% of Multiracial homeless students passed, a rate more than 3.5 times lower than the 29.5% of all Multiracial students passing and five times lower than all White students.

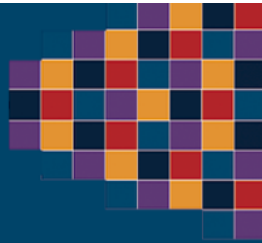
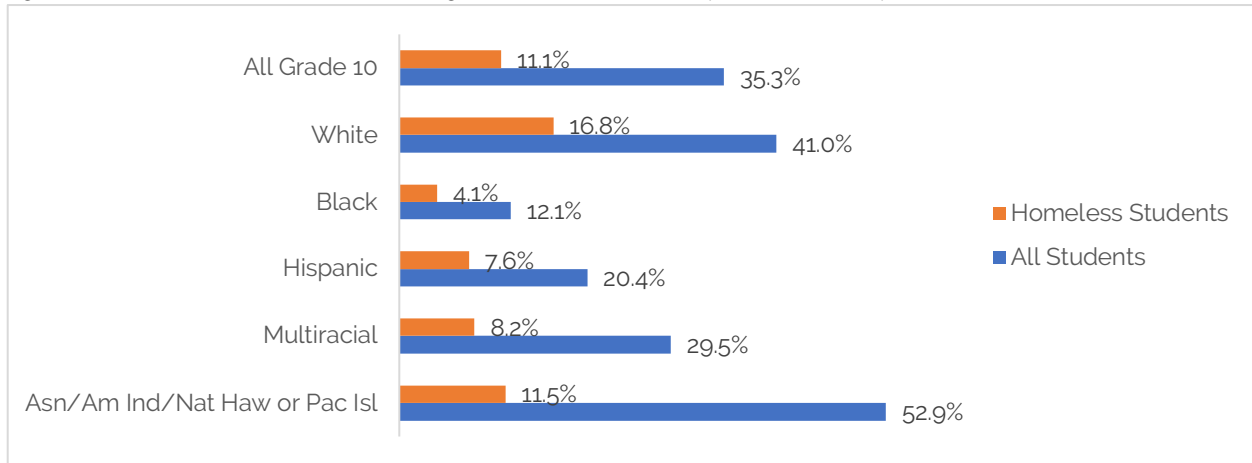
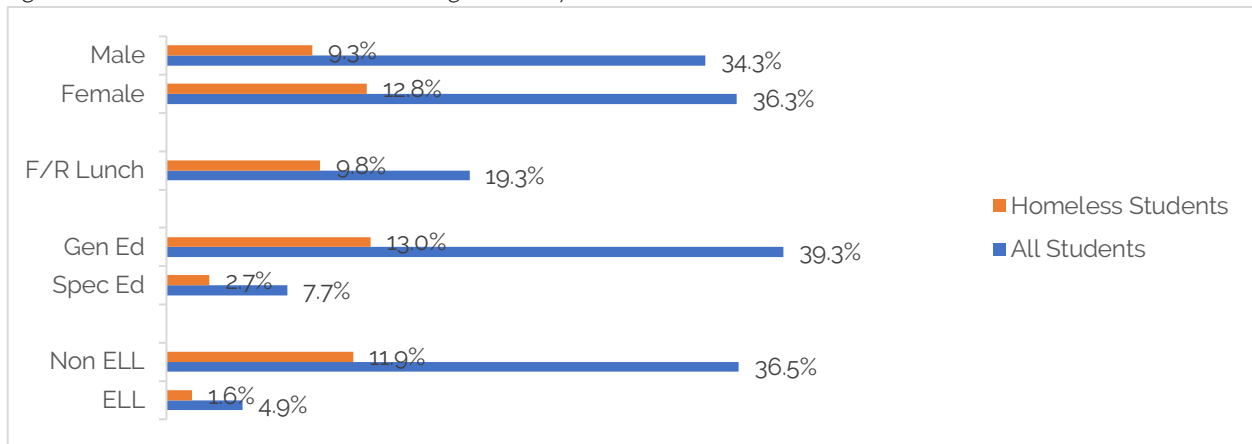


Figure 27: ISTEP+ Grade 10 Math Passing Rates (Overall and by Race/Ethnicity)



Within other student categories, Math passing rates were particularly low for homeless students who were English Language Learners (2% passing, compared to 5% of all ELL students) and homeless students in special education (3% passing compared to 8% of all students in special education). Again, homeless male students had the largest gaps with their peers – only 9% passed, compared to 34% overall, a rate 3.7 times lower.

Figure 28: ISTEP+ Grade 10 Math Passing Rates by Selected Student Characteristics



Only 19 school corporations tested at least 10 homeless students in Math. In five corporations (26%), no homeless students passed, and less than 10% of homeless students passed in 63% of corporations. Comparatively, only three corporations (16%) had less than 10% pass rates for all students. The largest gap was 27 percentage points (10% of homeless students passing than 37% of all students). Homeless students slightly outperformed all students at just one corporation (38.5% of homeless students passing compared to 37% of all students); this corporation and one other were the only two in which homeless students passed at a rate equal to or higher than the overall passing rate (35.3%).



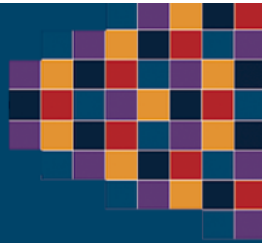
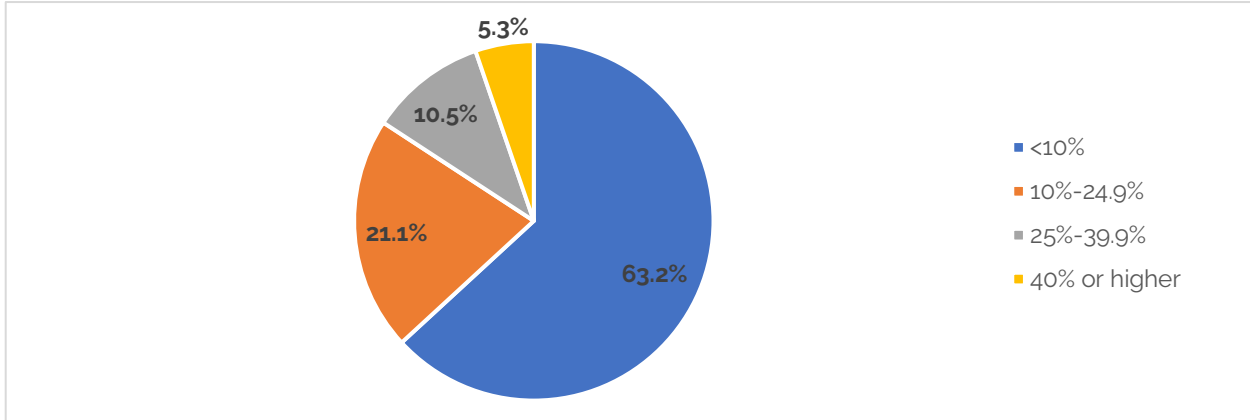


Figure 29: ISTEP+ Math Passing Rates by Percentage of School Corps. Testing 10+ Homeless Students



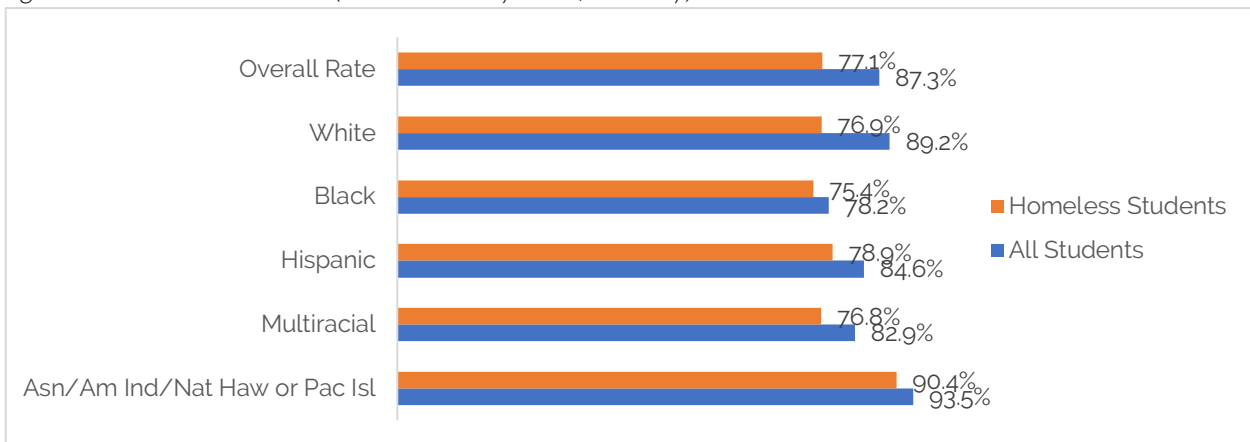
### Graduation and Graduates

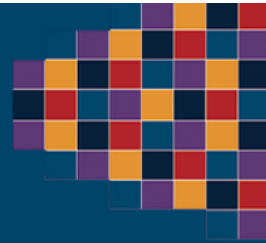
Overall and within nearly all racial/ethnic and other subcategories, students experiencing homelessness tend to have higher grade retention levels and discipline, coupled with lower levels of academic achievement as measured by state standardized assessments. These challenges culminate in lower graduation rates for homeless youth and the receipt of less rigorous diplomas, which may impact students' abilities to pursue postsecondary education opportunities and viable career pathways.

### Four-Year Graduation Rate

More than three-quarters of homeless youth graduated on-time (within four years) from high school in AY2019, but this rate was ten percentage points lower than the statewide graduation rate of 87%. Graduation rates were relatively similar for homeless students across racial/ethnic groups, except for the clustered Asian/Am. Indian or Native Am./Native Hawaiian or Pacific Islander group, which had 90% of homeless students graduating on time. (The graduation rates for all students in this clustered race/ethnicity group were still higher than homeless peers, at 93.5%). Black or African American homeless students had the lowest graduation rate of all racial/ethnic subgroups (75%), but White homeless students had the largest gap with their peers (12 points).

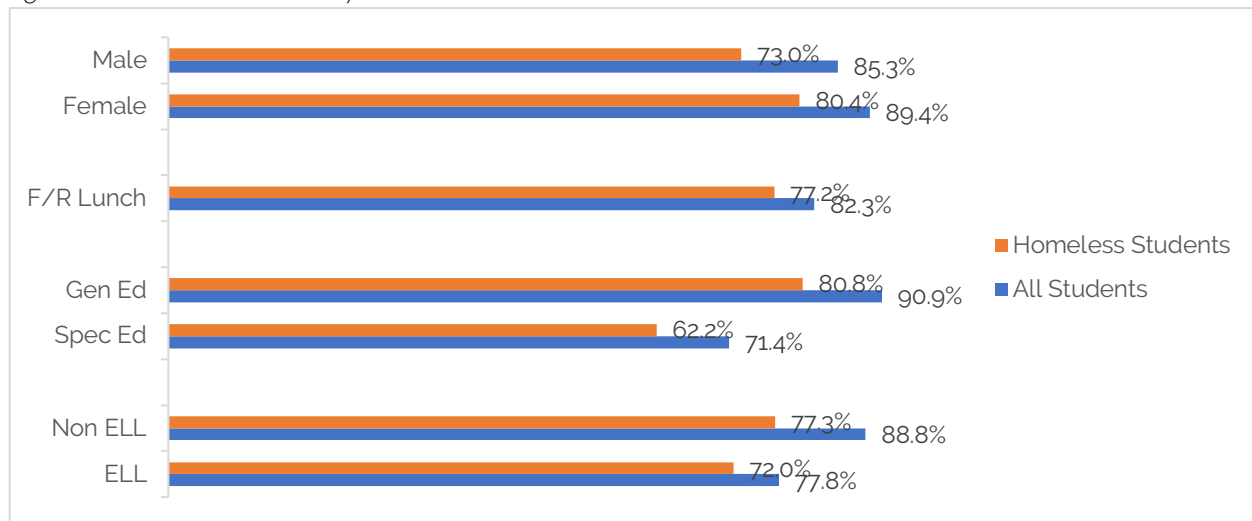
Figure 30: Graduation Rates (Overall and by Race/Ethnicity)





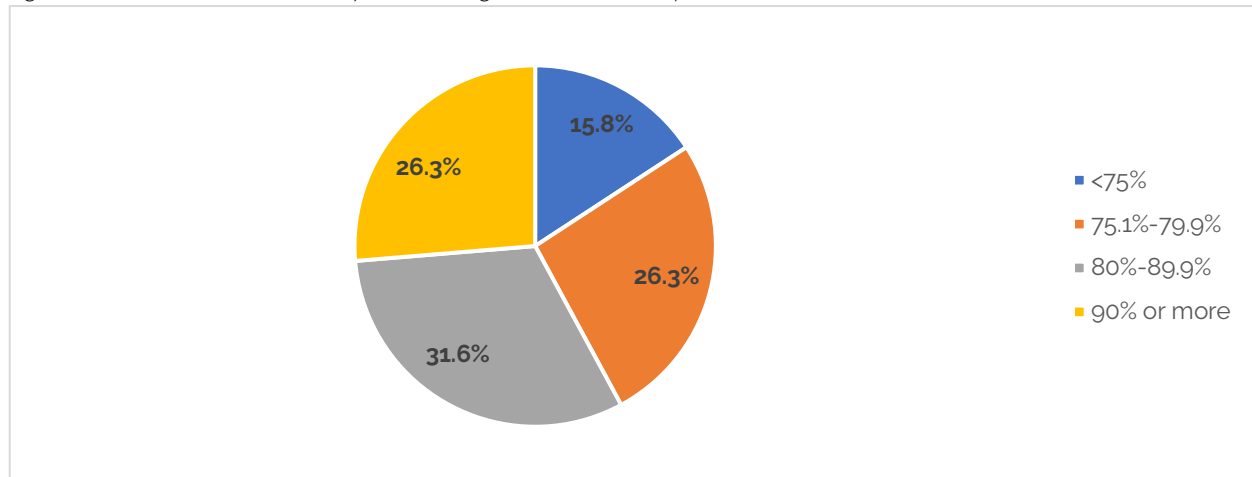
Homeless students also trailed their peers in every other examined subgroup. Graduation rates were particularly low for homeless students in special education (62%, compared to 71% for all students in special education) and homeless students who were English Language Learners (72%, compared to 78% for all English Language Learners). The largest gap was for homeless male students, who trailed all male students by 12 percentage points (73% graduation rate compared to 85% graduation rate).

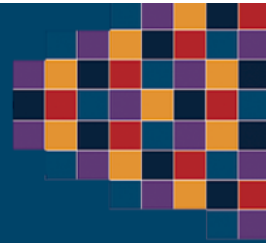
Figure 31: Graduation Rates by Selected Student Characteristics



There were 19 corporations with at least 10 homeless graduates in AY2019. Of these, graduation rates for homeless students ranged from 65% to 100%, and 42% of these school corporations had cohort graduation rates of less than 80% for homeless students. On a positive note, however, 26% (five of 19) had graduation rates of 90% or higher, and homeless students had higher graduation rates than all students in all five of these corporations.

Figure 32: Graduation Rates by Percentage of School Corps. with 10 or More Homeless Graduates





### Diploma Status

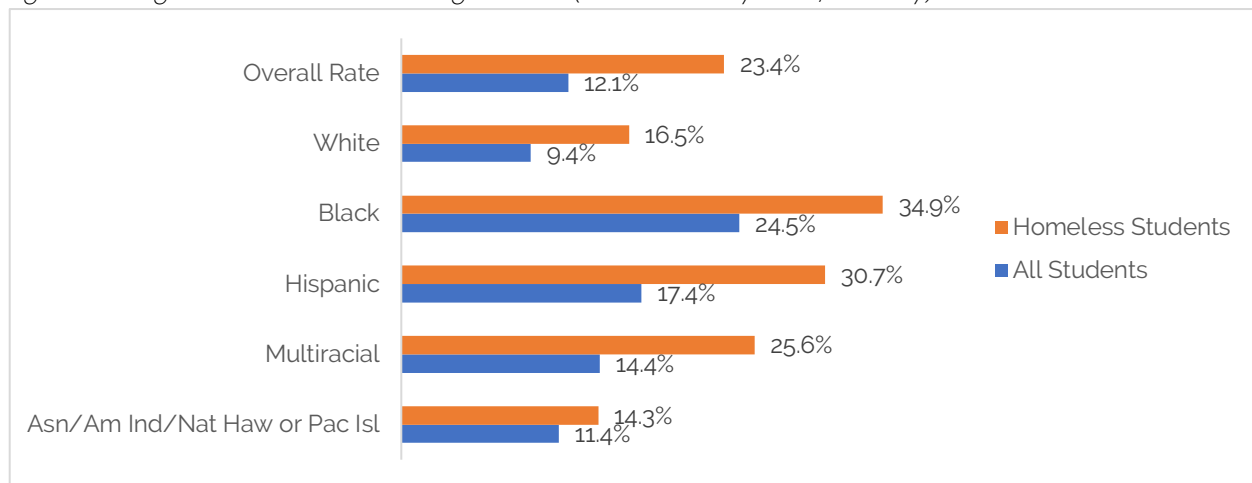
Homeless students were more likely than all students to receive a waiver diploma (meaning they did not meet state-defined graduation requirements and earned their diplomas with a waiver of those requirements) and are less likely to earn rigorous diplomas like Honors and International Baccalaureate or even the state default diploma, the Core 40.

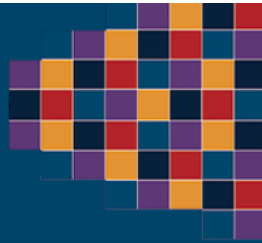
This hinders actions that may contribute to better economic outcomes, such as enrolling in postsecondary education. According to the Indiana Commission for Higher Education, Indiana students who earned Honors diplomas were far more likely to enroll in postsecondary immediately after high school than those earning only a General diploma (91% of Honors recipients compared to just 15% of General diploma recipients). Further, only 22% of students graduating with waivers enrolled in postsecondary immediately after high school, compared to 65% of those who did not graduate with waivers.<sup>xiv</sup> Lack of postsecondary opportunities can contribute to lower lifetime wages – the Commission reports that even completing some college, but no degree, is related to more than \$150,000 in additional lifetime earnings compared to those holding only a high school diploma, and completing a Bachelor’s degree can result in more than \$1M in additional lifetime earnings.<sup>xv</sup>

### Waiver Diplomas

Just under one-quarter of homeless students received waiver diplomas (23%) compared to only 12% of all students, meaning that homeless youth were nearly twice as likely to receive a waiver than all students. Homeless students also were more likely to get waiver diplomas than their peers within every racial/ethnic subgroup. Nearly 35% of Black or African American homeless graduates, and 31% of Hispanic/Latinx homeless graduates, received waiver diplomas, compared to 24.5% of all Black or African American graduates and 17% of all Hispanic/Latinx graduates. As such, Black or African American homeless graduates were 3.7 times more likely to get waiver diplomas than all White students, and Hispanic/Latinx homeless graduates received waivers at rates 3.3 times higher than all White students.

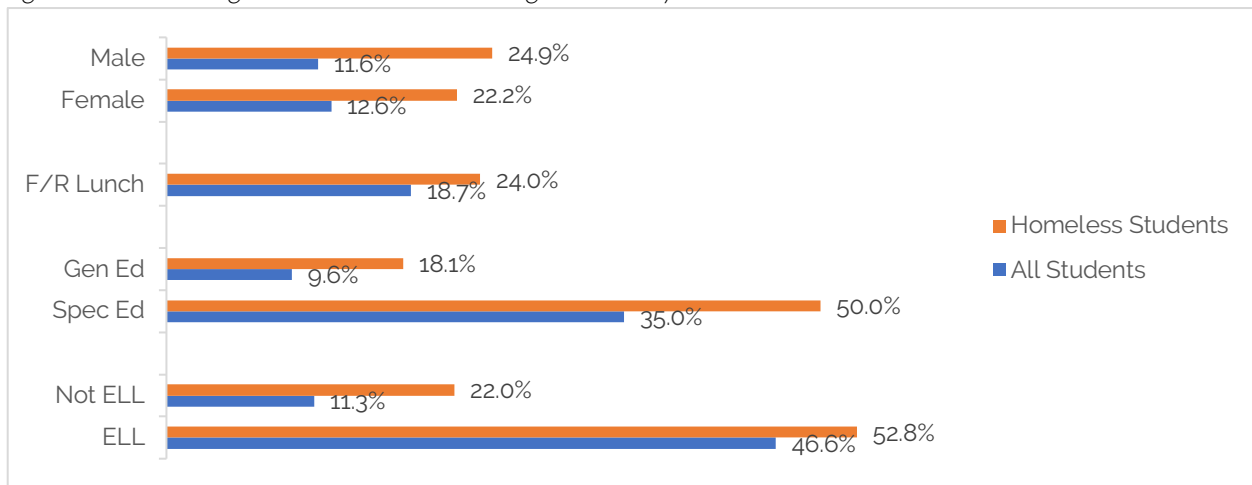
Figure 33: %age of Graduates Receiving Waivers (Overall and by Race/Ethnicity)





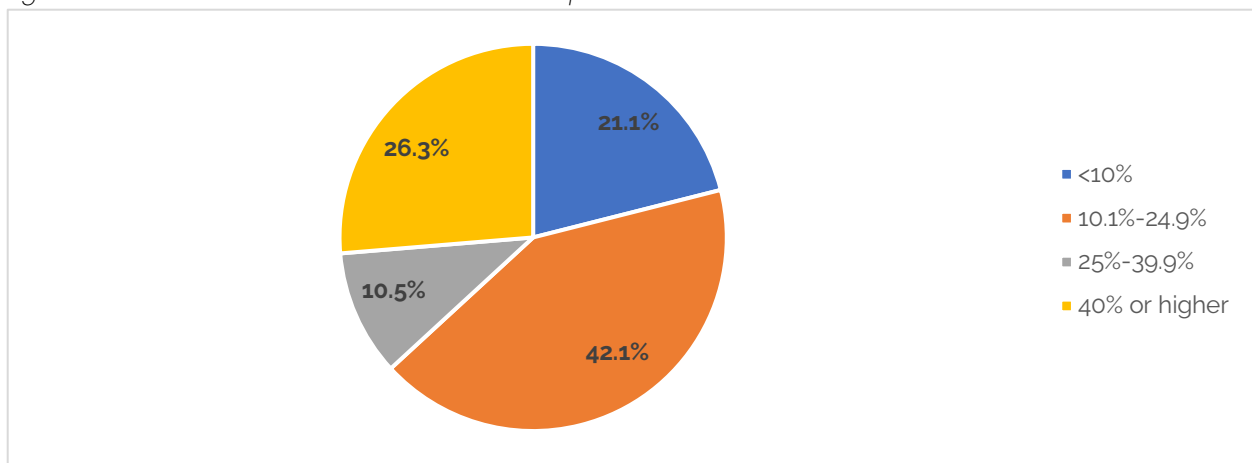
Again, within all other subgroups, homeless students were more likely than their peers to receive diploma waivers. More than half of homeless students who were English Language Learners (53%) and half of homeless students in special education received waivers, compared to 47% of all ELL students and 35% of all special education students. Male homeless students received waivers at a rate more than two times higher than their male peers (25% for homeless male students compared to 12% of all male students).

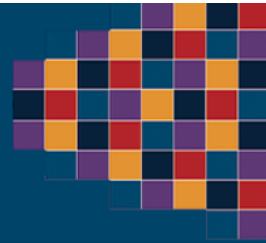
Figure 34: Percentage of Graduates Receiving Waivers by Selected Student Characteristics



In the 19 districts with at least 10 homeless graduates at the corporation level, waiver rates for homeless students ranged from a low of 0% (at two corporations) to a high of 73%. While 21% of corporations had waiver rates for homeless students of less than 10% (and 32% had waiver rates for homeless students that were at or below the overall rate of 12.1%), more than one-quarter of corporations (26%) had waiver rates of 40% or higher for homeless graduates. Comparatively, no corporation had a waiver rate of more than 30% for all graduates.

Figure 35: Homeless Student Waiver Rate for Corporations with 10 or More Homeless Graduates





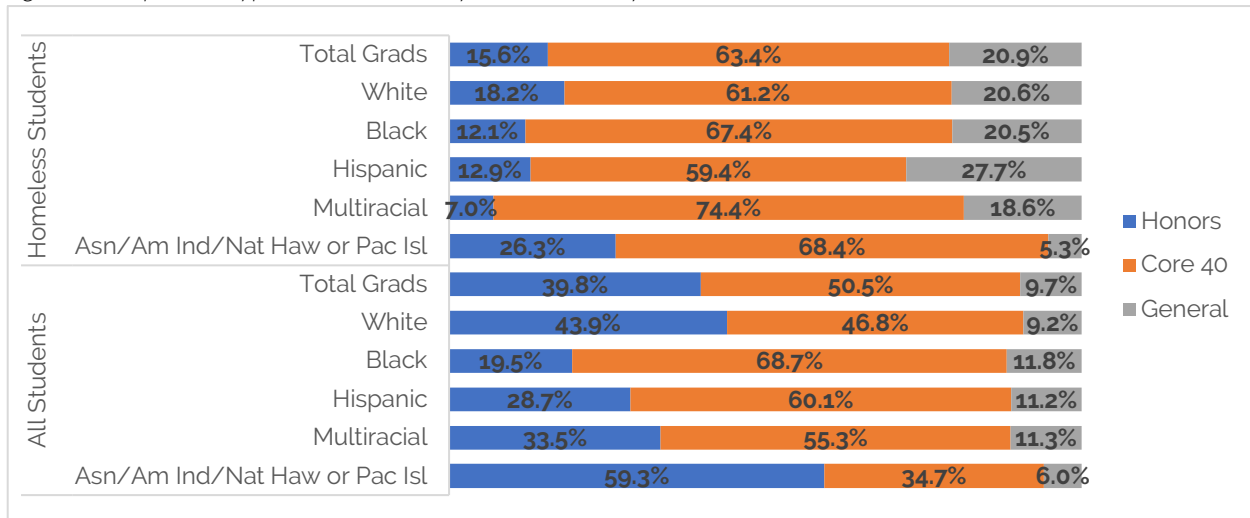
### Diploma Type

Homeless graduates are far more likely than all graduates to obtain General diplomas and far less likely to earn rigorous Honors diplomas. Among the class of 2019 overall, 90.5% of students earned Core 40 (50.5%) or Honors<sup>6</sup> (40%) diplomas. Comparatively, only 79% of homeless students earned Core 40 (63%) or Honors (16%) diplomas. In other words, homeless graduates were 2.5 times less likely than all graduates to earn rigorous, college-ready Honors diplomas.

Within each racial/ethnic subgroup, close to or above 90% of all students earned a Core 40 or Honors diploma, ranging from 88% of all Black or African American students (69% Core 40 and 19.5% Honors) to 94% of all students in the clustered Asian/American Ind. or Native Am./Native Hawaiian or Pacific Islander group (35% Core 40 and 59% Honors). Comparatively, rates of homeless students earning Core 40 or Honors diplomas were 82% or less in each racial/ethnic subgroup, except for the clustered racial/ethnic group, in which 95% of homeless students earned Core 40 or Honors diplomas.

Overall, 21% of homeless graduates received General diplomas (less rigorous diplomas that are less likely to prepare students for postsecondary education) than 10% of all graduates. Nearly three in ten Hispanic/Latinx homeless graduates (28%) received General diplomas, compared to 11% of all Hispanic/Latinx graduates (a rate nearly 2.5 times higher) and just nine % of all White graduates (a rate more than three times higher).

Figure 36: Diploma Type (Overall and by Race/Ethnicity)



Half of homeless students in special education received General diplomas, compared to 32% of all special education students. Nearly three in ten homeless male students (28%) received General Diplomas, compared to just 12 % of all students, a rate 2.3 times higher.

<sup>6</sup> Includes Core 40 with Academic Honors, Core 40 with Technical Honors, Core 40 with Academic and Technical Honors, and International Baccalaureate.

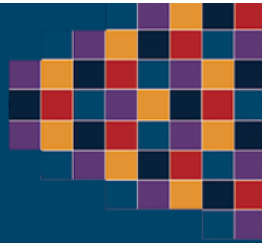
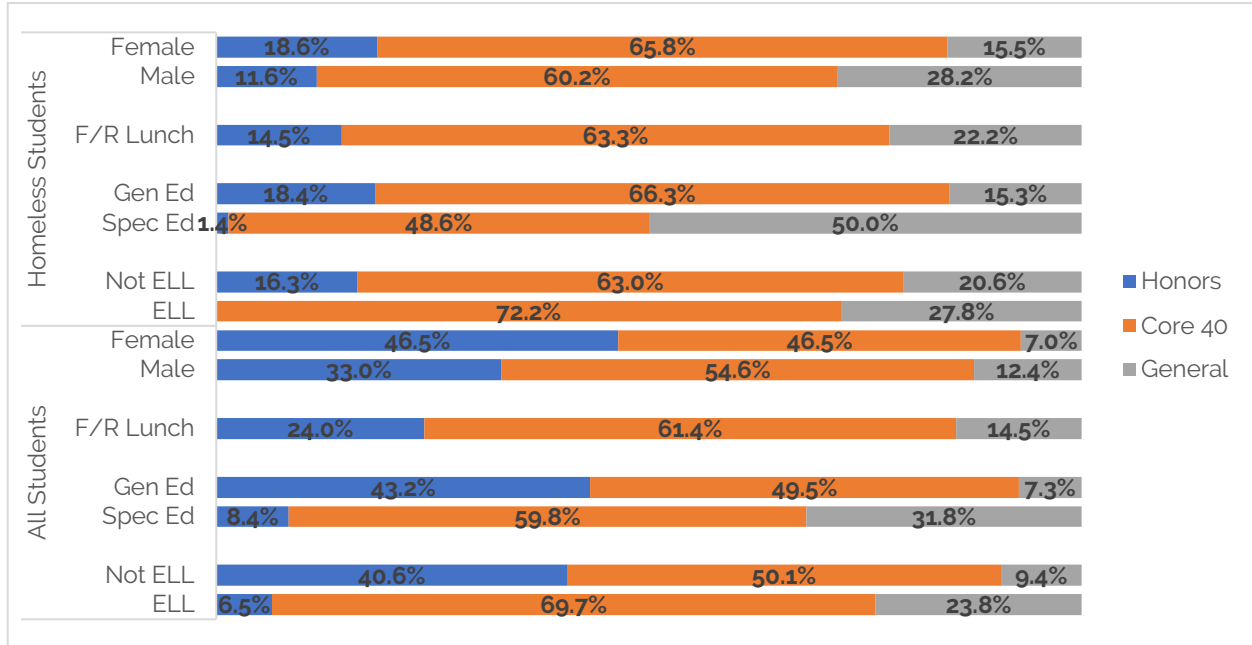
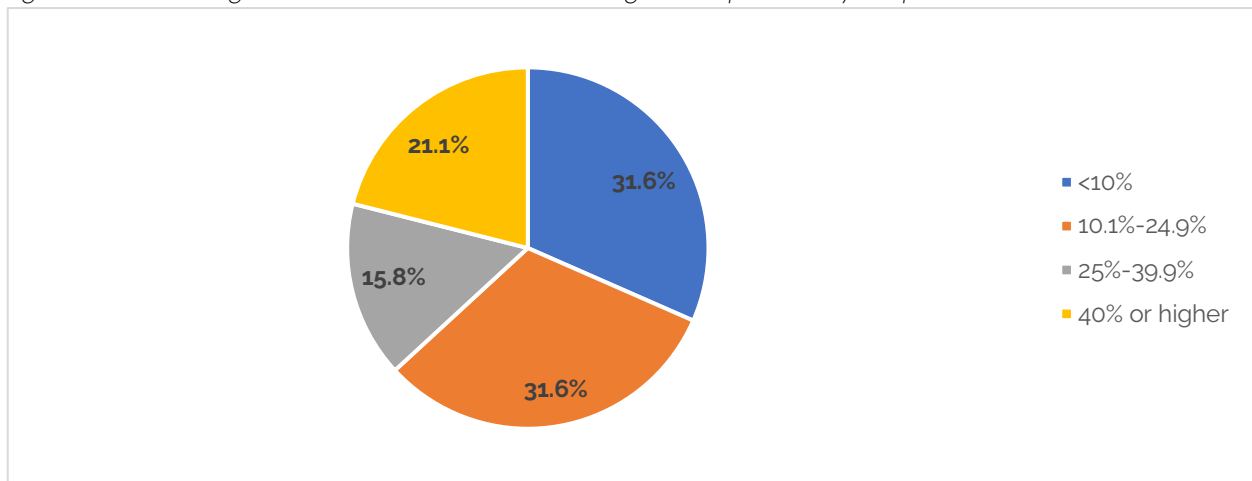


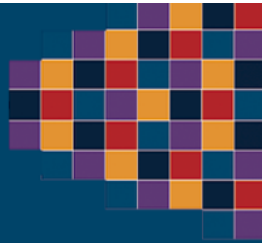
Figure 37: Diploma Type by Selected Student Characteristics



For the 19 corporations with at least 10 homeless graduates, rates of homeless students receiving general diplomas ranged from a low of zero (at two corporations) to a high of 70%. Six corporations (32%) had homeless students earn general diplomas at the same level or below the overall rate (9.7%). However, seven corporations had 25% or more homeless graduates receiving general diplomas; comparatively, only one corporation had general diploma rates of 25% or more for all graduates.

Figure 38: Percentage of Homeless Students Receiving Gen. Diplomas by Corps. with 10 or More Grads





## Conclusions

Success in K-12 education can be a critical factor for future educational and economic outcomes— however, Hoosier students experiencing homelessness lag behind their non-homeless peers overall and within nearly all subgroups. More attention needs to be placed on ensuring students who experience homelessness are supported to succeed. Additional studies on other related educational factors may be useful, and further analyze outcomes for homeless students after K-12, including postsecondary enrollment and degree attainment, employment status, and wage earning.

<sup>i</sup> Indiana Department of Education. Indiana Education for Homeless Children & Youth (INEHCY). <https://www.doe.in.gov/elme/indiana-education-homeless-children-youth-inehcy>

<sup>ii</sup> United States Interagency Council on Homelessness. Indiana Homelessness Statistics. <https://www.usich.gov/homelessness-statistics/in/>

<sup>iii</sup> Kids Count Data Center. *Homeless or housing unstable students in Indiana*. <https://datacenter.kidscount.org/data/tables/9353-homeless-or-housing-unstable-students?loc=16&loct=2#detailed/2/any/false/870.573.869.36.868.867.133.38.35.18/any/18472>

<sup>iv</sup> Indiana Department of Education. Data request.

<sup>v</sup> Kids Count Data Center. *Children in low-income households with a high housing cost burden*.

<https://datacenter.kidscount.org/data/tables/71-children-in-low-income-households-with-a-high-housing-cost-burden?loc=16&loct=2#detailed/2/16/false/37.871.870.573.869.36.868.867.133.38/any/376.377> and *Children living in crowded housing*. <https://datacenter.kidscount.org/data/tables/67-children-living-in-crowded-housing?loc=16&loct=2#detailed/2/16/false/37.871.870.573.869.36.868.867.133.38/any/368.369>

<sup>vi</sup> Dwomoh, I. & Dinolfo, E. (2018). Effects of homelessness on children. *Pediatrics in Review* 39(10).

<https://dl.uswr.ac.ir/bitstream/Hannan/88386/1/PediatricsInReview%202018%20Volume%2039%20Issue%2010%20October%20%288%29.pdf>

<sup>vii</sup> Mohan, E. & Shields, C. (2014). The voices behind the numbers: Understanding the experiences of homeless students. *Critical Questions in Education* 5(3), Fall 2014. <https://files.eric.ed.gov/fulltext/EJ1046699.pdf>

<sup>viii</sup> Bowman, D.; Dukes, C., & Moore, J. (2012). *Summary of the state of research on the relationship between homelessness and academic achievement among school-aged children and youth*. Published by the National Center for Homeless Education. [https://nche.ed.gov/wp-content/uploads/2018/11/nche\\_research\\_pub.pdf](https://nche.ed.gov/wp-content/uploads/2018/11/nche_research_pub.pdf)

<sup>ix</sup> National Center for Homeless Education (2020). *Federal data summary: School years 2015-16 through 2017-18. Education for homeless children and youth*. <https://nche.ed.gov/wp-content/uploads/2020/01/Federal-Data-Summary-SY-15-16-to-17-18-Published-1-30-2020.pdf>

<sup>x</sup> Indiana Commission for Higher Education (2020). *Indiana college value report 2020*.

[https://www.in.gov/che/files/2020\\_College\\_Value\\_Report\\_04\\_01\\_2020\\_pages.pdf](https://www.in.gov/che/files/2020_College_Value_Report_04_01_2020_pages.pdf); Zimmer, T. (2017). Which Hoosiers are successfully navigating the unemployment system? *Indiana Business Review Fall 2017* 92(3). <http://www.ibrc.indiana.edu/ibr/2017/fall/article1.html>

<sup>xi</sup> Indiana Department of Education. <https://www.doe.in.gov/sites/default/files/elme/inehcy-mckinney-vento-homeless-assistance-act-information-booklet-faq.pdf>

<sup>xii</sup> Community for Accredited Online Schools. *Homeless students and education: Resources and advocacy for K-12 and college students experiencing homelessness*.

<https://www.accreditedschoolsonline.org/resources/education-for-homeless-students/#Emotional>

<sup>xiii</sup> Klein, A. (2019). Report: Homeless students less likely to graduate than other low-income children. *Education Week*, February 14, 2019. <http://blogs.edweek.org/edweek/campaign-k-12/2019/02/homeless-students-graduate-essa-low-income.html>

<sup>xiv</sup> Indiana Commission for Higher Education (2020). *Indiana college readiness report 2020*.

[https://www.in.gov/che/files/2020\\_Statewide\\_College\\_Readiness\\_Report\\_05\\_08\\_2020\\_pgs.pdf](https://www.in.gov/che/files/2020_Statewide_College_Readiness_Report_05_08_2020_pgs.pdf)

<sup>xv</sup> Indiana Commission for Higher Education (2020). *Indiana college value report 2020*.