

IMPROVING OPPORTUNITY & ACHIEVEMENT FOR STUDENTS EXPERIENCING HOMELESSNESS

Recommendations for New York’s Implementation of the Every Student Succeeds Act (ESSA)

BACKGROUND

Students in temporary housing—commonly referred to as homeless students—are a particularly vulnerable population, given the trauma they have been exposed to both before and as a result of their homelessness. Yet their needs often go unrecognized, or worse yet, ignored in schools. The Every Student Succeeds Act (ESSA) is an opportunity for New York State to focus attention, urgency, and resources on ensuring that schools enable homeless students to achieve at high levels.

WHAT THE DATA SAY

- Statewide, homeless students are **half as likely** to meet state academic standards compared to students who have never been homeless.
- The proficiency rates for **formerly homeless students** are nearly the same as achievement levels for **currently homeless students**.
- Students in temporary housing **can and do achieve at high levels** in New York State, with enormous variability in how schools are serving homeless students.

COALITION RECOMMENDATIONS

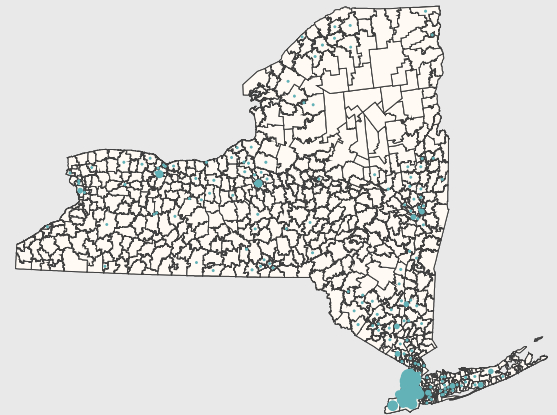
- Improve **transparency** on student outcomes, resources, and access.
- Ensure that **school improvement** plans address the needs of students experiencing homelessness or who previously experienced homelessness.
- Leverage the new **chronic absenteeism** and school **discipline** accountability indicators.
- Improve equity in **high school course access** and transition to postsecondary education.
- Make **transportation** more accessible.
- Improve access to **early childhood education**.

WHERE DO HOMELESS AND FORMERLY HOMELESS TEST-TAKERS ATTEND SCHOOL?

Statewide, **over 90,000** grade 3-8 English language arts (ELA) and math test takers—**10% of all test-takers**—were either **homeless or formerly homeless** in 2015-16. And these students attend school in all different types of districts. In fact, more than one in four formerly homeless ELA and math test-takers attend school outside of the state’s large city districts.

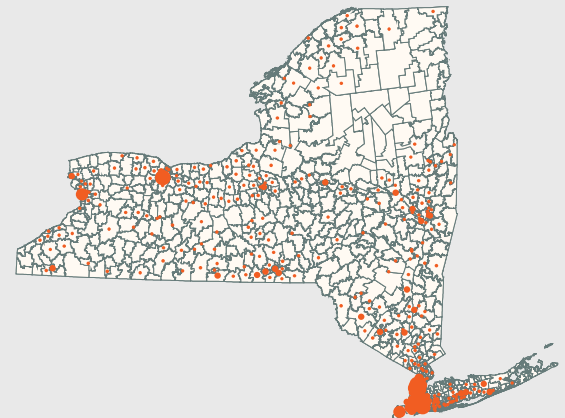
NUMBER OF HOMELESS TEST-TAKERS (ELA)

- 10-100
- 101-500
- 501-1,000
- 1,001-1,500
- 1,501-1,873
- 1,874-4,152



NUMBER OF FORMERLY HOMELESS TEST-TAKERS (ELA)

- 10-100
- 101-500
- 501-1,000
- 1,001-1,500
- 1,501-2,124



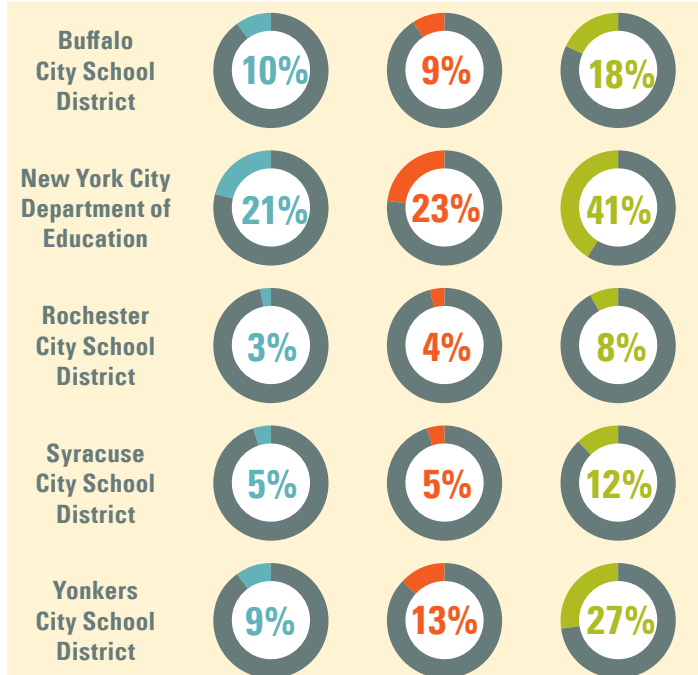
Includes districts with at least 10 homeless or formerly homeless test-takes (represents 91% of homeless and 89% of formerly homeless test-takers). The shares of math test-takers are consistent with ELA test-takers.



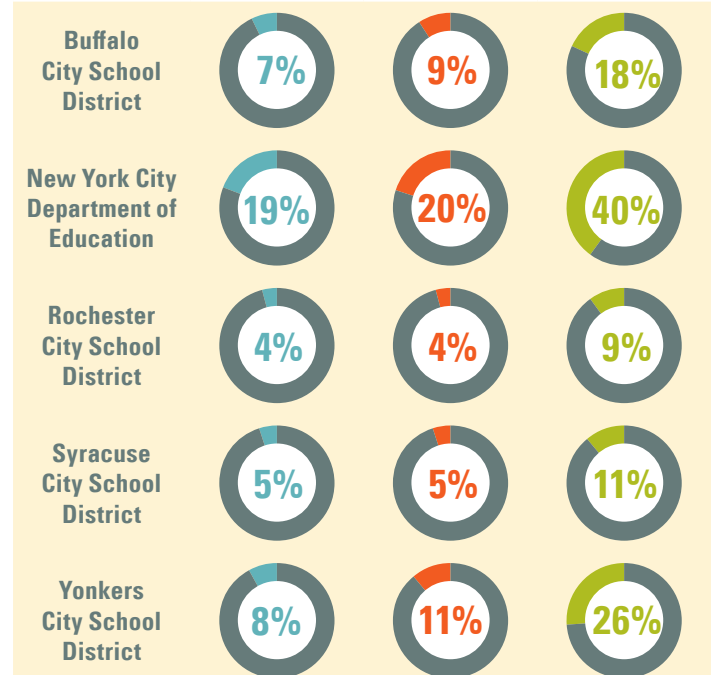
PERCENT OF STUDENTS IN GRADES 3-8 ACHIEVING ACADEMIC STANDARDS (2015-16 PERCENT PROFICIENT)



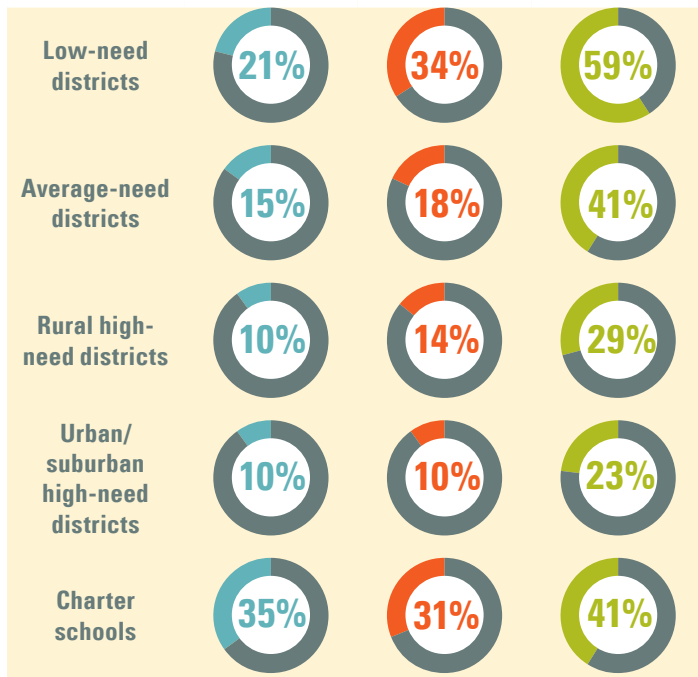
BIG 5 SCHOOL DISTRICTS



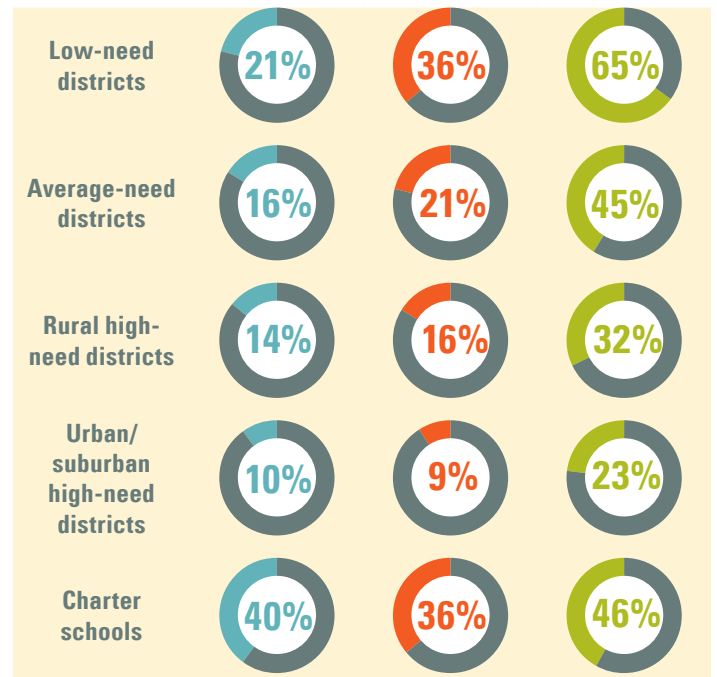
BIG 5 SCHOOL DISTRICTS



OTHER NEED/RESOURCE CAPACITY CATEGORIES



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Source: New York State Education Department. Unpublished 2015-16 data. Analysis by The Education Trust–New York.