



Building a Stronger Homeless Program Through the Use of Data

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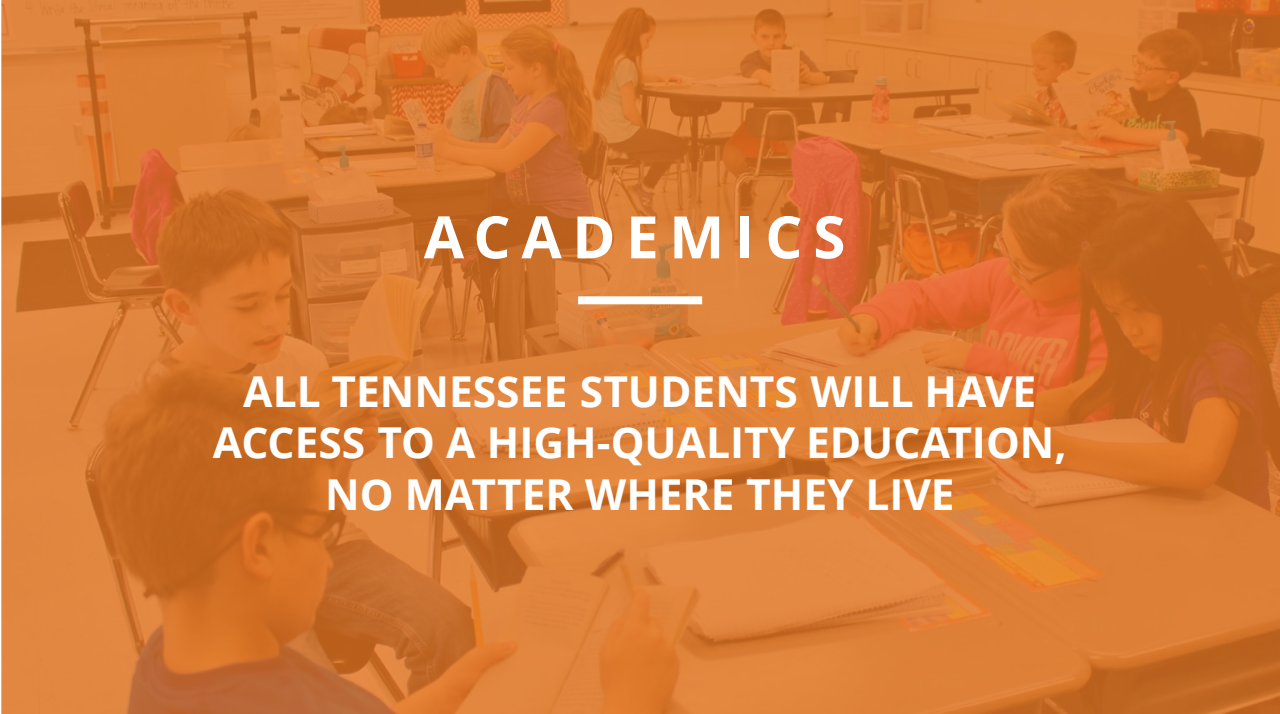
Aug. 21, 2023





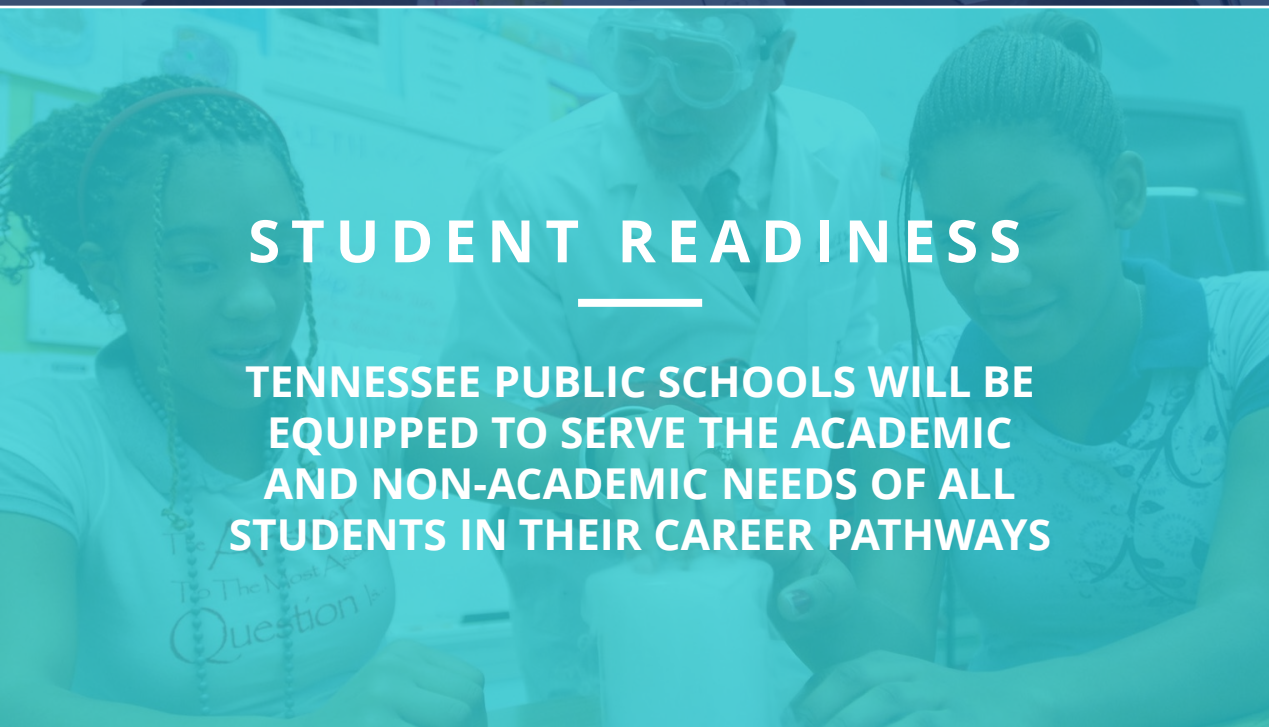
BEST FOR ALL

We will set all students on a path to success.



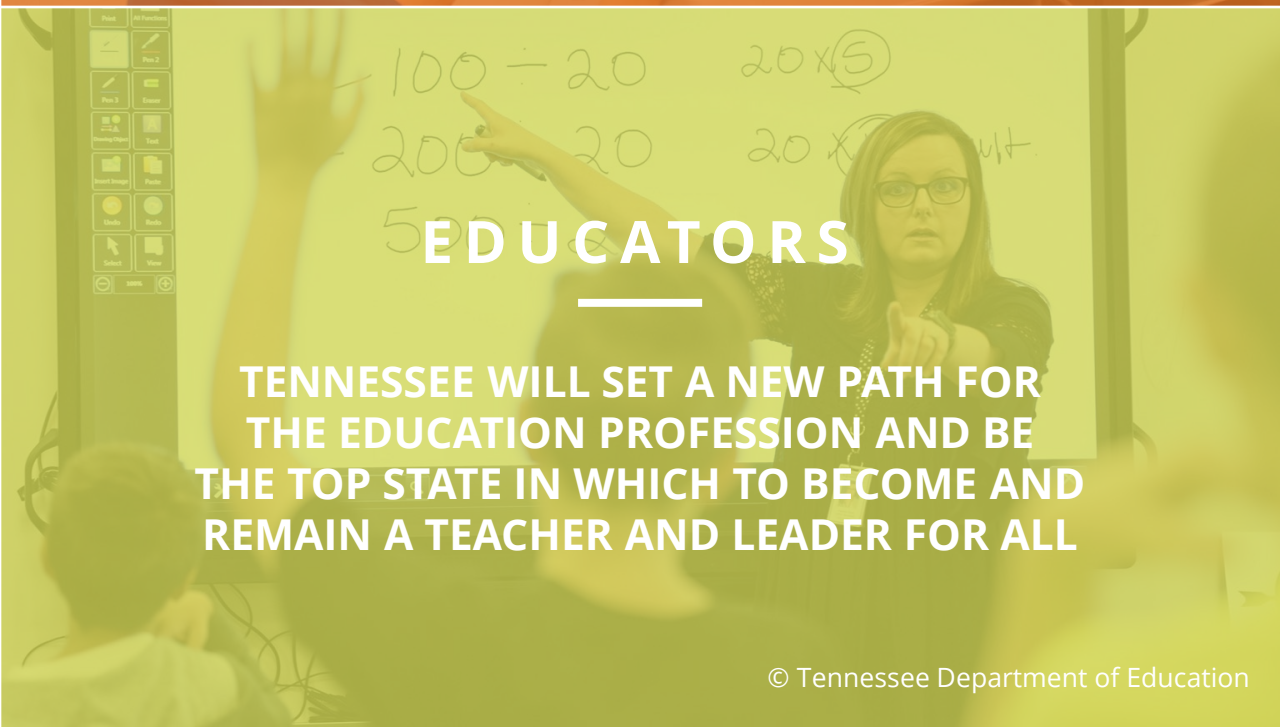
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Norms and Expectations

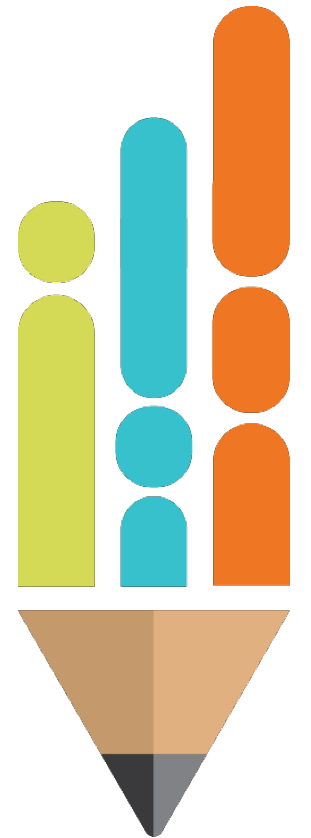
- Take calls and necessary phone communications outside of the session room.
- Remain engaged.
- Visit a team member at the registration table if you have questions about the conference.
- All session slide decks are available in ePlan > TDOE Resources > Federal Programs and Oversight (FPO) > Federal Programs Professional Development > 2023 Federal Programs Institute.

Meet Your Presenter



Suzanne M. Peck

- Program Specialist
- speck@serve.org





Agenda

- Deeper Understanding of Homeless Programming Data
- Education for Homeless Children and Youth Data
- Determining Needs and Areas of Improvement
- Targeted Intervention Strategies
- Closing



Education for Homeless Children & Youth Data

Framing Conversations with Data

- Questions to ask when looking at data:
 - What do we hope to learn?
 - What patterns come to light?
 - How will this information guide our path?
 - Who do we need to connect with to achieve our goals?
 - If we change our actions, how will it impact students?
 - What would success look like?
 - I wonder why?



Data Helps to Measure Impact

Data

Knowing local poverty data and tracking historical identification patterns

Leads
to



Actions

Designing culturally sensitive outreach and identification strategies

Results
in



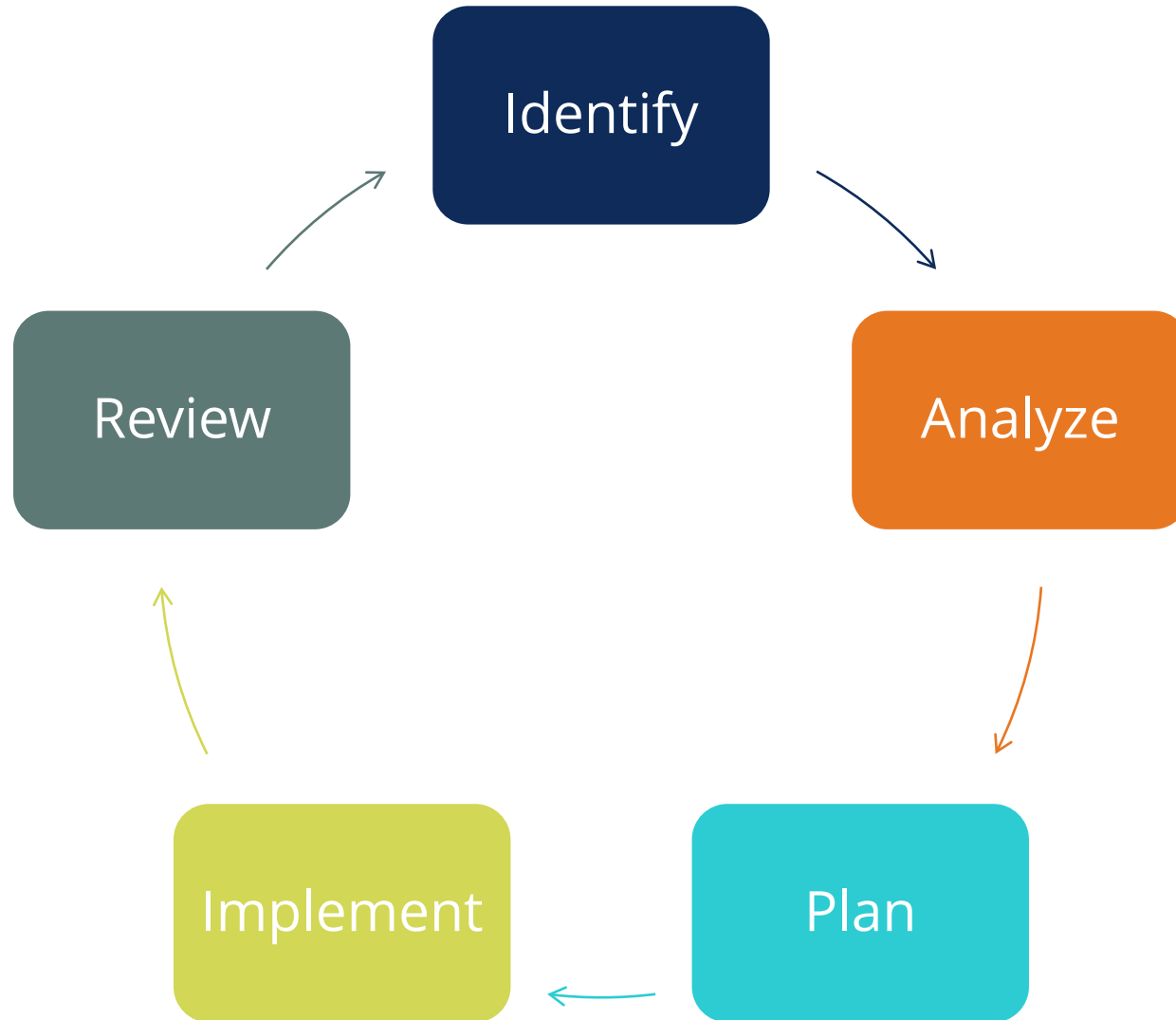
Outcomes

More students are identified and receive needed supports and services



We can “move the needle!”

Program Improvement Cycle



- **Identify**
 - What does the data show us?
- **Analyze**
 - Why is this happening?
- **Plan**
 - What is our plan for changes?
- **Implement**
 - Who is doing what, when, where, and how often?
- **Review**
 - Did the plan work?

Leading vs. Lagging Indicators

Leading Indicators

- Predictive measurements
- Drive future performance
- Provide early signals of progress towards measures of growth and achievement
- Help in planning & goal setting
- Provide quicker “wins”
- Keep you on track so you hit your strategic objectives

Examples:

- Chronic Absenteeism Rates
- Family & Student Engagement Data

Lagging Indicators

- Output measurements
- Result of our implementation and planning
- Assess progress
- Slower/delayed results

Examples:

- Graduation Rates
- Academic Measures

Education for Homeless Children and Youth (EHCY) Demographic Data

- **Basic Features**

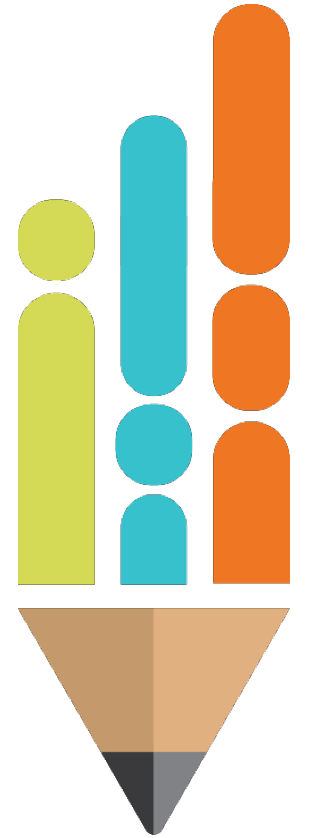
- Enrollment
- Nighttime residency

- **Social Features**

- Race/Ethnicity
- Unaccompanied homeless youth
- Poverty levels
 - Free lunch eligibility
 - Small Area Income and Poverty Estimates (SAPIE)

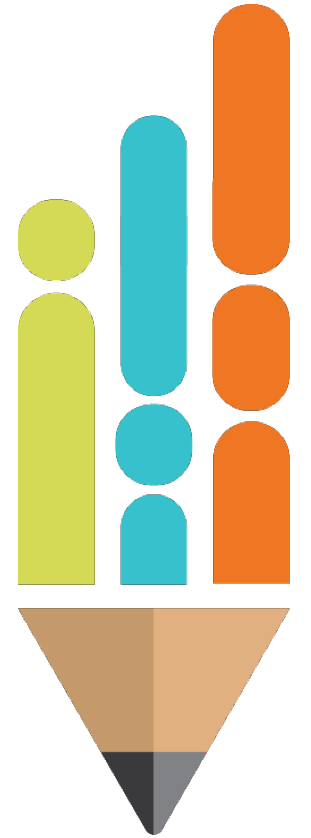
- **Educational Features**

- Grade levels
- Students with disabilities (SWD), English learners (ELs), and migratory status



EHCY Student Outcome Data

- Chronic absenteeism
- Academic success on statewide assessments
- Graduation rates
- Other



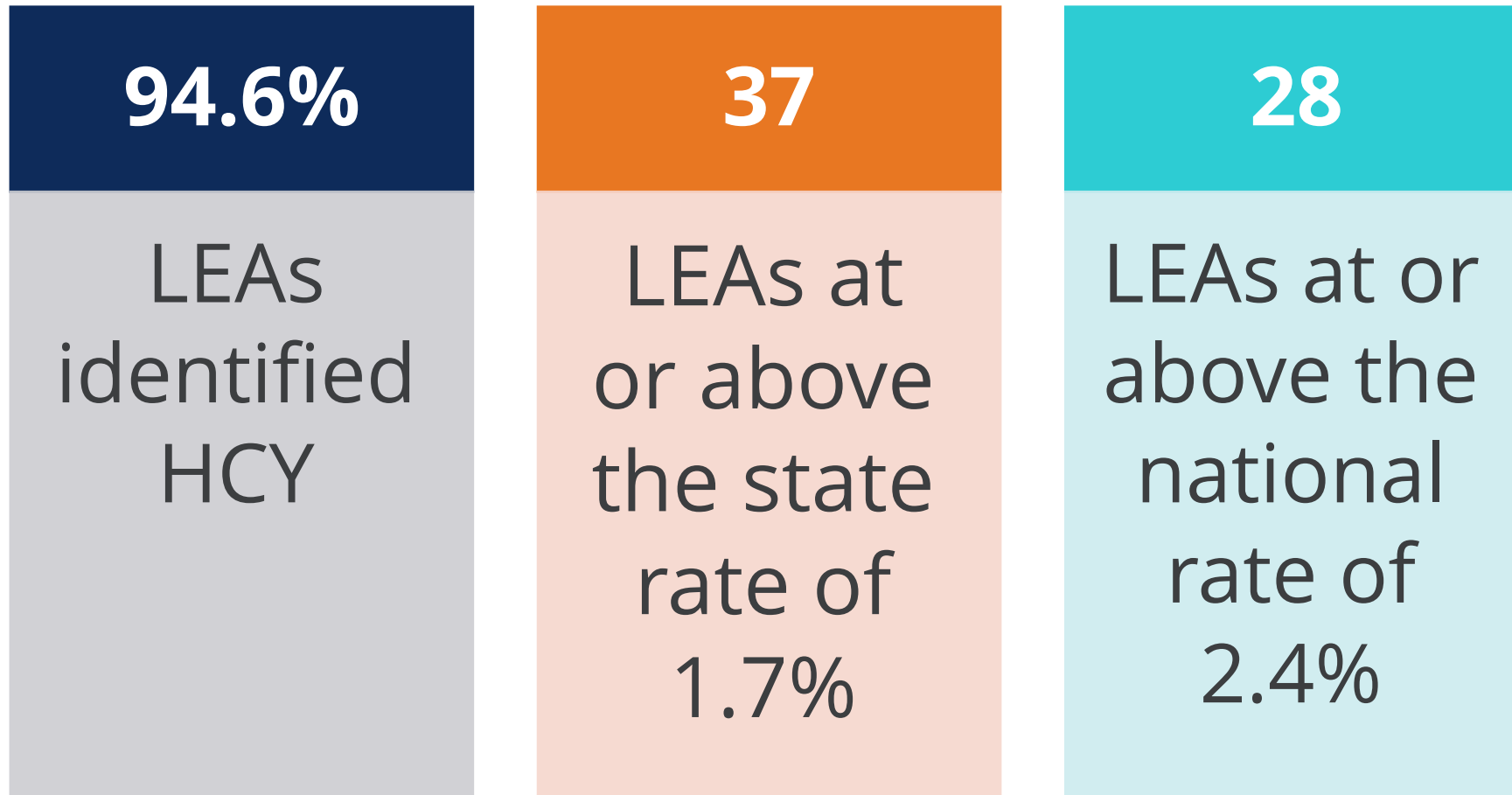
Determining Needs and Areas of Improvement

Enrolled Homeless Students: School Year 2021-22

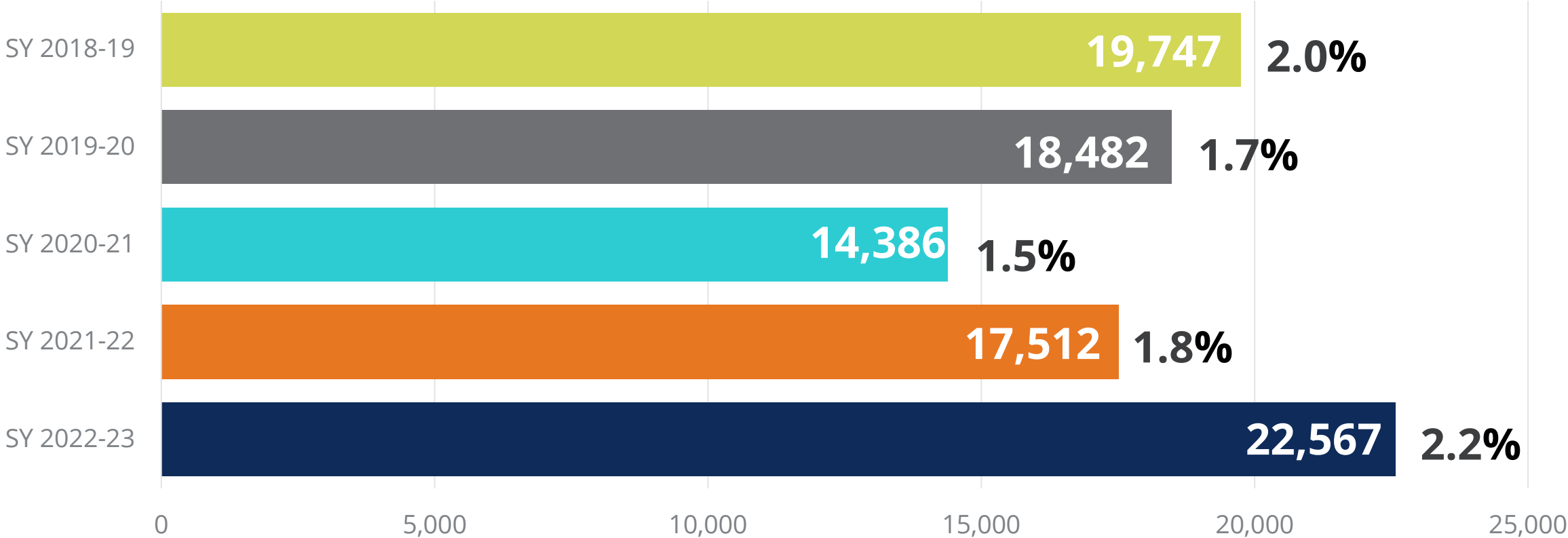
| Student Group | United States | Tennessee |
|------------------------------------|----------------------|------------------|
| Homeless Children & Youth (HCY) | 2.4% = 1,205,259 | 1.8% = 17,512 |
| Unaccompanied Homeless Youth (UHY) | 9.2% = 110,664 | 8.1% = 1,414 |

Source: U.S. Department of Education's *EDFacts* Initiative

SY2020-21 LEA Identification Trends

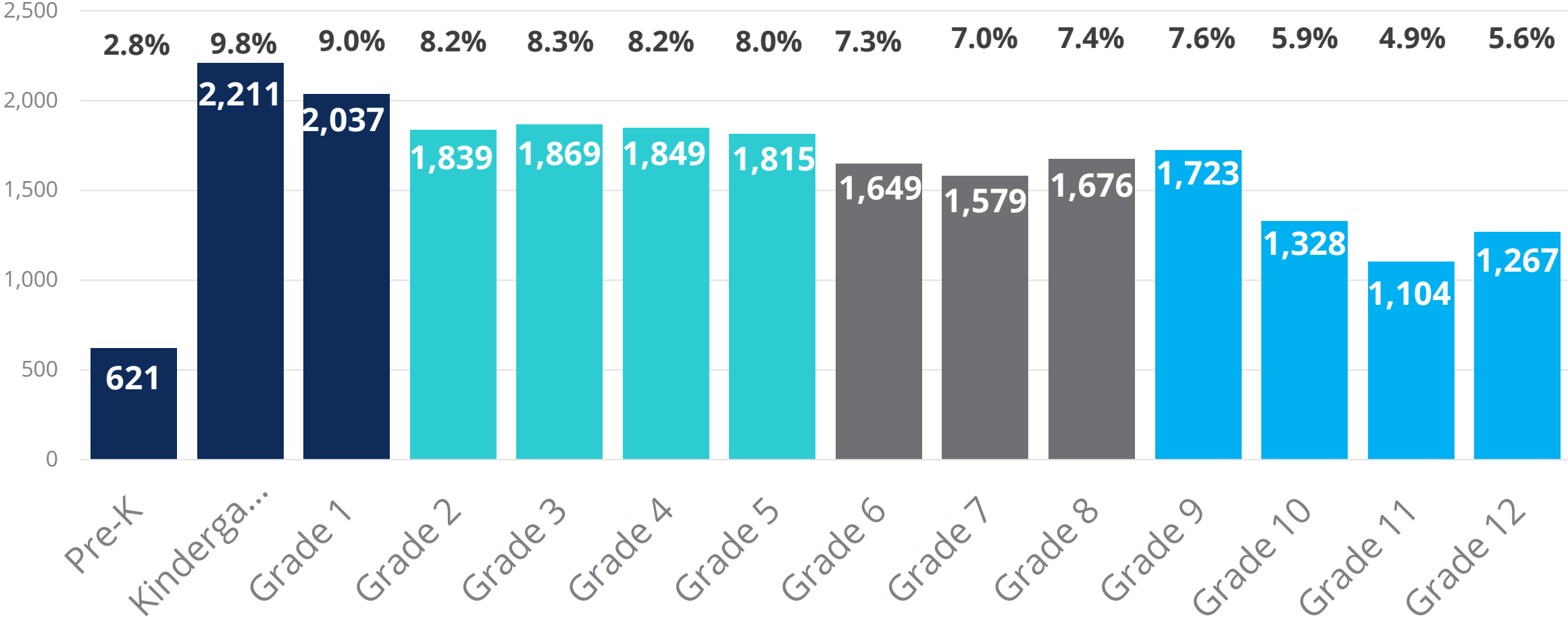


Homeless Student Enrollment: School Years 2020-2023



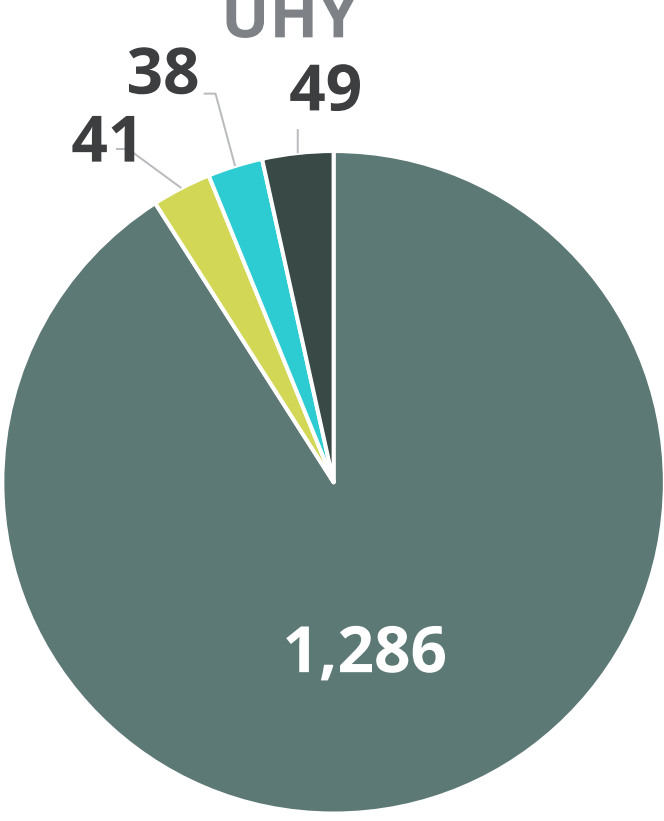
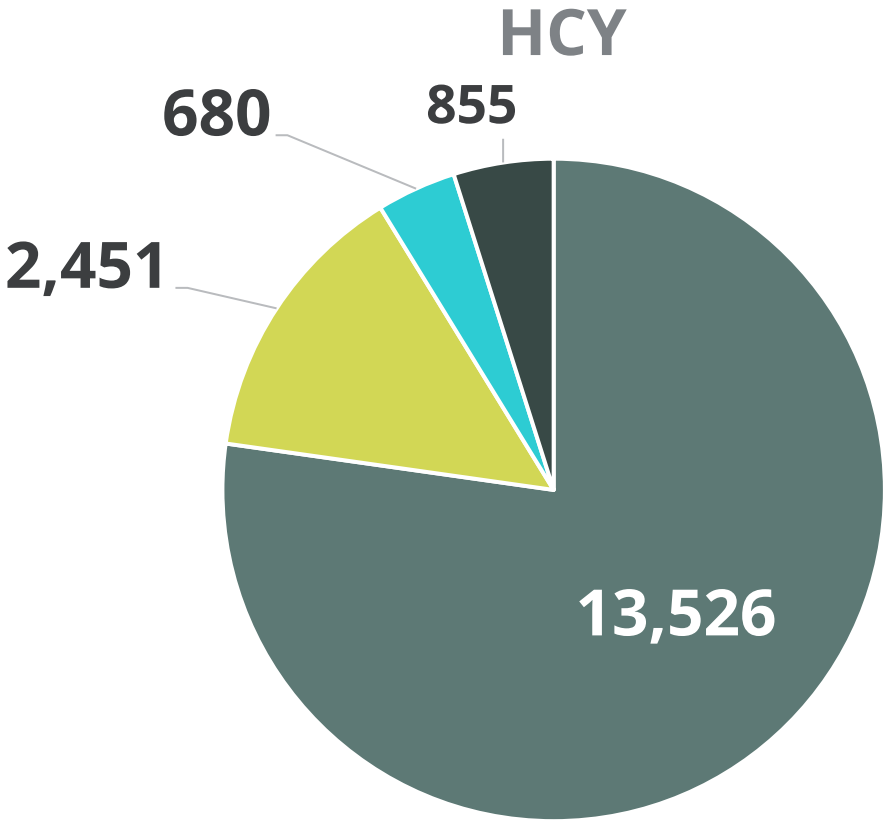
Source: Data Reporting, Office of the Commissioner, Tennessee Department of Education.
Data downloaded from EIS Discoverer on 6/16/23 for 2022-23

TN HCY Enrollment by Grade level – SY2022-23



Source: Data Reporting, Office of the Commissioner, Tennessee Department of Education.
 Data downloaded from EIS Discoverer on 6/16/23 for 2022-23

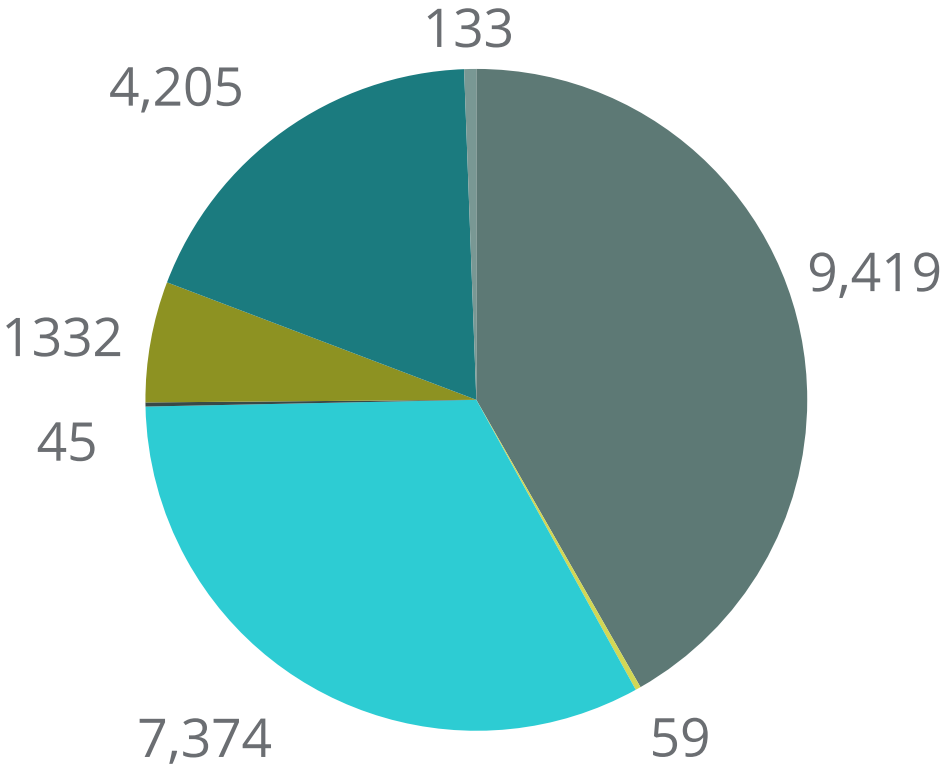
Primary Nighttime Residency by HCY & UHY SY 2021-22



■ Doubled-up ■ Hotels/motels ■ Unsheltered ■ Shelters

Race/Ethnicity SY 2022-23

- White
- Pacific Islander
- African American
- American Indian
- Multi-racial
- Hispanic
- Asian



Source: Data Reporting, Office of the Commissioner, Tennessee Department of Education. Data downloaded from EIS Discoverer on 6/16/23 for 2022-23

Additional Subpopulations – SY 2021-22

Children of Migratory Farmworkers

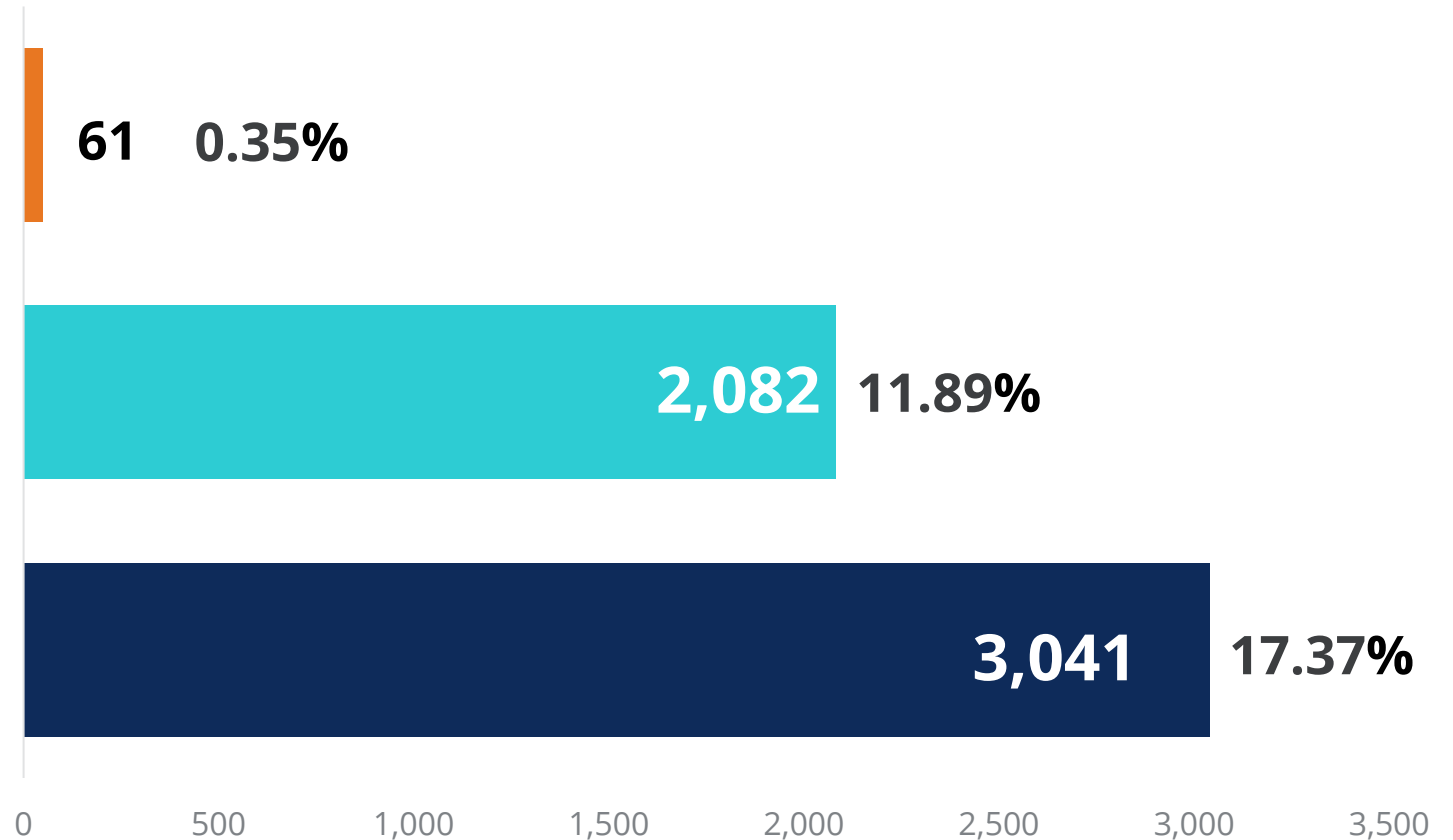
61 0.35%

English Learners

2,082 11.89%

Students with Disabilities

3,041 17.37%



National Comparison– SY2021-22

HCY Migrant = 1.3%

HCY English Learners = 19.6%

HCY Students with Disabilities = 19.6%

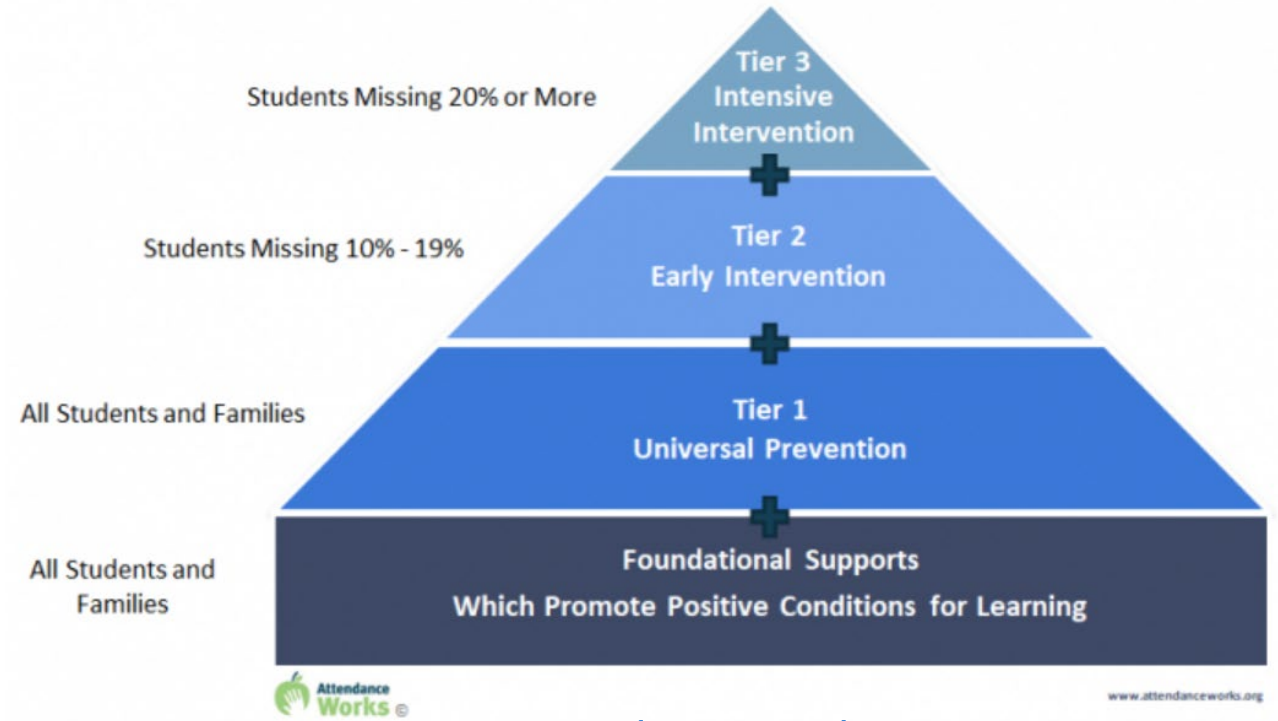
Source: Data Reporting, Office of the Commissioner, Tennessee Department of Education. Data downloaded from EIS Discoverer on 6/16/23 for 2022-23 and EIS Discoverer on 1/11/21

Using EHCY Student Outcome Data to Measure Success

HCY Attendance Data – SY 2021-22

Opportunity for Intervention

- 22,567 HCY (total)
- **1,890** HCY were chronically absent
- **8.4%** of HCY missed 10 or more days of school



[Attendanceworks.org](https://www.attendanceworks.org)

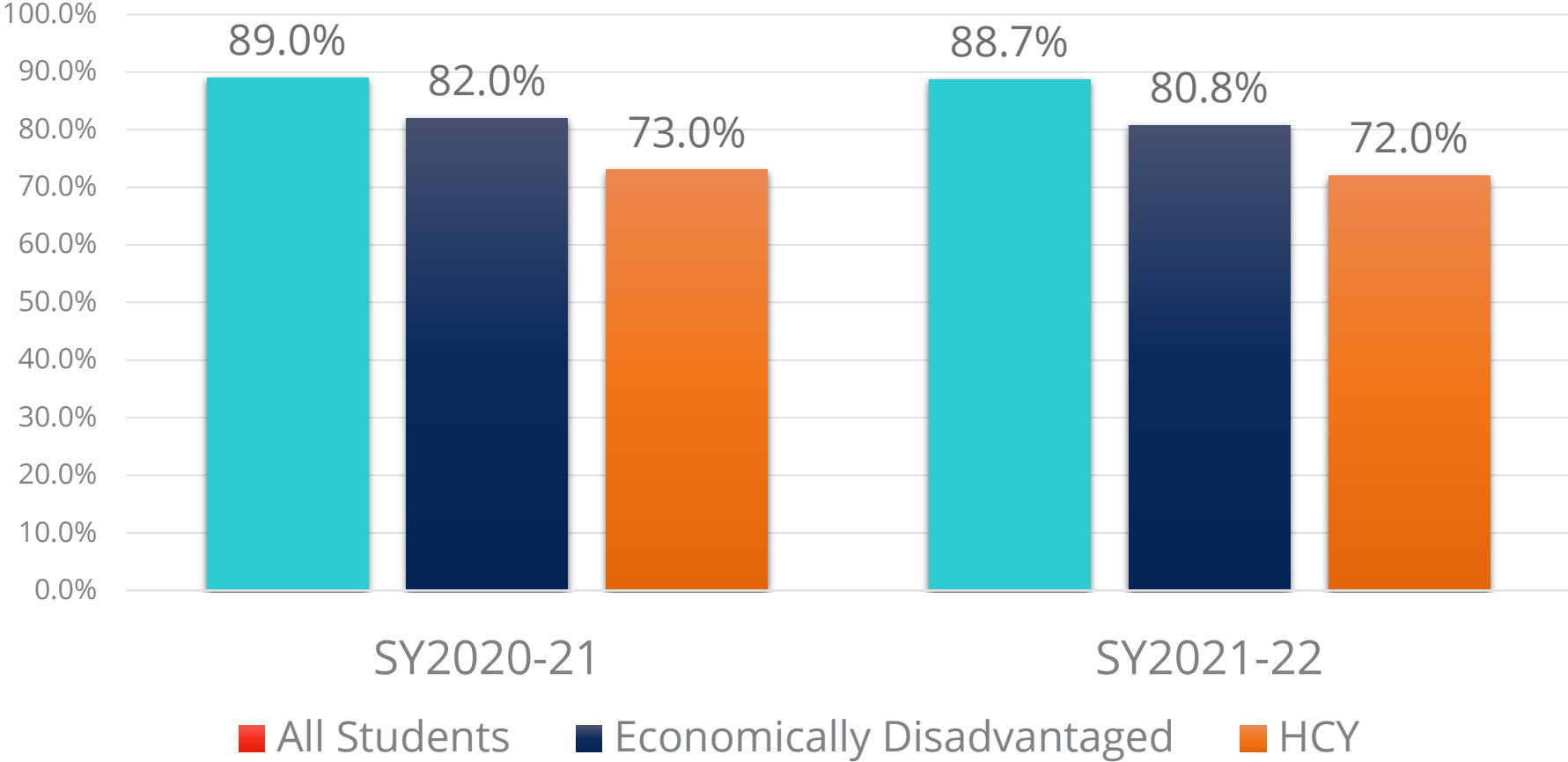
Proficiency on State Assessments by Grade Level -SY2021-22

| Assessment Results by Grade 2021-22: Homeless, Economically Disadvantaged, and All Students Percentage Proficient and Above | | | | | | |
|--|----------|------|----------------------------|------|------|------|
| | Homeless | | Economically Disadvantaged | | All | |
| Grade | RLA | Math | RLA | Math | RLA | Math |
| 3 | 17.3 | 18.2 | 20.6 | 20.4 | 36.0 | 36.8 |
| 4 | 20.8 | 19.1 | 22.9 | 20.7 | 39.6 | 38.7 |
| 5 | 18.2 | 15.8 | 21.5 | 19.5 | 38.0 | 37.6 |
| 6 | 16.1 | 12.6 | 19.9 | 15.5 | 36.8 | 32.7 |
| 7 | 14.7 | 10.8 | 19.7 | 14.1 | 36.2 | 31.2 |
| 8 | 9.2 | 14.5 | 12.5 | 18.8 | 26.5 | 35.5 |
| High School | 19.5 | 7.2 | 22.9 | 9.1 | 40.8 | 21.5 |
| Total | 16.8 | 13.3 | 20.3 | 15.7 | 36.8 | 31.1 |

Source: State Report Card

4-Year Adjusted Cohort Graduation (ACGR) Rates

9.0% point gap between ED and HCY

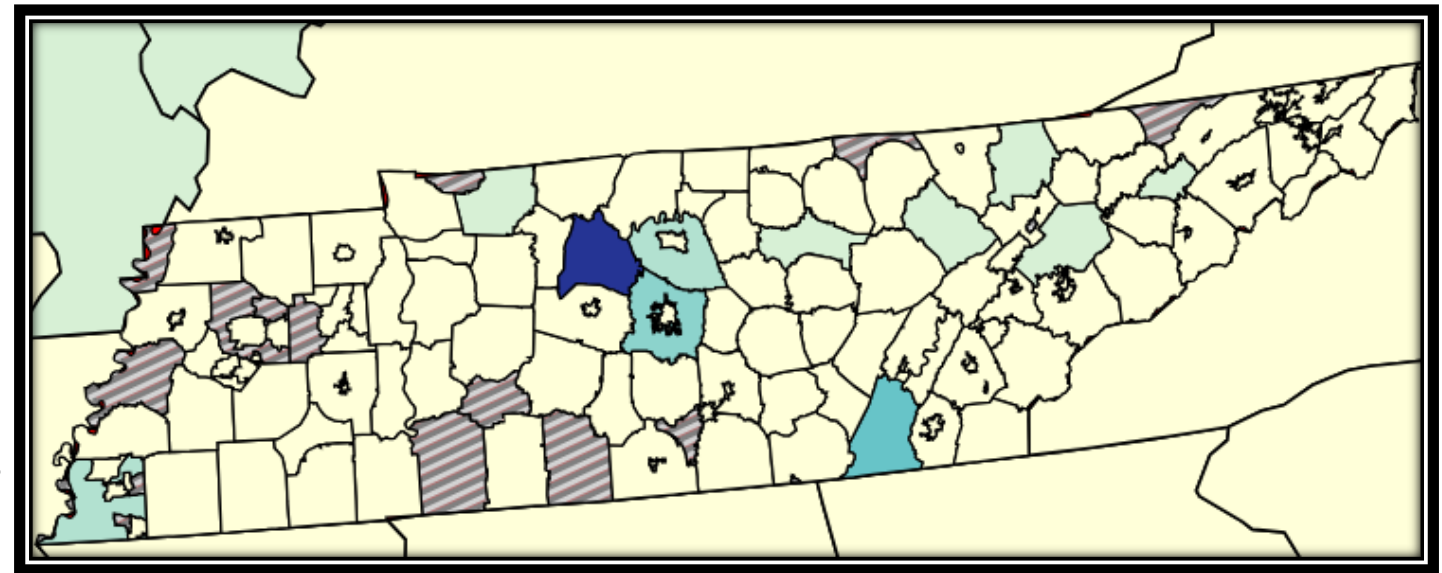


8.8% point gap between ED and HCY

Source: TN State Report Card, 2020-21 & 2021-22

Data Resources: ED Data Express

- ED Data Express provides the public with the ability to view LEA & SEA data
 - Viewable as interactive maps
 - Downloadable as CSV files
- Multiple data points
 - Adjusted cohort graduation rates
 - EHCY data
- Poverty rate information
- EDdataexpress.ed.gov



Number of Homeless Students Enrolled

300 600 900 1.2k 1.5k 1.8k 2.1k 2.4k 2.7k 3k



Suppressed (S), not available (N/A), or missing



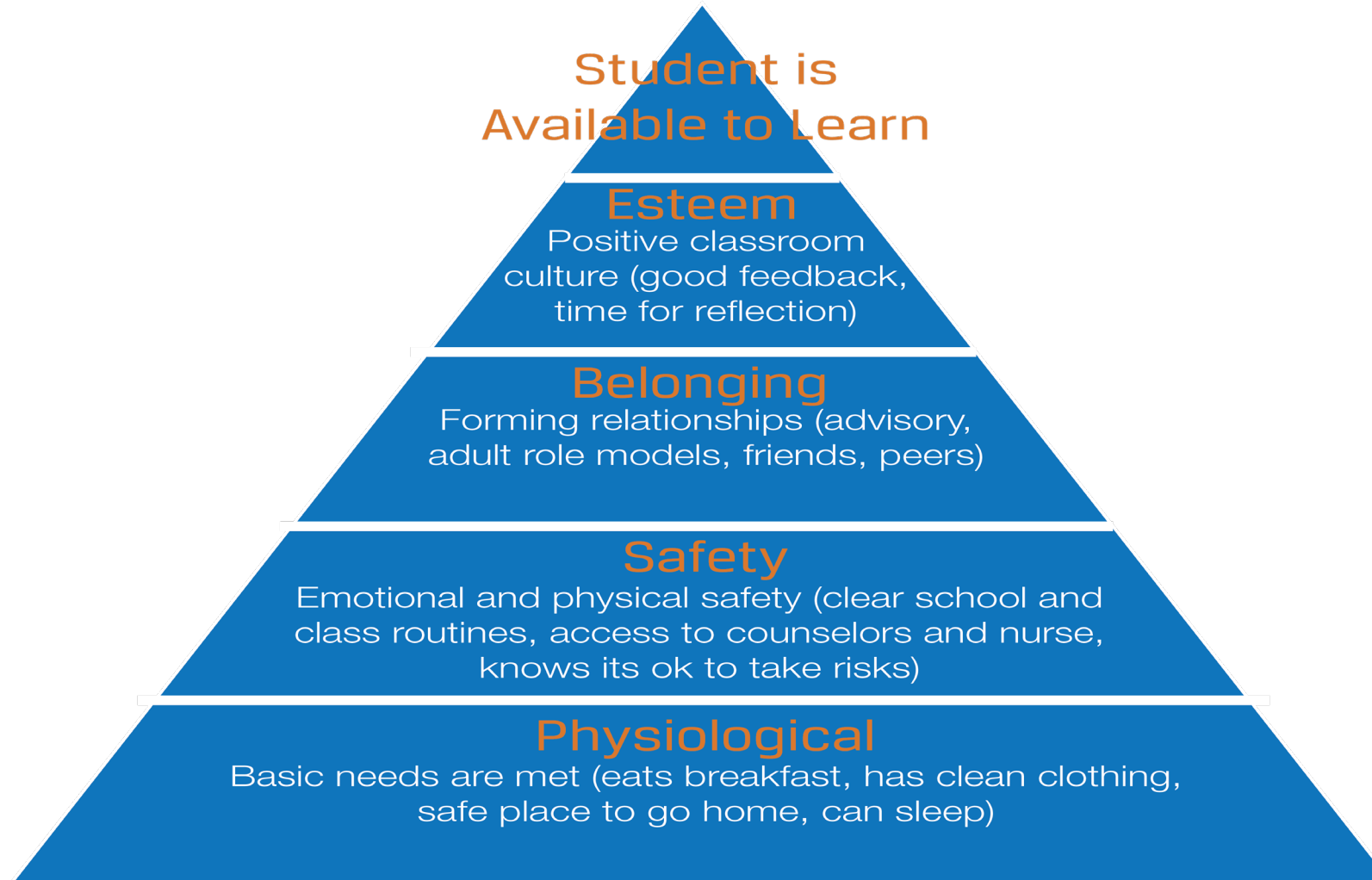
Data are blurred with a percentage range greater than 10 percent

SEA Source: EDFacts File Specification 118

LEA Source: EDFacts File Specifications 118, 170, and U.S. Census Bureau SAIPE Program

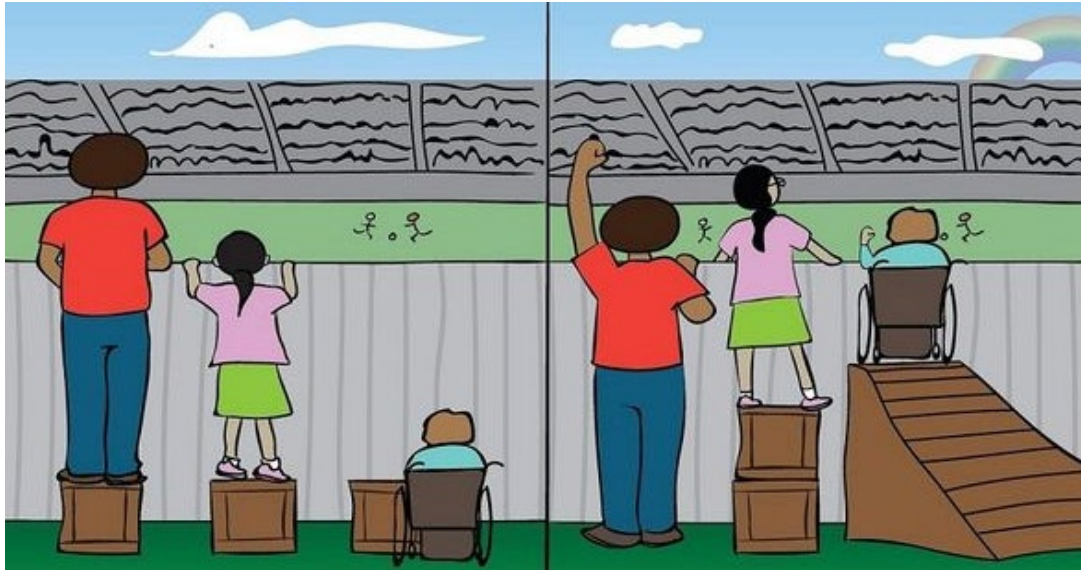
Targeted Intervention Strategies

Goal of Education of Homeless Children and Youth (EHCY) Program = Stability & Access



“Full Participation in Education”

Comparable Services
(available to ALL students)



Example:
Transportation
back to School of
Origin

Removing Barriers
(available to SOME students)



Example:
Transportation to
“Fully Participate”

Using Data as part of MTSS/RTI Processes

ABCs of Early Warning Data

Attendance:

- Missing 20 days or being absent 10 percent of school days

Behavior:

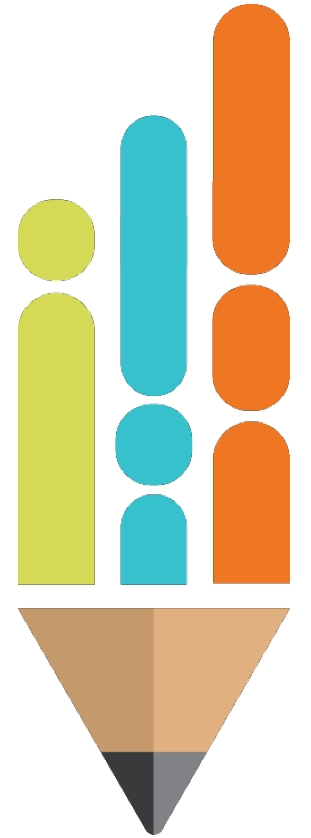
- Two or more mild or more serious behavior infractions

Course Performance/Credit Accumulation:

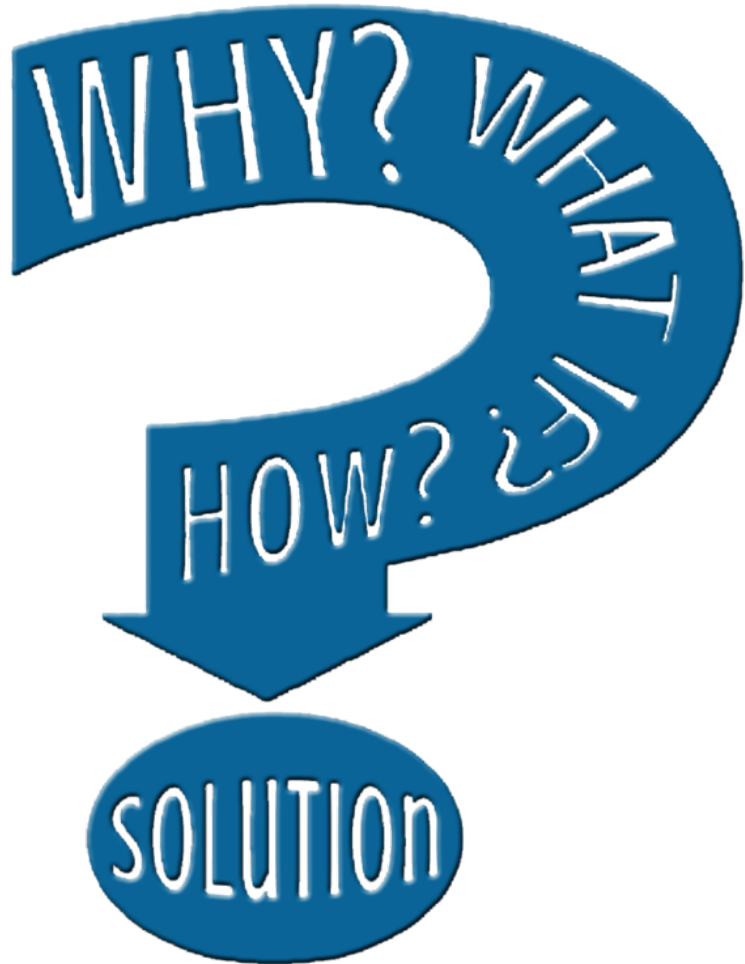
- Failure in English or math in 6th through 9th grade; a GPA of less than 2.0; two or more failures in 9th-grade courses; and failure to pass a course

+ Basic Physical Needs

- For students experiencing homelessness



Discussion Questions



- How does what we talked about compare to what you know about your students and district/school?
- Are the processes you have in place helping or hindering identification?
- What supports and interventions are needed?

Challenge:

- Know your #s!
- What action do you want to take based on our discussion?

Closing



Resources

- [U.S. Department of Education \(ED\): McKinney-Vento Law and Guidance](#)
- [Education for Homeless Children and Youths Program Non-Regulatory Guidance](#)
- [ePlan > TDOE Resources](#) > ESSA Information, Guidance, PPTs, & Webinars > Title IX, Part A Education for Homeless Children & Youth > McKinney-Vento Toolkit and Resources 2021
- [National Center for Homeless Education \(NCHE\):](#)
 - [NCHE Homeless Liaison Toolkit](#)
 - Homeless Education Helpline: 800-308-2145 or homeless@serve.org





Questions?

National Center for Homeless Education

For more information:

- NCHE Helpline
- HCYdata@serve.org
- homeless@serve.org
- (800) 308-2145





Thank You!

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