

## Risk Indicators and Data

Indicator	Related Measure	Related Data	Relevant Calculations	Additional Information
Identification	Percent of the population represented by homeless children and youth (HCY)	<ul style="list-style-type: none"> <li>Number of HCY enrolled</li> <li>Number of ECD students enrolled</li> <li>Number of all students enrolled</li> </ul>	$HCY / ECD \text{ students} * 100$  $HCY / \text{all students} * 100$	During SY 2015-16, HCY made up 2.5% of the overall student population. Rates among ECD students are much higher on average.
Identification	Percent of the HCY population represented by subgroups	<ul style="list-style-type: none"> <li>Number of unaccompanied homeless youth (UHY)</li> <li>Number of HCY with disabilities</li> <li>Number of HCY who are English Learners</li> <li>Number of HCY enrolled</li> </ul>	$UHY / HCY \text{ enrolled} * 100$  $HCY \text{ with disabilities} / HCY \text{ enrolled} * 100$  $HCY \text{ English Learners} / HCY \text{ enrolled} * 100$	During SY 2015-16: <ul style="list-style-type: none"> <li>UHY made up 8.6% of HCY,</li> <li>18% of HCY had identified disabilities,</li> <li>15.4% of HCY were English Learners.</li> </ul>
Identification	Percent of primary nighttime residence used by HCY	<ul style="list-style-type: none"> <li>Number of doubled up HCY</li> <li>Number of sheltered HCY</li> <li>Number of unsheltered HCY</li> <li>Number of HCY in hotels or motels</li> <li>Total HCY by residence</li> </ul>	$\text{Doubled up HCY} / \text{Total HCY by residence} * 100$ $\text{Sheltered HCY} / \text{Total HCY by residence} * 100$  $\text{Unsheltered HCY} / \text{Total HCY by residence} * 100$  $\text{HCY in hotels} / \text{Total HCY by residence} * 100$	In SY 2015-16: <ul style="list-style-type: none"> <li>76% of HCY doubled up,</li> <li>14% of HCY were in shelters,</li> <li>3% of HCY were unsheltered,</li> <li>7% of HCY were in hotels/motels.</li> </ul> These numbers have been fairly consistent, with small increases to the percentage of

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				HCY doubled up and decreases in the percentage of HCY in shelters.
Identification	Percent change in student population (for the HCY student body as a whole or subgroups of HCY)	<ul style="list-style-type: none"> <li>Number of HCY enrolled (Must have data for more than one school year)</li> </ul>	$[(\text{year2} - \text{year1}) / \text{year 1}] * 100$	Evaluations for what constitutes a large or extreme change need to be based on the size of the state's student population. Using a one-year change model can help identify data errors, while using a three-year spread can help identify trends.
HCY Receiving Services	Percent of HCY served by School Nutrition Programs (SNPs)	<ul style="list-style-type: none"> <li>Number of HCY</li> <li>Number of HCY receiving free meals</li> </ul>	$\text{HCY} / \text{HCY receiving free meals} * 100$	This should be 100%, as all HCY are categorically eligible for free school meals.
HCY Receiving Services	Percent of HCY receiving Title I services in TAS or SWPs	<ul style="list-style-type: none"> <li>Number of HCY</li> <li>Number of HCY receiving Title I services</li> </ul>	$\text{HCY} / \text{HCY receiving Title I services} * 100$	No national norms have been identified at this time. However, percentages above 100% should be considered data collection errors and possibly errors in program coordination. Norms can be further defined based on the number and size of TAS and SWPs in the LEA.
HCY Receiving Services	Percent of LEAs receiving subgrants	<ul style="list-style-type: none"> <li>Number of LEAs</li> <li>Number of LEAs receiving subgrants</li> </ul>	$\text{LEAs} / \text{subgrant LEAs} * 100$	Nearly 25% of LEAs received a subgrant in SY 2015-16.
Academic Achievement	Percent of HCY proficient in subject area tests (reading/language arts, mathematics, science)	<ul style="list-style-type: none"> <li>Number of HCY taking assessment</li> <li>Number of HCY proficient on assessment</li> </ul>	$\text{HCY taking assessment} / \text{proficient HCY} * 100$	<p>During SY 2016-17, HCY were proficient at rates of</p> <ul style="list-style-type: none"> <li>30.6% for RLA,</li> <li>25.4% for mathematics, and</li> <li>37.1% for science.</li> </ul> <p>Percentages will vary across grades and states; make comparisons cautiously. For</p>

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				further discussion, see the Federal Data Summary.
Academic Achievement	Achievement gaps	<ul style="list-style-type: none"> <li>• Number taking and percentage of HCY proficient in subject area tests</li> <li>• Number taking and percentage of ECD students proficient in subject area tests</li> <li>• Number of students overall taking and proficient in subject area tests</li> </ul>	<p>HCY percent proficient – ECD percent proficient</p> <p>HCY percent proficient –students proficient overall</p>	Group sizes in some LEAs may be too small to provide useful information. Consider the mandatory group size set by the state to guide decisions about excluding LEAs from the comparison. Consider the differences and similarities that exist between LEAs or schools and could be impacting student outcomes.