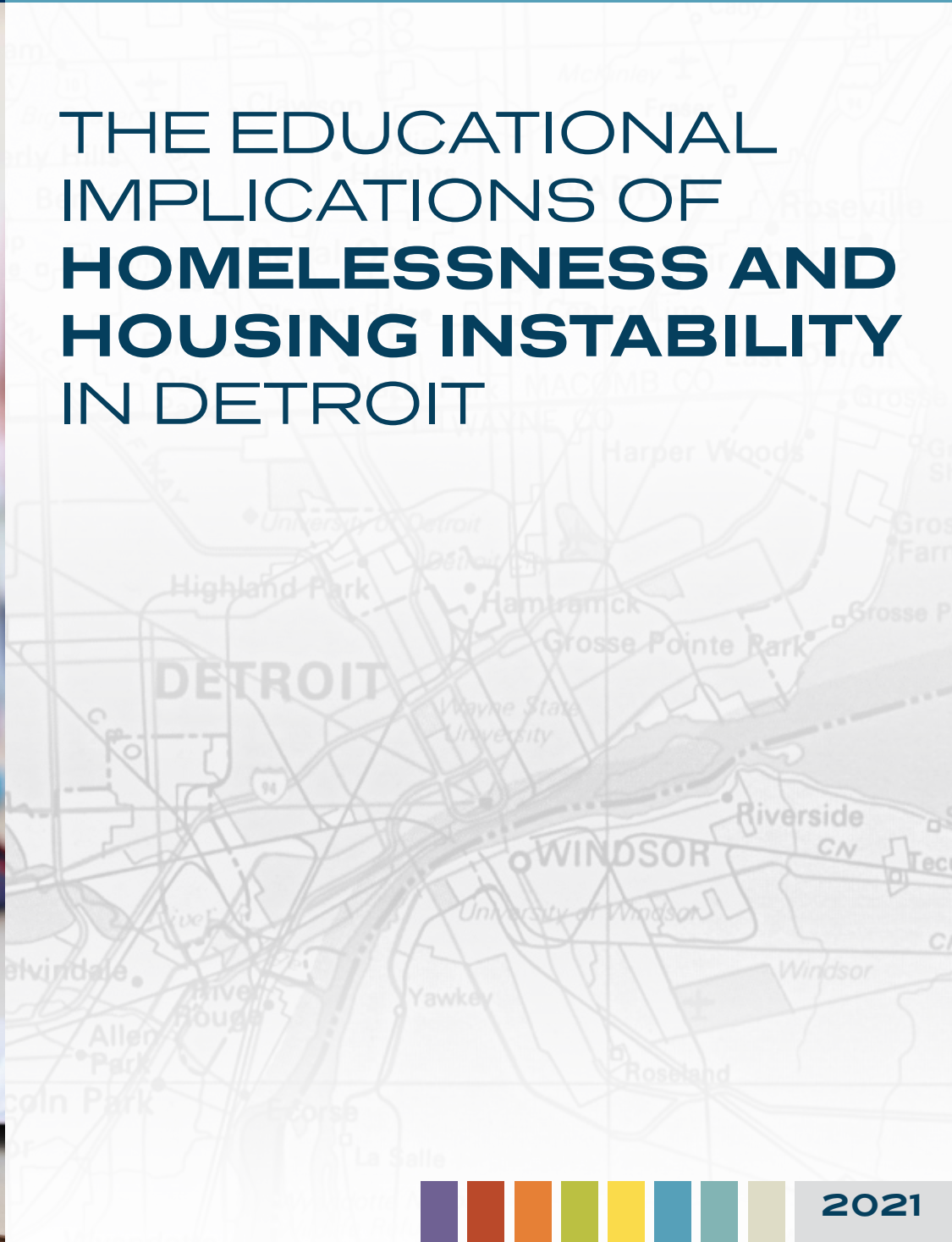




THE EDUCATIONAL IMPLICATIONS OF **HOMELESSNESS AND HOUSING INSTABILITY** IN DETROIT



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EXECUTIVE SUMMARY

Detroit thrives when its children thrive. While policymakers, educators, and families all know this to be true, far too many children face the challenges of homelessness without the knowledge of their schools and the supports they need to succeed educationally. In 2017, 16% of households with children in Detroit reported being either evicted or forced to move within the last year, which meets the educational definition of homelessness. That same year, only 2% of children in Detroit were identified by their school as homeless. This under identification deprives Detroit's children of their legal rights to an equal education and leaves educators and schools without critical information about the barriers that a child and their family may be experiencing.

Detroit has a long and complicated history with housing instability, and obtaining safe and stable housing is a significant challenge, particularly for low-income residents. For many renters, housing quality is poor, rents are high, and eviction is common. For owners, property taxes and home repair costs threaten housing stability. There are too few housing vouchers in the system to serve all those in need, and properties developed through Low-Income Housing Tax Credits (LIHTC), the primary mechanism for developing low-income housing, are often not affordable to very low-income households. Aggravating all of these factors, for all the talk of

Detroit's oversupply of housing, recent analyses show there are actually too few habitable structures in the city to house all Detroit residents. This pervasive level of housing instability is an educational issue impacting thousands of children and families in Detroit.

This book seeks to provide policymakers, schools districts, educators, and community-based organizations with the information needed to better understand the educational implications of widespread housing instability in Detroit as well as why identification and support for students who have experienced homelessness is critical.

Key Takeaways

- » **Under identification is a problem.** While 1,785 children were identified as homeless by Detroit schools in SY 2017-18, between 7,000 and 14,000 school-age children are estimated to have been homeless that year. This means that up to 88% of those children were not identified as homeless by their school.
- » **Homeless students had the highest rates of chronic absenteeism with 3 out of 4 students in Detroit Public Schools Community District (DPSCD) and Detroit charters missing 10% or more of school days.** On average homeless students attended just 102 days of school in SY 2017-18.
- » **Homelessness has a lasting impact on educational outcomes.** Across educational indicators, homeless students struggled more than their housed peers. These challenges persisted even after stable housing was found.
- » **Suspensions and expulsions in Detroit accounted for 12% of all disciplinary actions statewide.** Formerly homeless students in Detroit face the highest disciplinary action rates with 1 in 4 suspended or expelled in SY 2017-18.
- » **School structures and supports can make a difference for homeless students educationally.** While homeless and formerly homeless students fared worse educationally overall than their housed peers, exceptions to this overarching trend existed.

Detroit's Housing Market in Context

While Detroit has historically had relatively high rates of Black homeownership, between 2000 and 2019, the homeownership rate for Black households fell from 53% to 47%, a decline of roughly 14,000 Black owner-occupied homes.¹ Beginning in the mid 2000s, Detroit faced twin foreclosure crises that impacted almost half of all residential structures in the city. Predatory lending practices and the economic effects of the Great Recession led to tens of thousands of mortgage foreclosures in the city. This mortgage foreclosure crisis was followed by an even more severe tax foreclosure crisis — a function of high property tax rates, inflated home valuations, an economic recession, and insufficient access to property tax relief — that led to roughly 100,000 residential foreclosures between 2009 and 2016.

These twin foreclosure crises had the effect of transferring a large number of properties from individual owners to large-scale investors, who purchased large quantities of foreclosed properties through the Wayne County tax foreclosure auction. This transfer contributed to the destabilization of rental housing and the deterioration of the overall housing stock in Detroit, as many investors neglected to invest in their properties, instead “milking” the properties for rent payments, quickly evicting tenants, and eventually letting properties fall back into tax foreclosure. Over the years, practices like these led to the deterioration of much of Detroit's housing stock, fueling widespread blight and the demolition of more than 15,000 residential structures since 2014.²

Two decades of foreclosures and widespread neglect of Detroit's housing stock has left the city with three intersecting and seemingly intractable challenges when it comes to safely and stably housing Detroit residents with low incomes. First, the public tools we have to generate more affordable housing are insufficient. Public housing units and housing vouchers enable renting households to pay no more than 30% of their income towards rent, but these programs are in short supply, serving only half of all extremely low-

income renters in the city, with a years-long waiting list. Units developed with Low-Income Housing Tax Credits are also of limited supply and may not be accessible to those with very low incomes unless packaged with other subsidies.³

Left without adequate public support, Detroit households with low incomes are left to fend for themselves on the private housing market, which, in Detroit, is characterized by old housing stock in disrepair and relatively high rents. The vast majority of rental housing units in the city lack a certificate of compliance with the city's rental code, potentially exposing renting households to health and safety hazards in the home. Median rents are also much higher than property values would suggest, causing 85% of Detroit renter households earning under \$35,000 to devote more than one-third of their income towards housing.⁴ The state of disrepair in Detroit rental housing combined with high rents likely contributes to widespread rental evictions for nonpayment as tenants already in arrears attempt to withhold rent to demand repairs.

Owners with low incomes are also likely to face significant home repairs they are unable to address. These homeowners are often unable to access home repair lending tools because of low incomes, poor credit, and the low assessed value of their home, and public or philanthropically funded home repair grant programs are insufficient to meet the need. Research has shown that the state of disrepair in the homes of many Detroit homeowners with low incomes threatens long-term housing stability.⁵ Finally, these issues are aggravated by an overall lack of housing supply in the city. While it is commonly assumed that, owing to years

of depopulation, Detroit has an abundance of housing, recent analysis from Poverty Solutions found that the city has more than 20,000 fewer habitable residential structures than is needed to house all city residents, leaving thousands of Detroit households to either live in blighted housing or precariously housed with friends, family, or some other temporary shelter.⁶

- 1 US Bureau of the Census (2019). American Community Survey 2019 1-year estimates [Dataset and codebook]. Retrieved from <https://data.census.gov/cedsci/>
- 2 Akers, J., Seymour, E. (2019). The Eviction Machine: Neighborhood Instability and Blight in Detroit's Neighborhoods. Technical report, Poverty Solutions, The University of Michigan, Ann Arbor, MI. Available at: <https://poverty.umich.edu/files/2019/08/Akers-et-al-Eviction-Machine-Revised-August-12.pdf>
- 3 Eisenberg, A., Mehdipanah, R., Phillips, T., and Oberholtzer, M. (2018). Preventing owner-occupied property tax foreclosures in Detroit: Improving access to the poverty tax exemption. Technical report, Poverty Solutions, The University of Michigan, Ann Arbor, MI. Available at: <https://poverty.umich.edu/files/2018/12/PovertySolutions-PovertyTaxExemption-PolicyBrief-r2.pdf>
- 4 US Bureau of the Census (2019). American Community Survey 2019 1-year estimates [Dataset and codebook]. Retrieved from <https://data.census.gov/cedsci/>
- 5 Eisenberg, A., Wakayama, C., Cooney, P. (2021). Reinforcing Low-Income Homeownership Through Home Repair: Evaluation of the Make it Home Repair Program. Policy brief, Poverty Solutions, The University of Michigan, Ann Arbor, MI. Available at: <https://poverty.umich.edu/files/2021/02/PovertySolutions-Make-It-Home-Repair-Program-Feb2021-final.pdf>
- 6 Erb-Downward, J, Merchant, S. (2020). Losing Home: Housing Instability & Availability In Detroit. Poverty Solutions at The University of Michigan, Ann Arbor, MI. Available at: https://poverty.umich.edu/files/2020/05/200358_Poverty-Solutions_Detroit-Housing-Instability-policy-brief_051120.pdf

USER'S GUIDE

This book is divided into six sections. **Section One explores under identification of homelessness among children in Detroit's public and charter schools. This helps to better understand the risk of homelessness faced by children and why homelessness is an issue of educational importance.**

Section Two looks at what we know about children who have been identified as homeless in Detroit including what we know about where they reside, how many years they have experienced homelessness, and their educational outcomes in comparison to their peers who have not been identified as homeless. **Section Three** provides a comparative look at demographics, housing stability, and educational outcomes between Detroit Public Schools Community District (DPSCD) and Detroit charter schools. **Section Four** presents comparative charts for all of the educational outcomes covered in Section Two, but for the state of Michigan overall. **Section Five** examines access to social safety net benefits for homeless K-12 students in both Detroit and Michigan overall, as well as the intersection between students experiencing both foster care placement and homelessness. Finally, **Section Six** provides definitions of terms, in addition to tables on the prevalence of homelessness and the educational outcomes for homeless students by Detroit City Council District, Intermediate School District (ISD), County, State House District, and State Senate District.

Federal law entitles homeless children to certain educational rights and supports, including immediate enrollment in school without the usual required documents and records, which may not be readily available. Based on their needs and district resources, homeless students receive assistance that may include school supplies, transportation, clothes, after-school programs, and other supports. In Detroit, schools receive technical support for students experiencing homelessness through Wayne Regional Educational Service Agency (RESA) and Wayne Metropolitan Community Action Agency. Each school district (including charter networks) is responsible for assigning a homelessness liaison to assist in the identification of homeless students and their connections to services. In DPSCD this responsibility falls under the Homeless Student Services team, and each school in the district has a school point of contact whose role is to assist the Homeless Student Services team in identifying homeless students and provide education and support to teachers and staff within their school. Teachers and other school personnel are often the first person to

realize that a child is experiencing homelessness. Strengthening resources and supports available within schools helps prevent children from slipping through the cracks and is one of the many reasons schools play a vitally important role in meeting the needs of homeless children and their families.

Methodology

This research used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data are modified for analysis purposes using rules governed by MEDC and are not identical to those data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information, and opinions solely represent the analysis, information, and opinions of the authors and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI, or any employee thereof.

MEDC data analyzed for this project were for school years 2009-10 through 2017-18. Results presented in this book are based on the geo-coded location of the school where the student attended the most school days. When a student is identified as homeless in the data, this variable represents only that they experienced homelessness at some point during the school year, not the exact timing of when that experience of homelessness occurred. In order to protect student privacy and adhere to the Family Educational Rights and Privacy Act, all numbers and percentages that could potentially reveal fewer than 10 students have been redacted. For data reliability, all percentages calculated using fewer than 30 students have also been omitted. In addition to MEDC data, permission was granted by the Michigan Department of Health and Human Services to use SNAP, TANF, and foster care flag variables for 2012-2016 that had previously been linked to students in the MEDC data. Like the homelessness variable, these variables only indicated whether or not a student intersected with any of these programs at some point during the school year; details on the exact timing during the year are not available. All analysis was conducted in STATA with geo-coding and mapping completed using ArcGIS.

Limitations

Under the McKinney-Vento Act, homeless students are eligible to remain at their school of origin or enroll in their local school. Data represent where students attend school and should not be interpreted as providing information about where homeless students live. It is also important to note that because there is a significant issue of under identification of students experiencing homelessness in Detroit, the data on homeless students in Detroit represent only those students who have been identified. Under identification of homelessness among students also means, from an analysis perspective, that students who are or who have experienced homelessness but have not been identified as homeless are included in the “always housed” groups. The likely result is that the difference between homeless and housed groups is greater than what the data here show. It is also important to note that when state education data is used for research purposes, it goes through extensive cleaning and coding to make the data research ready. As a result, the data available for analysis lags behind the current school year and what is publicly available from the state on [MiSchoolData.org](https://www.michigan.gov/mischooldata).

McKinney-Vento Homeless Education Assistance Act and the Educational Definition of Homelessness

McKinney-Vento is a federal law that guarantees equal access to public education for homeless children and youth. Under this law, homeless children and youth are defined as those who “lack a fixed, regular, and adequate nighttime residence.” This includes children and youth who, due to loss of housing or economic hardship, are staying in hotels, motels, trailer parks, camping grounds, another person’s housing, emergency or transitional shelters, or any place not meant for human habitation (such as cars, public spaces, or abandoned buildings). As a part of the law, schools are required to identify and immediately register homeless children for

school even if they do not have required documents, such as immunization records or proof of residence.¹ It is important to note that the McKinney-Vento definition of homelessness is more broad than the U.S. Department of Housing and Urban Development (HUD) Category 1 homeless definition² in that it includes children living doubled-up in another family's residence due to loss of housing or economic hardship.

Rights of Homeless Students

Under McKinney-Vento, schools are required to identify all students who are experiencing homelessness and to remove barriers preventing them from being able to fully participate in school. These rights include:

- » *Right to immediate enrollment in school (regardless of required documents such as proof of address, birth certificate, vaccination records, or transcript).*
- » *Right to self-enroll in school as an unaccompanied youth, defined as “a homeless child or youth not in the physical custody of a parent or guardian” [42 USC§11434a(6)].*
- » *Right to remain in school of origin.*
- » *Transportation support to and from school.*
- » *Right to participate fully in all after-school and extracurricular activities and a requirement for schools to remove structural barriers that prevent any homeless student from participating.*
- » *Prioritization in early education.*
- » *Additional supports as needed such as tutoring, school uniforms, backpacks, and supplies.*

¹ School House Connection. (2020). McKinney-Vento Act: Quick Reference. Available at: <https://schoolhouseconnection.org/mckinney-vento-act/>

² HUD Exchange. Homeless Definition Record Keeping Requirements and Criteria. Available at: https://files.hudexchange.info/resources/documents/HomelessDefinition_RecordkeepingRequirementsandCriteria.pdf



SECTION 1

OVERVIEW: HOMELESSNESS IN DETROIT AND THE CHALLENGE OF UNDER IDENTIFICATION

No child should ever experience homelessness, but when homelessness occurs a system that enables quick identification and connections to supports is critical. This is of particular importance in Detroit, which has faced decades of disinvestment and loss of quality affordable housing.

The city currently has an estimated shortage of roughly 24,000 livable units and thousands of children either homeless or at risk of homelessness.¹ In order to better understand homelessness among children in Detroit, this section uses both educational administrative

data and citywide survey data to shed light on the high levels of under identification of homelessness among school-age children in the city, in addition to opportunities for systemic improvement.

Key Takeaways

- » As many as 14,000 school-age children in Detroit are estimated to have been homeless at some point in SY 2017-18. Up to 88% of those children were not identified as homeless by their school.
- » Homeless youth living on their own without a parent or guardian were at particularly high risk of either not being identified or becoming disconnected from school in Detroit. In SY 2017-18 only 86 homeless unaccompanied youth were identified by Detroit schools.
- » By city council district, the total estimated number of homeless students ranged from a low of 844 to 1,470 in Council District 4 to a high of 1,770 to 3,191 in Council District 6.
- » Ninety-six percent of all schools in Detroit were likely under identifying students experiencing homelessness in their building.

When children who are homeless are not identified by their school they are denied their legal right to educational supports. Creating systems that effectively identify when a child is experiencing homelessness or housing instability enables schools to meet the needs of the whole child by addressing underlying barriers to school success.

¹ Erb-Downward, J., Merchant, S. (2020). Losing Home: Housing Instability & Availability in Detroit. Policy Brief, Poverty Solutions, The University of Michigan, Ann Arbor, MI. Available at: https://poverty.umich.edu/files/2020/05/200358_Poverty-Solutions_Detroit-Housing-Instability-policy-brief_051120.pdf



Under Identification of Children Experiencing Homelessness

In SY 2017-18 Detroit public and charter schools identified roughly 2% of all Detroit students as experiencing homelessness.

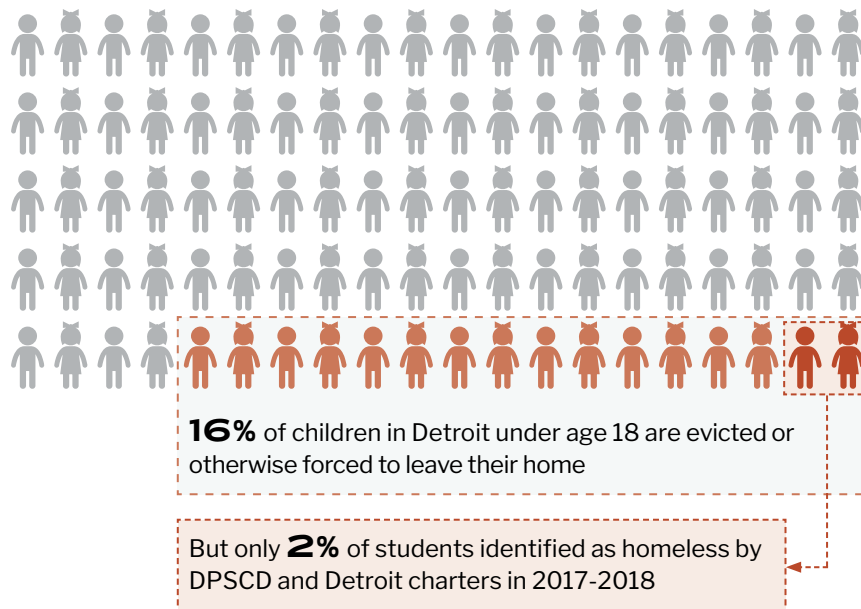
That same year, 16% of all families with children under the age of 18 in Detroit reported homelessness and housing instability, indicating that they were either evicted or forced to leave their home at some point within the last year.^{1,2}

The percent of children identified in the Detroit Metro Area Communities Study survey as experiencing homelessness is similar to the findings of the TRAILS and Youth Policy Lab survey which found 14% of middle and high school students at DPSCD reported experiencing homelessness within the last year.³

These data suggest that as many as 14,000 school-age children in Detroit were homeless in SY 2017-18 alone and that up to 88% of those children were not identified as homeless by their school.

Homelessness and Housing Instability in Detroit vs. Identification of Students Experiencing Homelessness in Detroit Schools

2018




- ¹ Erb-Downward, J, Merchant, S. (2020). Losing Home: Housing Instability & Availability In Detroit. Poverty Solutions at The University of Michigan, Ann Arbor, MI. Available at: https://poverty.umich.edu/files/2020/05/200358_Poverty-Solutions_Detroit-Housing-Instability-policy-brief_051120.pdf
- ² Gerber, E., Morenoff, J., and Smith, C. (2017). The Detroit Metro Area Communities Study: Wave #2, Winter 2017 additional data analysis.
- ³ TRAILS and the Youth Policy Lab at University of Michigan. School mental health in Detroit Public Schools Community District: A Needs Assessment.

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18. Gerber, E., Morenoff, J., and Smith, C. (2017). The Detroit Metro Area Communities Study: Wave #2, Winter 2017. Erb-Downward, J., Merchant, S. (2020). Losing Home: Housing Instability & Availability in Detroit. Available at: https://poverty.umich.edu/files/2020/05/200358_Poverty-Solutions_Detroit-Housing-Instability-policy-brief_051120.pdf

Note: Percentages represent children attending both DPSCD and charter schools who were identified as homeless in SY 2017-18.



OPPORTUNITY



Since these data were collected, DPSCD has identified a homelessness school point of contact for every school building in the district and increased training to assist with identification and connection to supports. This approach holds potential for improving identification and could be adopted at charter school networks that do not have such a system in place.

Geographic Distribution of Homelessness in Detroit

Between 7,221 and 14,193 school-age children are estimated to be homeless in Detroit, but only 1,785* were identified by schools in SY 2017-18.

By city council district, the total estimated number of homeless students ranged from a low of 844 to 1,470 in Council District 4 to a high of 1,770 to 3,191 in Council District 6.

Across all city council districts, the number of homeless students identified by schools was much lower than the number of students estimated to be experiencing homelessness in the district.

City Council District 6 had the largest number of unidentified homeless students (between 1,191 and 2,612). This was in part due to the fact that this district had the largest number of students overall. Proportionately, Council District 6 also identified the largest percentage of students estimated to be homeless. However, this was just 18% to 33% of all homeless students estimated to attend school in City Council District 6.

Schools in City Council District 3 identified the smallest proportion of students estimated to be homeless — only 127 of the 855 to 1,462 homeless students (9% to 15%).

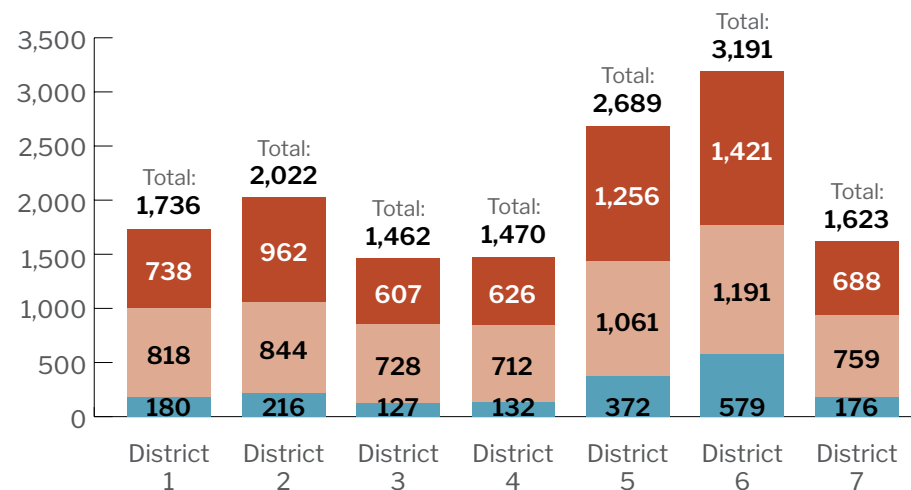
***Note:** Three homeless students were missing geographic identifiers, therefore the sum of homeless students by council district show in the table only adds to 1,782 rather than 1,785. Numbers represent children enrolled in both DPSCD and Detroit charter schools in SY 2017-18 located within the City Council District. Low estimate is based on 10% of all economically disadvantaged students—the threshold identified in Michigan for a likely undercount of students who are homeless.¹ The high estimate is based on 16% of all students. This percent comes from the proportion of households with children under 18 in Detroit who reported being evicted or otherwise forced to leave their home within the last 12 months in the 2017 Detroit Metro Area Community Study survey. In both high and low estimates the number of homeless students identified in SY 2017-18 is subtracted to create the estimate of students experiencing homelessness who were unidentified.

¹ Michigan Department of Education. McKinney-Vento (MV) Consortium Management Form: For 2018-2019 Fiscal Agent On-site Reviews

Homelessness and Under Identification by Detroit City Council District

SY 2017–18

- Estimate of Homeless Students Not Identified (Maximum)
- Estimate of Homeless Students Not Identified (Minimum)
- Number of Homeless Students Identified

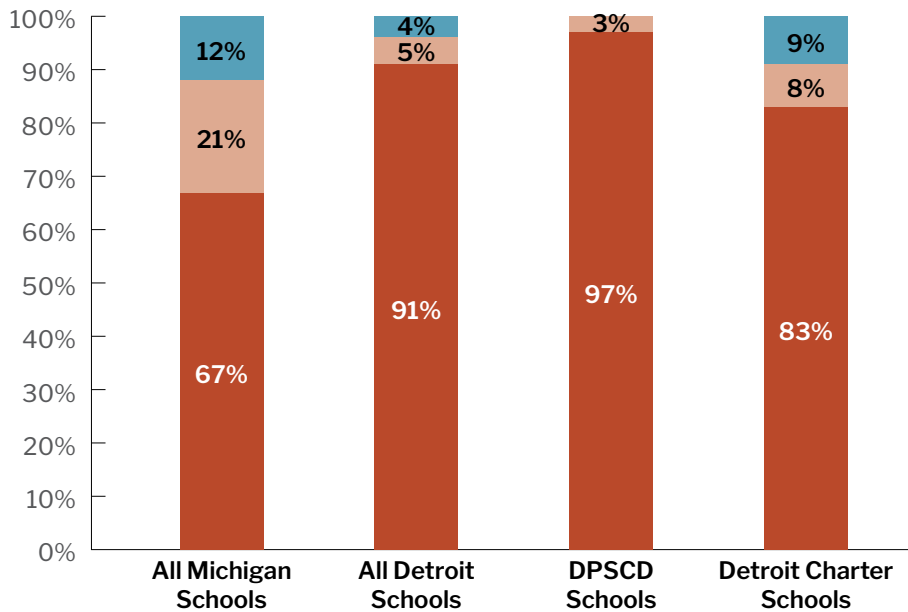


City Council District	Number of Homeless Students Identified	Estimate of Homeless Students (Range)	Estimate of Homeless Students Not Identified (Range)
District 1	180	998-1,736	818-1,556
District 2	216	1,060-2,022	844-1,806
District 3	127	855-1,462	728-1,335
District 4	132	844-1,470	712-1,338
District 5	372	1,433-2,689	1,061-2,317
District 6	579	1,770-3,191	1,191-2,612
District 7	176	935-1,623	759-1,447

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18.

Under Identification of Homeless Students

Proportion of Schools Likely Under Identifying Homelessness Among Their Students | SY 2017-18



- **No suspected under identification of homeless students**
(10% or more of economically disadvantaged students identified as homeless)
- **Likely under identification of homeless students**
(only 5%–10% of economically disadvantaged students identified as homeless)
- **Very likely under identification of homeless students**
(less than 5% of economically disadvantaged students identified as homeless)

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18.

Note: Only schools with a minimum of 30 students enrolled were included in the analysis.

Under Identification the Norm, Not the Exception

While the number of students who experience homelessness varies greatly across schools and school districts, one threshold used as a sign of a potential undercount is when less than 10% of economically disadvantaged students are identified as homeless.¹ This rough threshold was used to estimate whether under identification was concentrated in a small proportion of schools or widespread across Detroit.

Under identification of homelessness among students was an issue across almost all Detroit schools. Ninety-six percent of schools were either likely or very likely under identifying students experiencing homelessness in their building.

Of the 4% of Detroit schools that identified 10% or more of economically disadvantaged student as homeless, all were charter schools. These schools included Cesar Chavez Academy Lower and Upper Elementary schools; Covenant House Academy Central, East, and Southwest; Detroit Public Safety Academy, and George Crockett Academy.

¹ Michigan Department of Education. McKinney-Vento (MV) Consortium Management Form: For 2018-19 Fiscal Agent On Site Reviews



OPPORTUNITIES TO IMPROVE HOMELESS STUDENT IDENTIFICATION IN DETROIT

Lessons from Cesar Chavez Academy, Covenant House Academy, and George Crockett Academy

Identifying Homeless Students at Time of Enrollment and Beyond

At Cesar Chavez, George Crockett and Covenant House, finding out students' housing situations and figuring out what supports they need is part of the application/enrollment process, but also continues as staff keep tabs on students. Staff find out if students are homeless through enrollment forms, in-person conversations, and just by paying attention to kids and how they show up to school. Schools benefit from building long-standing foundations of trust between administrators and the community, so families will sometimes refer other families in need to staff to get assistance.

“Generally they don’t [talk about their housing situation]. You just have to ease into it. And you have to build trust. They need to know that you care about them. You have to approach them and show them that you care.” — Margaret Thigpen, Homelessness Liaison, George Crockett Academy

“There is one homeless liaison at every school. And then we have a district person who oversees it. If homeless liaisons at the buildings are struggling with bigger issues, they can talk to her.” — Andrea Walley, School Leader, Cesar Chavez Academy Upper Elementary

Creating a Culture Where Students Turn to Long-Time Staff

Homelessness liaisons are tasked with serving the needs of a single building. For Cesar Chavez, the liaisons in each building communicate with each other. Staff believe they have created a community culture where students and families feel comfortable and know they can turn to staff members to describe their home lives and seek resources. When some community members know others are in need, they tell them to go to the homelessness liaisons. At least at Cesar Chavez and George Crockett,

those in charge of working with homeless families have been working at the school for many, many years and families know and trust these individuals. Liaisons' job responsibilities extend far beyond homelessness, with these staff members also overseeing attendance issues, addressing behavior challenges, and conducting family engagement.

"We have a good relationship with parents, we have a meeting every Wednesday. I am open, so they know they can come and talk to me." — Martha Perez, school homelessness liaison, Cesar Chavez Academy Upper Elementary

Providing Transportation Assistance

Each school provides transportation assistance in some capacity. George Crockett has a bus route for its population so if homeless students live within that service area, they can get picked up by the school bus. Otherwise, the school gives out bus cards. Covenant House also provides bus cards for students in need of transportation assistance, and Cesar Chavez provides gas cards, taxis and bus cards on an as-needed basis.

Connecting Families to Other Resources

At each charter network, the school functions as a community hub, where families, including those who are homeless, can be potentially connected to other resources, such as breakfast, lunch, dinner, clothes, and assistance with rent and parking tickets. At George Crockett, the homelessness liaison is certified to help families fill out utility assistance applications and they give out weekend backpacks for those who need food over the weekend.

"Usually we have a mandatory orientation, and at least 90% of the parents come. I usually get up and speak and let them know of my work, including liaison work. I give them a list of different resources and services I cover. I let them know that everything I do is confidential." — Margaret Thigpen, homelessness liaison, George Crockett Academy

"If a student was enrolled and I didn't get a chance to speak with them, I go to the system and see who has been classified as homeless. I see a new student has been classified as homeless so I pull them into my office. And I'm not saying, 'Hey come in, you're homeless.' I just ask, 'What kinds of services do you need?'" — Margaret Lee, former homelessness liaison for Covenant House Central Campus

Implementing Staff Training

At George Crockett and Covenant House, training on student homelessness is integrated into the overall staff training.

"In the beginning of the school year, we try to provide all the knowledge, what to look for. We are a team here and the staff knows what it looks like as far as the homeless and if they don't know what it looks like, they know who to go to so we can figure out what's going on." — Thomas Goodley Jr., School Leader, George Crockett Academy

Unaccompanied Youth in Detroit: What We Do and Don't Know

Homeless youth living on their own without a parent or guardian were at particularly high risk of either not being identified or becoming disconnected from school in Detroit.

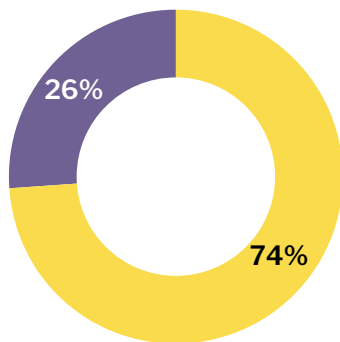
In SY 2017-18 only 86 homeless unaccompanied youth¹ were identified by Detroit schools, accounting for just 5% of all homeless children identified by schools. By comparison, unaccompanied youth in the state of Michigan made up 14% of all homeless children identified.

Roughly 3 out of every 4 unaccompanied youth identified by Detroit schools were minors under the age of 18 compared to 1 out of every 2 unaccompanied youth statewide.

Percent of Unaccompanied Youth Who Are Minors

All Detroit Schools | SY 2016-17

- Minor (17 years or younger)
- Adult Youth (18-26 years)



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2016-17.

Note: The McKinney-Vento Act defines unaccompanied youth as “a homeless child or youth not in the physical custody of a parent or guardian.”

“For me, I would usually try . . . [to identify if a student is homeless] when they’re coming in to enroll . . . once I find a conversation or something that interests them, they open up and give me an idea of their situation.” — Margaret Lee, former homelessness liaison for Covenant House Central Campus

Schools provide an important opportunity to support homeless minors — particularly for those who are not in the physical custody of a parent or guardian. Unfortunately, unaccompanied minors often encounter barriers to enrolling in school and many fear the potential consequences of being identified as homeless. Ensuring that school enrollment procedures enable unaccompanied minors to self-enroll immediately, without fear, is both a legal obligation and critical to meeting the educational and social support needs of youth who are homeless.²

¹ The McKinney-Vento Act defines unaccompanied youth as “a homeless child or youth not in the physical custody of a parent or guardian” [42 USC§11434a(6)].

² National Center for Homeless Education. (2017). McKinney-Vento Law into Practice Brief Series: Supporting the Education of Unaccompanied Students Experiencing Homelessness Available at: <https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf>

SECTION 2

UNPACKING THE EDUCATIONAL IMPACT OF HOMELESSNESS IN DETROIT SCHOOLS

Every child needs a stable place to learn and grow. When homelessness interrupts that, additional supports from schools and community-based organizations are needed to ensure students have the opportunity to succeed. In order to provide a better understanding of the types of supports students experiencing homelessness may need, this section examines what we know about students in Detroit who have been identified by their schools as homeless. Differences in student outcomes by economic and housing stability as well as how these stability factors intersect with race, ethnicity, and school type are explored.

Key Takeaways

- » *Most homeless children in Detroit are not living in a shelter. For every Detroit student identified as living in shelter, roughly four were staying doubled-up in someone else's housing.*
- » *Homelessness was a recurring experience for many children. Close to half of students identified as homeless in Detroit in SY 2017-18 had experienced homelessness at some other point in the prior seven years.*
- » *Roughly 1 in 5 homeless students transferred schools mid-year in Detroit. This was two times the rate citywide (10%).*
- » *Detroit students who were homeless in SY 2017-18 and those who had experienced homelessness in a prior school year had significantly higher rates of chronic absenteeism than their peers who were stably housed.*

- » Formerly homeless students had the highest discipline rates with one-quarter suspended or expelled in SY 2017-18 - a rate more than two times that of their always housed peers who were not economically disadvantaged (24% vs. 11%).
- » Elementary school students in third through fifth grade in Detroit were disciplined at higher rates than their peers in high school. This was true for both always housed and ever homeless students.
- » One-quarter (25%) of students in the class of 2018 who experienced homelessness during middle school dropped out — a rate almost two times the citywide average (14%).

Most Homeless Children Are Not Living In Shelter

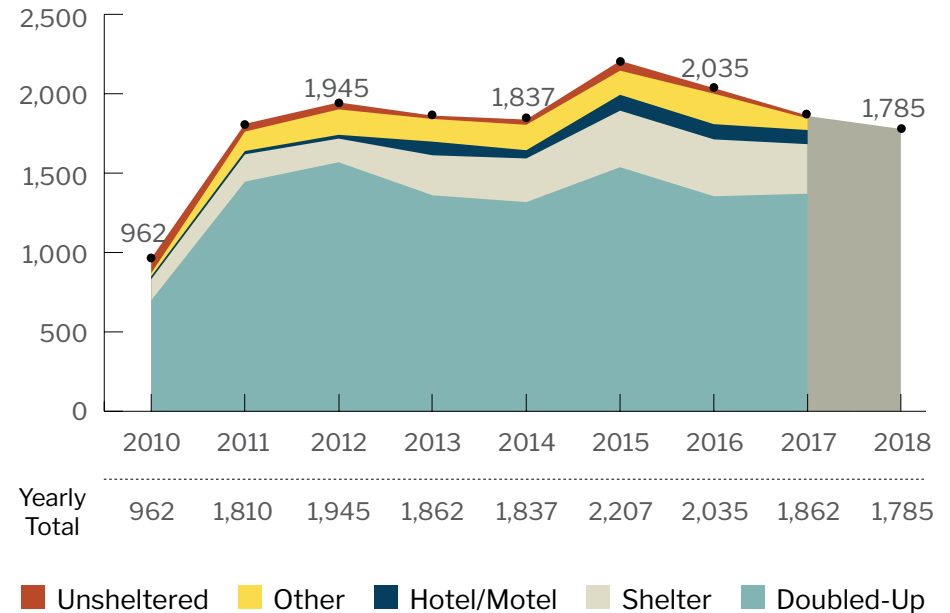
In SY 2017-18 Detroit public and charter schools identified 1,785 children who were homeless.

The most frequent living situation reported by homeless families was temporarily living doubled-up with another household. For every child identified as living in shelter, roughly four were living doubled up.

Since SY 2010-11 the number of homeless children identified by schools in Detroit has remained fairly stable ranging from roughly 1,700 to 2,100 students annually. The consistent undercount of students experiencing homelessness suggests systemic problems and limited capacity in schools to identify children who are homeless and housing unstable.

Primary Nighttime Residence of Homeless Students

All Detroit Schools | SY 2017-18



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Years 2009-10 through 2017-18.

Notes: These data represent the number of children identified as homeless in both DPSCD and Detroit charters from SY 2009-2010 through 2017-18. Under identification of homelessness has been a significant and ongoing problem in Detroit so these numbers represent only those students identified as homeless. In December 2016, children awaiting foster care were removed from the McKinney-Vento as a homelessness category.¹ This is the primary reason for the decline in “Other” category between SY 2015-16 and SY 2016-17. Data on the primary nighttime residence of students was not available in SY 2017-18 data set provided to Poverty Solutions. Therefore, in 2017-18 the number of all students who are identified as homeless is provided without subcategories.

¹ Michigan Department of Education. Memo: ESSA Foster Care Provision. Retrieved from https://www.michigan.gov/documents/mde/ESSA_Foster_Care_533009_7.pdf

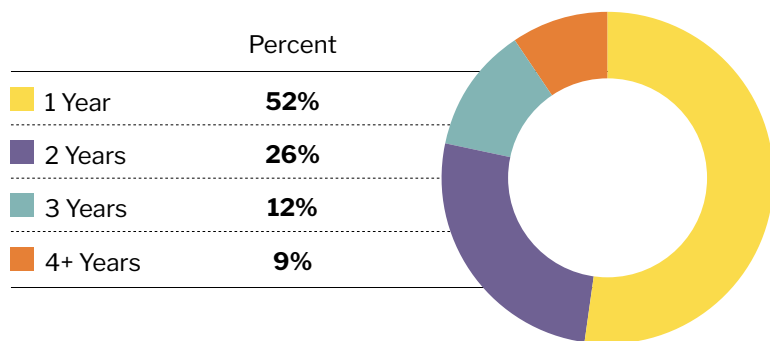
Children Experience Homelessness During More Than One School Year

Homelessness is not a rare or one-time experience for school-age children in Detroit.

Close to half (48%) of all K-12 students identified as homeless by Detroit schools experienced homelessness during more than one school year, with 1 out of every 5 (21%) experiencing homelessness in three years or more.

Number of School Years Homeless

All Detroit Students | SY 2017-18



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18.

Note: N=1,785. Percentages represent children attending both DPSCD and Detroit charter schools who were identified as homeless in SY 2017-18. Years homeless includes both intermittent homelessness and consecutive years homeless from SY 2009-10 through SY 2017-18. A significant under identification of students who are homeless exists in Detroit. The duration of homelessness among unidentified students is unknown. Due to rounding percentages may not add to 100%.

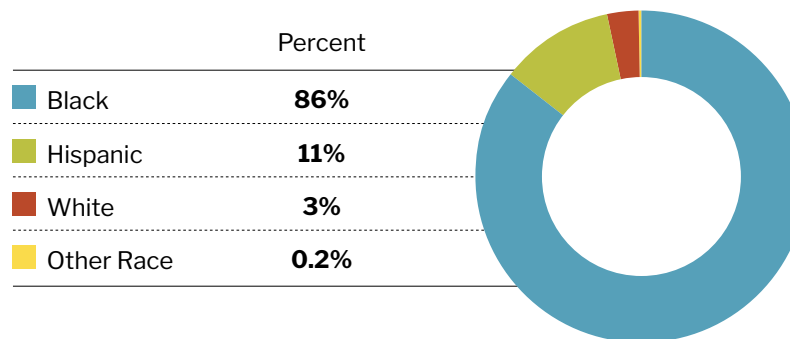
Black Students Are Overrepresented

The history of discriminatory financial and housing policies are visible in the housing struggles faced by families today. In Detroit, Black students were at a greater risk of homelessness than their peers of other races, accounting for 86% of students who were homeless but only 82% of students overall.

This disparity was even greater in the state as a whole, where Black students made up 29% of Michigan students who were homeless but only 19% of students overall. Hispanic students statewide also faced a greater risk of homelessness, representing 12% of students who were homeless but only 8% of students overall.

Race and Ethnicity of Homeless Students

All Detroit Students | SY 2017-18



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: N=1,769. Percentages represent children attending both DPSCD and Detroit charter schools who were identified as homeless. A significant under identification of students who are homeless exists in Detroit. The race/ethnicity of unidentified students is unknown. Within the "Other Race/Ethnicity" category, the largest subgroup was Asian students, who made up 0.1% of all homeless students identified in Detroit. Due to rounding percentages may not add to 100%.

Middle School Students Least Likely to Be Identified

On average, 2% of Detroit students were identified as experiencing homelessness with very little variation by grade. The percent of students identified as homeless did not come close to the DPSCD or citywide survey estimates of 14% to 16% for any grade.

As a group, middle schoolers had the lowest percent of students identified as homeless by their schools. Understanding how school identification practices can be improved for this age group may be particularly important.

It is also notable that fewer than 10 homeless children were identified in the city's early intervention program. Such low numbers suggest young children experiencing homelessness and in need of early intervention are not accessing these critical services. This is particularly concerning because experiencing homelessness as a young child is associated with delays in reaching developmental milestones.¹

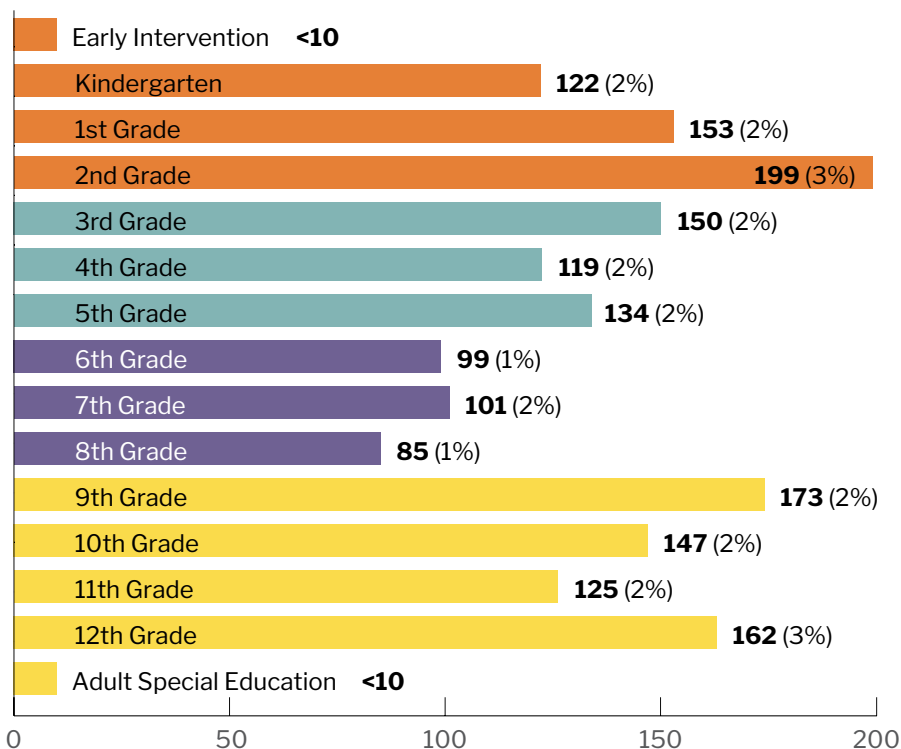
¹ Brown, S., Shinn, M., and Khadduri, J. (2017). Well-being of Young Children After Experiencing Homelessness.

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

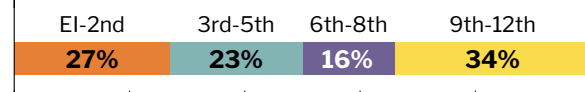
Note: Percentages represent children attending both DPSCD and Detroit charter schools. To protect student privacy, <10 is used for both students in Early Intervention and Adult Special Education. A significant under identification of students who are homeless exists in Detroit. Data represent trends for students identified as homeless.

Number of Homeless Students Identified by Grade (% in Grade)

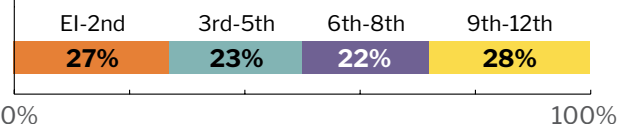
All Detroit Schools | SY 2017-18



Homeless Students



All Students



OPPORTUNITY

Strengthening connections between Detroit's family shelters and early intervention services could improve both identification of need and access to early intervention services for young children who are homeless.



School Supports Can Make a Difference

Every school transfer is estimated to set a student back academically by up to six months.¹

Mid-year school transfers were higher in Detroit than in the state overall (10% vs. 7%). This is the equivalent of 1 out of every 10 Detroit students ending the year at a different school than where they started.

Similar to the state overall, currently homeless students had the highest rate of mid-year school transfers with 1 out of 5 (21%) changing schools mid-year. These rates differed greatly by race and ethnicity with only 10% of currently homeless Hispanic students transferring mid-year compared to 29% of currently homeless Black students and 34% of currently homeless white students. Large differences in transfer rates were also seen between DPSCD and charter schools, 27% and 16% respectively.

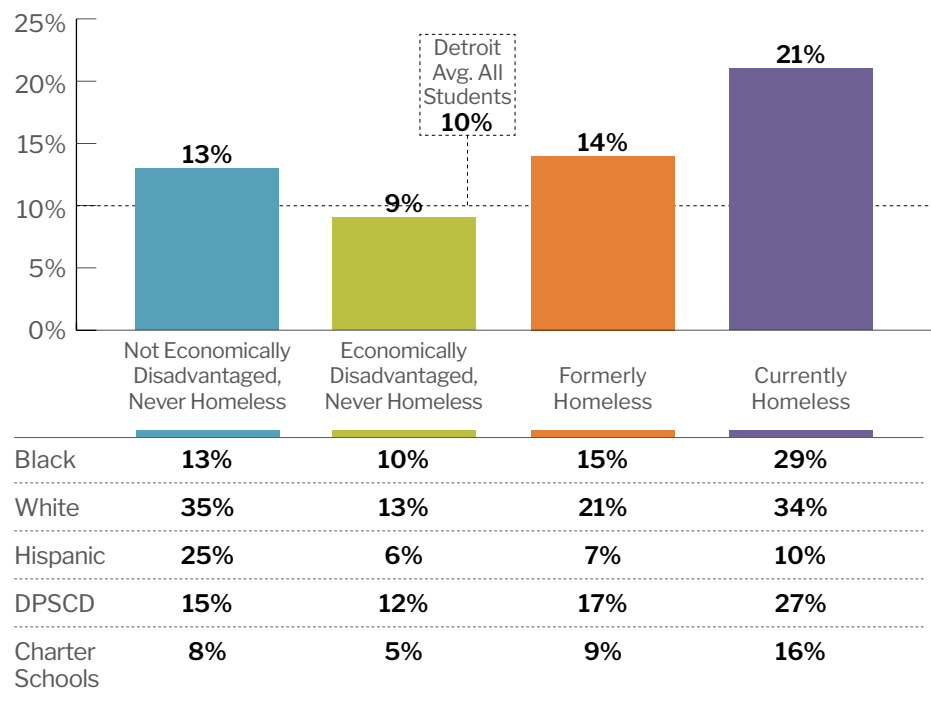
While mid-year transfers were high for homeless students, this does not have to be the case. At the four elementary and middle schools in the city that had robust practices for identifying and supporting homeless students, mid-year transfer rates were less than 1% among students who were homeless.

Economic and housing instability were not the only drivers of mid-year school transfers in Detroit. Always housed students who were not economically disadvantaged transferred at rates that were higher than their always housed economically disadvantaged peers (13% vs. 9% respectively). This pattern was consistent across racial and ethnic groups as well as in both DPSCD and charter schools.

¹ U.S. Department of Education, Report to the President and Congress on the Implementation of the Education for Homeless Children and Youth Program under the McKinney-Vento Homeless Assistance Act.

Mid-Year School Transfer Rate by Economic and Housing Status

Percent of Students Who Transferred Schools Mid-Year
All Detroit Schools | SY 2017-18



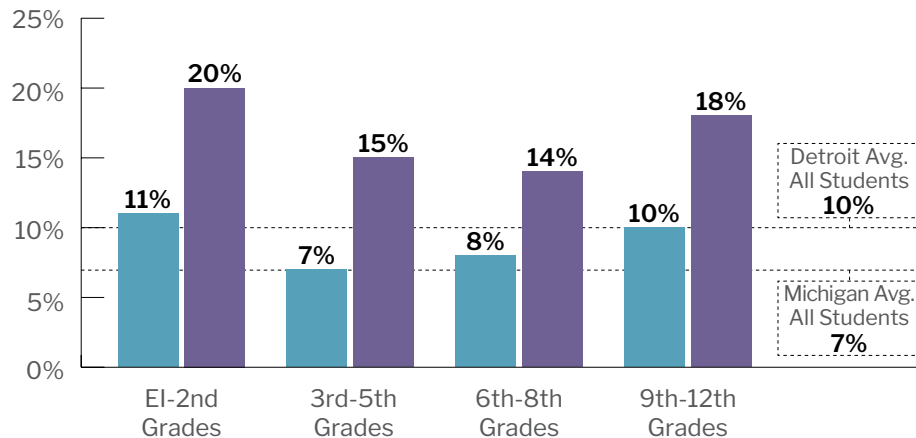
Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both DPSCD and Detroit charter schools in SY 2017-18. Currently Homeless students are those who have been identified as homeless in SY 2017-18. Formerly Homeless students are those who are not currently identified as homeless, but who have been identified as homeless at any point between SY 2009-10 and SY 2016-17. Economically Disadvantaged, Never Homeless are those students who are identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. Not Economically Disadvantaged, Never Homeless are those students who are not identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. A significant under-identification of students who experience homelessness exists in Detroit. Therefore, it is likely that students who have experienced homelessness are included in the Never Homeless groups. The sub-groups of Asian and Other Race/Ethnicity are not included to protect student privacy/ due to small numbers.

Mid-Year School Transfer Rate by Housing Status and Grade Level

Percent of Students Who Transferred Schools Mid-Year
All Detroit Schools | SY 2017-18

Always Housed Ever Homeless



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both DPSCD and Detroit charter schools in SY 2017-18. Always Housed are students who have never been identified as homeless between SY 2009-10 and SY 2017-18. Ever Homeless students are those who have been identified as homeless at any point between SY 2009-10 and SY 2017-18. A significant under identification of students who experience homelessness exists in Detroit. Therefore, it is likely that students who have experienced homelessness are included in the Always Housed group.

Understanding School Instability by Grade

Across grades, mid-year transfer rates for students who had ever been homeless were roughly two times those of their always housed peers.

Like the state overall, school transfers among Detroit students were highest in early elementary school, with 11% of always housed students and 20% of ever homeless students in early intervention through second grade transferring.

Rates decreased in third through fifth grade and middle school but still remained fairly high, with 7% to 8% of always housed and 14% to 15% of ever homeless third through eighth grade students in Detroit changing schools mid-year. This was roughly two times higher than always housed students and three to four percentage points higher than ever homeless students in the state overall.

Mid-year transfers increased in high school to 10% for always housed and 18% for ever homeless students in Detroit. This increase in transfers mirrored the statewide trend for high schoolers, but was higher than the respective statewide averages of 6% and 16%.

“One of the issues we come across with parents who are homeless is that their phones, addresses are always changing. When the students are here, you got to give a note to the kid to give to their mom because the phone is off.” — Thomas Goodley Jr., School Leader, George Crockett Academy

Homelessness and the Risk of Chronic Absenteeism

Chronic absenteeism is one of the strongest predictors of student achievement and graduation.¹

Over half (56%) of students in Detroit were chronically absent in SY 2017-18 – close to three times the statewide average (20%).

Currently homeless students had the highest rates of chronic absenteeism with 3 out of 4 (76%) students missing 10% or more of school days. On average currently homeless students attended just 102 out of 180 days of school in SY 2017-18.

The attendance challenges faced by homeless students persisted after stable housing was found. Formerly homeless students had the second highest chronic absenteeism rate at 69%.

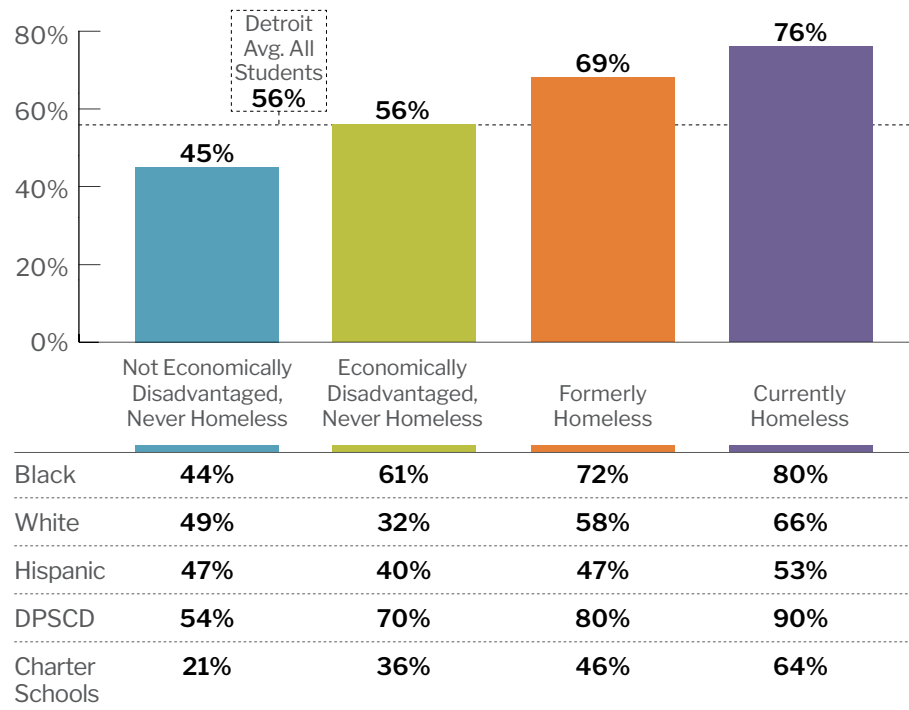
Mid-year school transfers and being chronically absent from school were related. Across all Detroit schools 81% of students who transferred schools mid-year were chronically absent compared to 54% of students who did not transfer mid-year.

Strengthening school identification practices so all students experiencing homelessness are identified quickly and provided with their legally mandated transportation supports could help reduce both mid-year school transfers and chronic absenteeism among students who are homeless.

¹ Johns Hopkins School of Education, Meeting the Challenge of Combating Chronic Absenteeism, October 2011; Baltimore Education Research Consortium, Early Elementary Performance and Attendance in Baltimore City Schools' Pre-Kindergarten and Kindergarten, March 2012.

Chronic Absenteeism Rate by Economic and Housing Status

Percent of Students Who Missed 10% or More Days of School
All Detroit Schools | SY 2017-18



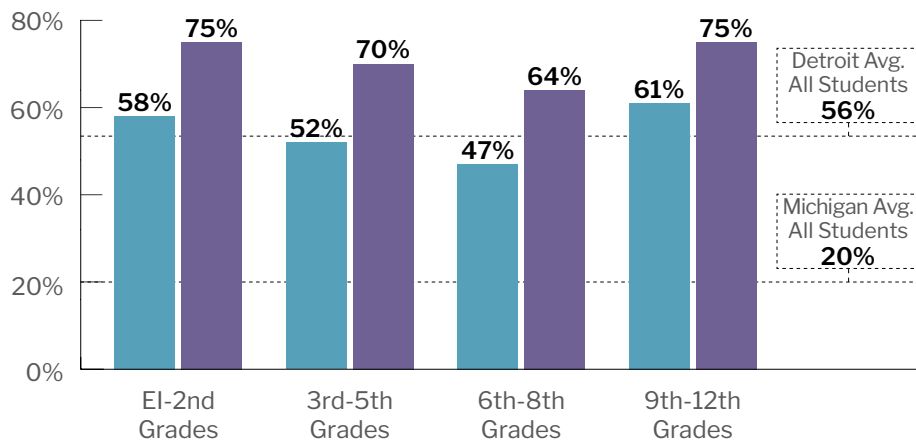
Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both DPSCD and Detroit charter schools in SY 2017-18. Currently Homeless students are those who have been identified as homeless in SY 2017-18. Formerly Homeless students are those who are not currently identified as homeless, but who have been identified as homeless at any point between SY 2009-10 and SY 2016-17. Economically Disadvantaged, Never Homeless are those students who are identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. Not Economically Disadvantaged, Never Homeless are those students who are not identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. A significant under identification of students who experience homelessness exists in Detroit. Therefore, it is likely that students who have experienced homelessness are included in the Never Homeless groups. The sub-groups of Asian and Other Race/Ethnicity are not included to protect student privacy/ due to small numbers.

Chronic Absenteeism Rate by Housing Status and Grade Level

Percent of Students Who Missed 10% or More Days of School
All Detroit Schools | SY 2017-18

Always Housed Ever Homeless



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both DPSCD and Detroit charter schools in SY 2017-18. Always Housed are students who have never been identified as homeless between SY 2009-10 and SY 2017-18. Ever Homeless students are those who have been identified as homeless at any point between SY 2009-10 and SY 2017-18.

Chronic Absenteeism by Grade

Across all grade groupings between two-thirds and three-quarters of ever homeless students were chronically absent from school (64%-75%).

Similar to mid-year transfers, chronic absenteeism rates were highest among the youngest and oldest students who had experienced homelessness (75%).

Always housed students in Detroit had chronic absenteeism rates ranging from a low of 47% in middle school to a high of 61% in high school.

Because being chronically absent in a prior year is one of the strongest predictors for future chronic absenteeism, identifying approaches to strengthen attendance in the early grades, particularly Kindergarten, is important for both homeless and housed students.¹

¹ Cook, W., Lenhoff, S. W., Pogodzinski, B., & Singer, J. (2021). Third grade reading and attendance in Detroit. Detroit Education Research Partnership, Wayne State University. <https://education.wayne.edu/detroit-education-research-partnership>

Unequal Discipline: Recognizing the Impact of Trauma

On average 1 out of every 6 (16%) Detroit students was suspended or expelled in SY 2017-18. This was two times higher than the statewide average for Michigan (8%).

While disciplinary action rates in Detroit were higher than the statewide average overall, they mirrored the same pattern across economic and housing stability. Students who have never been identified as homeless and who were not economically disadvantaged had the lowest rates of disciplinary action (11%) followed by never homeless students who were economically disadvantaged (16%).

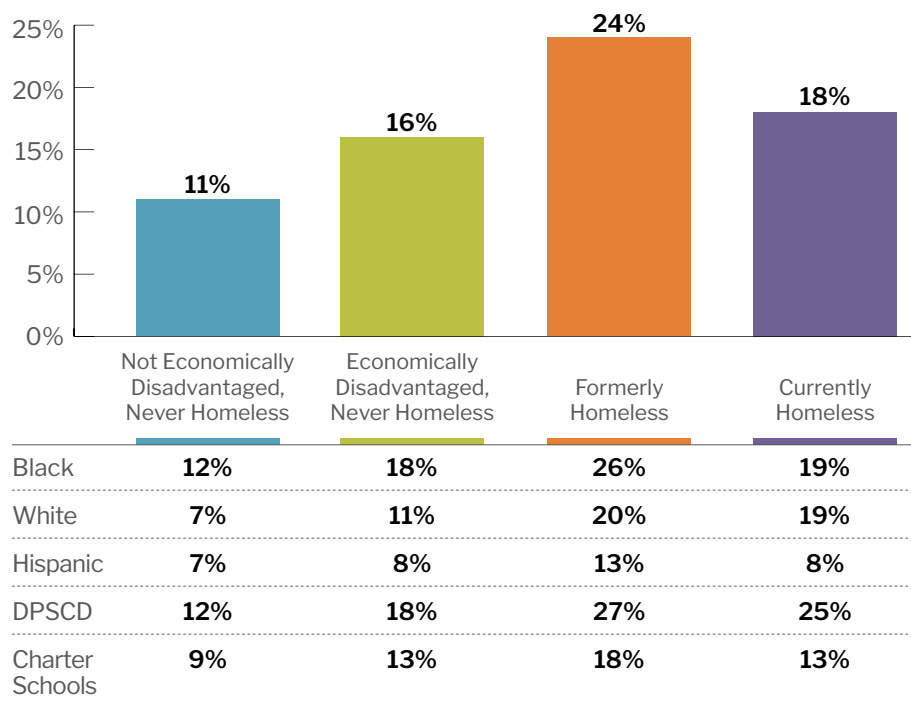
Currently homeless students had the second highest rate (18%) and formerly homeless students were the most likely to be disciplined with one-quarter (24%) being suspended or expelled in a single year.

The overall number of disciplinary actions in Detroit in SY 2017-18 was so high that Detroit students accounted for 12% of all suspensions and expulsions in the state of Michigan despite making up only 6% of the state's student population.

Addressing the systemic inequities leading to the suspension or expulsion of so many of Detroit's children is critical to the long-term educational success of the city's students. The starkly different rates across racial, economic, and housing stability groups highlight the need to both address racial bias in the current system and better understand the behavioral manifestations of anxiety, depression, and trauma in children.

Disciplinary Action by Economic and Housing Status

Percent of Students Suspended or Expelled
All Detroit Schools | SY 2017-18



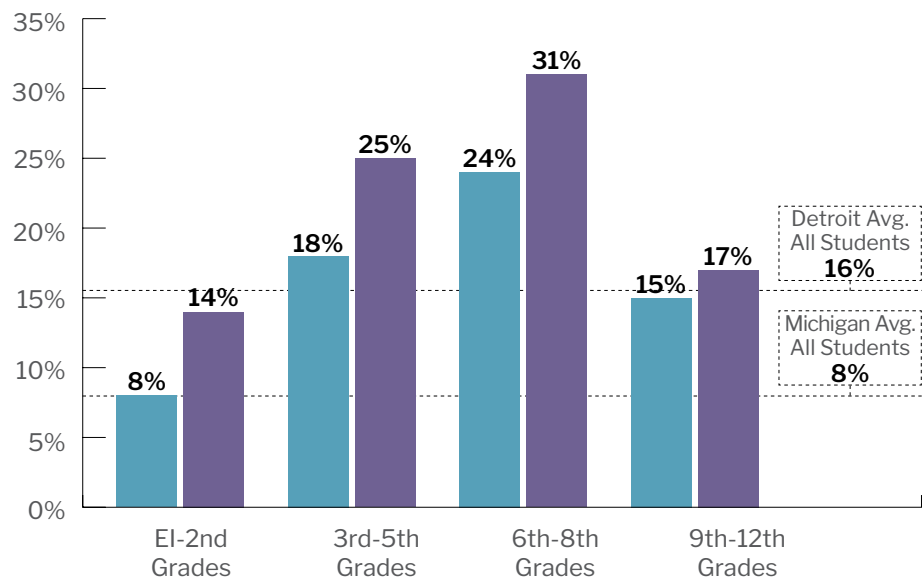
Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both DPSCD and Detroit charter schools in SY 2017-18. Currently Homeless students are those who have been identified as homeless in SY 2017-18. Formerly Homeless students are those who are not currently identified as homeless, but who have been identified as homeless at any point between SY 2009-10 and SY 2016-17. Economically Disadvantaged, Never Homeless are those students who are identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. Not Economically Disadvantaged, Never Homeless are those students who are not identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. A significant under identification of students who experience homelessness exists in Detroit. Therefore, it is likely that students who have experienced homelessness are included in the Never Homeless groups. The sub-groups of Asian and Other Race/Ethnicity are not included to protect student privacy/ due to small numbers.

Disciplinary Action by Housing Status and Grade Level

Percent of Students Suspended or Expelled
All Detroit Schools | SY 2017-18

■ Always Housed ■ Ever Homeless



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

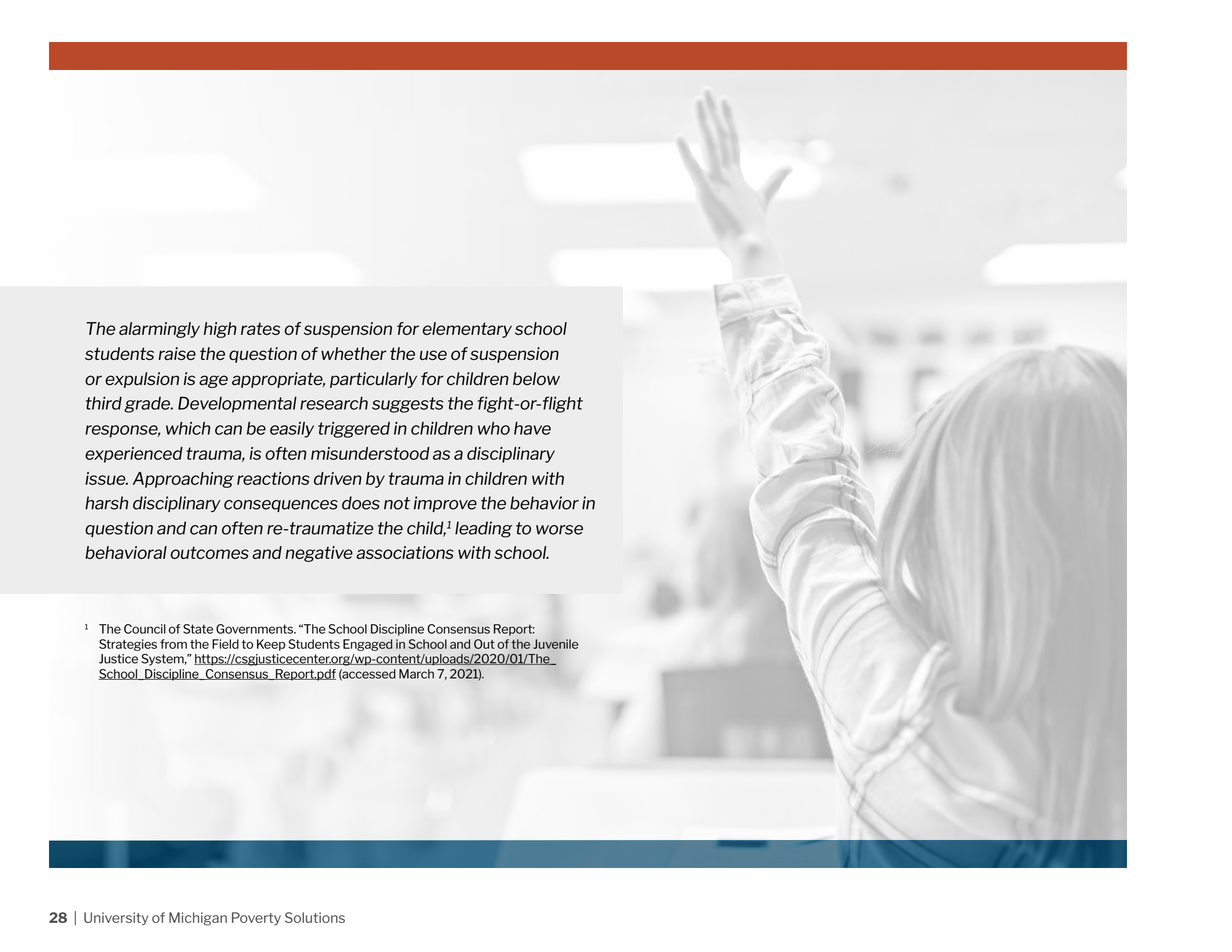
Note: Percentages represent children enrolled in both DPSCD and charter schools in SY 2017-18. Always Housed are students who have never been identified as homeless between SY 2009-10 and SY 2017-18. Ever Homeless students are those who have been identified as homeless at any point between SY 2009-10 and SY 2017-18. A significant under identification of students who experience homelessness exists in Detroit. Therefore, it is likely that students who have experienced homelessness are included in the Always Housed group.

Too Young to Be Suspended or Expelled

When compared to the state overall, the use of suspension or expulsion by Detroit schools was more prevalent among younger students.

In both Detroit and Michigan overall, middle schoolers had the highest disciplinary action rates. However, in Detroit, elementary students, not high schoolers, ranked second. More than 1 in 6 (18%) always housed and 1 in 4 (25%) ever homeless students in third through fifth grade in Detroit were suspended or expelled in SY 2017-18. These rates were 10 to 12 percentage points higher than their elementary school peers statewide and higher than their Detroit peers in high school (15% and 17% for always housed and ever homeless students, respectively).

Detroit primary school students in second grade and younger also were disciplined at very high rates for their age. Roughly 1 in 12 (8%) always housed primary school students were suspended or expelled by their school — a rate equivalent to always housed high school students statewide (8%). Primary school students who were ever homeless faced even greater challenges with 1 in 7 (14%) suspended or expelled — a rate higher than always housed middle schoolers statewide (12%).

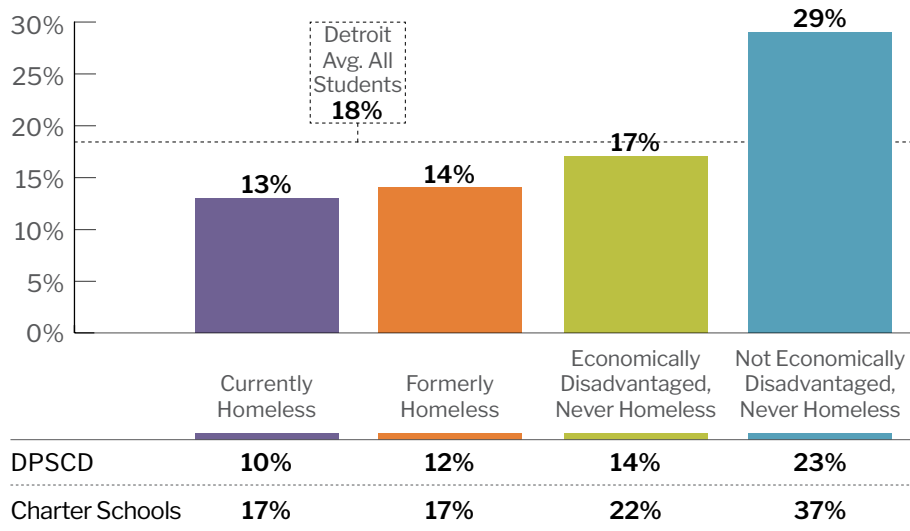
A black and white photograph of a young girl in a classroom, seen from behind, with her right hand raised high. She is wearing a light-colored, long-sleeved shirt. The background is a blurred classroom with other students and desks.

The alarmingly high rates of suspension for elementary school students raise the question of whether the use of suspension or expulsion is age appropriate, particularly for children below third grade. Developmental research suggests the fight-or-flight response, which can be easily triggered in children who have experienced trauma, is often misunderstood as a disciplinary issue. Approaching reactions driven by trauma in children with harsh disciplinary consequences does not improve the behavior in question and can often re-traumatize the child,¹ leading to worse behavioral outcomes and negative associations with school.

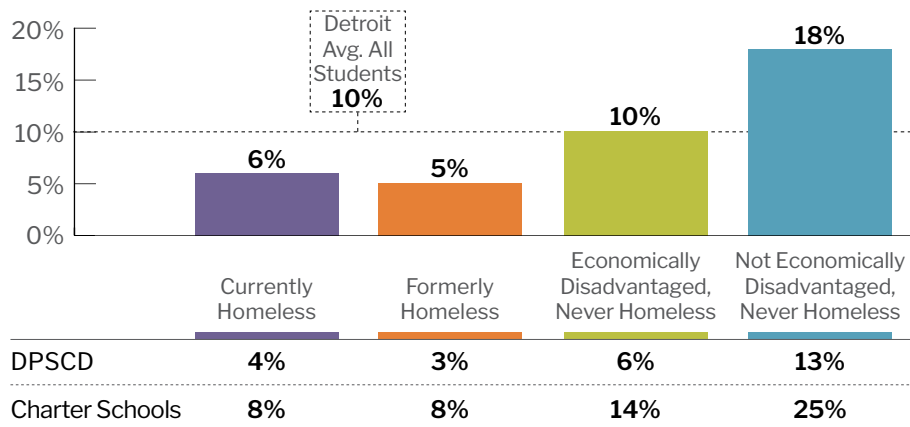
¹ The Council of State Governments. "The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System," https://csgjusticecenter.org/wp-content/uploads/2020/01/The_School_Discipline_Consensus_Report.pdf (accessed March 7, 2021).

Achievement Among Students by Economic and Housing Status | All Detroit Schools | SY 2017-18

Percent of Students Proficient in English Language Arts (3rd-8th Grade)



Percent of Students Proficient in Math (3rd-8th Grade)



Grade Level Proficiency and the Need for Ongoing Supports

On average, 18% of third through eighth grade students in Detroit were proficient in English Language Arts (ELA) and 10% were proficient in math compared to 45% and 38% of students statewide.

Detroit's third through eighth grade proficiency rates varied by housing and economic stability. Always housed students who were not economically disadvantaged were proficient at rates two to three times those of their currently and formerly homeless peers (29%, 13% and 14%, respectively in ELA, and 18%, 6%, and 5%, respectively in math).

The difference between students who had experienced homelessness and those who were always housed and economically disadvantaged was smaller in Detroit than the state overall at just 3 to 5 percentage points. The fact that housed students who were economically disadvantaged had proficiency rates close to those of students who had experienced homelessness highlights the cumulative impact of Detroit's higher rates of chronic absenteeism, school transfers, and discipline on all economically disadvantaged students. It may also be reflective of the impact of unidentified experiences of homelessness among students.

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both DPSCD and Detroit charter schools in SY 2017-18. Currently Homeless students are those who have been identified as homeless in SY 2017-18. Formerly Homeless students are those who are not currently identified as homeless, but who have been identified as homeless at any point between SY 2009-10 and SY 2016-17. Economically Disadvantaged, Never Homeless are those students who are identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. Not Economically Disadvantaged, Never Homeless are those students who are not identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. A significant under identification of students who experience homelessness exists in Detroit. Therefore, it is likely that students who have experienced homelessness are included in the Never Homeless groups.

School Graduation and Dropout Rates in Detroit: Looking Back to Middle School

On average, 73% of Detroit students graduated from high school on time, a rate 8 percentage points lower than their peers statewide.

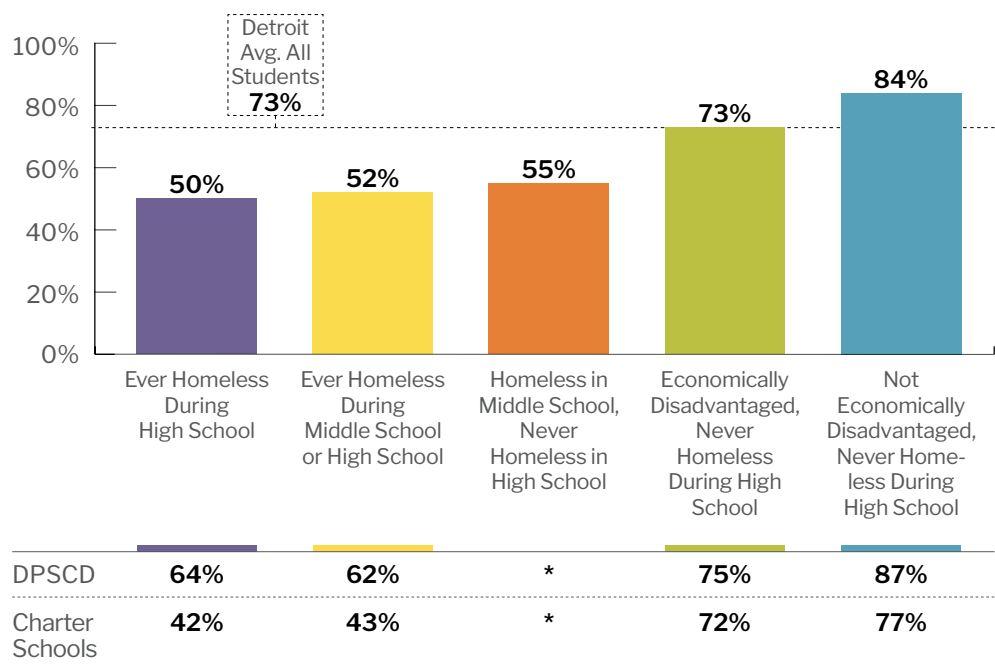
Only 1 out of every 2 (50%) students who were homeless during high school graduated on time. This was similar to the graduation rate for homeless students statewide (53%).

Homelessness during middle school is an early warning flag for students at risk of not graduating high school. Just over half (55%) of students who experienced homelessness during middle school graduated in four years even when students were housed throughout their high school years. This suggests that once a student is identified in middle school as homeless they should remain connected to supports.

Homeless students enrolled in DPSCD had higher rates of graduation than their peers in charter schools and in the state overall (64%, 42% and 53%, respectively). This provides an opportunity to identify and build on supports that are working for students.

Four-Year Graduation Rate by Economic and Housing Status

All Detroit Schools | Class of 2018

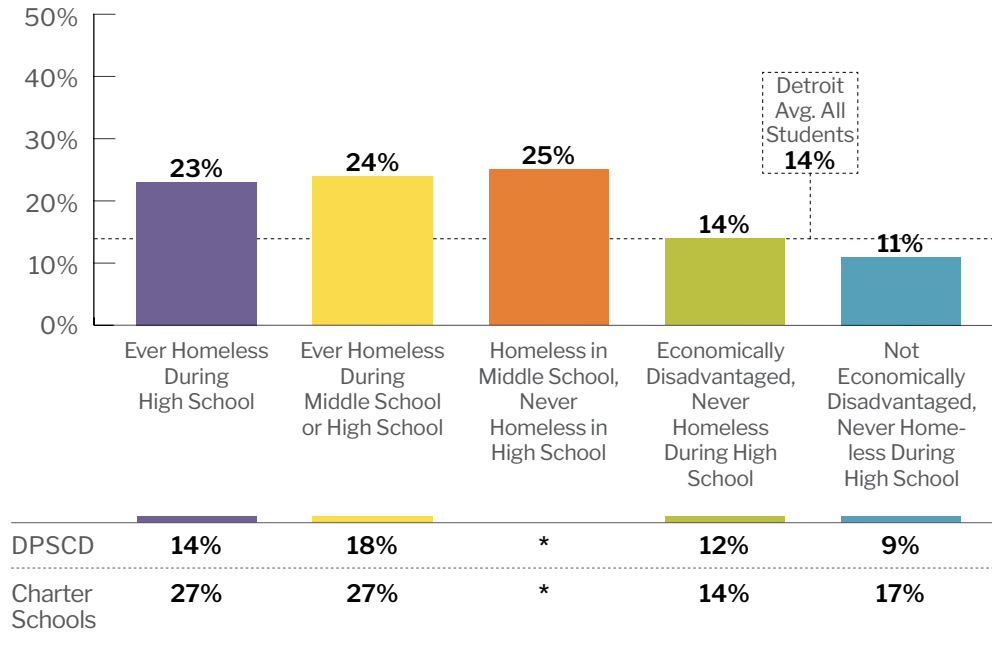


Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: * indicates that percentages were redacted to protect student privacy. Percentages represent youth enrolled in both DPSCD and Detroit charter schools who were a part of the four year cohort for the class of 2018. Ever Homeless indicates that students were identified as homeless at some point during the specified time period — during high school, during middle school, or at some point during both high school and middle school. A significant under identification of students who experience homelessness exists in Detroit. Therefore, it is likely that students who have experienced homelessness are included in the Never Homeless groups.

Four-Year Drop-Out Rate by Economic and Housing Status

All Detroit Schools | Class of 2018



On average, 1 out of 7 (14%) students in Detroit dropped out of high school. This rate is 5 percentage points higher than the statewide average (9%).

Roughly 1 in 4 (24%) Detroit high school students who experienced homelessness during either middle or high school dropped out in SY 2017-18. This was roughly two times the rate of their housed peers who were not economically disadvantaged (11%).

High dropout rates do not have to be the case for students who experience homelessness. Homeless students who attended DPSCD schools had dropout rates that were 10 percentage points lower than their peers statewide (14% vs. 24%).

SECTION 3

A SNAPSHOT OF DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT AND ALL DETROIT CHARTER SCHOOLS

In Detroit, roughly 60% of students attend a school that is a part of the Detroit Public School Community District and 40% attend a charter school. Rather than looking at these entities together, this section provides separate snapshots of demographics and educational outcomes for all schools within the Detroit Public Schools Community District and then for all charter schools.

While these data are designed to give a more detailed breakdown for people working within one of the two systems, caution should be taken when interpreting comparisons between charter school and DPSCD outcomes. Unlike DPSCD, charter schools do not represent one unified organization so their outcomes cannot be generalized across the entire charter system. These pages

serve only as a starting point to generate questions that focus on exploring opportunities for improvement. The fact that students who are homeless have outcomes that differ across these two broad education systems shows that the educational futures of homeless students are not fixed and can be affected by school and district policies and supports.

Key Takeaways

- » In SY 2017-18, of the 1,785 students who were identified as homeless, 815 were enrolled in a DPSCD school, 967 were enrolled at a Detroit charter school, and 3 were missing school data.
- » At both DPSCD and all Detroit charters, the number of students identified as homeless was significantly less than the number of students estimated to be experiencing homelessness. At DPSCD, between 4,000-8,682 students were estimated to have been homeless in in SY 2017-18. Across all Detroit charters, 2,999-5,510 students were estimated to be homeless that same year.
- » Overall, charter schools identified a larger proportion of homeless students compared to their overall student population (2.8% at Detroit charters vs. 1.5% at DPSCD). However, it is notable that 54% of all homeless students identified by charter schools were identified by just seven schools. These schools included Cesar Chavez Academy Upper and Lower Elementary schools; Covenant House Academy Central, East, and Southwest; Detroit Public Safety Academy, and George Crockett Academy. Learning more about the identification process and supports for homeless students at these schools could provide insight into how to improve identification and supports for homeless students elsewhere in Detroit.
- » Mid-year school transfers for homeless students enrolled in a DPSCD school were 11 percentage points higher than the rate for homeless students enrolled in a Detroit charter school (27% vs. 16%). While homeless students had the highest rates, mid-year transfers were a problem faced by students overall at DPSCD. Roughly 1 in 8 (13%) DPSCD students transferred schools mid-year. On average, these students attended only 92 days of school, close to 50 days fewer than their peers who did not transfer mid-year (139 days). Identifying approaches that are working in some schools to maintain school stability is an important part of increasing attendance and ultimately grade level proficiency.
- » High schoolers who experienced homelessness and were enrolled in a DPSCD high school had higher graduation and lower dropout rates than both their peers in Detroit charter schools and their peers statewide (64%, 42% and 53%, respectively for graduation and 14%, 27%, and 24%, respectively for dropout). Understanding more about what is working in DPSCD could help improve practices not only in charter schools within Detroit, but also in schools across the state.

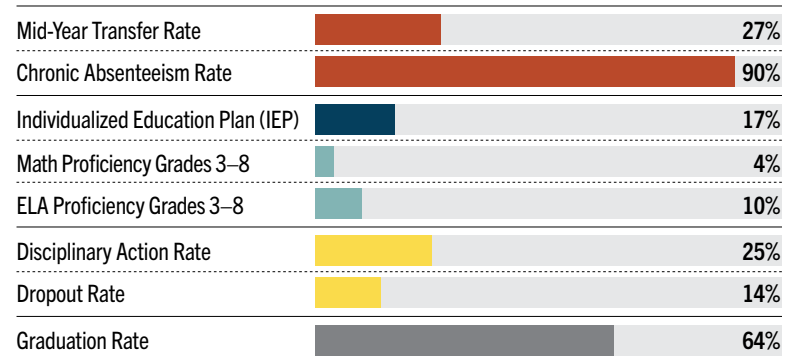


	HOMELESS			HOUSED		
	Ever Homeless, Identified	Formerly Homeless, Identified	Currently Homeless, Identified	Economically Disadvantaged	Not Economically Disadvantaged	All Students
Number of Students	4,198	3,383	815	43,190	6,880	54,268
Early Intervention	<10	<10	<10	786	175	965
Elementary School	1,506	1,017	489	21,663	2,534	25,703
Middle School	1,170	1,012	158	8,358	1,178	10,706
High School	1,481	1,319	159	12,003	2,895	16,367
Special Education	49	<49	<10	380	98	527
% Hispanic	7%	8%	4%	13%	14%	13%
% Black	90%	89%	94%	82%	82%	83%
% White	2%	2%	2%	3%	3%	3%
% Asian	0%	0%	0%	2%	1%	2%
% Other	0%	0%	0%	0%	0%	0%
Mid-Year Transfer Rate	19%	17%	27%	12%	15%	13%
Chronic Absenteeism Rate	82%	80%	90%	70%	54%	69%
Individualized Education Plan (IEP)	22%	23%	17%	18%	17%	18%
Math Proficiency Grades 3-8	3%	3%	4%	6%	13%	7%
ELA Proficiency Grades 3-8	12%	12%	10%	14%	23%	14%
Disciplinary Action Rate	26%	27%	25%	18%	12%	18%

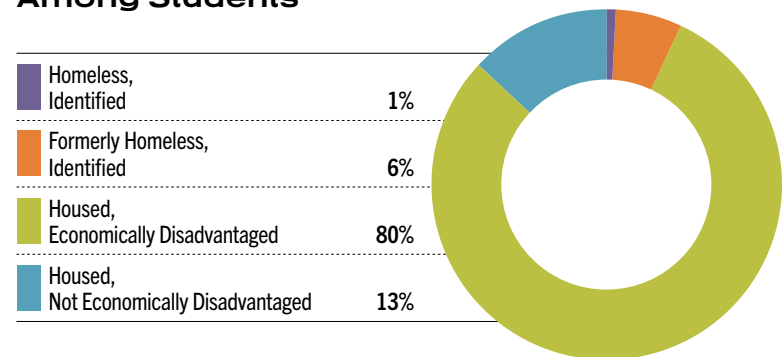
	HOMELESS		HOUSED		
	Ever Homeless, During High School	Ever Homeless, in Middle or High School	Economically Disadvantaged, Never Homeless During High School	Not Economically Disadvantaged, Never Homeless During High School	All Students
Number of Students	109	214	3,222	511	3,842
Dropout Rate	14%	18%	12%	9%	12%
Graduation Rate	64%	62%	75%	87%	76%

4,000-8,682
Estimated Number of Students Homeless | SY 2017-18*

Educational Outcomes of Homeless Students



Economic and Housing Instability Among Students



* Low estimate is based on 10% of all economically disadvantaged students — the threshold identified in Michigan for a likely under count of students who are homeless. The high estimate is based on 16% of all students enrolled in DPSCD. This percent comes from the proportion of households with children under 18 in Detroit who reported being evicted or otherwise forced to leave their home within the last 12 months in the 2017 Detroit Metro Area Communities Study. In both high and low estimates the number of currently homeless students identified in SY 2017-18 is subtracted to create the estimate of students experiencing homelessness who were not identified.

DETROIT CHARTERS

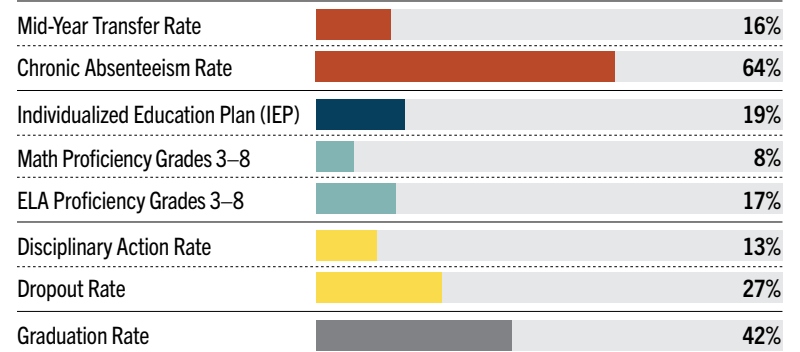
School Year 2017-18: Current Counts and Outcomes

	HOMELESS			HOUSED		
	Ever Homeless, Identified	Formerly Homeless, Identified	Currently Homeless, Identified	Economically Disadvantaged	Not Economically Disadvantaged	All Students
Number of Students	2,774	1,807	967	29,022	2,643	34,439
Early Intervention	<10	<0	<10	67	<10	80
Elementary School	816	428	388	15,545	1,118	17,479
Middle School	766	639	127	6,881	824	8,471
High School	1,188	740	448	6,529	629	8,409
Special Education	<10	<10	<10	<10	<10	<10
% Hispanic	20%	22%	17%	11%	4%	11%
% Black	75%	73%	79%	81%	91%	81%
% White	4%	5%	4%	8%	5%	7%
% Asian	0%	0%	0%	1%	0%	1%
% Other	0%	0%	0%	0%	0%	0%
Mid-Year Transfer Rate	11%	9%	16%	5%	8%	6%
Chronic Absenteeism Rate	53%	46%	64%	36%	21%	36%
Individualized Education Plan (IEP)	17%	17%	19%	11%	9%	11%
Math Proficiency Grades 3-8	8%	8%	8%	14%	25%	14%
ELA Proficiency Grades 3-8	17%	17%	17%	22%	37%	23%
Disciplinary Action Rate	16%	18%	13%	13%	>10%	13%

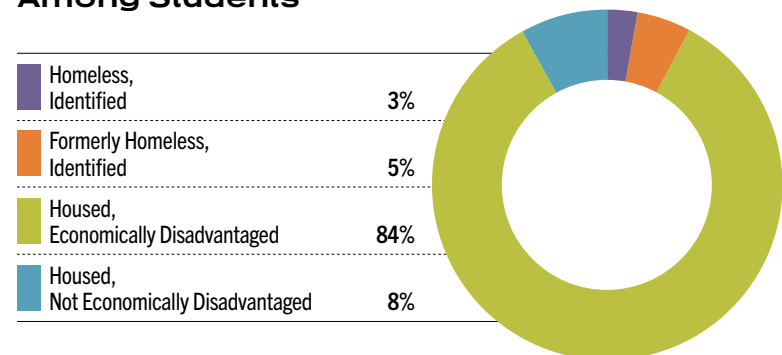
	HOMELESS		HOUSED		
	Ever Homeless, During High School	Ever Homeless, in Middle or High School	Economically Disadvantaged, Never Homeless During High School	Not Economically Disadvantaged, Never Homeless During High School	All Students
Number of Students	172	230	1,743	87	2,002
Dropout Rate	27%	27%	14%	17%	15%
Graduation Rate	42%	43%	72%	77%	69%

2,999-5,510
Estimated Number of Students Homeless | SY 2017-18*

Educational Outcomes of Homeless Students



Economic and Housing Instability Among Students



* Low estimate is based on 10% of all economically disadvantaged students — the threshold identified in Michigan for a likely under count of students who are homeless. The high estimate is based on 16% of all students enrolled in DPSCD. This percent comes from the proportion of households with children under 18 in Detroit who reported being evicted or otherwise forced to leave their home within the last 12 months in the 2017 Detroit Metro Area Communities Study. In both high and low estimates the number of currently homeless students identified in SY 2017-18 is subtracted to create the estimate of students experiencing homelessness who were not identified.

SECTION 4

A STATEWIDE PERSPECTIVE

In order to understand the educational impact of homelessness and housing instability on children in Detroit, it is important to know whether the outcomes and trends seen in Detroit are unique to the city or part of a larger statewide pattern. To date, there has not been a comprehensive look at the educational outcomes of students in Michigan who are currently and formerly homeless in comparison to their peers who have never experienced homelessness. This section focuses on filling that gap by establishing a statewide “baseline” for the educational outcomes explored in Section Two for Detroit.

Key Takeaways

- » *While only 2% of Michigan students were homeless in SY 2017-18, 8% of all fifth graders, roughly 1 out of every 12 students, experienced homelessness at some point during elementary school.*
- » *Across educational indicators both immediate and long-term educational setbacks were seen among students who experienced homelessness. With such a large proportion of students experiencing homelessness at some point during their*
- » *K-12 education, it is important to consider not just if a student is currently homeless, but whether a child has ever experienced homelessness.*
- » *Homeless students transferred schools mid-year at a rate close to three times the statewide average (20% vs. 7%). These high mid-year transfer rates suggest more needs to be done to ensure homeless students' right to school stability under McKinney-Vento law.*



- » *Close to half (46%) of homeless students in the state of Michigan were chronically absent from school, missing 10% or more of school days. This rate was 2.3 times the statewide average (20%).*
- » *Close to 1 in 10 (9%) ever homeless children in second grade and younger were suspended or expelled, a rate three times that of their housed peers (3%) and on par with high school students who had never experienced homelessness (8%).*
- » *Homeless students and students who were formerly homeless had English Language Arts (ELA) and math proficiency rates that were around half the statewide average.*
- » *In the class of 2018, students who experienced homelessness at any point during middle or high school accounted for 1 out of every 5 (20%) students who dropped out. By comparison they made up 7% of all students in the class of 2018.*
- » *While students in Detroit faced greater educational challenges overall than students statewide, overarching trends for homeless students were similar. Students who were homeless fared worse educationally than their peers who were housed, and students who were formerly homeless continued to face greater educational risks than their peers who had never been homeless. The consistency of the Detroit and statewide data highlight the need for both immediate and ongoing supports to meet the educational needs of students who have experienced homelessness.*

Homeless Students Face High Risk of Mid-Year School Transfers

School stability is important to both the educational and emotional well-being of children. It takes time to build relationships and the longer a teacher knows a student, the more likely they are to recognize when a student is struggling and in need of support. While the importance of school stability is widely understood, mid-year school transfers are fairly common in Michigan.

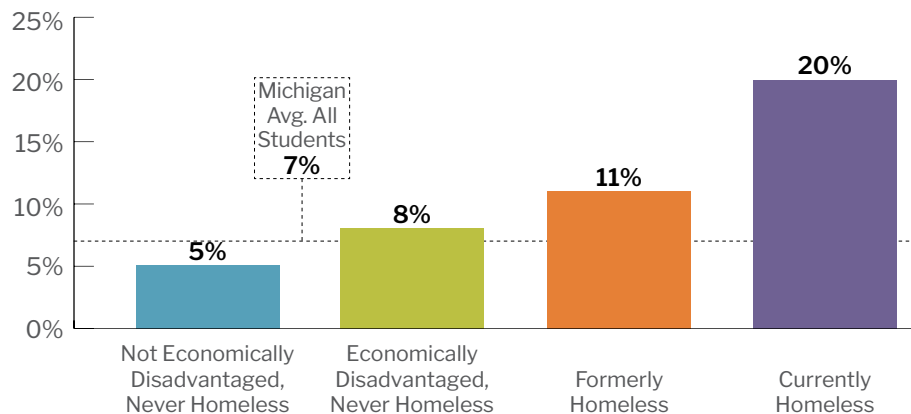
On average, 7% of Michigan students transferred school mid-year. This is the equivalent of 1 out of every 14 students or roughly 106,800 students transferring schools mid-year.

Mid-year transfer rates were higher for students who experienced greater economic and housing instability, with currently homeless students transferring schools mid-year at four times the rate of their always housed peers who were not economically disadvantaged (20% vs. 5%).

The fact that 1 in 5 currently homeless students transferred schools mid-year is concerning. Under federal law, homeless students have a right to remain in their school of origin and to receive supports (such as transportation) to make this possible. Understanding why so many homeless children are transferring schools mid-year and providing supports that can improve school stability for them is important to both their emotional and educational well-being.

Mid-Year School Transfer Rate by Economic and Housing Status

Percent of Students Who Transferred Schools Mid-Year
All Michigan Schools | SY 2017-18



Race/Ethnicity	Not Economically Disadvantaged, Never Homeless (%)	Economically Disadvantaged, Never Homeless (%)	Formerly Homeless (%)	Currently Homeless (%)
Black	8%	9%	13%	20%
White	4%	7%	10%	19%
Hispanic	8%	7%	11%	21%
Asian	6%	6%	9%	19%
Other Race/Ethnicity	6%	9%	11%	21%

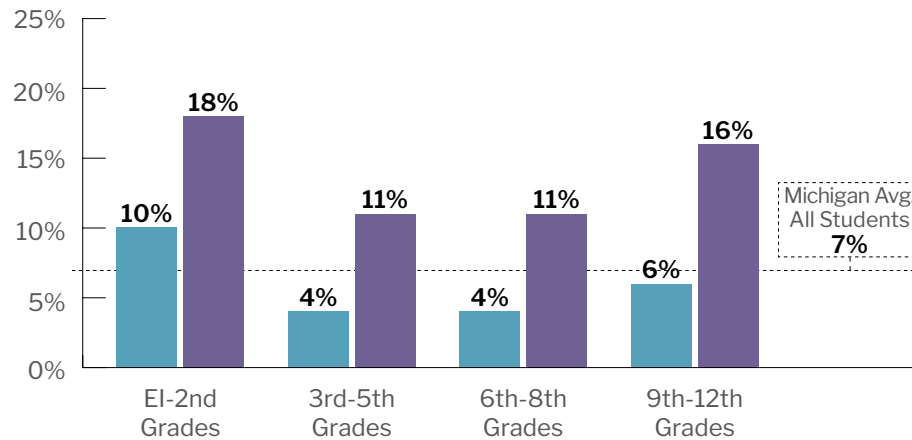
Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both public and charter schools in SY 2017-18. Currently Homeless students are those who have been identified as homeless in SY 2017-18. Formerly Homeless students are those who are not currently identified as homeless, but who have been identified as homeless at any point between SY 2009-10 and SY 2016-17. Economically Disadvantaged, Never Homeless are those students who are identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. Not Economically Disadvantaged, Never Homeless are those students who are not identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18.

Mid-Year School Transfer Rate by Housing Status and Grade Level

Percent of Students Who Transferred Schools Mid-Year
All Michigan Schools | SY 2017-18

Always Housed Ever Homeless



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both public and charter schools in SY 2017-18. Always Housed are students who have never been identified as homeless between SY 2009-10 and SY 2017-18. Ever Homeless students are those who have been identified as homeless at any point between SY 2009-10 and SY 2017-18.

Young Students Most Likely to Transfer Schools Mid-Year

Across all grades, students who had ever experienced homelessness transferred school mid-year at rates roughly two to three times higher than their always housed peers.

Mid-year transfers were highest for all students in the early grades with 1 in 10 (10%) always housed and 1 in 6 (18%) ever homeless students in second grade or younger ending the school year at a school different from the one where they began.

Transfer rates declined in third through fifth grade and remained stable in middle school at 4% and 11% for always housed and ever homeless students, respectively.

In high school, mid-year transfer rates increased for both always housed and ever homeless students, 6% and 16%, respectively.

Given the research showing mid-year school transfers are associated with significant educational set backs,¹ identifying strategies that reduce these harmful transitions, particularly among young students, may be an important part of improving third grade reading proficiency and educational outcomes overall in the state.

¹ U.S. Department of Education, Report to the President and Congress on the Implementation of the Education for Homeless Children and Youth Program under the McKinney-Vento Homeless Assistance Act, <http://www2.ed.gov/programs/homeless/rpt2006.doc> (accessed July 21, 2015)

Missing School, Missing a Home

In SY 2017-18, 1 out of every 5 Michigan K-12 students was chronically absent from school missing 10% or more of school days.

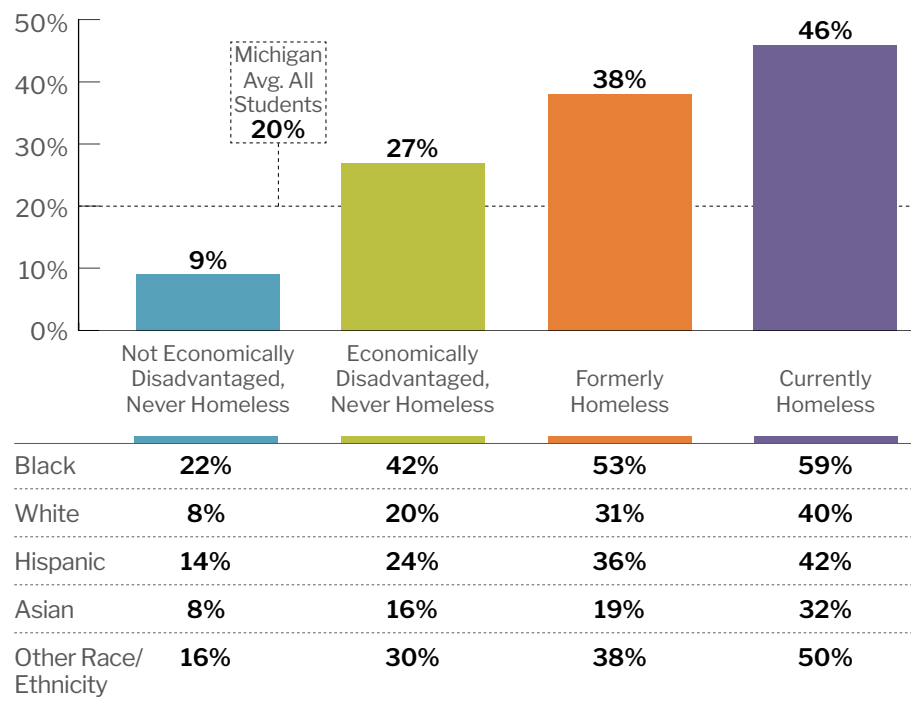
These rates varied starkly by economic and housing stability. Economically disadvantaged students who were always housed were chronically absent at three times the rate of their always housed peers who were not economically disadvantaged (27% vs. 9%).

The difference was more stark for currently homeless students, who were chronically absent at five times the rate of their always housed, not economically disadvantaged peers (46% vs. 9%).

The risk of being chronically absent did not go away for students once stable housing was found. Among students who were currently housed but had been homeless at any point between SY 2009-10 and SY 2016-17 (formerly homeless), more than one-third (38%) were chronically absent from school.

Chronic Absenteeism Rate by Economic and Housing Status

Percent of Students Who Missed 10% or More Days of School
All Michigan Schools | SY 2017-18



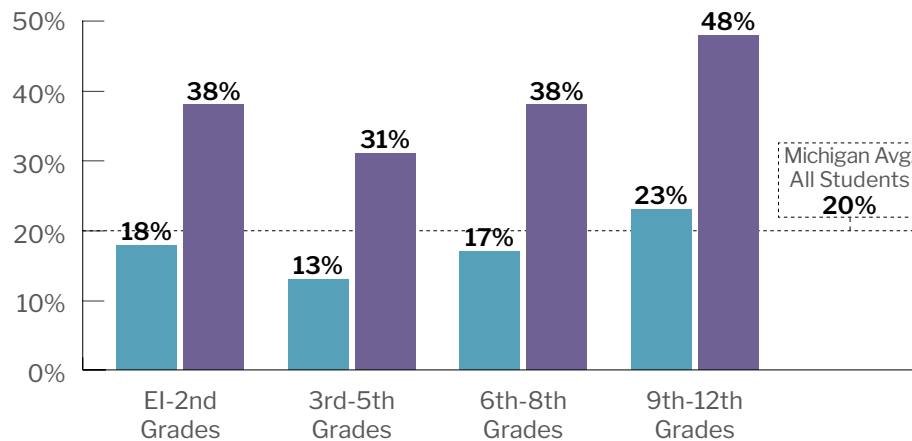
Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both public and charter schools in SY 2017-18. Currently Homeless students are those who have been identified as homeless in SY 2017-18. Formerly Homeless students are those who are not currently identified as homeless, but who have been identified as homeless at any point between SY 2009-10 and SY 2016-17. Economically Disadvantaged, Never Homeless are those students who are identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. Not Economically Disadvantaged, Never Homeless are those students who are not identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18.

Chronic Absenteeism Rate by Housing Status and Grade Level

Percent of Students Who Missed 10% or More Days of School
All Michigan Schools | SY 2017-18

Always Housed Ever Homeless



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both public and charter schools in SY 2017-18. Always Housed are students who have never been identified as homeless between SY 2009-10 and SY 2017-18. Ever Homeless students are those who have been identified as homeless at any point between SY 2009-10 and SY 2017-18.

When Do Students Face the Highest Risk of Being Chronically Absent?

Across grades, students who had ever been homeless had more than two times the chronic absenteeism rate of their always housed peers.

Chronic absenteeism was highest among high school students. Roughly half (48%) of ever homeless and one-quarter (23%) of always housed students missed 10% or more of school.

Primary and middle school students had the second highest chronic absenteeism rates with roughly 1 out of 3 ever homeless and 1 out of 6 always housed students missing 10% or more of school.

While third through fifth graders had the lowest chronic absenteeism rates by grade group, their rates were still high with 31% of ever homeless and 13% of always housed students chronically absent.

Re-examining Discipline in the State

On average 8% of students in the state of Michigan were either suspended or expelled in SY 2017-18, with greater economic and housing instability associated with much higher risk of disciplinary action.

Housed students who were economically disadvantaged were suspended or expelled at rates close to three times those of their housed peers who were not economically disadvantaged (11% vs. 4%, respectively).

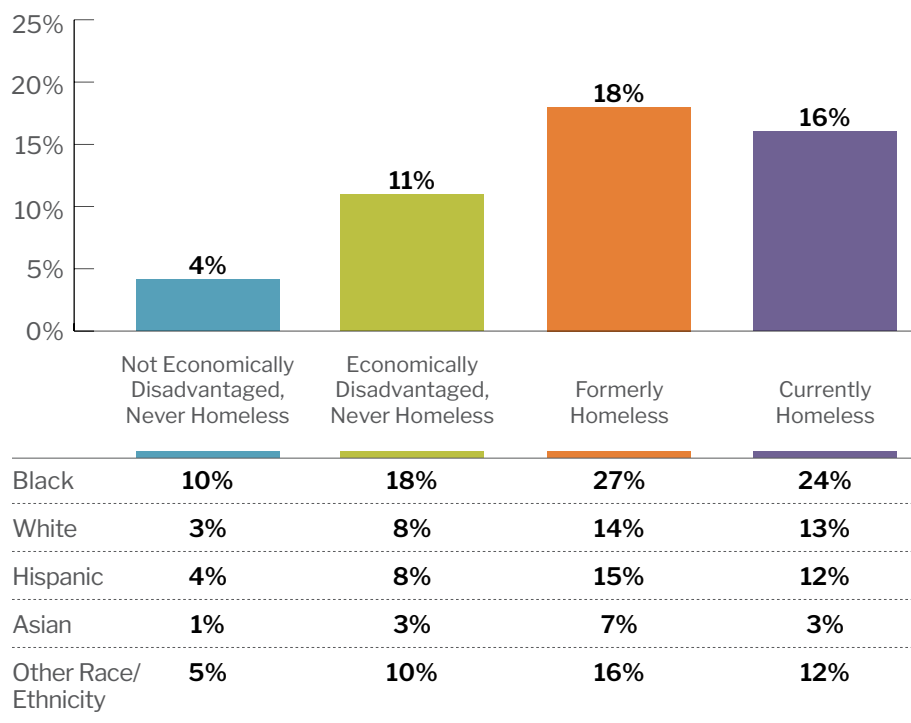
Homeless students faced even greater risk, with four times the disciplinary action rate of their housed peers who were not economically disadvantaged (16% vs. 4%, respectively).

The association between homelessness and higher rates of disciplinary action persisted even after stable housing was found. Michigan students who were currently housed but had experienced homelessness at any point in the last eight years (formerly homeless) were disciplined at rates even higher than their currently homeless peers (18% vs. 16%, respectively).

A strong intersection exists between race, economic security, and housing stability when it comes to disciplinary action rates for Michigan's students. While formerly homeless students of all races face the highest rates of suspension and expulsion, Black students are disproportionately impacted, facing disciplinary action rates four times the rate of their Asian peers (27% vs. 7%). The U.S. has a long history of criminalizing Black people, and the pattern extends to the inequitable application of school discipline policies.

Disciplinary Action by Economic and Housing Status

Percent of Students Suspended or Expelled
All Michigan Schools | SY 2017-18



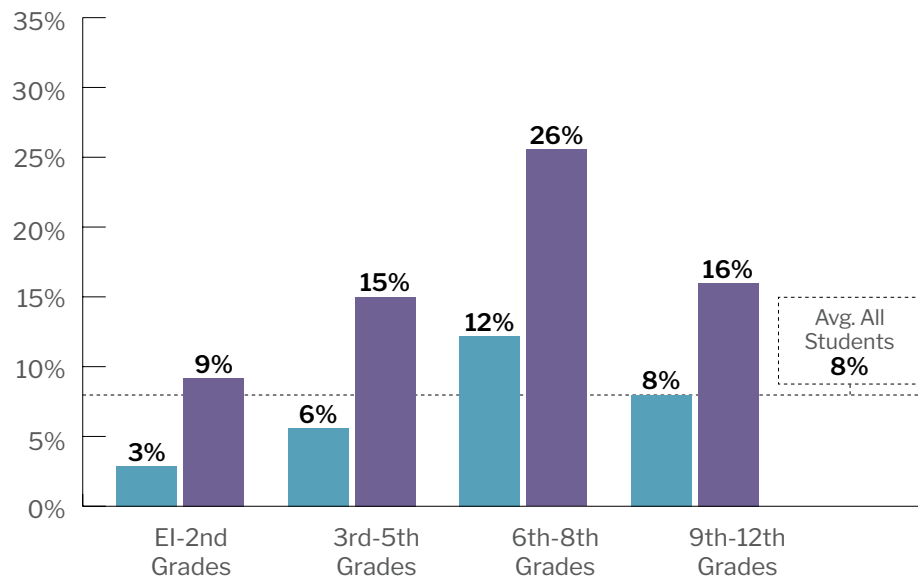
Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in both public and charter schools in SY 2017-18. Currently Homeless students are those who have been identified as homeless in SY 2017-18. Formerly Homeless students are those who are not currently identified as homeless, but who have been identified as homeless at any point between SY 2009-10 and SY 2016-17. Economically Disadvantaged, Never Homeless are those students who are identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. Not Economically Disadvantaged, Never Homeless are those students who are not identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18.

Disciplinary Action by Housing Status and Grade Level

Percent of Students Suspended or Expelled
All Michigan Schools | SY 2017-18

Always Housed Ever Homeless



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

Note: Percentages represent children enrolled in any Michigan public or charter school in SY 2017-18. Always Housed are students who have never been identified as homeless between SY 2009-10 and SY 2017-18. Ever Homeless students are those who have been identified as homeless at any point between SY 2009-10 and SY 2017-18.

Elementary Students and the Trauma of Homelessness: Are Some Students Too Young to Suspend or Expel?

While the percent of students suspended or expelled by schools in Michigan varied by grade level, students across all grades who had ever experienced homelessness were disciplined at two or more times the rate of their always housed peers.

This trend was particularly stark for the state's youngest students. In SY 2017-18, 9% of ever homeless children in second grade and younger were suspended or expelled - a rate three times that of their housed peers (3%) and on par with high school students who had never experienced homelessness (8%).

For both always housed and ever homeless students, middle schoolers in Michigan experienced the highest disciplinary action rates at 12% and 26%, respectively. It is particularly notable that one-quarter of ever homeless middle schoolers were either suspended or expelled in just one year.

Middle school is a critical point of development for children that sets the stage for high school, as this is typically when puberty begins to have profound impacts on cognitive, social, and emotional capabilities.¹ Identifying opportunities to connect students who are struggling to needed supports rather than applying punitive consequences can have lasting impacts on future educational success.

¹ Association for Supervision and Curriculum Development. "Middle Schools: Social, Emotional, and Metacognitive Growth," <https://www.ascd.org/books/the-best-schools?chapter=middle-schools-social-emotional-and-metacognitive-growth> (accessed March 7, 2021)

Grade Level Proficiency: The Need for Ongoing Supports

The cumulative impact of chronic absenteeism, frequent school transfers, and high discipline rates are evident in the overall proficiency rates for third through eighth grade students in Michigan who are homeless.

Always housed, economically disadvantaged students had English Language Arts (ELA) and math proficiency rates that were 10 and 9 percentage points higher, respectively, than their homeless peers. The difference between always housed students who were not economically disadvantaged was even greater, with these students having proficiency rates roughly three times higher than their homeless peers (61% vs. 22% in ELA and 55% vs. 15% in math).

This disparity persisted in both ELA and math among students who were currently housed but had previously experienced homelessness. Formerly homeless students met grade-level proficiency standards at rates that were almost the same as their currently homeless peers (22% compared to 25%, respectively, in math and 15% compared to 16%, respectively, in ELA).

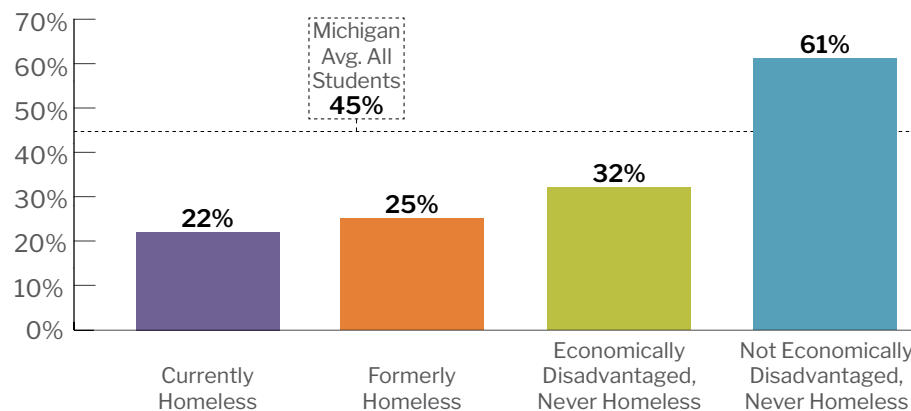
Understanding that, without appropriate supports, homelessness can have lasting educational impacts across a child's life is critical to improving statewide proficiency rates. Homelessness is widespread across the state with roughly 1 in 12 (8%) of fifth graders in Michigan having experienced homelessness at some point during elementary school.

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18

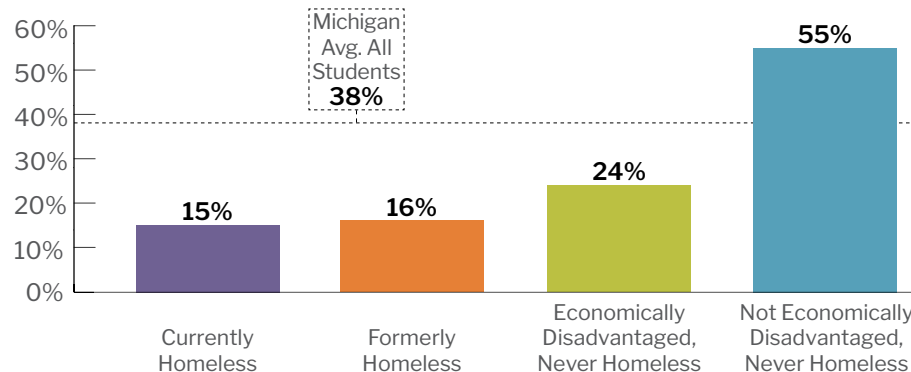
Note: Percentages represent children enrolled in both public and charter schools in SY 2017-18. Currently Homeless students are those who have been identified as homeless

Achievement Among Students by Economic and Housing Status

All Michigan Schools | SY 2017-18
Percent of Students Proficient in English Language Arts (3rd-8th Grade)



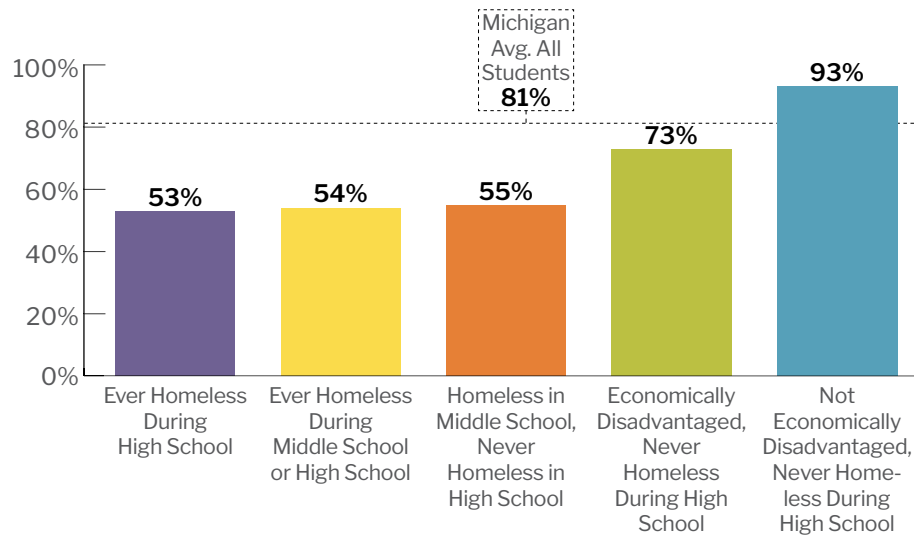
Percent of Students Proficient in Math (3rd-8th Grade)



in SY 2017-18. Formerly Homeless students are those who are not currently identified as homeless, but who have been identified as homeless at any point between SY 2009-10 and SY 2016-17. Economically Disadvantaged, Never Homeless are those students who are identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18. Not Economically Disadvantaged, Never Homeless are those students who are not identified as economically disadvantaged in SY 2017-18 who have never been identified as homeless between SY 2009-10 and SY 2017-18.

Four-Year Graduation Rate by Economic and Housing Status

Percent of Students Who Graduated High School in Four Years
All Michigan Schools | Class of 2018



Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18.

Note: Percentages represent youth enrolled in both public and charter schools who were a part of the four year cohort for the class of 2018. Ever Homeless indicates that students were identified as homeless at some point during the specified time period — during high school, during middle school, or at some point during both high school and middle school.

The Lasting Challenges of Homelessness: Graduation and Dropout Rates in the State of Michigan

On average, 81% of all students in the class of 2018 graduated from high school on time.

Just over half (53%) of students who experienced homelessness at any point during high school graduated on time. When compared to their peers who never experienced homelessness during high school, this rate was 20 percentage points lower than their economically disadvantaged peers and 40 percentage points lower than their peers who were not economically disadvantaged.

Students who had experienced homelessness at any point during middle school were also at risk for not graduating on time, even if they never experienced homelessness during high school. Just 55% graduated in four years, which is only two percentage points higher than their peers who were homeless at any point during high school.

Identifying and connecting students who experience homelessness during middle school to supports as they transition to high school may provide an opportunity for early intervention.

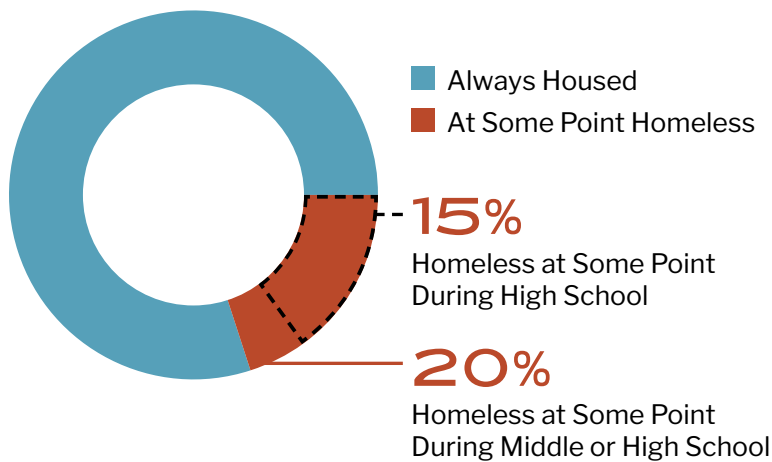
On average, close to 1 in 10 (9%) of Michigan students in the class of 2018 dropped out of school.

Students who experienced homelessness had dropout rates that were eight times those of their always housed, not economically disadvantaged peers (24% vs. 3%). This was true for both students who experienced homelessness during high school and students who were not homeless in high school but had experienced homelessness during middle school.

Students who had experienced homelessness at some point during middle or high school accounted for 1 out of every 5 (20%) students who dropped out of the class of 2018. By comparison they only made up 7% of all students in the class of 2018.

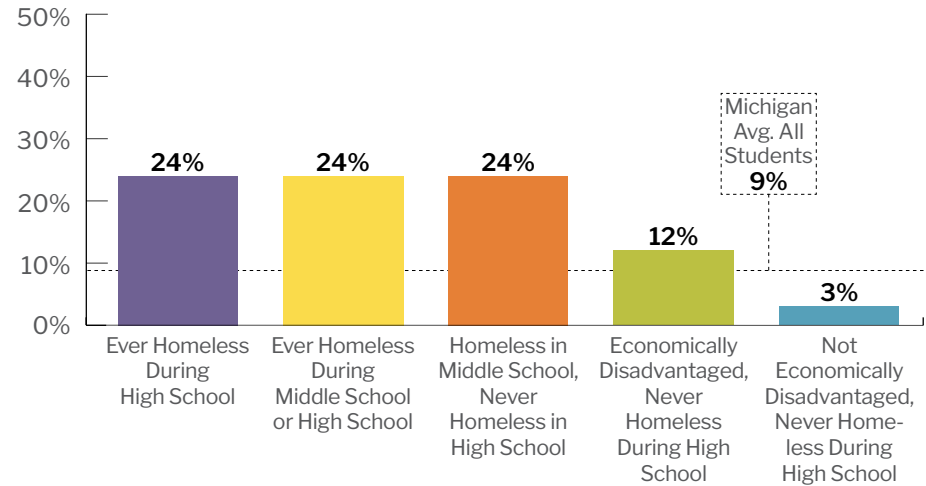
Experience of Housing Instability Among Students Who Dropped Out of High School

Percent of Dropouts Who Had Experienced Homelessness
All Michigan Schools | Class of 2018



Four-Year Dropout Rate by Economic and Housing Stability

Percent of Students Who Dropped Out of High School within Four Years
All Michigan Schools | Class of 2018



SECTION 5

HOMELESSNESS, THE SOCIAL SAFETY NET AND FOSTER CARE

While it is critical to understand the educational experience and challenges faced by children who have been homeless, it is also important to think about how family homelessness can be prevented in the first place. Social safety net programs can play an important role in preventing and ending homelessness, but only when they are accessible to families in need.

To better understand homeless families' access to social safety net programs in both Detroit and Michigan overall, this section examines the overlap between children identified as homeless by their school and whether or not they live in families receiving benefits from either the Supplemental Nutrition Assistance Program (SNAP, commonly referred to as food stamps) or Temporary Assistance for Needy Families (TANF, commonly referred to as cash assistance). The section concludes by looking at the intersection between homelessness and the foster care system for children in K-12 schools.

Key Takeaways

- » *One-third of homeless students in Michigan lived in families who were not receiving SNAP benefits in SY 2015-16.*
- » *Less than 10% of homeless children in the state of Michigan lived in families receiving TANF benefits in SY 2015-16.*
- » *In Detroit roughly one-quarter of homeless students lived in families without access to SNAP and 89% lived in families not receiving TANF benefits.*

- » While SNAP and TANF represent only two of the state's poverty alleviation programs, these data provide a picture of the many vulnerable families in need of supports who slip through the cracks. This highlights the importance of targeted outreach to vulnerable families.
- » More than 1 in 4 (26%) Michigan K-12 students in foster care in SY 2015-16 had experienced homelessness at some point since SY 2009-10.
- » Students who were homeless in SY 2014-15 were 14 times more likely to enter foster care in SY 2015-16 than students who were not homeless in SY 2014-15.
- » While homelessness and poverty alone are not reasons that a child should be removed from their family, children who experience homelessness face significantly higher risk of entering the foster care system. Further exploration of whether there are opportunities to prevent children who are homeless from being separated from their families is needed.

Slipping Through the Cracks

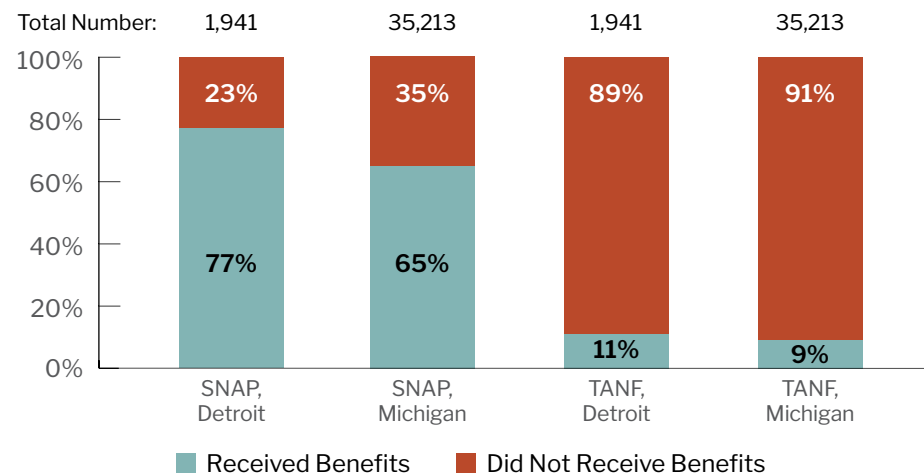
A significant proportion of children who were homeless lived in families that were not receiving food or financial assistance through the state's safety net programs.

In SY 2015-16, close to 1 in 4 (23%) Detroit children who were homeless and 1 in 3 Michigan children who were homeless were in families not receiving SNAP benefits.

Even fewer homeless students were in families receiving financial support through TANF. In Detroit 89%, and in Michigan 91%, of homeless students were in families not receiving TANF.

Homeless Students Not Receiving SNAP and TANF Benefits

All Detroit vs. All Michigan Schools | SY 2015-16



Note: Percentages represent children attending both public and charter schools who were identified as homeless.

Source: Michigan Department of Education and MDHHS unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2015-16.

Government social safety net programs play an important role in both preventing families from becoming homeless and helping families to exit homelessness. Identifying and addressing barriers to accessing these programs for Michigan's most vulnerable families is an important part of reducing child homelessness in the state.

OPPORTUNITY

Simplifying the TANF process and providing application eligibility period (AEP) waivers automatically to all families who meet the McKinney-Vento or HUD definitions of homelessness could help increase access to needed cash assistance.

Demographics of Homeless Students Not Receiving SNAP

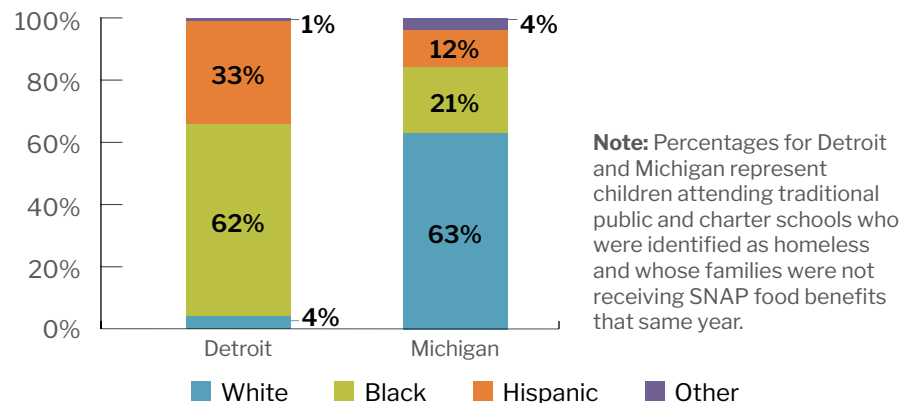
Among homeless students in Detroit who were not receiving SNAP benefits, 4% were white, 62% were Black, 33% were Hispanic, and 1% identified as another race or ethnicity. Hispanic students were significantly overrepresented, making up 33% of students in families not receiving SNAP, but only 11% of all homeless students in Detroit. This may in part be due to both immigration status and fear. Undocumented immigrants are ineligible for public benefits and increased Immigration and Customs Enforcement (ICE) activity in Detroit during this time may have scared many legal immigrants from applying, despite their eligibility.

In the state overall, 63% of homeless students not receiving SNAP were white, 21% were Black, 12% were Hispanic, and 4% identified as another race or ethnicity. Statewide, white students were overrepresented by 5 percentage points among those not receiving SNAP.

“We know with the homeless kids, [they’re] always going to be hungry.” — Martha Perez, school homelessness liaison, Cesar Chavez Academy Upper Elementary

Race and Ethnicity of Homeless Students Not Receiving SNAP Food Benefits

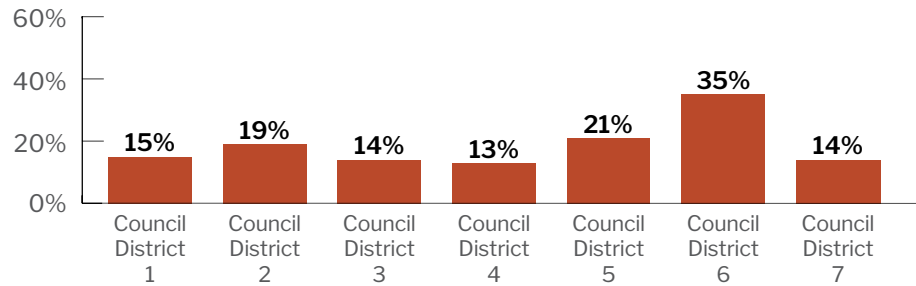
All Detroit vs. All Michigan Schools | SY 2015-16



Source: Michigan Department of Education and MDHHS unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2015-16.

Percent of Homeless Students Not Receiving SNAP Food Benefits by Detroit City Council District

All Detroit Schools | SY 2015-16



Note: Percentages represent children attending DPSCD and Detroit charter schools who were identified as homeless and whose families were not receiving SNAP food benefits that same year.

Source: Michigan Department of Education and MDHHS unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2015-16.

Homeless students who lived in families not receiving SNAP benefits attended schools in every Detroit city council district but the percent of homeless students facing this challenge varied. Homeless students attending school in Council District 4 had the highest rates of SNAP receipt with only 13% not receiving benefits. By comparison, homeless students in Council District 6 had the lowest rate of SNAP receipt with 1 in 3 (35%) homeless students not receiving benefits.

Ensuring that all eligible homeless families have access to SNAP benefits is an important part of reducing hunger and food insecurity among children.



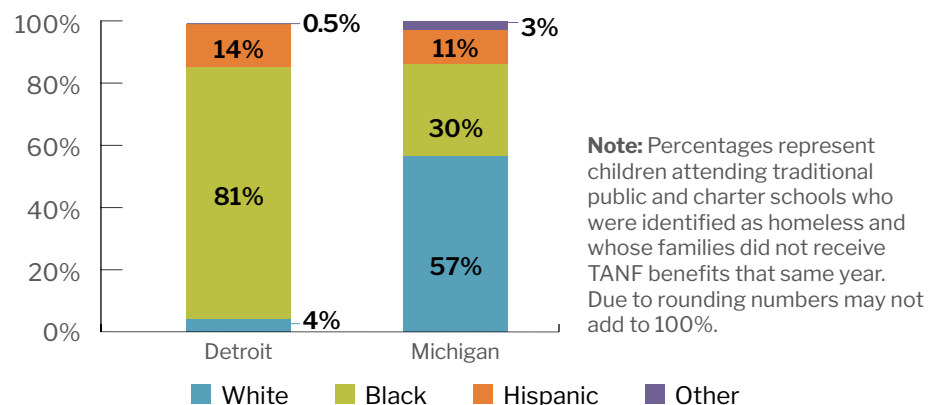
Demographics of Homeless Students Without Access to TANF

Among homeless students in Detroit who were not receiving TANF benefits, 4% were white, 82% were Black, 14% were Hispanic, and 0.5% identified as another race or ethnicity. Like SNAP, Hispanic students were overrepresented among those not receiving TANF, however this gap was smaller – just 5 percentage points.

In the state overall, 57% of homeless students not receiving TANF were white, 30% were Black, 11% were Hispanic, and 3% identified as another race or ethnicity. These rates were roughly proportional to the demographics of students who were homeless statewide.

Race and Ethnicity of Homeless Students Not Receiving to TANF Benefits

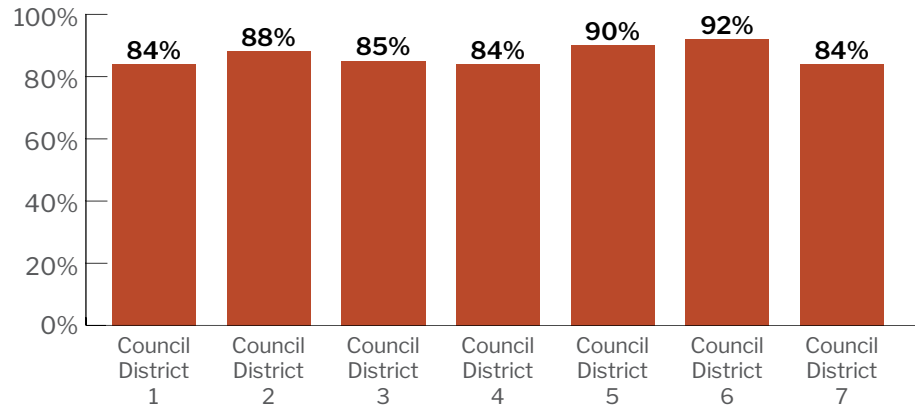
All Detroit vs. All Michigan Schools | SY 2015-16



Source: Michigan Department of Education and MDHHS unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2015-16.

Percent of Homeless Students Not Receiving TANF Benefits by Detroit City Council District

All Detroit Schools | SY 2015-16



Note: Percentages represent children attending DPSCD and Detroit charter schools who were identified as homeless and whose families did not receive TANF benefits that same year.

Source for all: Michigan Department of Education and MDHHS unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2015-16.

Across all Detroit city council districts, the vast majority of homeless students lived in families not receiving TANF benefits. Like SNAP receipt, homeless students attending school in Council District 6 had the lowest rate of TANF receipt with more than 9 out of 10 (92%) not receiving TANF financial supports.

TANF dollars have the potential to provide families with the flexible cash needed to exit homelessness, but the vast majority of homeless children in Detroit and the state are in families not receiving these benefits. Identifying why so few homeless families are receiving TANF and addressing these barriers could help reduce the amount of time that children live in unstable housing conditions and even prevent homelessness from occurring in the first place.

“I get the chance to work with parents a lot because of multiple positions so when I call about one thing, the parents make me aware (because they know me) that they’re running short on food or will be evicted.” — Margaret Thigpen, homelessness liaison, George Crockett Academy

Disentangling Homelessness and Foster Care

According to the state of Michigan's Mandated Reporter Training, poverty and homelessness alone are not reasons for a child to be removed from their family and placed into foster care. Service agencies, however, report that many families do not disclose their homelessness due to fear of losing their children. This makes understanding the intersection of foster care and homelessness important.

In SY 2015-16, 6% of Detroit students in foster care also experienced homelessness during that same year. Rates were similar for the state overall, with 7% of students in foster care having also been homeless in SY 2015-16.

While the SY 2015-16 data are not reported in a way that makes it possible to disentangle whether homelessness occurred before or after a student entered foster care, experiencing homelessness in the year prior was an independent foster care risk. When homelessness in the previous year is examined, students who were homeless in SY 2014-15 were 14 times more likely to enter foster in SY 2015-16 than students who were not homeless in SY 2014-15.

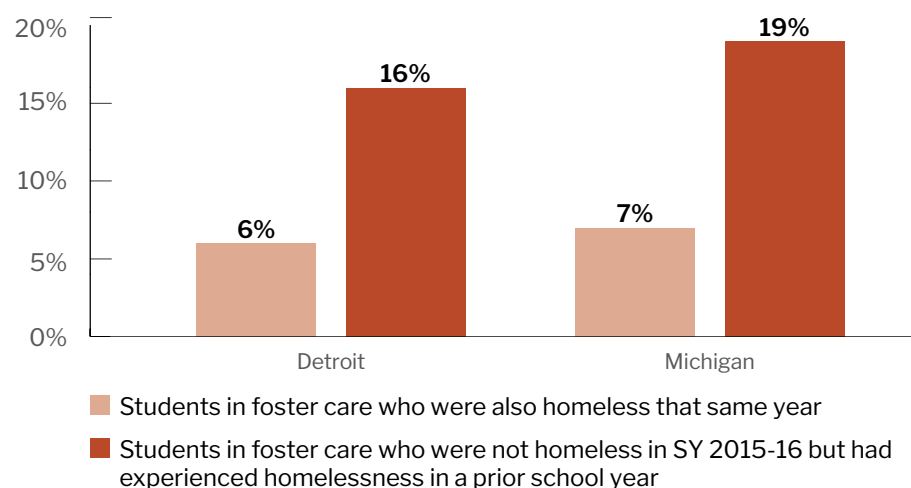
Among students in foster care in SY 2015-16, homelessness was something that roughly 1 out of every 4 had experienced at some point in the last seven years (22% in Detroit and 26% in Michigan overall).

Children in foster care also had a higher risk of becoming an unaccompanied homeless youth. Roughly 1 in 12 (8%) of students identified by their schools as unaccompanied youth in SY 2015-16 had been in the foster care system at some point in the last five years.

A better understanding of the relationship between experiences of homelessness and foster care is needed. The fact that roughly one-quarter of students in foster care in SY 2015-16 had experienced homelessness at some point in the prior seven years suggests that opportunities may exist to connect families with housing and economic resources that could prevent children from later entering foster care.

Experience of Homelessness Among K-12 Students in Foster Care

All Detroit vs. All Michigan Schools | SY 2015-16



Source: Michigan Department of Education and MDHHS unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2009-10 through SY 2015-16.

Note: Percentages represent children attending both public and charter schools who were in foster care at some point during SY 2015-16. The category "awaiting foster care placement" was excluded as a category of homelessness in analysis to align with current McKinney-Vento homelessness categories and ensure that the definitions of analysis groups did not overlap.

SECTION 6 APPENDICES



Homeless Students by Detroit City Council District	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
Michigan	1,525,872	807,407	33,746	2.2%	4.2%	107,362	1 in 14	7.9%	19.6%	46.0%	22.0%	22.4%	14.9%	16.3%	20.6%	57.1%
1	10,847	9,976	180	1.7%	1.8%	774	1 in 14	7.9%	17.8%	68.2%	17.8%	12.5%	6.2%	21.1%	*	*
2	12,636	10,599	216	1.7%	2.0%	795	1 in 16	9.5%	20.8%	81.7%	13.0%	10.2%	5.3%	20.4%	*	*
3	9,140	8,550	127	1.4%	1.5%	636	1 in 14	10.5%	22.0%	88.2%	11.0%	5.6%	3.8%	23.6%	*	*
4	9,187	8,440	132	1.4%	1.6%	705	1 in 13	9.3%	31.1%	83.8%	15.9%	11.5%	1.8%	26.5%	*	*
5	16,808	14,330	372	2.2%	2.6%	1,301	1 in 13	8.6%	16.7%	72.1%	19.1%	16.4%	4.0%	15.9%	20.9%	41.9%
6	19,945	17,697	579	2.9%	3.3%	1,834	1 in 11	8.2%	20.6%	72.6%	19.5%	20.1%	12.0%	14.3%	31.0%	43.7%
7	10,144	9,347	176	1.7%	1.9%	939	1 in 11	6.6%	19.9%	82.4%	20.5%	7.0%	3.0%	19.3%	*	*

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18.

Note: Numbers are redacted (*) to protect student privacy in line with FERPA guidance, or are not applicable. All data are for SY 2017-18, except for the three history of homelessness metrics, which are across SY 2009-10 to SY 2017-18.

Homeless Students by ISD	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
Michigan	1,525,872	807,407	33,746	2.2%	4.2%	107,362	1 in 14	7.9%	19.6%	46.0%	22.0%	22.4%	14.9%	16.3%	20.6%	57.1%
Allegan Area Educational Service Agency	15,491	7,679	484	3.1%	6.3%	1,462	1 in 10	11.7%	17.8%	54.0%	18.0%	28.5%	21.1%	9.7%	18.2%	67.3%
Alpena-Montmorency-Alcona ESD	5,488	3,333	182	3.3%	5.5%	650	1 in 8	13.8%	18.1%	38.5%	23.1%	24.6%	5.9%	12.1%	9.8%	63.4%
Barry ISD	4,279	2,220	266	6.2%	12.0%	504	1 in 9	17.5%	12.4%	28.6%	22.9%	32.4%	18.4%	19.2%	20.0%	63.3%
Bay-Arenac ISD	16,902	9,582	511	3.0%	5.3%	1,514	1 in 11	10.7%	21.9%	44.8%	25.2%	22.6%	13.5%	16.6%	27.7%	46.8%
Berrien RESA	27,410	16,913	865	3.2%	5.1%	2,618	1 in 10	8.7%	19.8%	38.0%	20.8%	24.3%	21.1%	12.6%	17.2%	50.5%
Branch ISD	6,176	3,830	373	6.0%	9.7%	875	1 in 7	21.0%	29.2%	32.5%	20.6%	32.8%	25.6%	13.1%	18.4%	63.2%
C.O.O.R. ISD	7,885	5,427	342	4.3%	6.3%	995	1 in 8	10.6%	23.7%	53.8%	24.0%	28.9%	24.8%	10.5%	16.7%	63.9%

Homeless Students by ISD	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
Calhoun Intermediate School District	24,178	14,443	836	3.5%	5.8%	2,436	1 in 10	11.5%	18.4%	51.0%	26.3%	18.8%	10.3%	21.8%	24.1%	59.0%
Charlevoix-Emmet ISD	9,121	4,442	333	3.7%	7.5%	901	1 in 10	10.4%	17.4%	40.8%	23.7%	33.1%	28.7%	11.7%	12.5%	70.0%
Cheb-Otsego-Presque Isle ESD	8,608	5,187	294	3.4%	5.7%	920	1 in 9	10.2%	21.8%	39.6%	16.3%	33.3%	18.3%	9.5%	8.6%	71.4%
Clare-Gladwin Regional Education Service District	7,252	4,702	224	3.1%	4.8%	748	1 in 10	11.7%	27.7%	37.8%	22.8%	19.1%	13.1%	19.6%	11.1%	69.4%
Clinton County RESA	10,554	3,507	201	1.9%	5.7%	557	1 in 20	7.6%	10.4%	37.5%	19.9%	35.7%	29.0%	7.5%	*	*
Copper Country ISD	6,851	3,557	108	1.6%	3.0%	243	1 in 30	4.0%	21.3%	34.3%	22.2%	25.6%	15.8%	12.0%	*	*
Delta-Schoolcraft ISD	6,540	3,581	201	3.1%	5.6%	552	1 in 12	10.5%	18.9%	41.8%	19.4%	25.3%	19.5%	9.0%	*	*
Dickinson-Iron ISD	5,235	2,800	102	1.9%	3.6%	270	1 in 20	4.3%	22.5%	40.6%	19.6%	36.7%	33.3%	12.7%	*	*
Eastern Upper Peninsula ISD	6,863	4,121	282	4.1%	6.8%	627	1 in 11	9.4%	20.9%	43.7%	28.7%	22.7%	23.4%	8.2%	28.1%	56.3%
Eaton RESA	14,007	6,476	470	3.4%	7.3%	1,288	1 in 11	11.7%	16.2%	30.2%	19.8%	26.9%	18.7%	10.2%	43.3%	35.0%
Genesee ISD	67,254	41,128	1,316	2.0%	3.2%	5,413	1 in 12	9.6%	22.0%	57.6%	22.1%	19.5%	11.0%	21.4%	24.2%	59.3%
Gogebic-Ontonagon ISD	2,441	1,564	73	3.0%	4.7%	186	1 in 13	9.4%	31.5%	52.3%	23.3%	*	*	11.0%	*	*
Gratiot-Isabella RESD	13,507	7,330	412	3.1%	5.6%	1,364	1 in 10	10.7%	19.9%	42.3%	27.4%	15.4%	11.0%	9.7%	33.3%	31.4%
Hillsdale ISD	6,107	3,779	433	7.1%	11.5%	948	1 in 6	19.8%	12.9%	28.1%	20.8%	17.0%	10.5%	9.7%	23.9%	63.0%
Huron ISD	4,269	2,314	96	2.2%	4.1%	268	1 in 16	7.8%	19.8%	29.5%	41.7%	26.5%	18.8%	16.7%	*	*
Ingham ISD	47,613	25,219	1,282	2.7%	5.1%	3,877	1 in 12	9.0%	19.4%	56.7%	21.1%	19.2%	11.4%	19.2%	22.1%	63.6%
Ionia ISD	10,401	5,408	326	3.1%	6.0%	1,306	1 in 8	16.1%	16.6%	40.8%	23.6%	32.6%	27.1%	13.2%	6.5%	67.7%
Iosco RESA	4,055	2,961	373	9.2%	12.6%	911	1 in 5	27.7%	25.7%	42.9%	21.2%	27.3%	15.8%	12.6%	22.6%	51.6%
Jackson ISD	24,069	14,190	806	3.3%	5.7%	2,941	1 in 8	14.0%	19.7%	38.6%	23.9%	26.8%	15.8%	14.6%	27.5%	49.5%
Kalamazoo RESA	36,594	19,146	1,131	3.1%	5.9%	3,856	1 in 10	13.0%	18.8%	55.2%	22.5%	14.0%	8.6%	31.6%	21.8%	58.2%
Kent ISD	113,029	57,648	2,300	2.0%	4.0%	8,134	1 in 14	8.5%	21.4%	43.8%	19.7%	21.5%	12.3%	15.9%	27.9%	50.0%
Lapeer ISD	12,178	6,137	335	2.8%	5.5%	935	1 in 13	8.5%	17.6%	33.1%	18.2%	22.1%	25.2%	14.0%	13.3%	75.6%
Lenawee ISD	14,732	7,875	507	3.4%	6.4%	1,421	1 in 10	12.2%	18.9%	33.6%	25.8%	21.8%	15.8%	17.8%	11.1%	71.4%
Lewis Cass ISD	7,226	4,272	197	2.7%	4.6%	667	1 in 11	9.6%	31.5%	40.2%	24.9%	21.7%	11.9%	8.6%	*	*
Livingston ESA	26,625	6,570	326	1.2%	5.0%	1,101	1 in 25	4.7%	17.8%	32.5%	24.5%	32.7%	22.4%	16.0%	22.2%	50.0%
Macomb ISD	131,673	66,590	1,619	1.2%	2.4%	5,118	1 in 26	4.0%	17.5%	53.0%	24.2%	21.4%	12.3%	20.1%	14.8%	67.1%
Manistee ISD	5,893	4,229	292	5.0%	6.9%	714	1 in 8	16.0%	18.8%	43.4%	27.1%	20.5%	14.5%	17.5%	32.3%	48.4%

Homeless Students by ISD	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
Marquette-Alger RESA	10,014	4,561	184	1.8%	4.0%	564	1 in 17	6.3%	13.0%	45.0%	35.3%	24.2%	14.8%	6.0%	*	*
Mecosta-Osceola ISD	8,891	5,519	316	3.6%	5.7%	1,037	1 in 9	13.6%	17.4%	35.7%	27.8%	24.3%	18.5%	20.3%	14.0%	67.4%
Menominee ISD	2,734	1,633	103	3.8%	6.3%	229	1 in 12	9.0%	11.7%	42.3%	18.4%	25.0%	12.9%	7.8%	*	*
Midland County Educational Service Agency	12,138	4,717	251	2.1%	5.3%	782	1 in 16	8.7%	19.5%	27.0%	32.7%	34.1%	30.1%	10.4%	28.6%	38.1%
Monroe ISD	22,252	10,158	665	3.0%	6.5%	1,915	1 in 12	9.6%	18.9%	41.3%	26.2%	18.6%	14.9%	10.4%	11.1%	66.7%
Montcalm Area ISD	11,207	6,724	398	3.6%	5.9%	1,375	1 in 8	16.3%	22.6%	43.1%	22.9%	18.4%	13.8%	14.8%	17.1%	70.7%
Muskegon Area ISD	27,798	17,756	791	2.8%	4.5%	3,422	1 in 8	13.6%	23.4%	49.1%	20.0%	21.3%	16.9%	20.7%	18.7%	53.8%
Newaygo County RESA	7,749	5,046	639	8.2%	12.7%	1,562	1 in 5	26.1%	14.2%	40.1%	19.6%	24.6%	18.2%	17.7%	21.3%	65.6%
Oakland Schools	187,404	66,907	1,802	1.0%	2.7%	5,640	1 in 33	3.3%	17.8%	51.7%	20.9%	19.8%	11.2%	16.1%	9.2%	78.7%
Ottawa Area ISD	50,228	19,278	855	1.7%	4.4%	2,928	1 in 17	5.3%	19.1%	30.4%	24.4%	29.5%	20.5%	10.9%	18.2%	69.7%
Saginaw ISD	28,234	17,103	570	2.0%	3.3%	2,092	1 in 13	7.3%	20.7%	50.4%	17.4%	21.4%	12.3%	22.1%	17.3%	50.0%
Sanilac ISD	6,671	4,006	334	5.0%	8.3%	739	1 in 9	9.8%	17.1%	31.2%	21.6%	42.0%	25.9%	14.7%	5.3%	76.3%
Shiawassee Regional ESD	11,574	5,908	363	3.1%	6.1%	1,179	1 in 10	11.7%	16.5%	37.4%	23.1%	26.0%	12.3%	8.8%	11.5%	67.3%
St. Clair County RESA	23,553	11,763	454	1.9%	3.9%	1,708	1 in 14	9.4%	20.7%	41.6%	15.9%	20.5%	16.6%	16.1%	12.2%	65.9%
St. Joseph County ISD	10,994	6,837	580	5.3%	8.5%	1,451	1 in 8	15.2%	16.9%	34.5%	18.4%	25.4%	16.8%	14.3%	9.2%	81.5%
State of Michigan	84	48	*	*	*	*	1 in 4	*	*	*	*	*	*	*	*	*
Traverse Bay Area ISD	22,986	11,173	954	4.2%	8.5%	2,648	1 in 9	13.1%	16.0%	41.3%	25.1%	28.1%	21.1%	15.2%	21.2%	55.8%
Tuscola ISD	8,646	5,360	266	3.1%	5.0%	882	1 in 10	12.4%	16.5%	21.7%	24.1%	27.9%	22.6%	12.4%	*	*
Van Buren ISD	15,855	9,012	539	3.4%	6.0%	1,515	1 in 10	11.9%	19.1%	40.8%	16.7%	25.6%	12.9%	15.0%	30.9%	41.8%
Washtenaw ISD	47,385	16,118	1,037	2.2%	6.4%	2,685	1 in 18	6.5%	16.2%	46.7%	22.5%	16.4%	13.9%	13.8%	28.0%	42.7%
Wayne RESA	281,731	188,181	3,692	1.3%	2.0%	14,043	1 in 20	5.4%	19.9%	64.0%	19.7%	17.7%	9.6%	18.3%	23.5%	53.1%
West Shore Educational Service District	8,177	5,647	669	8.2%	11.8%	1,591	1 in 5	20.1%	17.2%	32.5%	21.2%	21.9%	18.4%	15.5%	14.3%	71.4%
Wexford-Missaukee ISD	9,061	5,792	385	4.2%	6.6%	1,035	1 in 9	12.1%	23.1%	49.6%	23.6%	26.6%	15.1%	20.5%	8.8%	77.2%

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18.

Note: Numbers are redacted (*) to protect student privacy in line with FERPA guidance, or are not applicable. All data are for SY 2017-18, except for the five history of homelessness metrics, which are across SY 2009-10 to SY 2017-18.

Homeless Students by County	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
Michigan	1,525,872	807,407	33,746	2.2%	4.2%	107,362	1 in 14	7.9%	19.6%	46.0%	22.0%	22.4%	14.9%	16.3%	20.6%	57.1%
Alcona County	727	505	20	2.8%	4.0%	84	1 in 9	19.7%	*	*	*	*	*	*	*	*
Alger County	1,082	644	41	3.8%	6.4%	101	1 in 11	6.6%	14.6%	32.5%	39.0%	*	*	2.4%	*	*
Allegan County	20,033	9,594	595	3.0%	6.2%	1,805	1 in 11	11.0%	19.2%	50.3%	19.2%	29.3%	19.1%	9.9%	16.7%	68.2%
Alpena County	4,071	2,369	148	3.6%	6.2%	480	1 in 9	14.3%	21.6%	35.7%	25.7%	23.4%	7.3%	10.1%	11.8%	58.8%
Antrim County	3,556	2,070	161	4.5%	7.8%	513	1 in 7	21.1%	17.4%	40.5%	22.4%	22.0%	22.0%	12.4%	*	*
Arenac County	2,111	1,316	108	5.1%	8.2%	283	1 in 8	16.1%	21.3%	34.3%	23.1%	32.6%	16.3%	10.2%	*	*
Baraga County	1,037	654	57	5.5%	8.7%	85	1 in 12	6.7%	12.3%	33.3%	24.6%	*	*	21.1%	*	*
Barry County	9,138	4,082	323	3.5%	7.9%	807	1 in 12	12.3%	13.6%	29.2%	20.4%	29.1%	16.4%	19.8%	22.2%	63.9%
Bay County	14,654	8,164	388	2.6%	4.8%	1207	1 in 12	9.9%	22.9%	47.6%	25.8%	20.4%	13.2%	18.0%	30.8%	38.5%
Benzie County	1,827	1,101	93	5.1%	8.4%	298	1 in 6	18.3%	22.6%	36.3%	20.4%	32.4%	27.0%	8.6%	*	*
Berrien County	24,526	14,805	759	3.1%	5.1%	2022	1 in 12	8.5%	15.3%	40.0%	21.7%	23.6%	20.3%	13.8%	12.1%	71.2%
Branch County	7,231	4,461	439	6.1%	9.8%	1032	1 in 7	18.9%	27.3%	34.0%	22.8%	31.4%	24.2%	13.9%	20.0%	60.0%
Calhoun County	21,406	13,125	718	3.4%	5.5%	2211	1 in 10	12.4%	19.4%	51.6%	24.7%	18.1%	9.1%	23.4%	23.1%	55.1%
Cass County	7,747	4,591	218	2.8%	4.7%	717	1 in 11	10.3%	32.6%	41.4%	27.1%	26.1%	17.6%	7.8%	*	*
Charlevoix County	3,932	2,112	149	3.8%	7.1%	463	1 in 9	12.3%	17.4%	33.1%	27.5%	33.8%	30.0%	9.4%	*	*
Cheboygan County	3,027	1,983	155	5.1%	7.8%	369	1 in 8	12.8%	23.9%	36.7%	14.8%	27.3%	14.8%	11.6%	*	*
Chippewa County	4,883	2,952	175	3.6%	5.9%	415	1 in 12	8.4%	21.1%	49.1%	26.9%	26.7%	29.8%	6.9%	*	*
Clare County	4,440	2,945	153	3.4%	5.2%	384	1 in 12	7.9%	22.2%	40.4%	18.3%	13.6%	9.5%	22.9%	*	*
Clinton County	10,925	3,700	161	1.5%	4.4%	548	1 in 20	6.5%	11.2%	37.3%	21.7%	32.9%	30.4%	9.3%	*	*
Crawford County	1,725	1,057	46	2.7%	4.4%	137	1 in 13	5.0%	32.6%	43.5%	17.4%	*	*	13.0%	*	*
Delta County	5,043	2,659	135	2.7%	5.1%	418	1 in 12	8.2%	23.0%	43.2%	20.0%	23.5%	22.0%	5.9%	*	*
Dickinson County	3,919	1,941	86	2.2%	4.4%	175	1 in 22	4.5%	20.9%	38.8%	23.3%	*	*	11.6%	*	*
Eaton County	18,503	9,331	576	3.1%	6.2%	1686	1 in 11	11.0%	15.3%	37.6%	21.4%	26.6%	17.3%	10.4%	30.2%	50.8%
Emmet County	4,701	2,001	151	3.2%	7.5%	347	1 in 14	8.8%	19.2%	45.6%	20.5%	32.2%	23.2%	15.2%	*	*
Genesee County	66,939	40,923	1,280	1.9%	3.1%	5366	1 in 12	9.4%	22.5%	58.7%	22.1%	19.7%	10.4%	22.0%	24.2%	59.3%
Gladwin County	2,812	1,757	71	2.5%	4.0%	364	1 in 8	17.9%	39.4%	32.4%	32.4%	*	*	12.7%	*	*
Gogebic County	1,765	1,112	58	3.3%	5.2%	129	1 in 13	8.6%	27.6%	47.3%	19.0%	*	*	12.1%	*	*
Grand Traverse County	13,691	5,811	534	3.9%	9.2%	1329	1 in 10	10.9%	13.7%	43.6%	26.8%	30.7%	21.6%	17.4%	21.5%	55.4%



Homeless Students by County	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
Gratiot County	6,262	3,682	232	3.7%	6.3%	751	1 in 8	12.4%	22.0%	36.6%	27.2%	18.9%	8.3%	11.6%	30.0%	30.0%
Hillsdale County	6,107	3,779	433	7.1%	11.5%	948	1 in 7	19.8%	12.9%	28.1%	20.8%	17.0%	10.5%	9.7%	23.9%	63.0%
Houghton County	5,736	2,838	48	0.8%	1.7%	152	1 in 40	3.5%	29.2%	37.0%	18.8%	*	*	2.1%	*	*
Huron County	4,695	2,493	102	2.2%	4.1%	282	1 in 17	7.8%	20.6%	27.7%	39.2%	26.3%	22.2%	16.7%	*	*
Ingham County	44,003	22,635	1,224	2.8%	5.4%	3535	1 in 12	9.1%	19.9%	55.0%	21.2%	18.7%	11.1%	19.3%	32.1%	52.6%
Ionia County	9,348	4,974	316	3.4%	6.4%	1232	1 in 8	17.5%	17.7%	40.3%	23.1%	37.2%	29.8%	10.8%	6.3%	62.5%
Iosco County	3,677	2,644	345	9.4%	13.0%	805	1 in 5	27.7%	26.7%	44.3%	22.0%	25.6%	15.0%	12.5%	*	*
Iron County	1,316	859	16	1.2%	1.9%	95	1 in 14	3.8%	*	*	*	*	*	*	*	*
Isabella County	7,655	3,931	196	2.6%	5.0%	656	1 in 12	9.2%	19.9%	48.2%	26.0%	12.7%	15.6%	6.6%	*	*
Jackson County	24,069	14,190	806	3.3%	5.7%	2941	1 in 8	14.0%	19.7%	38.6%	23.9%	26.8%	15.8%	14.6%	27.5%	49.5%
Kalamazoo County	37,182	19,304	1,139	3.1%	5.9%	3877	1 in 10	12.7%	18.7%	55.0%	22.4%	13.9%	8.5%	31.3%	21.8%	58.2%
Kalkaska County	2,049	1,413	93	4.5%	6.6%	282	1 in 7	12.7%	21.5%	45.9%	22.6%	22.6%	16.1%	22.6%	*	*
Kent County	110,907	57,480	2,326	2.1%	4.0%	8229	1 in 14	8.8%	21.6%	43.7%	19.9%	21.1%	12.2%	15.8%	28.1%	48.4%
Keweenaw County	78	65	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lake County	571	549	60	10.5%	10.9%	176	1 in 3	34.4%	28.3%	23.3%	13.3%	*	*	25.0%	*	*
Lapeer County	12,566	6,401	371	3.0%	5.8%	984	1 in 13	9.6%	16.4%	31.8%	18.9%	21.0%	25.0%	12.7%	13.3%	75.6%
Leelanau County	2,052	926	104	5.1%	11.2%	281	1 in 7	13.5%	11.5%	29.7%	23.1%	21.9%	21.9%	5.8%	*	*
Lenawee County	14,732	7,875	507	3.4%	6.4%	1421	1 in 10	12.2%	18.9%	33.6%	25.8%	21.8%	15.8%	17.8%	11.1%	71.4%
Livingston County	27,176	6,647	326	1.2%	4.9%	1105	1 in 25	4.5%	17.8%	32.5%	24.5%	32.7%	22.4%	16.0%	22.2%	50.0%
Luce County	673	423	48	7.1%	11.3%	81	1 in 8	17.0%	14.6%	39.6%	27.1%	*	*	10.4%	*	*
Mackinac County	1,307	746	59	4.5%	7.9%	131	1 in 10	9.5%	25.4%	32.2%	35.6%	*	*	10.2%	*	*
Macomb County	128,576	65,410	1,583	1.2%	2.4%	4990	1 in 25	4.0%	17.5%	53.2%	23.8%	21.4%	12.1%	20.0%	16.2%	66.2%
Manistee County	6,043	4,344	297	4.9%	6.8%	737	1 in 8	15.6%	18.5%	43.7%	27.6%	20.8%	14.4%	17.2%	32.3%	48.4%
Marquette County	8,932	3,917	143	1.6%	3.7%	463	1 in 20	6.3%	12.6%	48.6%	34.3%	19.6%	8.7%	7.0%	*	*
Mason County	4,114	2,435	318	7.7%	13.1%	637	1 in 6	14.4%	12.3%	27.7%	24.2%	25.0%	20.3%	15.1%	9.1%	78.8%
Mecosta County	5,954	3,615	141	2.4%	3.9%	561	1 in 11	11.3%	19.1%	38.6%	27.0%	29.5%	17.1%	16.3%	*	*
Menominee County	3,774	2,273	144	3.8%	6.3%	360	1 in 11	10.5%	12.5%	39.9%	16.7%	25.0%	12.8%	9.7%	*	*
Midland County	12,046	4,663	249	2.1%	5.3%	779	1 in 15	8.7%	19.7%	27.2%	32.9%	34.1%	30.1%	10.4%	28.6%	38.1%
Missaukee County	2,257	1,397	72	3.2%	5.2%	239	1 in 9	9.4%	16.7%	62.9%	34.7%	*	*	22.2%	*	*

Homeless Students by County	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
Monroe County	23,422	10,544	686	2.9%	6.5%	1993	1 in 12	9.4%	18.7%	41.7%	26.2%	18.5%	14.6%	10.9%	10.3%	69.1%
Montcalm County	10,593	6,405	383	3.6%	6.0%	1378	1 in 8	17.0%	24.0%	42.4%	21.9%	19.0%	14.6%	14.4%	19.1%	63.8%
Montmorency County	849	571	21	2.5%	3.7%	100	1 in 9	6.0%	*	*	*	*	*	*	*	*
Muskegon County	27,819	17,775	795	2.9%	4.5%	3433	1 in 8	13.6%	23.4%	49.4%	20.1%	21.3%	16.9%	20.8%	18.7%	53.8%
Newaygo County	7,749	5,046	639	8.2%	12.7%	1562	1 in 5	26.1%	14.2%	40.1%	19.6%	24.6%	18.2%	17.7%	21.3%	65.6%
Oakland County	187,071	65,579	1,780	1.0%	2.7%	5537	1 in 30	3.2%	17.6%	51.4%	20.9%	19.6%	11.3%	15.8%	9.4%	78.3%
Oceana County	3,469	2,642	287	8.3%	10.9%	765	1 in 5	24.7%	20.2%	38.6%	19.2%	14.4%	13.3%	13.9%	*	*
Ogemaw County	2,640	1,702	115	4.4%	6.8%	419	1 in 6	11.8%	18.3%	63.5%	20.0%	29.4%	15.2%	9.6%	*	*
Ontonagon County	676	452	15	2.2%	3.3%	57	1 in 12	11.8%	*	*	*	*	*	*	*	*
Osceola County	4,193	2,711	275	6.6%	10.1%	666	1 in 6	17.9%	14.9%	35.4%	24.7%	19.7%	17.4%	26.9%	*	*
Oscoda County	866	650	47	5.4%	7.2%	112	1 in 8	12.7%	12.8%	19.1%	29.8%	*	*	8.5%	*	*
Otsego County	3,826	2,081	75	2.0%	3.6%	369	1 in 10	8.6%	21.3%	48.0%	20.0%	38.2%	23.5%	12.0%	*	*
Ottawa County	46,566	18,113	776	1.7%	4.3%	2707	1 in 17	5.4%	19.2%	30.4%	24.1%	29.7%	21.2%	11.2%	19.3%	69.3%
Presque Isle County	1,449	935	55	3.8%	5.9%	162	1 in 9	9.5%	18.2%	38.9%	14.5%	*	*	1.8%	*	*
Roscommon County	3,076	2,356	162	5.3%	6.9%	442	1 in 7	12.3%	26.5%	54.9%	24.7%	29.1%	24.1%	11.7%	*	*
Saginaw County	28,452	17,279	573	2.0%	3.3%	2121	1 in 13	7.3%	20.6%	50.2%	17.3%	21.4%	12.3%	22.0%	17.3%	50.0%
Sanilac County	6,670	4,006	334	5.0%	8.3%	739	1 in 9	9.8%	17.1%	31.2%	21.6%	42.0%	25.9%	14.7%	5.3%	76.3%
Schoolcraft County	827	554	35	4.2%	6.3%	81	1 in 10	17.5%	25.7%	34.4%	20.0%	*	*	11.4%	*	*
Shiawassee County	11,966	6,166	401	3.4%	6.5%	1237	1 in 10	11.7%	16.0%	38.2%	22.4%	26.0%	12.3%	8.2%	11.1%	64.8%
St. Clair County	25,346	12,273	483	1.9%	3.9%	1763	1 in 14	9.4%	20.5%	41.4%	17.6%	20.9%	17.4%	17.0%	7.3%	68.3%
St. Joseph County	11,239	7,028	595	5.3%	8.5%	1526	1 in 8	15.2%	17.5%	34.0%	18.0%	25.4%	16.8%	14.1%	11.4%	75.7%
Tuscola County	8,092	5,053	259	3.2%	5.1%	842	1 in 10	12.4%	16.2%	22.2%	24.7%	28.0%	21.6%	12.4%	*	*
Van Buren County	15,039	8,385	505	3.4%	6.0%	1390	1 in 11	10.6%	17.8%	41.2%	16.8%	24.6%	13.7%	14.9%	30.9%	41.8%
Washtenaw County	46,994	16,220	1,067	2.3%	6.6%	2694	1 in 17	6.4%	16.6%	47.5%	22.7%	16.5%	14.0%	14.1%	30.0%	38.6%
Wayne County	282,015	189,586	3,670	1.3%	1.9%	14129	1 in 20	5.4%	20.0%	64.0%	19.6%	17.8%	9.4%	18.3%	23.2%	53.7%
Wexford County	5,660	3,622	214	3.8%	5.9%	627	1 in 9	11.3%	28.5%	52.4%	23.8%	36.1%	13.6%	15.4%	17.1%	68.6%

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18.

Note: Numbers are redacted (*) to protect student privacy in line with FERPA guidance, or are not applicable. All data are for SY 2017-18, except for the five history of homelessness metrics, which are across SY 2009-10 to SY 2017-18.



Homeless Students by State House District	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
Michigan	1,525,872	807,407	33,746	2.2%	4.2%	107,362	1 in 14	7.9%	19.6%	46.0%	22.0%	22.4%	14.9%	16.3%	20.6%	57.1%
1	14,101	10,534	132	0.9%	1.3%	769	1 in 17	6.6%	17.4%	75.0%	16.7%	13.3%	4.5%	14.4%	*	*
2	10,272	5,923	95	0.9%	1.6%	467	1 in 22	4.4%	30.5%	77.4%	22.1%	15.5%	1.9%	34.7%	*	*
3	5,782	5,307	81	1.4%	1.5%	448	1 in 13	8.6%	24.7%	95.1%	9.9%	0.0%	3.1%	28.4%	*	*
4	16,540	14,944	208	1.3%	1.4%	708	1 in 23	5.7%	13.0%	54.1%	15.9%	12.9%	6.5%	15.4%	*	*
5	13,080	11,888	307	2.3%	2.6%	1,113	1 in 12	8.6%	11.1%	64.9%	18.9%	21.4%	12.6%	18.9%	*	*
6	20,408	17,346	557	2.7%	3.2%	1,902	1 in 11	6.2%	26.6%	83.3%	19.9%	11.9%	2.4%	13.5%	28.9%	39.5%
7	11,498	9,669	186	1.6%	1.9%	731	1 in 16	8.6%	19.9%	80.0%	15.6%	11.4%	4.8%	21.5%	*	*
8	8,235	7,604	133	1.6%	1.7%	554	1 in 15	7.4%	17.3%	73.1%	15.0%	5.9%	5.7%	21.1%	*	*
9	8,191	7,666	141	1.7%	1.8%	705	1 in 12	9.3%	19.1%	86.5%	15.6%	6.3%	3.2%	18.4%	*	*
10	12,865	10,372	207	1.6%	2.0%	875	1 in 15	7.9%	24.2%	55.0%	17.4%	17.9%	9.8%	16.9%	*	*
11	13,649	9,543	111	0.8%	1.2%	568	1 in 24	2.5%	18.0%	57.8%	13.5%	*	*	19.8%	*	*
12	13,240	10,543	324	2.4%	3.1%	1,135	1 in 12	9.1%	23.8%	61.9%	23.5%	20.0%	14.0%	20.7%	*	*
13	15,557	9,955	224	1.4%	2.3%	638	1 in 25	5.1%	20.5%	38.1%	23.2%	32.3%	15.5%	17.4%	*	*
14	15,721	11,408	161	1.0%	1.4%	598	1 in 26	3.7%	18.0%	57.9%	19.9%	23.1%	12.7%	17.4%	*	*
15	24,266	19,405	70	0.3%	0.4%	394	1 in 61	1.6%	10.0%	48.6%	14.3%	*	*	31.4%	*	*
16	11,545	6,655	204	1.8%	3.1%	793	1 in 15	7.7%	24.5%	63.2%	23.5%	12.8%	3.4%	27.9%	*	*
17	11,131	6,067	393	3.5%	6.5%	1,175	1 in 9	10.5%	22.9%	43.3%	26.0%	15.2%	9.8%	14.5%	*	*
18	12,570	7,349	120	1.0%	1.6%	557	1 in 22	5.2%	25.0%	71.4%	19.2%	21.3%	8.7%	25.0%	*	*
19	14,211	5,148	70	0.5%	1.4%	294	1 in 50	2.8%	18.6%	52.9%	30.0%	*	*	17.1%	*	*
20	12,097	1,897	81	0.7%	4.3%	171	1 in 70	1.5%	16.0%	45.7%	17.3%	*	*	2.5%	*	*
21	18,969	5,188	98	0.5%	1.9%	392	1 in 48	2.4%	9.2%	41.8%	18.4%	24.2%	22.6%	26.5%	*	*
22	11,324	8,360	324	2.9%	3.9%	826	1 in 14	8.5%	13.9%	51.8%	20.7%	16.7%	9.6%	24.1%	*	*
23	18,135	6,967	210	1.2%	3.0%	627	1 in 28	4.8%	17.1%	41.5%	26.7%	22.2%	13.8%	11.0%	*	*
24	12,555	5,336	143	1.1%	2.7%	428	1 in 29	3.5%	12.6%	54.3%	27.3%	25.0%	19.3%	21.0%	*	*
25	18,493	9,131	138	0.7%	1.5%	395	1 in 50	2.2%	14.5%	48.9%	30.4%	29.2%	13.8%	16.7%	*	*
26	10,187	4,661	69	0.7%	1.5%	258	1 in 40	3.4%	14.5%	39.7%	15.9%	*	*	23.2%	*	*
27	16,942	10,814	309	1.8%	2.9%	1,124	1 in 15	5.8%	19.7%	65.3%	19.1%	11.7%	7.2%	17.5%	*	*
28	14,283	11,331	329	2.3%	2.9%	987	1 in 14	6.2%	19.8%	54.6%	19.5%	16.4%	6.6%	26.4%	14.3%	71.4%

Homeless Students by State House District	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
29	10,637	8,127	405	3.8%	5.0%	1,001	1 in 11	11.4%	20.2%	61.9%	20.2%	15.6%	6.2%	25.9%	*	*
30	9,013	5,558	54	0.6%	1.0%	181	1 in 50	2.2%	20.4%	48.1%	20.4%	*	*	9.3%	*	*
31	12,413	7,711	230	1.9%	3.0%	841	1 in 15	5.3%	20.9%	56.3%	29.1%	16.1%	10.1%	13.0%	*	*
32	10,900	4,252	195	1.8%	4.6%	470	1 in 23	5.0%	14.4%	39.0%	26.2%	27.2%	27.2%	17.4%	*	*
33	17,393	4,890	118	0.7%	2.4%	393	1 in 42	1.9%	11.0%	42.7%	22.9%	40.5%	21.2%	15.3%	*	*
34	4,921	4,650	295	6.0%	6.3%	824	1 in 6	20.9%	29.2%	75.6%	19.7%	9.9%	3.7%	26.8%	*	*
35	12,279	7,178	237	1.9%	3.3%	568	1 in 22	6.9%	14.3%	42.6%	13.1%	21.4%	9.9%	5.1%	*	*
36	14,367	3,619	54	0.4%	1.5%	204	1 in 70	1.8%	33.3%	47.2%	25.9%	*	*	9.3%	*	*
37	9,487	2,738	138	1.5%	5.0%	250	1 in 38	3.8%	13.8%	38.8%	26.1%	26.7%	9.3%	7.2%	*	*
38	18,502	3,083	83	0.4%	2.7%	276	1 in 66	1.4%	15.7%	43.0%	27.7%	34.4%	12.5%	9.6%	*	*
39	14,110	3,800	46	0.3%	1.2%	218	1 in 65	1.4%	21.7%	41.9%	23.9%	*	*	19.6%	*	*
40	15,290	2,354	30	0.2%	1.3%	122	1 in 125	0.8%	16.7%	56.7%	16.7%	*	*	16.7%	*	*
41	15,559	3,080	41	0.3%	1.3%	149	1 in 100	1.2%	22.0%	56.1%	29.3%	*	*	2.4%	*	*
42	12,714	2,525	123	1.0%	4.9%	399	1 in 32	3.7%	15.4%	32.5%	30.9%	47.5%	26.3%	16.3%	*	*
43	16,297	7,501	136	0.8%	1.8%	571	1 in 28	3.5%	18.4%	49.3%	19.9%	19.0%	17.5%	22.1%	*	*
44	10,379	3,444	103	1.0%	3.0%	273	1 in 38	2.1%	16.5%	41.0%	35.9%	20.0%	*	8.7%	*	*
45	16,101	2,628	26	0.2%	1.0%	144	1 in 112	1.0%	*	*	*	*	*	*	*	*
46	17,544	4,565	105	0.6%	2.3%	413	1 in 42	2.5%	15.2%	40.0%	22.9%	28.6%	26.8%	8.6%	*	*
47	14,462	4,122	203	1.4%	4.9%	706	1 in 20	6.0%	19.2%	32.5%	20.7%	23.0%	20.0%	15.8%	22.6%	48.4%
48	15,292	8,915	272	1.8%	3.1%	991	1 in 16	7.5%	16.9%	37.7%	18.8%	32.7%	14.3%	15.4%	25.0%	56.3%
49	16,216	12,759	401	2.5%	3.1%	1,943	1 in 8	12.3%	22.4%	66.0%	24.2%	14.9%	8.7%	26.9%	30.0%	53.3%
50	16,591	9,859	238	1.4%	2.4%	1,194	1 in 14	8.5%	22.3%	54.0%	23.9%	22.4%	14.4%	17.6%	*	*
51	17,676	6,346	126	0.7%	2.0%	584	1 in 30	3.8%	17.5%	44.7%	19.8%	35.9%	21.6%	13.5%	*	*
52	11,646	2,081	87	0.7%	4.2%	348	1 in 33	3.6%	14.9%	28.2%	28.7%	24.3%	29.7%	6.9%	*	*
53	12,071	4,106	218	1.8%	5.3%	587	1 in 21	5.7%	9.2%	46.3%	19.7%	14.9%	16.3%	7.8%	*	*
54	7,858	5,392	510	6.5%	9.5%	994	1 in 8	13.6%	20.2%	53.6%	20.2%	15.5%	8.4%	17.6%	45.5%	33.3%
55	15,419	4,641	252	1.6%	5.4%	765	1 in 20	6.4%	16.3%	43.0%	28.2%	16.7%	16.7%	14.7%	*	*
56	15,944	6,101	363	2.3%	5.9%	1,065	1 in 15	7.7%	14.6%	41.5%	26.2%	22.3%	21.6%	6.6%	6.8%	84.1%
57	13,402	7,304	490	3.7%	6.7%	1,347	1 in 10	12.8%	19.6%	34.2%	25.7%	20.8%	14.7%	18.4%	12.3%	68.4%



Homeless Students by State House District	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
58	13,338	8,240	872	6.5%	10.6%	1,980	1 in 7	19.3%	20.2%	31.2%	21.8%	23.9%	16.9%	11.8%	22.0%	61.5%
59	15,398	10,090	771	5.0%	7.6%	2,099	1 in 7	14.9%	20.6%	35.2%	19.8%	24.5%	15.7%	13.0%	14.1%	68.5%
60	14,304	10,489	759	5.3%	7.2%	2,481	1 in 6	20.8%	16.2%	57.0%	23.5%	10.5%	5.3%	36.2%	*	*
61	11,760	3,877	163	1.4%	4.2%	451	1 in 26	5.2%	27.0%	48.7%	23.3%	28.4%	23.2%	20.9%	*	*
62	12,899	8,925	463	3.6%	5.2%	1,496	1 in 9	13.8%	23.1%	56.7%	20.7%	16.4%	5.6%	27.2%	24.6%	50.9%
63	17,658	8,194	453	2.6%	5.5%	1,529	1 in 12	11.0%	17.0%	46.5%	25.8%	17.2%	11.2%	19.4%	25.6%	61.5%
64	13,791	8,309	343	2.5%	4.1%	1,477	1 in 9	11.3%	26.5%	45.9%	21.6%	24.1%	11.8%	17.8%	31.6%	44.7%
65	14,213	7,898	619	4.4%	7.8%	1,870	1 in 8	16.0%	12.6%	34.2%	24.6%	29.3%	19.8%	11.0%	20.8%	58.3%
66	17,006	9,329	524	3.1%	5.6%	1,521	1 in 11	10.3%	17.4%	41.8%	16.8%	24.7%	14.5%	14.7%	30.9%	41.8%
67	20,672	10,348	526	2.5%	5.1%	1,560	1 in 13	7.4%	18.8%	51.8%	20.0%	25.8%	10.8%	16.0%	24.4%	60.0%
68	10,283	8,071	594	5.8%	7.4%	1,624	1 in 6	18.2%	19.2%	60.8%	22.1%	13.7%	10.5%	23.4%	*	*
69	13,048	4,216	104	0.8%	2.5%	351	1 in 38	2.1%	29.8%	38.2%	23.1%	18.2%	16.7%	12.5%	*	*
70	13,902	8,449	458	3.3%	5.4%	1,711	1 in 8	15.1%	24.0%	44.4%	23.6%	17.2%	13.3%	15.5%	19.3%	63.2%
71	15,898	7,885	437	2.7%	5.5%	1,354	1 in 12	10.0%	17.8%	37.1%	21.7%	25.3%	15.1%	11.2%	34.0%	48.0%
72	18,273	11,206	388	2.1%	3.5%	1,668	1 in 11	11.3%	25.0%	47.4%	21.1%	23.7%	18.7%	17.3%	*	*
73	20,956	5,687	181	0.9%	3.2%	630	1 in 33	4.6%	14.9%	40.2%	22.7%	25.0%	17.4%	11.0%	*	*
74	19,527	8,774	430	2.2%	4.9%	1,310	1 in 15	9.0%	13.5%	31.3%	20.9%	27.2%	17.3%	6.3%	24.4%	61.0%
75	15,755	13,131	622	3.9%	4.7%	2,300	1 in 7	15.9%	26.0%	53.9%	16.2%	16.1%	6.1%	18.2%	41.4%	28.6%
76	9,726	6,804	309	3.2%	4.5%	981	1 in 10	15.4%	25.6%	47.0%	19.7%	17.6%	11.2%	19.4%	*	*
77	16,235	10,736	352	2.2%	3.3%	1,240	1 in 13	7.1%	20.5%	40.5%	20.7%	20.5%	7.7%	20.7%	16.7%	60.0%
78	14,452	8,539	431	3.0%	5.0%	1,144	1 in 13	8.9%	16.5%	33.2%	25.3%	29.4%	26.0%	9.5%	16.7%	69.4%
79	13,662	7,795	370	2.7%	4.7%	1,022	1 in 14	7.6%	16.5%	48.9%	18.6%	17.8%	14.3%	17.6%	12.5%	68.8%
80	15,994	7,832	542	3.4%	6.9%	1,508	1 in 11	11.2%	19.0%	50.2%	18.8%	28.8%	17.2%	10.1%	15.8%	68.4%
81	13,189	5,763	185	1.4%	3.2%	771	1 in 17	6.8%	18.9%	44.0%	16.2%	22.4%	18.8%	13.5%	*	*
82	12,566	6,401	371	3.0%	5.8%	984	1 in 13	9.6%	16.4%	31.8%	18.9%	21.0%	25.0%	12.7%	13.3%	75.6%
83	14,092	8,389	510	3.6%	6.1%	1,439	1 in 10	12.2%	20.0%	35.4%	19.4%	32.5%	19.5%	16.3%	4.0%	74.0%
84	12,787	7,546	361	2.8%	4.8%	1,124	1 in 11	10.9%	17.5%	23.8%	28.8%	27.6%	21.7%	13.6%	15.8%	71.1%
85	15,315	7,797	472	3.1%	6.1%	1,417	1 in 11	10.1%	15.9%	37.9%	23.7%	28.5%	15.2%	10.2%	11.5%	67.2%

Homeless Students by State House District	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
86	19,563	6,004	287	1.5%	4.8%	1,298	1 in 15	8.8%	19.2%	39.6%	26.1%	30.3%	24.0%	14.6%	17.6%	50.0%
87	13,397	5,956	449	3.4%	7.5%	1,138	1 in 12	11.9%	14.0%	30.5%	20.3%	33.5%	22.0%	14.9%	16.3%	69.4%
88	12,990	4,059	145	1.1%	3.6%	645	1 in 20	5.1%	15.9%	26.8%	23.4%	41.0%	30.0%	5.5%	*	*
89	15,075	6,344	294	2.0%	4.6%	906	1 in 17	6.2%	19.7%	31.7%	23.5%	33.6%	26.2%	6.5%	*	*
90	18,501	7,710	337	1.8%	4.4%	1,156	1 in 16	4.9%	20.2%	30.8%	24.9%	20.8%	12.7%	17.8%	21.2%	76.9%
91	15,056	8,360	347	2.3%	4.2%	1,684	1 in 9	12.8%	19.0%	41.4%	20.2%	18.4%	18.0%	14.4%	19.5%	61.0%
92	12,763	9,415	448	3.5%	4.8%	1,749	1 in 7	14.6%	26.8%	55.6%	20.1%	23.8%	15.8%	25.7%	18.0%	48.0%
93	13,878	5,338	318	2.3%	6.0%	966	1 in 14	8.0%	16.0%	32.6%	23.3%	29.5%	21.8%	8.2%	*	*
94	12,636	5,361	181	1.4%	3.4%	651	1 in 20	4.8%	15.5%	30.8%	14.4%	27.4%	19.0%	14.4%	*	*
95	12,467	10,287	321	2.6%	3.1%	1,290	1 in 10	10.8%	24.6%	63.6%	15.9%	14.9%	5.6%	26.5%	*	*
96	10,846	6,632	287	2.6%	4.3%	930	1 in 12	10.4%	26.1%	47.3%	26.8%	19.4%	12.9%	16.0%	*	*
97	10,854	7,140	496	4.6%	6.9%	1,379	1 in 8	14.2%	21.0%	38.9%	23.0%	20.1%	15.0%	20.2%	10.9%	72.7%
98	15,136	5,756	300	2.0%	5.2%	947	1 in 16	7.2%	17.3%	33.9%	29.3%	33.3%	28.1%	15.0%	28.6%	38.8%
99	8,373	4,370	246	2.9%	5.6%	765	1 in 11	11.2%	20.3%	44.6%	27.6%	15.7%	16.2%	7.3%	*	*
100	11,789	8,237	986	8.4%	12.0%	2,503	1 in 50	26.2%	16.8%	38.6%	19.1%	22.7%	17.6%	17.0%	21.4%	64.3%
101	14,036	8,806	812	5.8%	9.2%	1,953	1 in 7	15.2%	15.6%	34.8%	24.9%	23.9%	19.1%	13.9%	21.2%	62.4%
102	14,316	8,826	466	3.3%	5.3%	1,506	1 in 10	11.8%	23.6%	41.3%	25.5%	32.3%	16.1%	18.2%	14.5%	69.7%
103	11,747	7,925	488	4.2%	6.2%	1,519	1 in 8	10.7%	22.7%	55.4%	24.0%	26.1%	19.8%	15.0%	12.9%	66.1%
104	13,691	5,811	534	3.9%	9.2%	1,329	1 in 11	10.9%	13.7%	43.6%	26.8%	30.7%	21.6%	17.4%	21.5%	55.4%
105	13,029	7,484	453	3.5%	6.1%	1,557	1 in 8	12.9%	17.0%	37.7%	24.1%	31.1%	27.2%	11.0%	12.5%	68.8%
106	10,291	6,761	627	6.1%	9.3%	1,627	1 in 6	19.1%	24.4%	40.8%	20.6%	28.3%	13.5%	10.2%	15.7%	55.4%
107	13,551	7,374	481	3.5%	6.5%	1,166	1 in 12	9.4%	20.8%	43.7%	24.5%	26.1%	23.1%	12.1%	16.7%	70.0%
108	12,736	6,873	365	2.9%	5.3%	953	1 in 13	7.8%	18.4%	40.8%	19.5%	25.2%	19.8%	8.8%	13.0%	71.7%
109	10,216	5,029	251	2.5%	5.0%	669	1 in 16	8.3%	14.7%	42.9%	31.5%	23.3%	11.4%	7.2%	*	*
110	11,906	6,489	213	1.8%	3.3%	581	1 in 21	5.3%	25.4%	41.8%	22.1%	29.7%	22.6%	12.2%	*	*

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18.

Note: Numbers are redacted (*) to protect student privacy in line with FERPA guidance, or are not applicable. All data are for SY 2017-18, except for the five history of homelessness metrics, which are across SY 2009-10 to SY 2017-18.



Homeless Students by State Senate District	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
Michigan	1,525,872	807,407	33,746	2.2%	4.2%	107,362	1 in 14	7.9%	19.6%	46.0%	22.0%	22.4%	14.9%	16.3%	20.6%	57.1%
1	45,648	31,216	829	1.8%	2.7%	2,902	1 in 16	5.6%	23.4%	74.0%	20.7%	14.9%	3.1%	15.0%	27.2%	41.6%
2	43,571	34,484	537	1.2%	1.6%	2,480	1 in 17	6.1%	16.6%	66.1%	16.2%	16.5%	10.1%	19.9%	20.6%	67.6%
3	42,743	36,438	358	0.8%	1.0%	1,702	1 in 25	4.7%	16.8%	71.3%	17.6%	11.8%	7.3%	22.3%	*	*
4	28,143	21,321	451	1.6%	2.1%	1,491	1 in 20	5.6%	19.5%	68.8%	20.6%	17.3%	8.7%	19.3%	*	*
5	36,708	29,468	504	1.4%	1.7%	2,096	1 in 17	6.4%	20.4%	51.8%	15.5%	22.5%	12.7%	17.1%	22.2%	57.8%
6	38,961	23,927	706	1.8%	3.0%	2,482	1 in 16	7.3%	20.5%	57.9%	23.7%	17.9%	11.4%	20.1%	26.1%	56.5%
7	46,241	12,732	285	0.6%	2.2%	976	1 in 50	1.5%	18.9%	50.9%	20.7%	28.3%	13.0%	16.5%	14.3%	68.6%
8	38,578	15,253	298	0.8%	2.0%	1,070	1 in 33	3.1%	18.8%	47.4%	24.5%	25.9%	19.3%	14.4%	*	*
9	40,228	28,995	940	2.3%	3.2%	2,725	1 in 15	6.7%	17.9%	55.3%	21.7%	15.4%	7.5%	23.4%	18.3%	63.4%
10	43,943	19,600	307	0.7%	1.6%	1,059	1 in 40	2.6%	15.3%	52.6%	29.0%	35.4%	19.6%	16.3%	9.3%	67.4%
11	37,385	22,760	690	1.8%	3.0%	2,033	1 in 20	6.1%	17.1%	51.8%	17.0%	17.5%	8.3%	11.7%	3.3%	86.7%
12	43,782	14,377	517	1.2%	3.6%	1,435	1 in 30	3.7%	19.1%	57.0%	20.5%	18.9%	11.6%	23.4%	*	*
13	42,088	8,015	124	0.3%	1.5%	452	1 in 93	1.5%	15.3%	47.5%	27.4%	25.0%	19.0%	15.3%	*	*
14	44,058	20,378	472	1.1%	2.3%	2,064	1 in 21	5.1%	19.1%	45.8%	25.2%	23.9%	16.4%	15.3%	18.8%	70.8%
15	43,032	10,100	191	0.4%	1.9%	689	1 in 62	1.4%	15.2%	42.6%	27.7%	27.1%	16.4%	12.6%	*	*
16	37,407	22,430	1,678	4.5%	7.5%	4,921	1 in 8	15.9%	20.0%	34.8%	22.8%	25.3%	16.4%	13.2%	24.7%	55.5%
17	38,154	18,419	1,193	3.1%	6.5%	3,414	1 in 11	10.4%	18.8%	38.2%	26.1%	19.7%	15.0%	13.8%	10.7%	70.2%
18	38,737	14,773	1,011	2.6%	6.8%	2,416	1 in 16	6.8%	16.7%	48.8%	22.7%	15.9%	12.8%	14.5%	30.8%	35.4%
19	39,892	22,181	1,357	3.4%	6.1%	4,250	1 in 9	13.5%	17.6%	43.6%	23.3%	25.3%	15.7%	19.6%	19.2%	58.9%
20	37,182	19,304	1,139	3.1%	5.9%	3,877	1 in 10	12.7%	18.7%	55.0%	22.4%	13.9%	8.5%	31.3%	21.8%	58.2%
21	43,512	26,424	1,572	3.6%	5.9%	4,265	1 in 10	10.6%	18.5%	37.9%	21.1%	24.5%	18.7%	13.1%	14.4%	68.8%
22	35,433	8,094	382	1.1%	4.7%	1,383	1 in 25	4.5%	17.3%	31.3%	24.1%	31.7%	25.0%	14.4%	22.0%	52.5%
23	41,566	21,853	1,203	2.9%	5.5%	3,464	1 in 12	9.5%	20.0%	55.4%	21.0%	18.7%	11.1%	19.5%	32.4%	51.4%
24	43,831	19,979	1,159	2.6%	5.8%	3,542	1 in 12	9.3%	15.0%	37.7%	22.0%	27.3%	17.9%	9.5%	20.9%	59.7%
25	42,538	20,334	957	2.2%	4.7%	2,920	1 in 15	8.1%	19.1%	36.8%	21.7%	29.6%	20.7%	15.9%	9.7%	71.8%
26	49,306	27,423	1,435	2.9%	5.2%	4,566	1 in 11	11.1%	20.2%	46.3%	18.7%	26.0%	16.5%	13.7%	22.1%	57.1%
27	32,566	26,147	980	3.0%	3.7%	3,782	1 in 9	13.4%	23.2%	63.4%	20.9%	17.2%	8.0%	24.1%	24.6%	55.7%

Homeless Students by State Senate District	Student Totals					History of Homelessness			Educational Outcomes of Homeless Students							
	Number of Students	Number of Economically Disadvantaged Students	Number of Homeless Students	Percent of Students Homeless	Percent of Economically Disadvantaged Students Homeless	Number Ever Homeless	Ratio Ever Homeless	Percent Homeless by 5th Grade	Mid-Year Transfer Rate	Chronic Absenteeism Rate	IEP Rate	ELA Proficiency Rate (3-8)	Math Proficiency Rate (3-8)	Disciplinary Action Rate	Dropout Rate	Graduation Rate
28	50,188	24,108	948	1.9%	3.9%	3,110	1 in 16	7.7%	16.0%	36.0%	21.3%	23.1%	13.0%	12.6%	19.3%	63.9%
29	46,485	23,928	1,043	2.2%	4.4%	3,748	1 in 12	9.3%	25.3%	49.8%	18.3%	19.1%	10.3%	17.7%	38.9%	31.1%
30	46,566	18,113	776	1.7%	4.3%	2,707	1 in 17	5.4%	19.2%	30.4%	24.1%	29.7%	21.2%	11.2%	19.3%	69.3%
31	35,312	19,618	1,018	2.9%	5.2%	3,033	1 in 12	10.3%	18.9%	35.5%	23.0%	22.6%	19.5%	14.6%	20.2%	61.5%
32	39,551	22,004	659	1.7%	3.0%	2,569	1 in 15	6.7%	20.9%	49.1%	18.2%	22.8%	13.1%	20.6%	15.2%	56.1%
33	34,904	20,578	1,105	3.2%	5.4%	3,730	1 in 9	12.0%	22.0%	41.4%	23.9%	18.0%	13.1%	13.8%	21.2%	55.6%
34	39,037	25,463	1,721	4.4%	6.8%	5,760	1 in 7	17.2%	19.5%	44.1%	19.8%	21.8%	16.9%	18.5%	20.1%	58.6%
35	36,207	23,613	1,849	5.1%	7.8%	4,941	1 in 7	13.9%	19.3%	42.0%	24.1%	25.2%	18.7%	16.7%	16.4%	65.7%
36	32,434	17,491	1,139	3.5%	6.5%	3,538	1 in 9	13.4%	22.7%	36.8%	25.2%	30.7%	19.6%	11.0%	18.9%	54.1%
37	35,770	18,098	1,432	4.0%	7.9%	3,648	1 in 10	11.5%	17.6%	41.7%	24.8%	28.7%	22.4%	13.3%	18.5%	61.8%
38	34,185	17,968	781	2.3%	4.3%	2,122	1 in 16	6.9%	19.3%	41.8%	23.6%	26.4%	19.0%	9.1%	12.8%	69.1%

Source: Michigan Department of Education unpublished data tabulated by Poverty Solutions at the University of Michigan, School Year 2017-18.

Note: Numbers are redacted (*) to protect student privacy in line with FERPA guidance, or are not applicable. All data are for SY 2017-18, except for the five history of homelessness metrics, which are across SY 2009-10 to SY 2017-18.

GLOSSARY OF TERMS

Always Housed: All students not identified as homeless at any point between SY 2009-10 and SY 2017-18, the years for which data were available for analysis.

Awaiting Foster Care: Students who are living in a non-permanent, transitional, or emergency out-of-home foster care placement.

Chronically Absent: Missing 10% or more days in the school year. Absences do not include days missed due to suspension or school-wide releases.

Currently Homeless: Students who were identified by their school as homeless at any time during the specified school year, regardless of whether they were living doubled up, in shelter, unsheltered, or in another temporary living situation.

Disciplinary Action Rate: The percent of students who were either suspended or expelled in a single school year. Because of the way data were recorded in the administrative records it was not possible to accurately separate suspensions and expulsions into individual categories.

Dropout Rate (Four-Year): The percentage of students who entered ninth grade in SY 2014-2015 and within four years left high school without graduating.

Educational Outcomes: Events that take place during a student's time in school (such as graduation, dropping out, repeating a grade, chronic absenteeism, and standardized test scores) that are recognized indicators of educational challenges and success.

Early Intervention: Services and support to aid students with developmental delays before Kindergarten.

Economically Disadvantaged: Economically disadvantaged students are those eligible for free or reduced-price meals under the National School Lunch program, are in households receiving food (SNAP) or cash assistance (TANF), are eligible under Medicaid, are homeless, are migrant, or are in foster care.

Elementary School: Kindergarten through fifth grade.

English Language Arts (ELA) Test: Every year, the Michigan Department of Education administers standardized tests to students in third through eighth grade and 11th grade to assess the proficiency of students across the state in reading, writing and comprehension.

Ever Homeless: Students who were homeless at any point between SY 2009-10 and SY 2017-18, the years for which data was available.

Family Educational Rights and Privacy Act (FERPA): A federal law that protects the privacy of student educational records for schools that receive applicable program funds from the U.S. Department of Education.

Fight-or-Flight Response: A physiological reaction to mental or physical terror that prepares the body to respond to danger.

Formerly Homeless: Formerly homeless students are those who are not identified as homeless in the 2017-18 school year, but who have been identified as homeless at any point between SY 2009-10 and SY 2016-17 (the years for which data was available for analysis).

Foster Care: Children who were in foster care while attending a Michigan public or charter school.

Grade Level Proficiency: Statewide English language arts and math test scores are recorded on a 4-point scale. Students who receive either a 3 or 4 on these grade level tests are deemed to be proficient in the content for their grade. A score of 3 indicates that the student has achieved grade-level proficiency in the subject, while 4 indicates above-grade-level proficiency.

Graduation Rate (Four-Year): The percentage of students who entered ninth grade in SY 2014-2015 and graduated high school within four years.

High School: Ninth through 12th grade.

Homeless: The McKinney-Vento Act defines homeless children and youths as those who "lack a fixed, regular, and adequate nighttime residence." Homeless students are divided in the following categories:

Unsheltered — Students living in a space not meant for human habitation, such as a car, on the street, or in an abandoned building.

Hotel/Motel — Students living in a hotel or motel.

Shelter — Students living in a city-funded or city-operated emergency or transitional shelter.

Doubled-up — Students staying with another family or person due to loss of housing or economic hardship.

Other — Homeless students who did not fall into any of the other listed nighttime residence categories and until December 2016 children awaiting foster care placement. In December 2016, children awaiting foster care were removed from the McKinney-Vento as a homelessness category and are no longer included in "other".

Individualized Education Program (IEP): An Individualized Education Program is created when a student is deemed eligible for special education services through the Department of Education. This plan details the programs and services the student will need in order to be successful in school.

Intermediate school district (ISD): In the state of Michigan, an intermediate school district (ISD) is a government agency usually organized at the county or multi-county level that assists a local school district in providing programs and services through maximizing economies of scale in staff development, purchasing, and administrative services. ISDs also can be called Regional Educational Service Agencies (RESA), Educational Service Agencies (ESA), Regional Educational Service Districts (RESD) or Educational Service Districts (ESD).

Math Test: Every year, the Michigan Department of Education administers standardized tests to students in third through eighth grade in the subject of math.

McKinney-Vento Homeless Education Assistance Act: A federal law that guarantees equal access to public education for homeless children and youth. As a part of the law, schools are required to identify and immediately enroll children who are homeless and to remove any barriers that prevent a student's full participation in school.

Middle School: Sixth through eighth grade.

Mid-Year Transfer: A school transfer that takes place during the school year, not as the result of normal matriculation. For the purposes of this book mid-year transfers were identified when a student started and ended the year at different schools.

Never Homeless, Economically Disadvantaged: All students who have never been identified as homeless between SY 2009-10 and SY 2017-18 and who are identified as economically disadvantaged in SY 2017-18.

Never Homeless, Not Economically Disadvantaged: All students who have never been identified as homeless between SY 2009-10 and SY 2017-18 and who are not identified as economically disadvantaged in SY 2017-18.

Poverty: The Federal Poverty Level was first calculated to represent the minimum income an average family needed to afford food and other basic expenses. The 2021 Federal Poverty Level for a family of three was \$21,960.

Supplemental Nutrition Assistance Program (SNAP): A federal food assistance program for low-income families that provides nutrition benefits to enable the purchase of healthy food, formerly known as "food stamps".

Temporary Assistance for Needy Families (TANF): A federal block grant which, among other things, is used to provide temporary cash assistance for eligible low-income families with minor children.

TRAILS (Transforming Research into Action to Improve the Lives of Students): A program designed to work with schools to bring mental health care to students with symptoms of depression and anxiety throughout Michigan. TRAILS is now partnering with Detroit Public Schools Community District to improve mental health support for students attending the district's schools.

Unaccompanied Youth: The McKinney-Vento Act defines unaccompanied youth as "a homeless child or youth not in the physical custody of a parent or guardian."

Wayne Regional Educational Services Agency (RESA): The equivalent structure of an ISD, Wayne RESA provides a broad range of services and support to Wayne County's 33 school districts. These services are aimed at improving student achievement and maximizing economies of scale in staff development, purchasing, and administrative services.

Years Homeless: Years homeless is a tally of the number of school years that a student was identified by their school as experiencing homelessness at any point in time during that school year. It includes both intermittent homelessness and consecutive years homeless from SY 2009-10 through SY 2017-18.



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