



Hawai'i KIDS COUNT E-Bulletin

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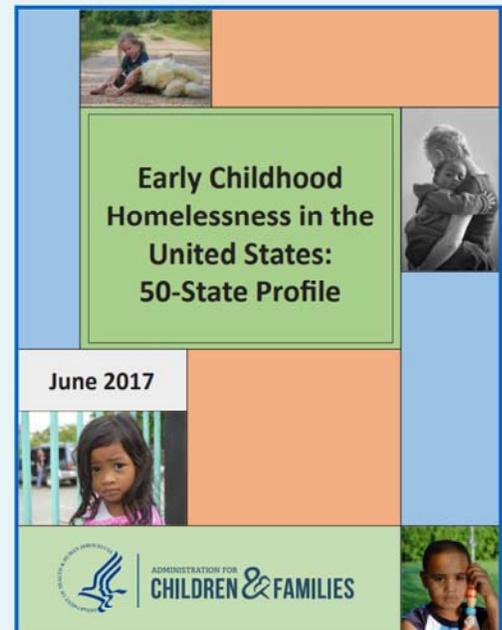
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EARLY CHILDHOOD HOMELESSNESS IN THE UNITED STATES: 50-STATE PROFILE

The Administration for Children and Families recently released *Early Childhood Homelessness in the United States: 50-State Profile*, which provides snapshots of the number of children who are experiencing homelessness across the country.

Research has demonstrated a strong connection between early childhood experiences and brain development. The early years can provide a strong or weak foundation for all future learning, behavior and health. Experiences of homelessness in early childhood are linked to: poor early development; low academic achievement and engagement in elementary school; social and emotional delays; and poor classroom-based social skills in elementary school. These findings emphasize the importance of ensuring that homeless children have access to high quality early care and learning. For this reason, the report also highlights the number of children that were served by early childhood programs, such as Head Start and Early Head Start.

Hawai'i's profile indicates that 3,362 children under the age of six (or 1 in 32) are homeless. Nationally, 1 in 20 children in this age group experience homelessness. Consistent with the national rate, 8.0% of children who experienced homelessness in Hawai'i were served by federally-funded early childhood programs. High housing costs make low-income families particularly vulnerable to homelessness. In Hawai'i, 38.0% of families with children under the age of 18 have a high housing cost burden (i.e., they spend 30.0% or more of their



monthly income on housing expenses, compared to 29% nationally). Nearly a fifth (17.0%) of children in Hawai'i under age six are in low-income working families.

To view the full report, please visit:

https://www.acf.hhs.gov/sites/default/files/ece/epfp_50_state_profiles_6_15_17_508.pdf

INDICATORS OF SCHOOL CRIME AND SAFETY: 2016

Schools are sanctuaries for teaching and learning. However, each year, schools across the country face numerous instances of crime and violence that affect students, their families and the communities they live in, and disrupt the learning process. In an effort to ensure the safety of our students, it is important for practitioners and policymakers to closely monitor school crime and safety. The Bureau of Justice Statistics (BJS), Institute of Education Sciences (IES) and the National Center for Education Statistics (NCES) jointly publish the annual *Indicators of School Crime and Safety* to assist toward that end.

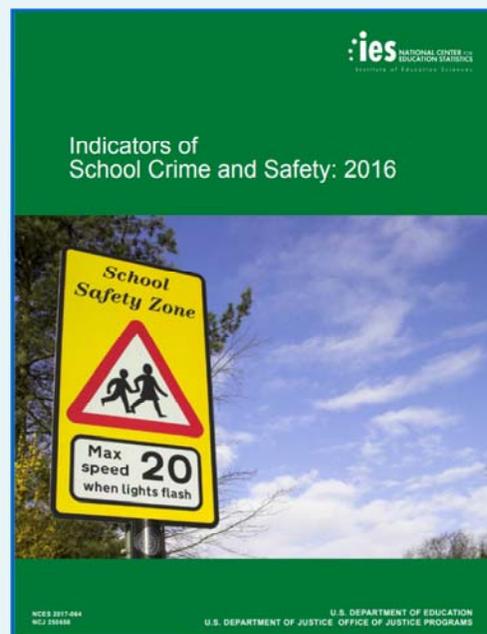
The report compiles data from a variety of sources including surveys of principals, teachers, students, and postsecondary institutions. Data describe different aspects of school violence and crime, including: violent deaths; nonfatal student and teacher victimization; school environment; fights, weapons, and illegal substances; fear and avoidance; discipline, safety, and security measures; and postsecondary campus safety and security.

In its 19th edition, the *Indicators of School Crime and Safety: 2016* report presents international, national, and state level data. Some highlights from this year's report show that percentages of bullying among fourth- and eighth-graders in the U.S. were lower than those at the international level. The rates of U.S. fourth- and eighth-graders with moderate to severe discipline problems were also lower than the international rates. However, the percentages of U.S. fourth- and eighth-graders attending schools that were considered to be at the low end for safety and orderliness were higher than the international averages.

Hawai'i specific data presented in the report include the following:

- Hawai'i was one of two states with no firearm incidents during the 2014-15 school year. This is Hawai'i's third year in a row with zero firearm incidents.
- Only 15.0% of public high school students in Hawai'i reported being in a physical fight anywhere, including on school property, compared to the District of Columbia at the high end with 32.0%.
- Hawai'i had the smallest share (1.4%) of students who were suspended from school, compared to 6.4% nationally.

The full report can be accessed at: <https://nces.ed.gov/pubs2017/2017064.pdf>.



BUILDING A GRAD NATION: PROGRESS AND CHALLENGE IN RAISING HIGH SCHOOL GRADUATION RATES

Building a Grad Nation: Progress and Challenge in Raising High School Graduation Rates, authored by Civic Enterprises and Johns Hopkins University, was recently released in partnership by the Alliance for Excellent Education and America's Promise Alliance. High school graduates fare better than their counterparts who do not graduate; they are more likely to be employed, earn higher incomes, have higher life expectancies, and have better health outcomes. They are also less likely to engage in criminal behavior or receive social services. The report examines issues with measuring high school graduation rates, concerns surrounding lowering diploma standards, progress toward improving graduation rates, as well as challenges that remain.

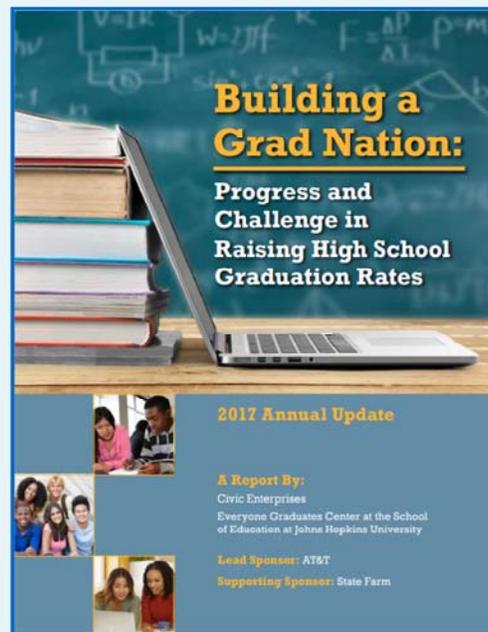
Beginning the 2010-2011 school year, all states were expected to report graduation rates using the Adjusted Cohort Graduation Rate (ACGR). Since the 2010-11 school year, the high school ACGR has increased over four percentage points (from 79.0% to 83.2% in 2015), but the rate at which progress is being made needs to quicken to meet the campaign's 90.0% graduation rate goal by the Class of 2020. The ACGR is calculated by tracking a cohort of students who enter high school together and graduate on-time, adjusting for students who transfer into and out of a school and for those who pass away. On-time graduation is considered as graduating within three or four years with a regular diploma. While each state follows the same ACGR formula, the way they define different components of the formula may vary, making direct comparisons across states difficult.

Groups that have faced the greatest challenges in graduating from high school include students with disabilities, low-income students, and English Language Learners (ELL). Thirty-three states reported that less than 70.0% of their special education students graduated from high school. Nationally, there is a 13.7 percentage point gap in graduation rates between low-income students and their middle- and upper-income peers. In addition, public schools around the nation are serving an increasing number of English Language Learners (or ELL students), and graduation rates for these students remain low.

According to the report:

- Hawai'i is seeing gradual improvement in ACGR at 81.6%, which is a 1.6 percentage point change from 2011.
- Of the 10.5% of students with disabilities, 60.0% graduate high school in four years.
- Of the 75.9% of students who are considered low-income, 45.0% graduate high school in four years.
- Of the 4.6% ELL students, 46.0% graduate high school in four years.

To continue improving graduation rates and ensure that students are prepared to succeed after leaving high school, the report makes the following recommendations:



- Create high-quality implementation plans and maintain accountability for underserved students by identifying low-graduation-rate high schools (graduation rates 67.0% or less) and placing substantial weight to graduation rates in state accountability plans;
- Create evidence-based plans to improve low-graduation-rate high schools by implementing early warning systems that (a) identify and support students who are off track (based on attendance, behavior, course performance), (b) make social and emotional learning a part of the curriculum, and (c) provide students with high-quality post-secondary and workforce engagement opportunities;
- Obtain accurate graduation rates across all states by defining components of the ACGR formula in the same way;
- Report extended-year graduation rates (for students who graduate in five and six years) to encourage schools to re-engage students who are off-track and to gather a clearer picture of how many students ultimately earn a high school diploma; and
- Strengthen accountability for non-traditional high schools to ensure that young people have access to the best possible alternative options.

To read the report in its entirety, please visit: <http://gradnation.americaspromise.org/report/2017-building-gradnation-report>

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