

**DRAFT COPY**  
**Draft Proposed Revisions\***  
**McKinney-Vento Standards and Indicators**  
**December 2005**

**Outcomes**

<b>Standard 1: All homeless students, identified and enrolled at the time of the state assessment, take the state assessment required for their grade levels.</b>		
<b>Indicator</b>	<b>Formula</b>	<b>Questions to Ask Based on Data</b>
1.1: Percent of homeless students who took the standards-based assessment in math.	1.1: Number of homeless students who took the standards-based assessment in math required for their grade/ Total number of homeless students identified and enrolled (at the time the state assessment was given) who were required to take the state math assessment.	--Are these percents increasing or decreasing annually? Why? --How do these percents compare with the school and/or district average? --What does the school, district, and/or MV program do to ensure access of all eligible students to state math and reading assessments? What improvements could be made?
1.2: Percent of homeless students who took the standards-based assessment in reading.	1.2: Number of homeless students who took the standards-based assessment in reading required for their grade/ Total number of homeless students identified and enrolled (at the time the state assessment was given) who were required to take the state reading assessment.	

<b>Standard 2: All homeless students demonstrate academic progress.</b>		
<b>Indicator</b>	<b>Formula</b>	<b>Questions to Ask Based on Data</b>
2.1: Percentage of homeless students who met or exceeded state proficiency rates on the standards-based assessment in math.	2.1: Number of homeless students who met or exceeded state proficiency rates on the standards-based assessment in math/ Number of homeless students enrolled who took the math state assessment.	--Are these percents increasing or decreasing annually? Why? --How do these percents compare with the school and/or district average? --What does the school, district, and/or MV program do to ensure proficiency of all eligible homeless students on state math and reading assessments? What improvements could be made? --What does the school, district, and/or MV program do to ensure all homeless students have the academic support/resources necessary to be promoted to the next-grade level or show progress toward grade-level expectations? What improvements could be made?
2.2: Percentage of homeless students who met or exceeded state proficiency rates on the standards-based assessment in reading.	2.2: Number of homeless students who met or exceeded state proficiency rates on the standards-based assessment in reading/ Number of homeless students enrolled who were required to take the reading state assessment.	

**Standard 2: All homeless students demonstrate academic progress.**

Indicator	Formula	Questions to Ask Based on Data
2.3: Percentage of homeless students promoted to the next grade level is at or above the promotion rates of the school.	2.3: Number of homeless students promoted to the next grade level/ Number of homeless students enrolled. Then, compare that percentage with the promotion rates of the school.	--What does the school, district, and/or MV program do to ensure all students graduate? What could be improved? --What efforts have been made by the MV program to assist homeless students plans for post graduation? --What strategies/activities does the district use to ensure that homeless students will show progress toward grade-level from their performance level upon enrollment for whatever period of time they are enrolled?
2.4: Percent of homeless students who showed progress toward grade-level expectations.	2.4: Number of homeless students who showed progress toward grade-level expectations/ Number of homeless students enrolled.	
2.5: Percent of homeless students who graduated high school, or equivalent, is at or above the graduation rate of the school.	2.5: Number of homeless students who received a high school diploma, or equivalent/ Number of homeless students eligible for a high school diploma, or equivalent. Then, compare that percent with the graduation rate of the school.	-- <b>Note:</b> Schools/districts need to determine how to assess homeless children’s progress toward grade-level from the time they enroll—such as, formal/informal assessment at enrollment compared with academic performance on tests or classwork at the time child disenrolled or at end of the year.

**School/LEA Support**

**Standard 3: All children in homeless situations are identified.**

Indicator	Formula	Questions to Ask Based on Data
3.1: Percent of homeless students enrolled in school.	3.1: Number of homeless students enrolled in the LEA/ Number of homeless school-aged children identified in the school district by other agencies.	--Are these numbers/percents increasing or decreasing annually? Why? --What processes have the MV program used to ensure students who become homeless <u>while enrolled</u> in school are being successfully identified? What improvements could be made? Are additional or different processes needed?
3.2: Number of students identified by LEA as homeless who were currently enrolled at the time they became homeless.	3.2: Because this is not a percent, no formula is needed.	--What processes have the MV program used to ensure homeless students who were <u>not enrolled</u> in school are being successfully identified? What improvements could be made? Are additional or different processes needed?
3.3: Number of students identified by LEA as homeless when they enrolled in school.	3.3: Because this is not a percent, no formula is needed.	--What outreach activities have the MV program used to identify students in shelters, hotel, motels, and other settings, including those living doubled up? What improvements could be made to the current outreach activities? Are additional or different outreach activities needed?
3.4: Number of LEA outreach activities conducted to identify students in shelters and other settings, including those living doubled up.	3.4: Because this is not a percent, no formula is needed.	--Are all school staff members expected to receive professional development or are certain staff members targeted for professional

**Standard 3: All children in homeless situations are identified.**

Indicator	Formula	Questions to Ask Based on Data
3.5: Percent of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services.	3.5: Number of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services/ Number of school staff members.	development based on their role and access to students? --What types of professional development strategies/activities have the MV program used to assist staff to better identify students in shelters and other settings, including those living doubled up? What improvements could be made to the current identification processes? Are additional or different professional development strategies/activities needed?
3.6: Percent of clients rating professional development and outreach activities as excellent or good quality.	3.6: Number of clients rating professional development outreach activities as excellent or good/ Number of clients who completed a quality survey	--What aspects of the professional development and outreach activities are receiving the highest ratings? Why? --What aspects of the professional development and outreach activities are receiving the lowest ratings? What can be done to increase the quality, utility, and relevance of these activities?

**Standard 4: All homeless students experience only minimal or non-existent gaps in education.**

Indicator	Formula	Questions to Ask Based on Data
4.1: Number of homeless students who were enrolled on the same day they came to school to be enrolled.	4.1: Because this is not a percentage no formula is needed.	--Are these numbers/percents increasing or decreasing annually? Why? --What school-/district-level processes has the MV program used to ensure homeless students are being immediately <u>enrolled</u> ? If a student is not immediately enrolled, what processes are in place to document the reason for delayed enrollment? What improvements could be made to the current enrollment processes? Are additional or different processes needed?
4.2: Number of homeless students who attended school on the same day of enrollment.	4.2: Because this is not a percentage no formula is needed.	
4.3: Average number of days between identification of homelessness by LEA and student's enrollment in school.	4.3: Total count of the days that passed between identification and enrollment for all homeless students/ Total number of homeless students enrolled.	--What school-/district-level processes has the MV program used to ensure homeless students <u>attend</u> school on the same day of enrollment? If a student does not attend school on the same day of enrollment, what processes are in place to document the reason for delayed attendance? What improvements could be made to the current processes to ensure immediate student attendance? Are additional or different processes needed?

**Standard 5: All homeless students experience stability in school.**

Indicator	Formula	Questions to Ask Based on Data
5.1: Average rate of attendance for homeless students is at or above the school average.	5.1: Total number of days homeless students were in attendance/Total number of days homeless students were enrolled. Then, compare that percent with the school's attendance average.	-- <b>Note:</b> To determine Indicator 5.1, the attendance rate for each homeless student must be calculated individually based on the number of days he or she attended school verses the number of days he or she was enrolled in school. In a district with large numbers of homeless students, the average rate of attendance may be determined by selecting a sample of homeless students enrolled.
5.2: Percent of homeless students that remain in one school for the duration of the school year.	5.2: Number of homeless students that remained in one school for the duration of the school year/ Number of homeless students enrolled.	--Are these numbers/percents increasing or decreasing annually? Why? --What are the most common barriers that prevent homeless students from attending school?
5.3: Average number of residential moves for homeless students once identified as homeless.	5.3: Total count of residential moves for all homeless students/ Number of homeless students enrolled	--What strategies are currently in place to ensure stability in school for all homeless students? What improvements could be made? Are additional or different strategies needed?
5.4: Percent of homeless students who received transportation to the school of origin as defined by the McKinney-Vento legislation, if requested by the parent or guardian.	5.4: Number of requests granted regarding transportation to school of origin/ Number of requests made by clients for transportation to school of origin.	--What progress has been made by the program to achieve the target of "one child, one school, one year"? --How can the MV program assist in lowering the number of residential moves for homeless students once identified? --If all requests for transportation to school of origin are not granted, why were requests denied? What can the MV program do to alleviate the denied requests?

**Standard 6: All homeless students receive specialized and comparable services when eligible.**

Indicator	Formula	Questions to Ask Based on Data
6.1: Percent of homeless students who received an individual needs assessment to determine appropriate services and extra support to access services.	6.1: Number of homeless students who received an individual needs assessment/ Number of homeless students enrolled.	--Are these numbers/percents increasing or decreasing annually? Why? --What strategies are currently in place to ensure homeless students receive specialized and comparable services when eligible? What improvements could be made? Are additional or different strategies needed?

**Standard 6: All homeless students receive specialized and comparable services when eligible.**

Indicator	Formula	Questions to Ask Based on Data
6.2: Percent of enrolled homeless students with a completed special education evaluation that was conducted within 60 days of a parent request or within timeframes established by the state.	6.2: Number of homeless students with a completed special education evaluation that was conducted within 60 days of a parent request or within timeframes established by the state/ Number of homeless students enrolled whose parents requested a special education evaluation plus number of homeless students who had special education evaluations in process when enrolled.	<p>--Are homeless students being evaluated for disabilities in a timely manner, as defined by the IDEA legislation Section 6 (12)(a)(21)? If special education services are not being provided immediately, what can be done to expedite the IEP once a homeless student is enrolled?</p> <p>--If comparable opportunities are provided to homeless students, but students decline participation, why are students declining participation? How could the MV program document and eliminate any existing barriers?</p> <p>--How does the percent of homeless students who participated in extra curricular activities compare to the school average? Is it similar? Why or why not? How can the MV program encourage/facilitate more participation?</p>
6.3: Percent of homeless students who began receiving special education services according to their IEP on the day of their enrollment in school.	6.3: Number of homeless students who began receiving special education services according to their IEP on the day of their enrollment in school/ Number of homeless students with an IEP who enrolled in school.	
6.4: Percent of homeless students who had access to free and reduced meals.	6.4: Number of homeless students who had access to free and reduced meals/ Number of homeless students enrolled.	
6.5: Percent of homeless students who had access to one or any combination of the following services when needed/eligible: ELL, gifted and talented, and/or vocational education services.	6.5: Number of homeless students who had access to ELL services, gifted and talented, and/or vocational education services/ Number of homeless student eligible for ELL services, gifted and talented, and/or vocational education services.	
6.6: Percent of homeless students who received supplemental academic services (e.g., after school program and tutoring).	6.6: Number of homeless students who received supplemental academic services/ Number of homeless students enrolled.	
6.7: Percent of homeless students who participated in extra curricular activities.	6.7: Number of homeless students who participated in extra curricular activities/ Number of homeless students enrolled.	

**Standard 7: All preschool-aged homeless children enroll in and attend preschool programs.**

Indicator	Formula	Questions to Ask Based on Data
7.1: Number of preschool-aged children identified as homeless by LEA.	7.1: Because this is not a percent, no formula is needed.	--Are these numbers/percents increasing or decreasing annually? Why? --What strategies are currently in place to ensure preschool-aged children enroll in and attend preschool programs? What improvements could be made? Are additional or different strategies needed?
7.2: Number of preschool-aged homeless children identified as homeless by LEA, enrolled, and attending a SEA or LEA public preschool. (If public preschool is available in the district).	7.2: Because this is not a percent, no formula is needed.	
7.3: Number of LEA contacts, meetings, correspondence, and/or agreements with preschools not operated by the SEA or LEA.	7.3: Because this is not a percent, no formula is needed.	

**Standard 8: All unaccompanied youth enroll and attend school.**

Indicator	Formula	Questions to Ask Based on Data
8.1: Number of unaccompanied youth enrolled in school by LEA.	8.1: Because this is not a percent, no formula is needed.	--Are these numbers/percents increasing or decreasing annually? Why? --What strategies are currently in place to ensure all unaccompanied youth enroll and attend school? What improvements could be made? Are additional or different strategies needed? --If needed services opportunities are provided to homeless students, but students decline participation, why are students declining participation? How could the MV program document and eliminate any existing barriers? -- How has the MV program encouraged homeless students to consider and work toward postsecondary education opportunities? What types of services are provided to assist unaccompanied youth with preparing for and/or applying for postsecondary education opportunities (e.g., SAT/ACT preparation, course selection, application process, scholarships, etc.)? What improvements could be made? Are additional or different strategies needed?
8.2: Percent of unaccompanied youth informed of their rights under McKinney-Vento by LEA.	8.2: Number of unaccompanied youth informed of their rights under McKinney-Vento by LEA/ Number of unaccompanied youth enrolled.	
8.3: Percent of unaccompanied youth assisted with selecting the school for attendance in their best interest.	8.3: Number of unaccompanied youth assisted with selecting the school for attendance in their best interest/ Number of unaccompanied youth enrolled.	
8.4: Number of LEA contacts, meetings, correspondence, and/or agreements with agencies, such as child welfare, juvenile justice, and Runaway and Homeless Youth Act shelter providers to coordinate needs of unaccompanied youth.	8.4: Because this is not a percent, no formula is needed.	

**Standard 8: All unaccompanied youth enroll and attend school.**

Indicator	Formula	Questions to Ask Based on Data
8.5: Percent of unaccompanied youth provided with access and referrals to needed services by LEA.	8.5: Number of unaccompanied youth provided access and referrals to needed services/ Number of unaccompanied youth enrolled.	
8.6: Percent of unaccompanied youth provided with opportunities to make up lost credits.	8.6: Number of unaccompanied youth who were provided opportunities to make up lost credits/ Number of unaccompanied youth enrolled.	
8.7: Percent of unaccompanied youth provided with assistance in preparing for and/or applying for postsecondary education opportunities.	8.7: Number of unaccompanied youth who were provided with assistance preparing for and/or applying for postsecondary education opportunities/ Number of unaccompanied youth enrolled.	

**Collaboration**

**Standard 9: All parents (or persons acting as parents of children and youth) experiencing homelessness are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children’s education.**

Indicator	Formula	Questions to Ask Based on Data
9.1: Percent of homeless students whose parents were informed of McKinney-Vento rights.	9.1: Number of homeless students whose parents were informed of McKinney-Vento rights/ Number of homeless student enrolled.	--Are these numbers/percents increasing or decreasing annually? Why? --What strategies are currently in place to ensure all parents experiencing homelessness are informed of their MV rights? What improvements could be made? Are additional or different strategies needed? --In what ways are homeless parents provided information and assistance in making best interest decisions regarding school enrollment and educational stability of their children? Is it in a format that is convenient for the parent? In a level and/or language that is understood by the parent? --If homeless parents are provided opportunities to receive services comparable to those of non-homeless parents, but they decline
9.2: Percent of homeless students whose parents were provided information and assistance in making best interest decisions regarding school enrollment and educational stability of their children.	9.2: Number of homeless students whose parents were informed and assisted/ Number of homeless students enrolled.	

**Standard 9: All parents (or persons acting as parents of children and youth) experiencing homelessness are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children's education.**

Indicator	Formula	Questions to Ask Based on Data
9.3: Percent of homeless students whose parents were provided written explanation of school placement decisions, including an explanation of the right to appeal, when their child was placed in a school other than the school of origin or the school requested.	9.3: Number of students whose parents were provided written explanation of school placement decisions when their child was placed in a school other than the school of origin or the school requested/ Number of students placed in a school other than the school of origin or school requested.	participation, why are they declining participation? How could the MV program document and eliminate any existing barriers? --If all parent requests to school activities are not granted, why were requests denied? What can the MV program do to alleviate denied requests?
9.4: Percent of homeless students whose parents were informed of opportunities to receive services comparable to those of non-homeless parents.	9.4: Number of homeless students whose parents were informed of opportunities to receive services comparable to those of non-homeless parents/ Number of homeless students enrolled.	
9.5: Percent of homeless students whose parents were provided with individual student reports informing them of their child's specific academic needs and achievement.	9.5: Number of homeless students whose parents were provided with individual student reports informing them of their child's specific academic needs and achievement/ Number of homeless students enrolled.	
9.6: Percent of times parents were provided transportation to school activities when requested.	9.6: Number of times LEA provided parent's with transportation to school activities / Number of times parents requested transportation to school activities.	

**Standard 10: LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.**

Indicator	Formula	Questions to Ask Based on Data
10.1: Number of collaborative contacts** with federal programs (e.g., Head Start, Housing and Urban Development, Continuum of Care, staff from Runaway and Homeless Youth shelters, etc.)	10.1: Because this is not a percent, no formula is needed.	--Are these numbers increasing or decreasing annually? Why? --How do you rate the quality of the collaboration with federal programs, LEA staff, community-based service providers, and other school districts? Which collaborations need to be strengthened? What can the MV program do to alleviate any existing barriers? --Aside from posters, what are other ways of disseminating information

**Standard 10: LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.**

Indicator	Formula	Questions to Ask Based on Data
10.2: Number of collaborative contacts with LEA staff (e.g., Title I, migrant education, school nutrition, Special Education, pupil transportation, school enrollment, etc.)	10.2: Because this is not a percent, no formula is needed.	about MV legislation?
10.3: Number of collaborative contacts with community service providers (e.g., shelter provision, child welfare, health, mental health, child care, housing, faith-based initiatives, etc.)	10.3: Because this is not a percent, no formula is needed.	
10.4: Number of collaborative contacts with other LEAs to which its homeless families frequently move or from which its homeless families frequently come.	10.4: Because this is not a percent, no formula is needed.	
10.5: Percent of schools displaying McKinney-Vento posters.	10.5: Number of schools displaying McKinney-Vento posters/ Number of schools in LEA.	
10.6: Number of McKinney-Vento posters disseminated and displayed in schools and agencies.	10.6: Because this is not a percent, no formula is needed.	

\*These indicators/formulas are mostly based on school-level data collection. Adjustments to formulas may be needed for aggregation to district and regional levels.

\*\*Collaborative contacts include contacts such as homeless liaison meetings, correspondence, and/or formal or informal agreements

## Reporting Requirement Matrix

The following table provides an overview of each of the various reports the proposed McKinney-Vento Indicators addresses: Government Performance Results Act Report (GPRA), The US Department of Education Annual McKinney-Vento Program Data Collection Report, Local McKinney-Vento Internal Data Report, and others (including: Adequate Yearly Progress, No Child Left Behind, Individuals with Disabilities Education Act, and US Department of Agriculture).

Indicator	GPRA	MV Federal Data Collection Report	Local MV Internal Data Report	Other
1.1: Percent of homeless students who took the standards-based assessment in math.	✓	✓	✓	AYP/NCLB
1.2: Percent of homeless students who took the standards-based assessment in reading.	✓	✓	✓	AYP/NCLB
2.1: Percentage of homeless students who met or exceeded state proficiency rates on the standards-based assessment in math.	✓	✓	✓	AYP/NCLB
2.2: Percentage of homeless students who met or exceeded state proficiency rates on the standards-based assessment in reading.	✓	✓	✓	AYP/NCLB
2.3: Percentage of homeless students promoted to the next grade level is at or above the promotion rates of the school.			✓	
2.4: Percent of homeless students who showed progress toward grade-level expectations.			✓	
2.5: Percent of homeless students who graduated high school, or equivalent, is at or above the graduation rate of the school.			✓	AYP/NCLB
3.1: Percent of homeless students enrolled in school.		✓	✓	
3.2: Number of students identified by LEA as homeless who were currently enrolled at the time they became homeless.		✓	✓	
3.3: Number of students identified by LEA as homeless when they enrolled in school.		✓	✓	
3.4: Number of LEA outreach activities conducted to identify students in shelters and other settings, including those living doubled up.			✓	
3.5: Percent of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services.			✓	
3.6: Percent of clients rating professional development and outreach activities as excellent or good quality.			✓	
4.1: Number of homeless students who were enrolled on the same day they came to school to be enrolled.			✓	

Indicator	GPRA	MV Federal Data Collection Report	Local MV Internal Data Report	Other
4.2: Number of homeless students who attended school on the same day of enrollment.			✓	
4.3: Average number of days between identification of homelessness by LEA and student's enrollment in school.			✓	
5.1: Average rate of attendance for homeless students is at or above the school average.			✓	
5.2: Percent of homeless students that remain in one school for the duration of the school year.			✓	
5.3: Average number of residential moves for homeless students once identified as homeless.			✓	
5.4: Percent of homeless students who received transportation to the school of origin as defined by the McKinney-Vento legislation, if requested by the parent or guardian.			✓	
6.1: Percent of homeless students who received an individual needs assessment to determine appropriate services and extra support to access services.			✓	IDEA
6.2: Percent of enrolled homeless students with a completed special education evaluation that was conducted within 60 days of a parent request or within timeframes established by the state.			✓	IDEA
6.3: Percent of homeless students who began receiving special education services according to their IEP on the day of their enrollment in school.			✓	IDEA
6.4: Percent of homeless students who had access to free and reduced meals.			✓	USDA
6.5: Percent of homeless students who had access to one or any combination of the following services when needed/eligible: ELL, gifted and talented, and/or vocational education services.		✓	✓	
6.6: Percent of homeless students who received supplemental academic services (e.g., after school program and tutoring).			✓	
6.7: Percent of homeless students who participated in extra curricular activities.			✓	
7.1: Number of preschool-aged children identified as homeless by LEA.			✓	
7.2: Number of preschool-aged homeless children identified as homeless by LEA, enrolled, and attending a SEA or LEA public preschool. (If public preschool is available in the district).			✓	

Indicator	GPRA	MV Federal Data Collection Report	Local MV Internal Data Report	Other
7.3: Number of LEA contacts, meetings, correspondence, and/or agreements with preschools not operated by the SEA or LEA.			✓	
8.1: Number of unaccompanied youth enrolled in school by LEA.			✓	
8.2: Percent of unaccompanied youth informed of their rights under McKinney-Vento by LEA.			✓	
8.3: Percent of unaccompanied youth assisted with selecting the school for attendance in their best interest.			✓	
8.4: Number of LEA contacts, meetings, correspondence, and/or agreements with agencies, such as child welfare, juvenile justice, and Runaway and Homeless Youth Act shelter providers to coordinate needs of unaccompanied youth.			✓	
8.5: Percent of unaccompanied youth provided with access and referrals to needed services by LEA.			✓	
8.6: Percent of unaccompanied youth provided with opportunities to make up lost credits.			✓	
8.7: Percent of unaccompanied youth provided with assistance in preparing for and/or applying for postsecondary education opportunities.			✓	
9.1: Percent of homeless students whose parents were informed of McKinney-Vento rights.			✓	
9.2: Percent of homeless students whose parents were provided information and assistance in making best interest decisions regarding school enrollment and educational stability of their children.			✓	
9.3: Percent of homeless students whose parents were provided written explanation of school placement decisions, including an explanation of the right to appeal, when their child was placed in a school other than the school of origin or the school requested.			✓	
9.4: Percent of homeless students whose parents were informed of opportunities to receive services comparable to those of non-homeless parents.			✓	
9.5: Percent of homeless students whose parents were provided with individual student reports informing them of their child's specific academic needs and achievement.			✓	AYP/NCLB
9.6: Percent of times parents were provided transportation to school activities when requested.			✓	

Indicator	GPRA	MV Federal Data Collection Report	Local MV Internal Data Report	Other
10.1: Number of collaborative contacts with federal programs (e.g., Head Start, Housing and Urban Development, Continuum of Care, staff from Runaway and Homeless Youth shelters, etc.)			✓	
10.2: Number of collaborative contacts with LEA staff (e.g., Title I, migrant education, school nutrition, Special Education, pupil transportation, school enrollment, etc.)			✓	
10.3: Number of collaborative contacts with community service providers (e.g., shelter provision, child welfare, health, mental health, child care, housing, faith-based initiatives, etc.)			✓	
10.4: Number of collaborative contacts with other LEAs to which its homeless families frequently move or from which its homeless families frequently come.			✓	
10.5: Percent of schools displaying McKinney-Vento posters.			✓	
10.6: Number of McKinney-Vento posters disseminated and displayed in schools and agencies.			✓	