

# STUDENTS NAVIGATING HOUSING INSTABILITY: EDUCATION OVERVIEW

## BRIEF 1: STUDENTS NAVIGATING HOUSING INSTABILITY SERIES

In recent years, Oregon housing has been impacted by the increased cost of living, the COVID-19 pandemic, legislation, and wildfires. Housing challenges disproportionately affect Oregonians that are navigating economic hardship with intersecting circumstances, and Oregon students are not immune to the effects. In 2023, Oregon had the highest rate of families with children and unaccompanied youth navigating housing instability of any state, and the second highest overall houselessness rate.<sup>1</sup> Oregon's high housing costs have been reported to contribute to the relatively large number of people navigating unstable housing.<sup>2</sup> Housing costs can also impact educators' ability to afford housing, which contributes to district teacher shortages, retention, and educators leaving the profession.<sup>3</sup> Oregon maintains affordable housing resources,<sup>4</sup> but is still estimated to have some of the least affordable housing in the country. The National Low Income Housing Coalition estimates that Oregon has only twenty-three affordable and available rental homes per 100 extremely low-income<sup>5</sup> renter households, with only Nevada and Florida estimated to have the same or fewer. In the following brief, the first in a three-part series, we explore the ever-changing landscape of housing and its connection to school systems.

### Key Takeaways

- Demographic disparities exist among students<sup>6</sup> identified as navigating housing instability, with the highest rates among Native Hawaiian/Pacific Islander students, American Indian/Alaska Native students, Black/African American students, and Hispanic/Latino/a/x students. These disparities are rooted in part in the historical context of housing access and displacement in Oregon.
- While around 3% of Oregon public school students are identified as navigating housing instability in any given school year, more than 10% of Oregon public school students have been identified at least once during their K-12 educational career.
- Students navigating housing instability are eligible for a range of additional supports and services as part of the McKinney-Vento Act;<sup>7</sup> however, persistent gaps in outcome measures for these students suggest that additional supports are needed.
- Measures of relocation, such as frequent changes of address, are a good proxy measure to identify students in need of additional supports who have not yet been formally identified as navigating housing instability, as well as serving to identify and support students who may be formally identified in the future.

1 Hayden, Nicole. "Oregon has highest rate of homeless families in the country." *The Oregonian* (2023).

2 Hayden, Nicole |. 2024. "Oregon Has 3rd Highest Homelessness Rate in the Country." *Oregonlive*, January 2, 2024. <https://www.oregonlive.com/politics/2023/12/oregon-has-highest-rate-of-homeless-families-in-the-country.html>.

3 Bartlett, B. (29 August 2023). *The Nugget*. Housing could lead to teacher shortage. Accessed on 31 August 2023.

4 Oregon Rental and Housing Assistance: <https://www.oregon.gov/ohcs/housing-assistance/pages/find-affordable-housing.aspx>

5 Households with income at or below the federal poverty guideline, or 30% of their area median income, whichever is greater.

6 Throughout this brief, students should be considered as a student attending an Oregon Public K-12 School.

7 U.S. Federal legislation within the Every Student Succeeds Act, Title IX, Part A. More information can be found at the [National Center for Homeless Education](https://www.hhs.gov/ashpe/programs/national-center-for-homeless-education/).

In March of 2023 Governor Kotek stated, “No one should be living on the streets. If you are living on the streets, we have to help you get into shelter, connect you to services, and get you into permanent housing.” The Governor’s commitment to improving Oregon’s housing needs included investments totaling \$155 million to provide 700 new shelter beds. In addition, her goal was to build 36,000 housing units every year for the next decade—a substantial increase from current production with a billion-dollar investment.<sup>8</sup> Governor Kotek’s priorities are tied to three executive orders aimed at tackling Oregon’s housing and housing instability, behavioral and mental health, and K-12 education.<sup>9</sup> This involved the establishment of the *Oregon Interagency Council on Homelessness* to work on a continuum of supportive resources. In addition, the *Oregon Housing Production Advisory Council* was charged to increase accountability, reduce housing barriers, develop a housing workforce, and build affordable housing. The Governor intends to keep housing and housing stability at the forefront of her gubernatorial agenda and initiatives by providing resources and support for Oregonians.<sup>10</sup> This paper is one of a three-part series which will provide a deep dive into the intersection of education and housing instability across the state. The focus of this paper includes an overview of the population of students navigating housing instability, select education performance metrics, and a possible alternative indicator in the form address instability.

## HISTORICAL CONTEXT OF HOUSING DISPARITIES

Some of Oregon’s current housing disparities are rooted in historical redlining or zoning that prevented people of color, persons navigating a disability, immigrants and other marginalized groups to purchase a home (for example, Oregon’s Black Exclusionary laws). In addition, lending to purchase a home was not offered to these same groups of people, which created long-term impacts.<sup>11</sup>

Most historical housing projects aim to return land and to rebuild or increase housing units. Community investment projects may take shape in family-oriented affordable housing development. These projects may also include onsite services, vocational training, mentorship, and community centers for residents to connect. An intentional future-oriented vision for restorative community development is at the core of historical-housing revitalization.<sup>12</sup>



- 8 DiCarlo, Gemma. 2023. “A Conversation With Oregon Gov. Tina Kotek.” *Opb*, March 10, 2023. <https://www.opb.org/article/2023/02/27/a-conversation-with-oregon-gov-tina-kotek/>.
- 9 Office of the Governor of the State of Oregon. Executive Order Number [23-02: Declaring a State of Emergency Due to Homelessness](#). Executive Order Number [23-03: Directing State Agencies to Prioritize Reducing Homelessness](#). Executive Order Number [23-04: Establishing a Housing Production Council](#).
- 10 Sadiq, Sheraz. “[A Conversation with Oregon Governor Tina Kotek on Education, Affordable Housing, and the Hardest Thing about her New Job](#).” *Oregon Public Broadcasting* (2023).
- 11 The Oregon Encyclopedia, A Project of the Oregon Historical Society (2024). Black Exclusion Laws in Oregon. Accessed on April 15, 2024 from [https://www.oregonencyclopedia.org/articles/exclusion\\_laws/#.YBhe9ehKg2w](https://www.oregonencyclopedia.org/articles/exclusion_laws/#.YBhe9ehKg2w).
- 12 Gibson, Karen J. “Bleeding Albina: A history of community disinvestment, 1940 -2000.” *Transforming Anthropology* 15, no. 1(2007): 3-25.

## Definitions

**STUDENTS NAVIGATING HOUSING INSTABILITY (SNHI):** Students who meet the federal McKinney-Vento Act’s definition of students eligible for services. This group is referred to in other literature as “homeless” or “houseless.” This brief uses the federal McKinney-Vento definition;<sup>13</sup> however, some literature<sup>14</sup> has suggested that a broader definition, encompassing more measures of housing instability, might capture additional students in need.<sup>15</sup> Additionally, we recognize that the McKinney-Vento definition may be insufficiently nuanced to reflect the range of diverse cultural practices around housing and family groups.

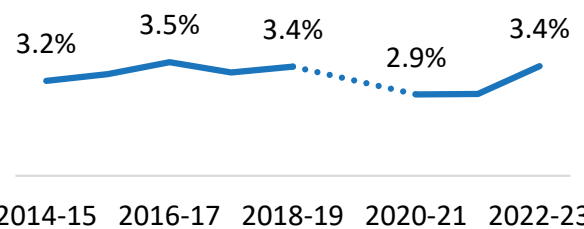
**ADDRESS INSTABILITY:** We created a measure using student address information to capture how frequently a student changed residences while enrolled in Oregon public schools. This type of residential mobility may impact academic outcomes of the students<sup>16</sup> and could be a proxy that indicates if student is at risk for housing instability.<sup>17</sup>

## Population Overview

Although the overall population of SNHI varies from year to year, typically around 21,000 students are identified in any given year, representing around 3% of all students in Oregon. Rates of housing instability identification declined slightly in 2020-21 and 2021-22, following the onset of the COVID-19 pandemic, but returned to pre-pandemic levels in 2022-23. While rent stabilization and eviction protection measures may have contributed somewhat to this decline, it is likely that the decline also reflects the increased challenge of identifying students for McKinney-Vento services during a time of increased stress on the education system, including transitions to hybrid or virtual education at times. Additionally, given [enrollment declines](#) during this time period, it is possible that students navigating housing instability experienced disproportionately high rates of pushout/dropout from schools.

**Figure 1: Rates of Students Navigating Housing Instability Remain Relatively Stable over Time**

% OF STUDENTS ENROLLED ON MAY 1 IDENTIFIED FOR MCKINNEY-VENTO SERVICES IN THE SAME YEAR



Some data points are not available for the 2019-20 school year due to interruptions to data collections as a result of the onset of the COVID-19 pandemic.

Federal data on overall rates of people navigating housing instability (including but not limited to students) showed large increases between 2020 and 2022. Nationally, Oregon ranked fourth with increases in this population from 2020 to 2022.<sup>18,19,20</sup>

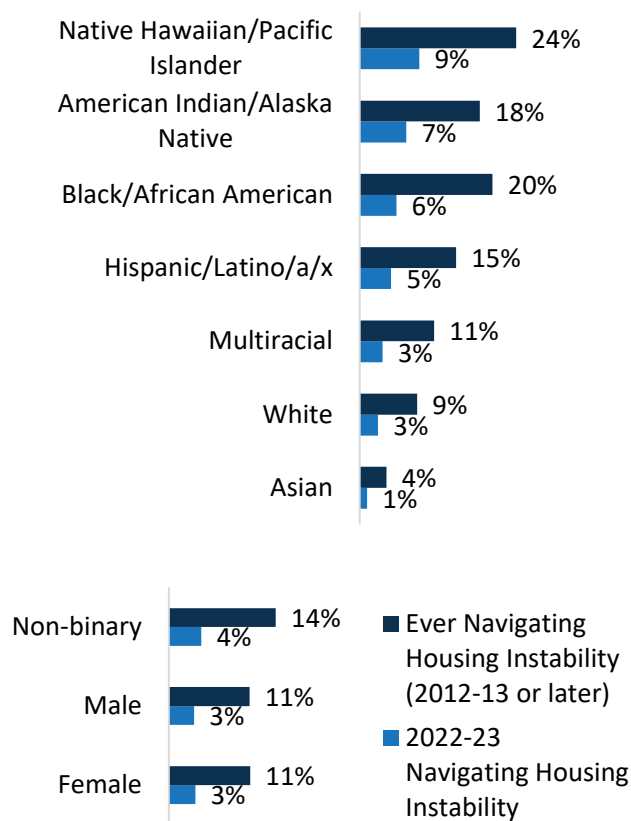
The population of SNHI changes significantly from year to year, as some students find housing and others experience new domestic and economic stressors. While around 3% of students are currently navigating housing instability in a given year, in 2022-23, 10.6% of students were or had been navigating housing instability at some point during their education,<sup>21</sup> representing a considerable portion of all students served.

- 13 Individuals who lack a fixed, regular, and adequate nighttime residence and includes: children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals. (National Center for Homeless Education, 2023).
- 14 Morton, M. H., A. Dworsky, G. M. Samuels, and S. Patel. “Missed Opportunities: Youth Homelessness in Rural America.” *Chapin Hall at the University of Chicago* (2018).
- 15 Morton, M. H., A. Dworsky, G. M. Samuels, and S. Patel. “Missed Opportunities: Youth Homelessness in Rural America.” *Chapin Hall at the University of Chicago* (2018 p. 15).
- 16 Adam Voight, Marybeth Shinn, and Maury Nation. “The Longitudinal Effects of Residential Mobility on the Academic Achievement of Urban Elementary and Middle School Students.” *Educational Researcher*, 41 no.9, (2012):386, <https://doi.org/10.3102/0013189x12442239>.
- 17 Seungbeom Kang. “Severe and Persistent Housing Instability: Examining Low-Income Households’ Residential Mobility Trajectories in the United States.” *Housing Studies* 38, no.9 (2023): 1616, <https://doi.org/10.1080/02673037.2021.1982871>
- 18 Hayden, N. & Goldberg, J. (5 April 2023). *The Oregonian*. Oregon’s recent growth in homelessness among largest in nation.
- 19 “[The 2022 Annual Homelessness Assessment Report \(AHAR\) to Congress: Part 1: Point-In-Time Estimates of Homelessness](#)”
- 20 Point-in-Time (PIT) counts use a different definition of housing instability than the McKinney-Vento Act uses so, the rates cannot be directly compared.
- 21 Students enrolled in Oregon public K-12 schools on May 1, 2023, with a record of McKinney-Vento identification at any point between 2012-13 and 2022-23. Includes students navigating housing instability in 2022-23.

## Demographics

The burden of homelessness and housing instability is not evenly distributed across the population. Nearly one in four (24%) Native Hawaiian/Pacific Islander students, and one in five (20%) Black/African American students had navigated housing instability at some point during their education (see Figure 2). These rates were approximately two times higher than the rate for all Oregon students combined (10.6%). The rates for American Indian/Alaska Native students (18%) and Hispanic/Latino/a/x students (15%) were also higher than the overall Oregon student population that had navigated housing instability.

**Figure 2: Percent Navigating Housing Instability in Each Demographic Group**



With respect to gender identity, male and female students were equally likely to be identified for McKinney-Vento supports at some during their education (11%), as well as in a given year (2022-23 = 3%). Students who identified as non-binary<sup>22</sup> had higher rates of both ever navigating housing instability (14%) and navigating housing instability in a given year (4%). Data for non-binary students, however, may not be reflective of the true rate for this population given these students are less likely to identify as non-binary in their education records for safety or discrimination concerns.

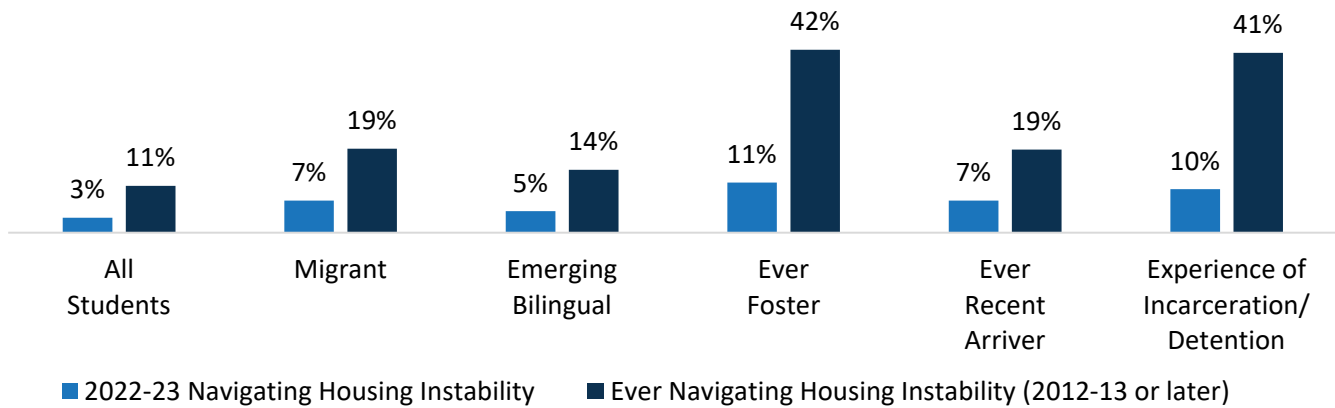
Other focal<sup>23</sup> populations also experienced disproportionate housing instability – particularly students navigating foster care<sup>24</sup> and students with experience of incarceration or detention, nearly half of whom also had a history of housing instability (42% and 41%, respectively) and at a rate nearly four times higher than all students (11%, see Figure 3). Recent arrivers, a population that includes but is not limited to refugees, also experienced disproportionate rates of housing instability (19%).<sup>25</sup> Rates of housing instability were slightly lower among students enrolled in charter or virtual schools, compared to those attending traditional public schools, but rates were much higher among students attending alternative schools. Among students attending alternative schools in 2021-22, 8% were SNHI in 2021-22 and a total of 25% had a history of housing instability between 2012-13 and 2021-22.



- 22 The current student demographic data relies on only the three legal sex/gender marker options of M/F/X within student records that are usually updated by parents or caregivers, which may or may not be reflective of a student’s gender identity. More information can be found in the [LGBTQ2SIA+ Student Success Plan](#).
- 23 Focal students are students from groups that have historically experienced academic disparities. More information about focal student groups can be found in [OAR 581-014-0019](#).
- 24 “Awaiting foster care placement” was removed from the [McKinney-Vento Act](#) in December of 2016 when foster care was added to the Every Student Succeeds Act.
- 25 Unaccompanied children housed in Office of Refugee Resettlement facilities are not considered eligible for McKinney-Vento services. Sponsor families are also obligated to provide housing for children released from ORR facilities. See [Supporting the Education of Immigrant Students Experiencing Homelessness](#) for additional information on this population.

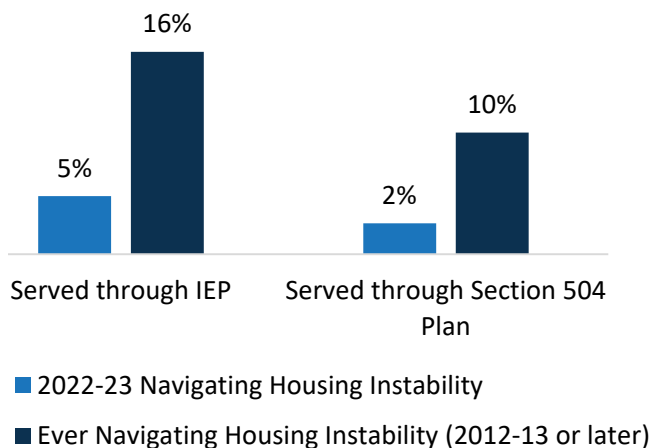
**Figure 3: Large overlaps between Students Navigating Housing Instability and other Focal Populations**

PERCENT OF STUDENTS IN 2022-23 IN EACH FOCAL POPULATION WITH A HISTORY OF MCKINNEY-VENTO IDENTIFICATION



Students with disabilities were also more likely than the overall population to be navigating housing instability when they were served through an individualized education program (IEP; 16%), and slightly less likely to be SNHI than the overall population when served through a Section 504 plan (10% vs. 11%; see Figure 4). This difference is explained by the underlying disparities between demographics in access to these two types of plans, as outlined in [Students 504 Plans Overview of a Potential Focal Population](#).<sup>26</sup>

**Figure 4: Students with Disabilities Served through IEPs are Disproportionately Likely to be SNHI**



### Nighttime Residence

McKinney-Vento recognizes four types of residence:<sup>27</sup>

- **Doubled up/Sharing Housing:** Students who are sharing the housing of others due to loss of housing, economic hardship, domestic violence, and/or similar reasons
- Students living in a **Hotel or Motel**
- **Sheltered**, including students in shelters, transitional housing, or host homes
- **Unsheltered**, including students sleeping in cars or trailers, parks, campgrounds, RVs (including Federal Emergency Management Agency trailers), substandard housing, or abandoned buildings

In Oregon, “doubled up” has long been the most common type of unstable housing due to the state’s relatively small number of available shelter spaces. However, the prevalence of “doubled up” has declined in the past few years, dropping from 77% in 2016-17 to 71% in 2022-23 (see Figure 5). On the other hand, the proportion of students living in hotels/motels, sheltered housing, or unsheltered housing has increased one to two percentage points over the same period. Oregon’s “doubled up” rate was similar to the national average (78%) in 2019-20, but students were nearly three times as likely to be unsheltered in Oregon compared to the national rate(4%), and less likely to be living in hotels, motels, or shelters.<sup>28,29</sup>

<sup>26</sup> Oregon Department of Education (2022). [Students 504 Plans Overview of a Potential Focal Population](#). Accessed on April 12, 2024

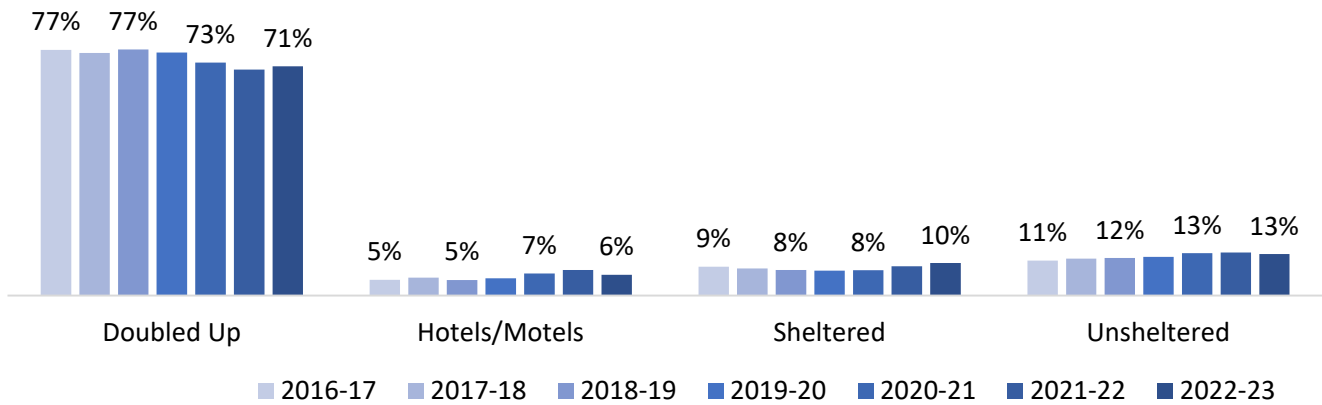
<sup>27</sup> Note that percentages sum to slightly over 100% due to a small number of students reported by more than one school district, with more than one nighttime residence code during the same school year.

<sup>28</sup> Data courtesy of the National Center for Homeless Education, <https://nche.ed.gov/wp-content/uploads/2021/12/Student-Homelessness-in-America-2021.pdf>

<sup>29</sup> Data courtesy of the National Center for Education Statistics, [https://nces.ed.gov/programs/digest/d19/tables/dt19\\_204.75d.asp](https://nces.ed.gov/programs/digest/d19/tables/dt19_204.75d.asp).

**Figure 5: Doubled Up, Still the Most Common Nighttime Residence Type, is Decreasing in Prevalence**

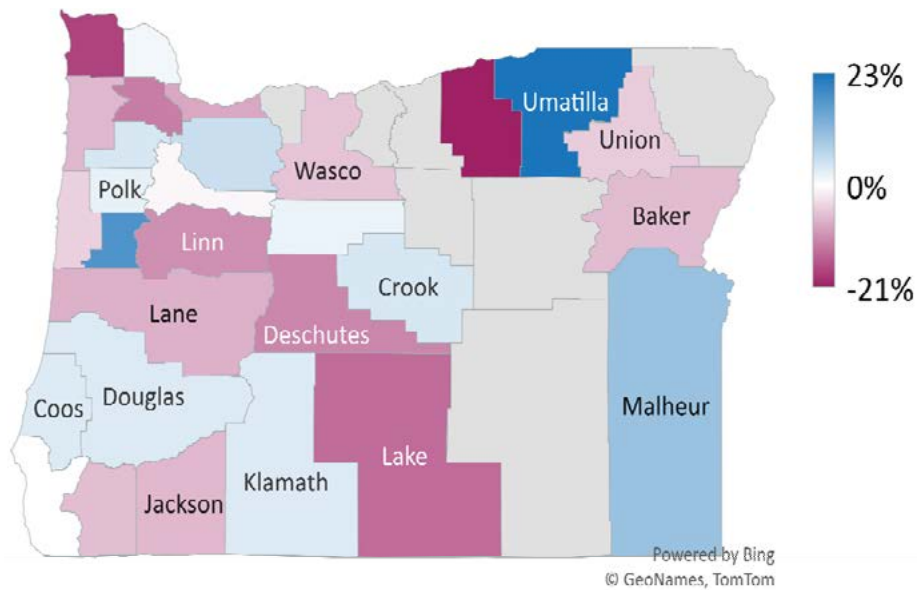
% OF STUDENTS NAVIGATING HOUSING INSTABILITY REPORTING EACH TYPE OF NIGHTTIME RESIDENCE



The declines in “doubled up” housing prevalence were seen in most of Oregon, but some counties (particularly Umatilla and Benton) saw increases during this time span. The counties with the most students navigating housing instability (Marion, Jackson, Lane, Multnomah, and Washington) all saw a decrease between 2016-17 and 2022-23. It is unclear what factors may have led to this change and further investigation may be warranted.

**Figure 6: Relative Change in Percentage of Students Navigating Housing Instability Reported as Doubled Up**

2016-17 TO 2022-23

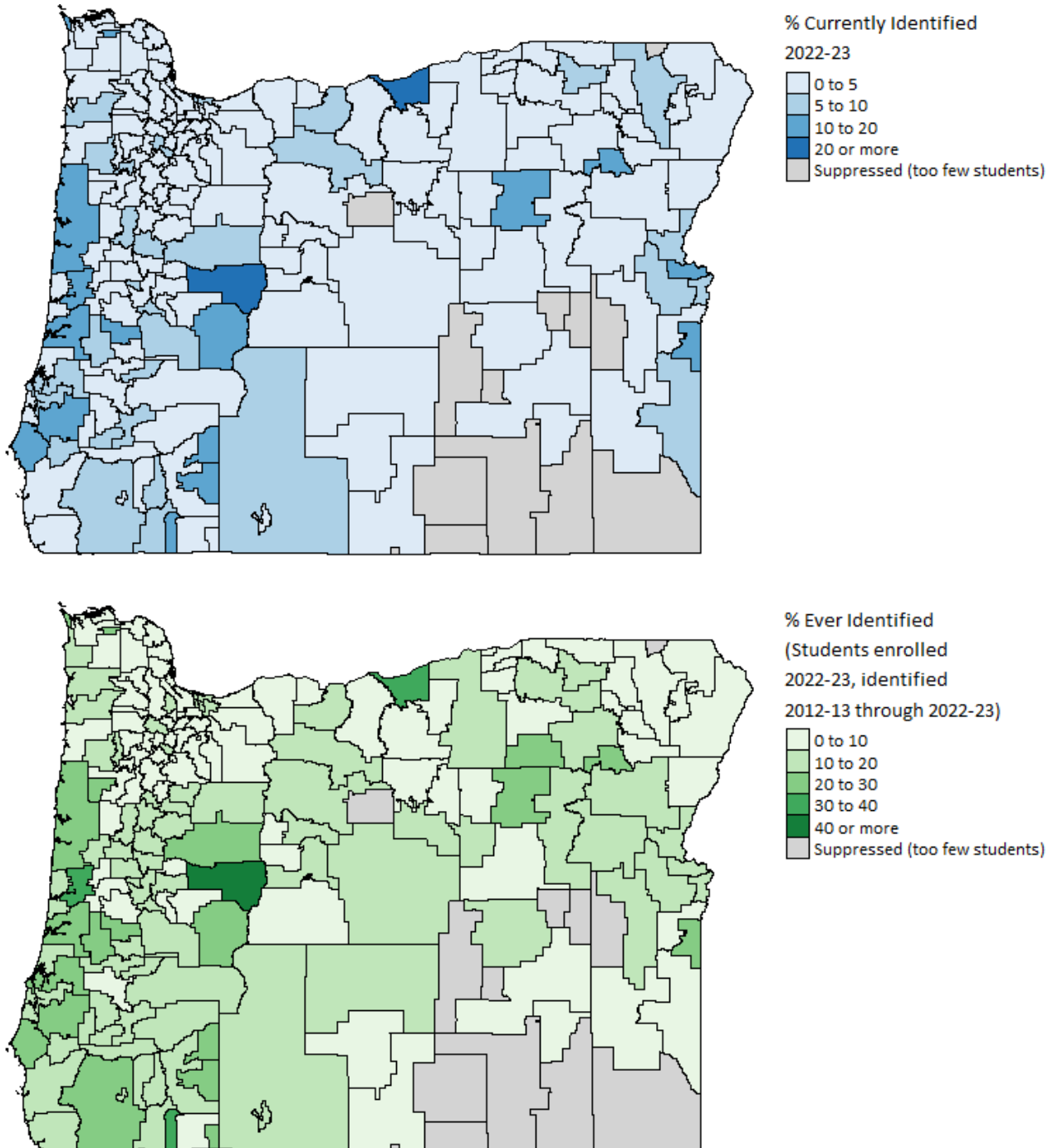


Complete data available in the appendix. Some counties omitted (shown in grey) due to small numbers of students reported as navigating housing instability.

## Geography, Wildfires, and Tribal Housing

Significant geographic disparities exist in the identification of students navigating housing instability (see Figure 7). While the majority of students identified as SNHI are located in or near large population centers, when examining the percentage of students by county coastal and rural areas are disproportionately impacted by housing instability. As such, students in these counties may have comparatively less access to supportive resources than larger metropolitan areas.

**Figure 7: 2022-23 Percent of Students Identified for McKinney-Vento Services by Attending School District**



## Oregon Wildfire Impact

Some districts have been disproportionately impacted by wildfires, including Phoenix-Talent, Lincoln County, Santiam Canyon, and McKenzie school districts by the 2020 wildfires, which burned far more acreage than in previous years,<sup>30</sup> and destroyed more than 4,000 homes.<sup>31</sup> These impacts can cause long lasting effects to housing instability and displacement in a region as recovery and rebuilding from these fires has taken years. Between 2021 and 2023, the Wildfire Rescue and Recovery Account supported 450 households with intermediate or temporary housing and 867 households with full recovery from the wildfires.<sup>32</sup>

## TRIBAL HOUSING AND EVOLVING NEED

With increasing climate-related challenges, the Oregon Tribes have been affected disproportionately by factors such as wildfires on Tribal lands, climate change impacting water levels, hunting, fishing, irrigation, and general land management. When wildfires occur, Tribal ancestral ceremonies, protected species, food security, housing stability, and basic access to sustenance and resources are impacted. The protection of Tribal land is critical to preserve cultural resources and Tribal ceremonies.

## Oregon Tribal Housing Authorities

There are nine federally-recognized Oregon Tribes.<sup>33</sup> Oregon Tribal families and youth have specific housing authorities that govern how housing is accessed by Tribal members.<sup>34</sup> Tribal housing authorities coordinate rental units, home ownership programs, and support land development, which may include sanitation facilities modernization and expanding low-income housing options.<sup>35</sup> In general, federal tribal data<sup>36</sup> reflects low vacancy, with only a small percentage of occupied housing having a recent move-in date. This indicates that tribal community members do not have many housing options.<sup>37</sup> To bolster tribal community climate resiliency, emergency-housing support is being developed for Oregon Tribal youth and families facing housing insecurity.<sup>38</sup> In an effort to address tribal housing production issues, Governor Kotek recently convened a Tribal-State Government to Government Summit to elevate unique tribal housing insecurity needs, displacement challenges and barriers, as well as innovative solutions.<sup>39</sup>

30 Oregon Department of Forestry, *Protected Acres Burned*. <https://www.oregon.gov/odf/fire/documents/odf-protected-acres-burned-chart.pdf>

31 Oregon Wildfire Response and Recovery, <https://wildfire.oregon.gov/recovery>.

32 Oregon Housing and Community Services –Disaster Recovery and Resilience Division. *Wildfire Rescue and Recovery Account Final Report* (October, 2023 p.1). Accessed on 21 November 2023 from [https://www.oregon.gov/ohcs/disaster-recovery/Documents/WRRRA%20Final%20Report\\_Oct%202023\\_Final%20%28002%29.pdf](https://www.oregon.gov/ohcs/disaster-recovery/Documents/WRRRA%20Final%20Report_Oct%202023_Final%20%28002%29.pdf)

33 Oregon’s Indigenous Communities also include Nez Perce, Umatilla, Warm Springs, the Yakama Nation, and additional tribes with aboriginal and/or ceded lands.

34 Tribes are sovereign governments. Tribal sovereignty ensures the inherent right of Native American Nations to exercise self-governance.

35 United States Department of Housing and Urban Development. *Resources for Tribal Housing & Tribally Designated Entity (TDHE)*. Accessed on 8 November 2023 from [https://www.hud.gov/program\\_offices/public\\_indian\\_housing/ih/codetalk/tribalhousing](https://www.hud.gov/program_offices/public_indian_housing/ih/codetalk/tribalhousing).

36 See the appendix for Oregon Tribal Housing counts and percentage available data.

37 US Census Bureau, American Community Survey, 2018-2022. Accessed on 12 July 2024 from <https://www.census.gov/tribal/>

38 Confederated Tribes of Siletz Indians (2023). *Siletz Tribal Housing Department*. Accessed on 8 November 2023 from <https://www.ctsi.nsn.us/housing-policies/>.

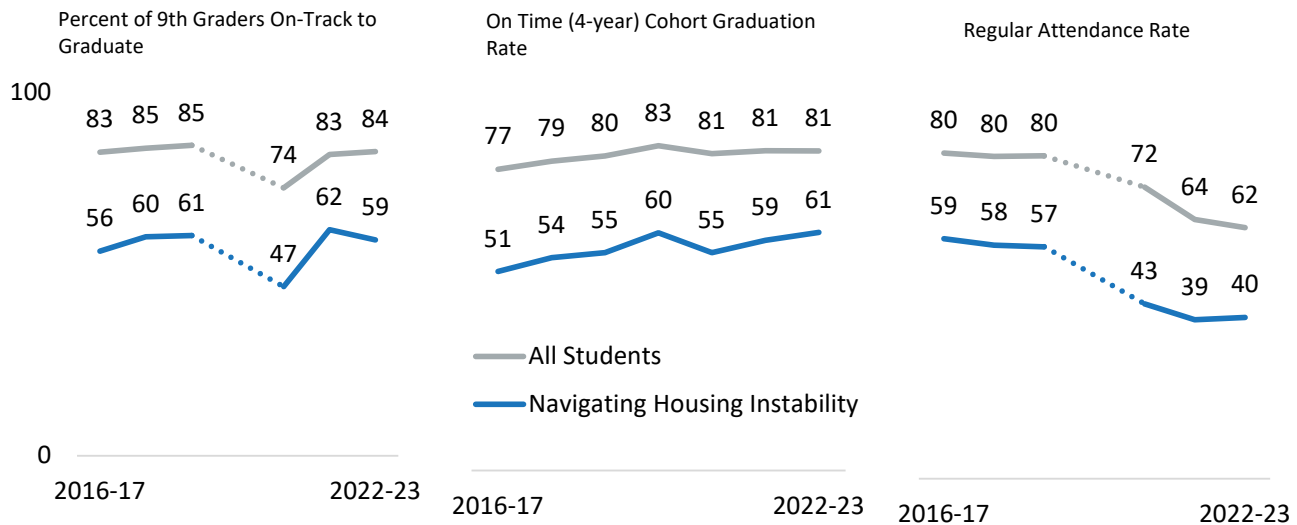
39 Office of the Governor of the State of Oregon. (2024, July 26) [Governor Kotek Convenes 2024 Tribal-State Government-to-Government Summit, Cow Creek Band of Umpqua Tribe of Indians Co-Hosts Return of Annual Summit](#).



# Performance and Outcomes for Students Navigating Housing Instability

Students navigating housing instability experienced consistent large gaps (more than 20 percentage points) on accountability measures, including graduation, ninth grade on-track, and regular attendance, when compared to the overall population of students (see Figure 8).<sup>40</sup> While these students are eligible for McKinney-Vento services intended to mitigate the impact of housing instability, they also face serious challenges related to both the housing instability itself and other contributing factors, such as domestic violence, economic stressors, and/or mental and behavioral health, all of which are linked to housing instability in the literature.<sup>41,42,43,44</sup> Additional information about stressors that precede or are concurrent with housing instability is presented in the [second brief in this series](#).

**Figure 8: Selected Outcome Measures**



Some data points are not available for the 2019-20 school year due to interruptions to data collections as a result of the onset of the COVID-19 pandemic.

As shown above, despite the support and resources available to McKinney-Vento eligible students, large gaps persist, suggesting that further support and investments are needed for schools to fully meet the needs of this population. In the 2022-23 school year 59% of students navigating housing instability were on track to graduate in 9th grade compared to 84% of students not identified with housing instability. Four-year graduation rate had a gap of 20% between the two groups, and regular attendance rates had a gap of 22% in 2022-23.

## Address Instability

Identifying students as navigating housing instability can be challenging; some students or families may wish to avoid being identified or fear stigma associated with the status<sup>45</sup>. This and other factors could lead to undercounting housing instability rates.<sup>46</sup> To find a possible proxy for housing instability student address information was used to create a measure of address instability that identifies the average amount of addresses or residents that were reported for a

40 Students attending more than 90% of their enrolled days, among students enrolled for more than half the academic year as of May 1.

41 Bassuk, Ellen L., Carmela J. DeCandia, Corey Anne Beach, and Fred Berman. "America's youngest outcasts: A report card on child homelessness." (2014). <https://apo.org.au/node/52181>

42 Pinillo, Mercedes. "Precursors and outcomes: A look at mental health in relation to homelessness." *Modern Psychological Studies* 26, no. 1 (2021): 2.

43 Oregon Secretary of State. *Advisory Report: Breaking the Cycle: A Comprehensive Statewide Strategy would Benefit Domestic Violence Victims, Survivors, and Advocates*. <https://sos.oregon.gov/audits/Pages/audit-2023-31-domestic-violence.aspx>

44 Coates, J., & McKenzie-Mohr, S. (2010). Out of the frying pan, into the fire: Trauma in the lives of homeless youth prior to and during homelessness. *The Journal of Sociology & Social Welfare*, v. 37 (4), article 5. DOI: <https://doi.org/10.15453/0191-5096.3561>. Available at: <https://scholarworks.wmich.edu/jssw/vol37/iss4/5>.

45 Beiner, Camila. 2022. "Homeless Youth and Children Are Wildly Undercounted, Advocates Say." *NPR*, February 15, 2022. <https://www.npr.org/2022/02/15/1073791409/homeless-youth-and-children-are-wildly-undercounted-advocates-say>.

46 Bishop, Joseph, Lorena Carmargo Gonzalez, and Edwin Rivera. 2020. "State of Crisis - Dismantling Student Homelessness in CA." UCLA Center for the Transformation of Schools. <https://transformschoools.ucla.edu/research/state-of-crisis/>.

student while enrolled. Student addresses were taken from enrollment data gathered throughout the year.<sup>47,48</sup>

Students whose average number of addresses per year were in the top 2% of all students were flagged as having high address instability. This is approximate to the student averaging more than one address per year for each year they were enrolled, compared to the median student, who averaged one address for every four years they were enrolled.

While multiple addresses in one year may not be a sufficient indication of an unstable situation, a high amount of address changes over a longer period could be a stronger indicator.<sup>49</sup> To account for this limitation, the address collection data was divided into two time periods, the first between the 2015-16 and 2018-19 school years, and the second between 2019-20 and 2022-23 school years, with a total of 17,477 students identified with high address instability across both periods. This allowed us to analyze how outcomes in the second period compared between students who were identified for address instability in the first period and those who were not. However, COVID-19 pandemic factors are likely to have played a role in the results of the second period, including the difference in size of these groups in the different time periods, that are outside of the scope of this analysis to account for.

**Table 1: Students Identified with High Address Instability and Navigating Housing Insecurity (McKinney-Vento) across two time periods**

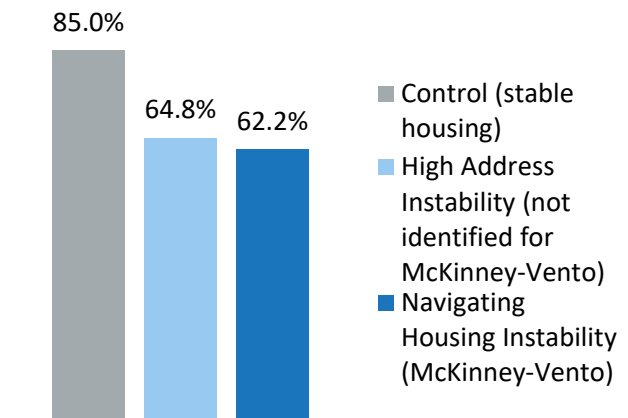
Time Period	Neither	Only High Address Instability	Only Navigating Housing Insecurity	Identified with Both
2015-16 to 2018-19	382,024	6,549	25,023	6,002
2019-20 to 2022-23	389,727	3,390	23,751	2,730

### Outcomes for Students with High Address Instability

Similarity between education performance of students with high address instability and students identified as McKinney-Vento may mean high address instability is an indicator for housing instability. It could also indicate the benefits of stability afforded by longer stays at the same address. For some students, address instability is a predictor of eventual housing instability: 12.4% of students with high address instability (but not housing instability) leading up to 2018 were identified as McKinney-Vento eligible by 2023, 3.5 times the rate at which students without high address instability were identified as housing instability, but still a minority of students with high address instability.

**Figure 9: Students with High Address Instability Are Less Likely to be On-Track to Graduate**

2022-23 % OF 9TH GRADERS ON-TRACK TO GRADUATE, BY HOUSING INSTABILITY OR ADDRESS INSTABILITY BETWEEN 2019-20 AND 2022-23



47 All four periods of Cumulative ADM in each year were used to capture the maximum number of addresses reported for students who moved during the year but maintained consistent enrollment. Address data are likely to be an underrepresentation of true mobility, since a change of address not accompanied by a change in enrollment status does not trigger the creation of a new record.

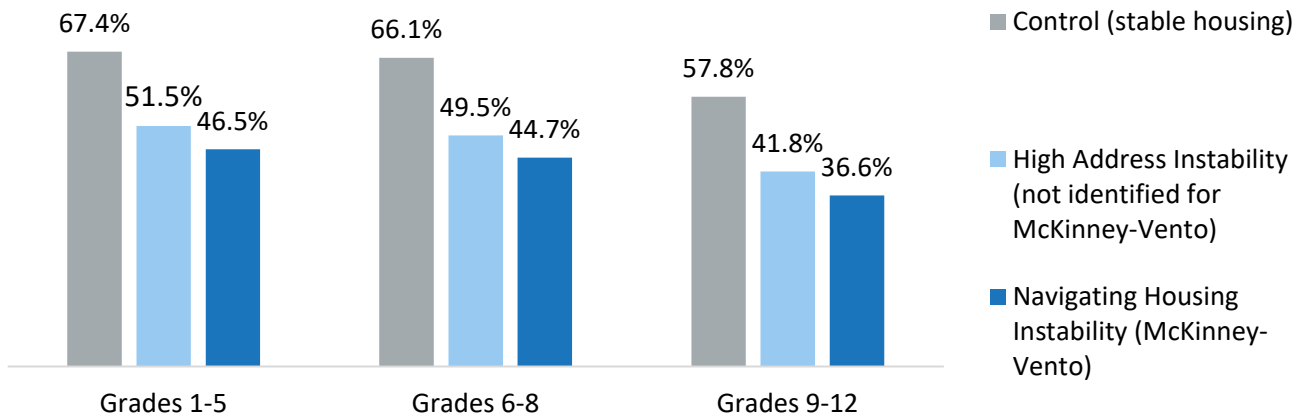
48 Student addresses are not formally validated by ODE and typographical errors are likely to have occurred, in addition to natural variation in abbreviations (e.g. “St.” vs “Street”). To address this, all ordinal numbers were converted to numeric (e.g. “first street” was replaced with “1<sup>st</sup> street”), and all non-numeric characters (alphabetical and symbols) were removed from the addresses. Addresses were deduplicated based on zip code, any numeric values from the name of the street, street number, and unit or apartment number to determine the number of unique addresses for each student.

Students who were enrolled in a juvenile detention education program (JDEP), a youth correction education program (YCEP), or the Oregon State Hospital were removed from the data as their addresses are reported based on their resident facility. Additionally, students enrolled for less than two years in each time period or students whose address was reported as the school’s address, an allowance made for students who have been identified for McKinney-Vento, were also removed from the dataset.

49 Kathleen M. Ziol-Guest and Claire C. McKenna “Early Childhood Housing Instability and School Readiness.” *Child Development* 85 no.1:105, doi:10.1111/cdev.12105

**Figure 10: Students with High Address Instability Have Lower Rates of Regular Attendance**

2022-23 REGULAR ATTENDANCE RATE, BY HOUSING INSTABILITY OR ADDRESS INSTABILITY BETWEEN 2019-20 AND 2022-23



Students with high address instability had slightly higher (64.8%) rates of 9th graders on-track to graduate but overall similar performance to McKinney-Vento-identified students (62.2%), far below those of students with more stable housing (85%). Figure 11 shows a similar trend across different grade levels<sup>50</sup> of regular attendance rates with address instability and housing instability rates being at least 10% lower than the stable housing.<sup>51</sup>

## Discussion and Considerations

This brief shows that housing instability is disproportionately affecting students of different demographic groups including race, ethnicity, and gender, and across different geographic areas of the state. Also evident is that outcome disparities exist for this group despite the additional supports provided by the McKinney-Vento Act. Additional supports for students navigating housing instability and supports to move students and families out of housing instability warrant further investigation. An important limitation of this brief is that McKinney-Vento students must be in schools to be identified so it is possible that this group is actually underrepresented.

The impact of life stressors, including housing instability, on the development of children and adolescents is of particular concern. Numerous studies have found poor physical health of young children experiencing housing instability. In one study of two cohorts of children aged

four to seven years, researchers found higher rates of asthma, respiratory infections, severe allergies, and ear infections among children with housing instability when compared to national rates of same-aged peers.<sup>52</sup> In another study, 70% of children aged nine to eleven years living in shelters had at least one chronic health condition, with vision and chronic respiratory problems the most prevalent.<sup>53</sup> In addition to physical health, numerous studies have also found significant mental and behavioral health concerns among children with housing instability, including anxiety, depression, aggression, and self-harm.<sup>54</sup>

Of added concern is the impact of life stressors and housing instability on cognitive development, school behavior, and academic achievement. One study found that housing instable or highly mobile children exhibited delayed cognitive abilities as early as preschool.<sup>55,56</sup> When examining academic achievement in relation

50 Regular Attendance rates vary significantly by grade level.

51 "Regular Attenders is the measure of the percentage of students who were present for more than 90 percent of their total enrolled days in a school year...The Regular Attenders rate includes students in programs with attendance being tracked daily". Oregon Department of Education (2023 p. 67). Oregon Statewide Report Card 22-23. Accessed on 4/12/24 from <https://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/Statewide-Annual-Report-Card.aspx>.

52 Cutuli, J. J., Sandra M. Ahumada, Janette E. Herbers, Theresa L. Laffavor, Ann S. Masten, and Charles N. Oberg. "Adversity and Children Experiencing Family Homelessness: Implications for Health." *Journal of Children and Poverty* 23, no. 1 (July 3, 2016): 41–55. <https://doi.org/10.1080/10796126.2016.1198753>.

53 Barnes, Andrew, Theresa Laffavor, J. Cutuli, Lei Zhang, Charles Oberg, and Ann Masten. "Health and Self-Regulation among School-Age Children Experiencing Family Homelessness." *Children* 4, no. 8 (August 4, 2017): 70. <https://doi.org/10.3390/children4080070>.

54 Gultekin, Laura E., Barbara L. Brush, Emily Ginier, Alexandra Cordon, and Elizabeth B. Dowdell. "Health Risks and Outcomes of Homelessness in School-Age Children and Youth: A Scoping Review of the Literature." *The Journal of School Nursing* 36, no. 1 (September 15, 2019): 10–18. <https://doi.org/10.1177/1059840519875182>.

55 Barnes et al (2017)

56 Cutuli et al (2017)

to housing instability and other life stressors, a more complex picture emerges. For example, one study looked at the influence of housing instability, school mobility, and attendance on educational outcomes among the entire cohort of third-grade students in<sup>57</sup> Researchers found that students who experienced only housing instability had no significant differences in reading and math achievement compared to students without any housing instability and school mobility experiences. However, assessment scores were negatively impacted for students who experienced school mobility, and navigating housing instability in addition to school mobility was associated with a greater negative impact, suggesting that address instability may be a valuable indicator of where supports are needed independent of formal McKinney-Vento identification. This study also found that mobility and navigating housing instability were both associated with challenges in classroom engagement, partly explained by other barriers to regularly attending school in these student groups.

### Housing Renewal Efforts

The expansion of community-based organizations supporting housing has generated opportunities for culturally-responsive and community-led efforts.<sup>58</sup> For instance, state-based housing authorities<sup>59</sup> offer additional support beyond housing. Not only do they provide pathways to access housing, but they also have partners which provide individuals and families “education, credit and finances, home ownership, job training, youth programs, and improving their quality of life.” Further, these organizations may center housing, real estate development, small business services, and youth and family services. Oregon’s community-based organizations<sup>60</sup> may also integrate community engagement and support community diversification. While there are multiple community-based pathways to establish housing access, these entities work to address sustainable housing needs.

### Navigating Housing Instability and Best Practices

The following best practices are foundational ways to partner. There are a myriad of local possibilities that work with each district’s policies, resources, needs, and unique contexts. Districts should work closely with Oregon Department of Education (ODE), McKinney-Vento liaisons, local Educational Service Districts, and community-based supportive services that authentically partner to serve families navigating housing instability.

The [National Center for Homeless Education in Philadelphia \(NCHHE\)](#) have a collection of best practice briefs for educational supports at the local, state, and federal level including:

- [Utilizing systems navigators](#) to help districts create connections and build relationships with community organizations and resources at the local, county, and state level.
- Planning for how to support students navigating housing instability [in case of a natural emergency](#).
- [Learning how refugee and immigrant students](#) navigating housing instability may need added support.
- How to build trust and relationships that can help identify and support [LGBTQ2SIA+](#) and [historically underserved](#) students.



57 Fantuzzo, John W., Whitney A. LeBoeuf, Chin-Chih Chen, Heather L. Rouse, and Dennis P. Culhane. “The unique and combined effects of homelessness and school mobility on the educational outcomes of young children.” *Educational Researcher* 41, no. 9 (2012): 393-402.

58 Oregon Museum of Science and Industry District <https://oms.edu/future-oms-district/> and Broadway Corridor <https://www.broadwaycorridorpx.com/>

59 [The Housing Authority of Jackson County](#)

60 [Hacienda Community Development Corporation \(CDC\)](#).

Native Hawaiian/Pacific Islander Black/African American, Hispanic/Latino/a/x, and American Indian/Alaska Native students are disproportionately at risk for housing instability, as are LGBTQ2SIA+ students.<sup>61</sup> Taking students' unique situations into consideration and addressing structural barriers can create more effective supports.<sup>62</sup> This can include:

- Using trauma-informed practices<sup>63</sup> and providing mental health supports.<sup>64,65</sup>
- Train teachers on how to build relationships with students in a way that promotes sense of belonging, peer-to-peer relationships, and support networks inside schools, all of which can encourage students to feel safe and enable them to express themselves.<sup>66</sup>
- Creating avenues that elevate student voice and allow their experiences to help shape programs can create more effective support programs.<sup>67</sup>
- Explicitly consider the needs of students navigating housing instability when creating [multi-tiered systems of support \(MTSS\)](#).

Governor Kotek continues to invest in the [Emergency Housing and Stability Package](#). The most recent investments, totaling nearly \$2 billion, considered Oregon wildfire victims housing instability prevention, housing production, and advanced the development of transitional shelters, safe living spaces, and supporting community safety. There were notable investments in culturally-responsive, culturally-specific land use advocacy, and emergency-response infrastructure, which included local, Tribal, and federal partnerships. Building strong schools, health care systems, and multiple community-based organizations, were also included in the financial investments. Strategic investments to support unhoused youth and families for sustainable impact is essential. Governor Kotek stated, "Across the state — from big and mid-size cities to small, rural towns — Oregonians are straining under the pressure of an increasingly unaffordable housing market...But the actions we're taking today and will continue to take in the coming years — will be key to creating healthier and safer communities and supporting economic growth."<sup>68</sup>

61 "Homelessness and Housing Instability among LGBTQ Youth," The Trevor Project, February 3, 2023, <https://www.thetrevorproject.org/research-briefs/homelessness-and-housing-instability-among-lgbtq-youth-feb-2022/>

62 Earl J. Edwards, "Young, Black, Successful, and Homeless: Examining the Unique Academic Challenges of Black Students Who Experienced Homelessness," *Journal of Children and Poverty* 26, no. 2 (2020): 125–49, <https://doi.org/10.1080/10796126.2020.1776688>

63 "Homelessness and Housing" Youth.gov, accessed December 15, 2023, <https://youth.gov/youth-topics/lgbtq-youth/homelessness>

64 Hallett, Ronald E., and Linda Skrla. "Supporting Students Who Are Experiencing Homelessness: A Brief Guide for Teachers and Schools." *American educator* 45, no. 1 (2021)

65 Erb-Downward, Jennifer, and Michael Blakeslee. "Recognizing Trauma: Why School Discipline Reform Needs to Consider Student Homelessness." *Poverty Solutions, University of Michigan* (2021).

66 Edwards, Earl J. "Hidden success: Learning from the counternarratives of high school graduates impacted by student homelessness." *Urban Education* 58, no. 4 (2023): 559-585.

67 Pavlakis, Alexandra E. "Creative Youth Development in the Context of Homelessness: Supporting Stability While Creating Structural Change." *Afterschool Matters* 30 (2019): 1-9.

68 Office of the Governor of the State of Oregon. *Governor Kotek Hosts Event to Commemorate Progress on Housing and Homelessness in Legislative Sessions*. 6 May 2024 from [Post - Newsroom \(oregon.gov\)](#)

Thanks to our colleagues in the Office of Indian Education and the Office of Teaching, Learning, and Assessment for their contributions to this brief.



OREGON  
DEPARTMENT OF  
EDUCATION

## APPENDIX – SUPPLEMENTAL TABLES

**Table 2: Absolute Change in Percentage of SNHI Reported with Nighttime Residency Code of “Doubled Up,” 2016-17 to 2022-23, by County in Oregon**

County	Absolute Change in % of students navigating housing instability reported with nighttime residence of “Doubled Up,” 16-17 to 22-23
Umatilla	23%
Benton	18%
Malheur	10%
Clackamas	5%
Yamhill	4%
Crook	4%
Klamath	3%
Douglas	3%
Coos	3%
Polk	2%
Jefferson	2%
Columbia	1%
Curry	0%
Marion	-1%
Lincoln	-4%
Union	-5%
Wasco	-5%
Josephine	-6%
Baker	-6%
Jackson	-7%
Tillamook	-7%
Lane	-7%
Multnomah	-8%
Linn	-10%
Deschutes	-11%
Washington	-12%
Lake	-14%
Clatsop	-17%
Morrow	-21%

*Counties with small numbers of students navigating housing instability are excluded from this table to protect student privacy*

**Table 3: Oregon Tribal Housing<sup>69</sup> 2018-2022**

Tribe	Estimated Total Housing Units	% Available	% Of Occupied Units Moved into 2018-2022
Burns Paiute Tribe*	49	8%	0%
Cow Creek Band*	59	0%	2%
Confederated Tribes of Siletz Indians*	250	7%	1%
Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians*	40	0%	3%
The Confederated Tribes of Grand Ronde	387	29%	3%
Coquille Indian Tribe	230	6%	3%
Confederated Tribes of the Umatilla Indian Reservation*	1,097	11%	3%
The Klamath Tribes	32	3%	6%
Confederated Tribe of Warm Springs*	1,012	15%	2%
Fort McDermitt Reservation**	148	17%	0%

*\*includes off-reservation trust land*

*\*\* Due to the Tribal headquarters of Fort McDermitt located in Nevada, this data point does not reflect the nine federally-recognized Oregon Tribal members.*

69 United States Census Bureau (2017-2021). American Community Survey 5-Year Estimates. Accessed 31 August 2023 from <https://www.census.gov/tribal>.

**Table 4: 2022-23 Percent of Students Identified for McKinney-Vento Services by Attending School District<sup>70</sup>**

Attending District	% Currently Identified for McKinney-Vento Services in 2022-23	% Ever Identified for McKinney-Vento Services from 2012-13 to 2022-23
Adel SD 21	*	*
Adrian SD 61	10-20%	20-30%
Alsea SD 7J	0-5%	10-20%
Amity SD 4J	0-5%	0-10%
Annex SD 29	10-20%	10-20%
Arlington SD 3	≥20%	30-40%
Arock SD 81	0-5%	0-10%
Ashland SD 5	0-5%	0-10%
Ashwood SD 8	*	*
Astoria SD 1	0-5%	0-10%
Athena-Weston SD 29RJ	5-10%	10-20%
Baker SD 5J	0-5%	10-20%
Bandon SD 54	0-5%	10-20%
Banks SD 13	0-5%	0-10%
Beaverton SD 48J	0-5%	10-20%
Bend-LaPine Administrative SD 1	0-5%	0-10%
Bethel SD 52	5-10%	10-20%
Blachly SD 90	0-5%	0-10%
Black Butte SD 41	0-5%	0-10%
Brookings-Harbor SD 17C	0-5%	10-20%
Burnt River SD 30J	0-5%	10-20%
Butte Falls SD 91	10-20%	20-30%
Camas Valley SD 21J	0-5%	10-20%
Canby SD 86	0-5%	0-10%
Cascade SD 5	0-5%	0-10%
Centennial SD 28J	0-5%	10-20%
Central Curry SD 1	0-5%	10-20%
Central Linn SD 552	5-10%	10-20%
Central Point SD 6	5-10%	10-20%
Central SD 13J	0-5%	0-10%
Clatskanie SD 6J	0-5%	0-10%
Colton SD 53	0-5%	0-10%
Condon SD 25J	0-5%	0-10%
Coos Bay SD 9	5-10%	20-30%
Coquille SD 8	5-10%	10-20%

<sup>70</sup> An asterisk indicates data suppression due to having too few of students.



Attending District	% Currently Identified for McKinney-Vento Services in 2022-23	% Ever Identified for McKinney-Vento Services from 2012-13 to 2022-23
Corbett SD 39	0-5%	0-10%
Corvallis SD 509J	5-10%	10-20%
Cove SD 15	0-5%	0-10%
Creswell SD 40	5-10%	10-20%
Crook County SD	0-5%	10-20%
Crow-Applegate-Lorane SD 66	0-5%	0-10%
Culver SD 4	0-5%	10-20%
Dallas SD 2	0-5%	0-10%
David Douglas SD 40	0-5%	10-20%
Dayton SD 8	0-5%	0-10%
Dayville SD 16J	0-5%	10-20%
Diamond SD 7	0-5%	0-10%
Double O SD 28	*	*
Douglas County SD 15	0-5%	10-20%
Douglas County SD 4	0-5%	0-10%
Drewsey SD 13	*	*
Dufur SD 29	5-10%	10-20%
Eagle Point SD 9	0-5%	10-20%
Echo SD 5	0-5%	0-10%
Elgin SD 23	0-5%	0-10%
Elkton SD 34	5-10%	20-30%
Enterprise SD 21	0-5%	0-10%
Estacada SD 108	0-5%	0-10%
Eugene SD 4J	0-5%	10-20%
Falls City SD 57	0-5%	20-30%
Fern Ridge SD 28J	0-5%	0-10%
Forest Grove SD 15	0-5%	0-10%
Fossil SD 21J	0-5%	0-10%
Frenchglen SD 16	*	*
Gaston SD 511J	0-5%	0-10%
Gervais SD 1	0-5%	0-10%
Gladstone SD 115	0-5%	0-10%
Glendale SD 77	0-5%	10-20%
Glide SD 12	0-5%	10-20%
Grants Pass SD 7	0-5%	10-20%
Greater Albany Public SD 8J	0-5%	10-20%
Gresham-Barlow SD 10J	0-5%	10-20%
Harney County SD 3	0-5%	10-20%

Attending District	% Currently Identified for McKinney-Vento Services in 2022-23	% Ever Identified for McKinney-Vento Services from 2012-13 to 2022-23
Harney County SD 4	0-5%	0-10%
Harney County Union High SD 1J	0-5%	0-10%
Harper SD 66	0-5%	10-20%
Harrisburg SD 7J	0-5%	10-20%
Helix SD 1	0-5%	0-10%
Hermiston SD 8	0-5%	0-10%
Hillsboro SD 1J	0-5%	0-10%
Hood River County SD	0-5%	0-10%
Huntington SD 16J	5-10%	10-20%
Imbler SD 11	0-5%	0-10%
Ione SD R2	0-5%	0-10%
Jefferson County SD 509J	0-5%	10-20%
Jefferson SD 14J	0-5%	10-20%
Jewell SD 8	0-5%	0-10%
John Day SD 3	0-5%	0-10%
Jordan Valley SD 3	5-10%	0-10%
Joseph SD 6	0-5%	0-10%
Junction City SD 69	0-5%	10-20%
Juntura SD 12	*	*
Klamath County SD	5-10%	10-20%
Klamath Falls City Schools	0-5%	10-20%
Knappa SD 4	0-5%	0-10%
La Grande SD 1	0-5%	10-20%
Lake County SD 7	0-5%	0-10%
Lake Oswego SD 7J	0-5%	0-10%
Lebanon Community SD 9	0-5%	10-20%
Lincoln County SD	10-20%	20-30%
Long Creek SD 17	10-20%	20-30%
Lowell SD 71	0-5%	0-10%
Malheur County SD 51	*	*
Mapleton SD 32	10-20%	30-40%
Marcola SD 79J	0-5%	0-10%
McKenzie SD 68	≥20%	≥40%
McMinnville SD 40	0-5%	0-10%
Medford SD 549C	5-10%	10-20%
Milton-Freewater Unified SD 7	0-5%	0-10%
Mitchell SD 55	0-5%	10-20%
Molalla River SD 35	0-5%	0-10%

Attending District	% Currently Identified for McKinney-Vento Services in 2022-23	% Ever Identified for McKinney-Vento Services from 2012-13 to 2022-23
Monroe SD 1J	0-5%	10-20%
Monument SD 8	0-5%	0-10%
Morrow SD 1	0-5%	10-20%
Mt Angel SD 91	0-5%	0-10%
Myrtle Point SD 41	10-20%	20-30%
Neah-Kah-Nie SD 56	0-5%	10-20%
Nestucca Valley SD 101J	0-5%	0-10%
Newberg SD 29J	0-5%	10-20%
North Bend SD 13	0-5%	10-20%
North Clackamas SD 12	0-5%	0-10%
North Douglas SD 22	10-20%	20-30%
North Lake SD 14	0-5%	10-20%
North Marion SD 15	0-5%	0-10%
North Powder SD 8J	10-20%	20-30%
North Santiam SD 29J	0-5%	10-20%
North Wasco County SD 21	0-5%	0-10%
Nyssa SD 26	0-5%	0-10%
Oakland SD 1	0-5%	10-20%
Oakridge SD 76	10-20%	20-30%
Ontario SD 8C	5-10%	10-20%
Oregon City SD 62	0-5%	0-10%
Oregon Trail SD 46	0-5%	0-10%
Paisley SD 11	0-5%	0-10%
Parkrose SD 3	5-10%	10-20%
Pendleton SD 16	0-5%	10-20%
Perrydale SD 21	5-10%	0-10%
Philomath SD 17J	0-5%	0-10%
Phoenix-Talent SD 4	10-20%	30-40%
Pilot Rock SD 2	0-5%	0-10%
Pine Creek SD 5	*	*
Pine Eagle SD 61	0-5%	0-10%
Pinehurst SD 94	0-5%	20-30%
Pleasant Hill SD 1	0-5%	0-10%
Plush SD 18	*	*
Port Orford-Langlois SD 2CJ	10-20%	20-30%
Portland SD 1J	0-5%	0-10%
Powers SD 31	5-10%	10-20%
Prairie City SD 4	0-5%	10-20%

Attending District	% Currently Identified for McKinney-Vento Services in 2022-23	% Ever Identified for McKinney-Vento Services from 2012-13 to 2022-23
Prospect SD 59	10-20%	20-30%
Rainier SD 13	0-5%	0-10%
Redmond SD 2J	0-5%	10-20%
Reedsport SD 105	10-20%	20-30%
Reynolds SD 7	5-10%	10-20%
Riddle SD 70	5-10%	10-20%
Riverdale SD 51J	0-5%	0-10%
Rogue River SD 35	0-5%	10-20%
Salem-Keizer SD 24J	0-5%	0-10%
Santiam Canyon SD 129J	0-5%	10-20%
Scappoose SD 1J	0-5%	0-10%
Scio SD 95	0-5%	10-20%
Seaside SD 10	0-5%	10-20%
Sheridan SD 48J	0-5%	10-20%
Sherman County SD	0-5%	0-10%
Sherwood SD 88J	0-5%	0-10%
Silver Falls SD 4J	0-5%	0-10%
Sisters SD 6	0-5%	0-10%
Siuslaw SD 97J	0-5%	10-20%
South Harney SD 33	*	*
South Lane SD 45J3	5-10%	10-20%
South Umpqua SD 19	5-10%	10-20%
South Wasco County SD 1	5-10%	10-20%
Spray SD 1	0-5%	0-10%
Springfield SD 19	0-5%	10-20%
St Helens SD 502	0-5%	0-10%
St Paul SD 45	5-10%	0-10%
Stanfield SD 61	0-5%	0-10%
Suntex SD 10	*	*
Sutherlin SD 130	5-10%	10-20%
Sweet Home SD 55	5-10%	20-30%
Three Rivers/Josephine County SD	5-10%	20-30%
Tigard-Tualatin SD 23J	0-5%	0-10%
Tillamook SD 9	5-10%	10-20%
Troy SD 54	*	*
Ukiah SD 80R	0-5%	20-30%
Umatilla SD 6R	0-5%	0-10%
Union SD 5	0-5%	0-10%

Attending District	% Currently Identified for McKinney-Vento Services in 2022-23	% Ever Identified for McKinney-Vento Services from 2012-13 to 2022-23
Vale SD 84	5-10%	10-20%
Vernonia SD 47J	0-5%	0-10%
Wallowa SD 12	5-10%	0-10%
Warrenton-Hammond SD 30	10-20%	20-30%
West Linn-Wilsonville SD 3J	0-5%	0-10%
Willamina SD 30J	5-10%	10-20%
Winston-Dillard SD 116	0-5%	10-20%
Woodburn SD 103	5-10%	10-20%
Yamhill Carlton SD 1	0-5%	0-10%
Yoncalla SD 32	0-5%	10-20%

\* An asterisk indicates data suppression due to having too few of students.