

2019

# Education Outcomes of Children and Youth Experiencing Foster Care



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## ABOUT THE ERDC

The research presented here uses data from the Education Research and Data Center, located in the Washington Office of Financial Management. ERDC works with partner agencies to conduct powerful analyses of learning that can help inform the decisionmaking of Washington legislators, parents, and education providers. ERDC's data system is a statewide longitudinal data system that includes de-identified data about people's preschool, educational and workforce experiences.

This study was completed as part of a larger program funded primarily by federal grant CFD #84.372A NCES 15-01 awarded by the Institute for Education Science in the US Department of Education to the state of Washington's Office of the Superintendent of Public Instruction and carried out by the Office of Financial Management's Education Research and Data Center. The total program cost is \$7,300,000. Ninety-five percent point seven percent (95.7 percent) (\$6,992,452) of the total cost of the program is financed with this Federal grant money, and 4.3 percent (\$307,548) by the state of Washington.

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## Introduction

Section 223(1)(bb) of ESSB 6032 requires the Department of Children, Youth, and Families to convene a work group, to create a plan for children and youth in foster care and children and youth experiencing homelessness to facilitate educational equity with their general student population peers and to close the disparities between racial and ethnic groups by 2027. The work group must review the educational outcomes of children and youth in foster care and children and youth experiencing homelessness, and make recommendations about the services and supports that help these children succeed.

To assist this work group, and at the direction of the legislature, the Education Research and Data Center conducted an analysis on a number of outcome measures, including kindergarten readiness, early grade reading, school stability, high school completion, postsecondary enrollment, and postsecondary completion. The outcome measures are also disaggregated by race and ethnicity.<sup>1</sup>

## Data

Data sources include the Comprehensive Education Data and Research System (CEDARS), provided by the Office of Superintendent of Public Institution (OSPI), and postsecondary education enrollment from Washington's Public Centralized Higher Education Enrollment System (PCHEES) and the State Board for Community and Technical College (SBCTC).

## Analytical approaches

A series of descriptive analyses summarized the education outcomes of children and youth experiencing foster care, compared to peers of the same grade level. Students experiencing foster care and their peers were compared across six cohorts from two time periods. The cohorts were selected to accommodate data availability and quality especially for the various outcome measures included.<sup>2</sup> This design allowed for both a one-year snapshot and also a longitudinal overview, which is especially crucial for studying effects of foster care on educational outcomes and school stability. Table 1 shows the three longitudinal cohorts that were involved and the years of outcome data available for each cohort. In addition to the longitudinal cohort, a snapshot analysis of the 2017 kindergarten and 3rd grade cohorts was included.

1 ESSB 6032 also requires to consider specific needs of children/youth of color and those with special education needs. Due to small sample size for students of homelessness and foster care, disaggregating by special education status results some cell counts fewer than 10. Thus, to protect the identity of students, this part of analysis was not reported. Instead, statewide distribution of enrollment in special education program by homeless status is reported.

2 For example, the 2012 cohort was selected because, at the time of the analysis, postsecondary data was only available up to the 2016-2017 academic year. Thus, 9<sup>th</sup> graders in 2012 were the most recent study cohort we could use and also examine students' postsecondary enrollment.

Table 1. Cohort and analysis years<sup>3</sup>

Grade-level	Starting year	Longitudinal cohort				
	2012	Follow-up school years				
	2012	2013	2014	2015	2016	2017
Kindergarten	K	G1	G2	G3	G4	G5
3 <sup>rd</sup> grade	G3	G4	G5	G6	G7	G8
9 <sup>th</sup> grade	G9	G10	G11	G12	PS1	PS2

G3, etc.: grade three, etc.; PS1: post-secondary year 1; PS2: post-secondary year 2. Blue cells indicate assessment data is available, and green indicates postsecondary data available.

## Findings

The findings below are mostly based on the analytical results from 2012 longitudinal cohort. However, any significant difference between 2012 and 2017<sup>4</sup> cohorts are specifically addressed.

### Student characteristics

Compared to their same-grade-level peers, children/youth in foster care tend to be older. The percentage of youth who are older than the standard school entry age is much higher among foster youth compared to youth not in foster care, particularly among higher grade-level students. For example, 33 percent of foster 9<sup>th</sup> graders are older than 14 years of age, the age of the majority of 9<sup>th</sup> graders, compared to 16 percent of non-foster 9<sup>th</sup> graders.

A higher proportion of foster youth are youth of color (with the exception of Asian youth) and are receiving special education services. About 85 to 90 percent of foster students are from low-income families, measured by eligibility for free- or reduced-price lunch<sup>5</sup>. See Table 2 for details.

### School stability, presence, and enrollment status

Overall, foster students are less stable in staying in the same school during the academic year. Foster students of older age are less stable in school enrollment, compared to younger foster students. For kindergarteners and 3<sup>rd</sup> graders, those who are not in foster care are 1.2 time more likely to be enrolled in a single school for the entire academic year. Among 9<sup>th</sup> graders, non-foster youth are 1.3 times more likely than foster youth to remain in the

<sup>3</sup> Based on WAC 392-335-010 uniform entry age for kindergarten.

<sup>4</sup> The output tables for 2017 cohort not described in context could be found in the appendix section.

<sup>5</sup> Even though all foster youth are eligible for free- or reduced-price lunch (FRPL), not all foster youth turn in the application form. If the form is not submitted, the OSPI's data system would not record the foster youth as FRPL eligible.

Table 2. Student characteristics by Foster status and grade level, 2012 cohort

	2012 Kindergarten				2012 G3				2012 G9			
	All	HMLS	non HMLS	Odds ratio	All	HMLS	non HMLS	Odds ratio	All	HMLS	non HMLS	Odds ratio
	N	%	%	HMLS/HMLS	N	%	%	HMLS/HMLS	N	%	%	HMLS/HMLS
Total	82,240	100.0%	100.0%	1.0	77,073	100.0%	100.0%	1.0	83,518	100.0%	100.0%	1.0
Foster Care												
Yes	3,121	3.8%			2,734	3.5%			3,207	3.8%		
Gender												
Female	39,764	48.4%	48.8%	1.0	37,664	48.9%	51.4%	0.9	40,132	48.1%	49.8%	1.0
Age at school entry												
Younger	1,575	1.9%	1.1%	1.7	1,306	1.7%	0.7%	2.4	2,207	2.6%	1.4%	1.9
Entry age	76,246	92.7%	90.5%	1.0	69,120	89.7%	85.8%	1.0	67,174	80.4%	66.2%	1.2
Older	4,419	5.4%	8.5%	0.6	6,647	8.6%	13.6%	0.6	14,137	16.9%	32.5%	0.5
Race/ethnicity												
A/NA	1,090	1.3%	6.2%	0.2	1,233	1.6%	7.2%	0.2	1,508	1.8%	6.8%	0.2
Asian	5,137	6.2%	1.4%	4.6	5,602	7.3%	1.6%	4.7	5,870	7.0%	1.7%	4.2
Black	3,538	4.3%	7.3%	0.6	3,407	4.4%	8.0%	0.5	4,284	5.1%	12.4%	0.4
Hispanic	19,416	23.6%	21.1%	1.1	16,198	21.0%	19.6%	1.1	15,752	18.9%	15.8%	1.2
White	45,860	55.8%	52.3%	1.1	44,891	58.2%	52.9%	1.1	50,684	60.7%	54.3%	1.1
Others	7,199	8.8%	11.7%	0.7	5,742	7.5%	10.6%	0.7	5,420	6.5%	9.0%	0.7
Income status												
FRPL eligible	41,590	50.6%	88.2%	0.6	39,865	51.7%	90.2%	0.6	40,168	48.1%	83.7%	0.6
Special education												
Yes	9,403	11.4%	22.6%	0.5	12,023	15.6%	29.2%	0.5	10,078	12.1%	29.2%	0.4

Note: High school graduation rate presented here is 5-year graduation rate, with data collected from 2012 to 2017 school years. The missing category is due to small cell count (<10), which is required to be removed from table or figure to be FERPA compliant.

same school. Foster students attend fewer days at school a year (i.e. 138 days compared to 162 days for kindergarteners not in foster care) and are less likely to remain enrolled through the school year, compared to their peers not in foster care.

Compared across grade level in the same school year, missing school days and not staying enrolled are the most prolific among 9<sup>th</sup> graders involved in the foster care system. On average, a 9<sup>th</sup> grader in the foster care system attends 123 days of school a year compared to 153 days for a 9<sup>th</sup> grader not in foster care. At the end of the school year, only 61% of 9<sup>th</sup> graders in foster care remained continually enrolled for the entire academic year compared to 77% of 9<sup>th</sup> graders not in foster care. See Table 3 for details.

### Academic achievements over time

The gap in academic achievements (measured by percent meeting state assessment standard)<sup>6</sup> between youth in foster care and youth not in foster care exists across all indicators and persists over grade level (time) for the same student cohort<sup>7</sup>. (See table A3.)

6 The achievement gap here refers to the odds ratio of the proportion of meeting assessment standard between foster and non-foster students. The calculation is expressed as: (percent of non-foster meeting standard) ÷ (percent of foster meeting standard). A value greater than one indicates higher achievement for youth not in foster care, relative to youth who are. A value at or near one indicates parity between youth who are, and are not, experiencing homelessness. This equation also applies to the calculation for race/ethnicity.

7 9<sup>th</sup> graders only take assessment once for each subject during high school years. Thus, analysis on the 9<sup>th</sup> graders' academic achievement over time is not available in this study.

Table 3. School stability, presence, and enrollment status by Foster care status and grade level, 2012 cohort

	2012 Kindergarten						2012 G3						2012 G9							
	All		FST		non FST		All		FST		non FST		All		FST		non FST			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
School stability																				
Enrolled in only 1 school	75,458	91.8%	77.6%	92.3%	92.3%	1.2	71,539	92.8%	80.8%	93.3%	1.2	74,896	89.7%	71.0%	90.4%	1.3				
Enrolled in only 1 district	77,488	94.2%	82.4%	94.7%	94.7%	1.1	72,979	94.7%	85.1%	95.0%	1.1	78,001	93.4%	78.6%	94.0%	1.2				
Average days present	82,240	151	138	162	162	1.2	77,073	159	149	159	1.1	83,618	152	123	153	1.2				
Stayed enrolled as final enrollment status	67,459	82.0%	74.3%	82.3%	82.3%	1.1	65,176	84.6%	76.8%	84.8%	1.1	63,488	76.0%	61.3%	76.6%	1.2				

Note: The missing category is due to small cell count (<10), which is required to be removed from table or figure to be FERPA compliant.

For 2012 kindergarteners, the math achievement gap increases by the time they proceed to 5<sup>th</sup> grade. Students who are not in foster care are two times more likely to meet math assessment standard than their foster peers. (See Figure 1.)

Third graders not in foster care are more likely to meet state ELA and math standards than foster youth. This disparity remains and grows as students age. By 8<sup>th</sup> grade, students not in foster care becoming more than twice as likely to meet state ELA and math standards compared to foster youth. Figure 2 shows, for 2012 3rd graders, the achievement gap persists from 6<sup>th</sup> to 8<sup>th</sup> grade, and the gap is larger in math than ELA<sup>8</sup> (see also table A4 in appendix).

### Education achievements and attainments by race/ethnicity

**Elementary school cohorts.** There are racial/ethnic differences in achievement between youth who are, and are not, in foster care. While youth in foster care perform more poorly on ELA, math and science assessments than their peers, there are differences by race among foster care involved youth. For the 2012 kindergarteners, White, Black, and American Indian foster youth perform the poorest on ELA compared to their peers who are not in foster care. In math, the largest gap is found among American Indian youth in foster care and their peers not in foster care. Over time, the math gap increases among American Indian's, especially from 4<sup>th</sup> to 5<sup>th</sup> grade. (See Figure 3.)

Figure 1. Odds of meeting assessment standard between non-Foster and Foster over grade level by test subject, 2012 Kindergarteners

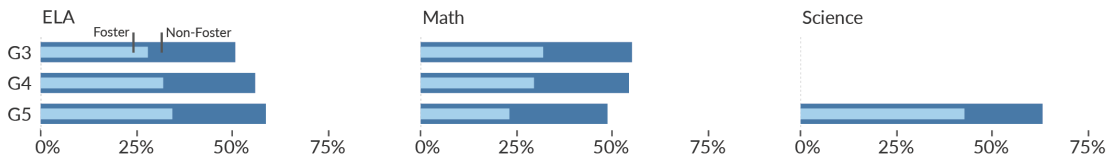
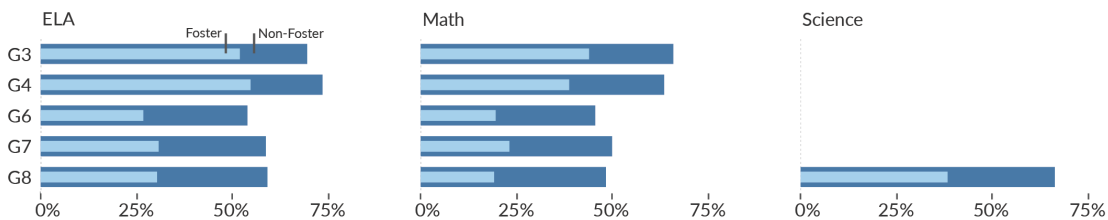


Figure 2. Odds of meeting assessment standard between non-Foster and Foster over grade level by test subject, 2012 3rd graders



8 The boost of achievement gap (odds ratio) between 4<sup>th</sup> and 6<sup>th</sup> grade might be from the change of assessment type from MSP/HSPE to SBA.

Figure 3. Odds of meeting assessment standards between non-Foster and Foster over grade level, by race/ethnicity for 2012 Kindergrateners

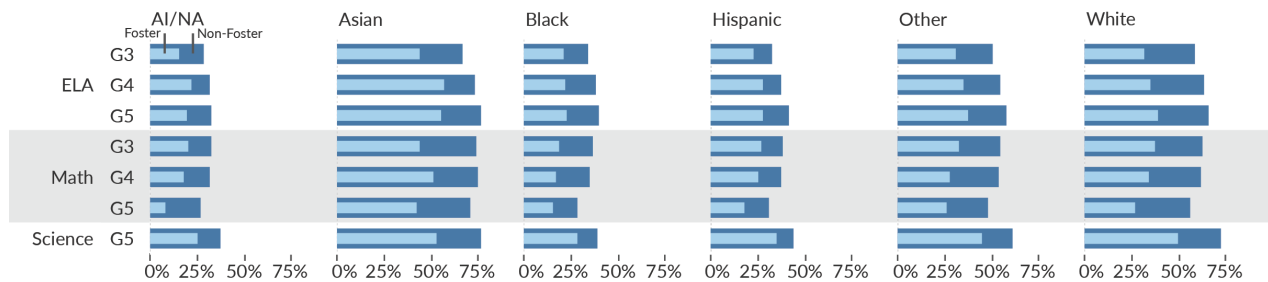
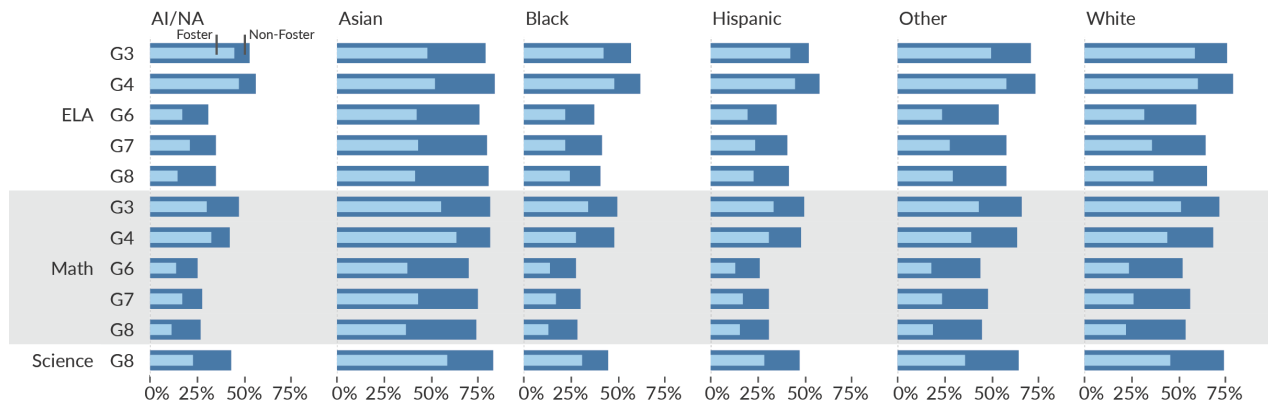


Figure 4. Odds of meeting 5-th grade assessment standards between non-Foster and Foster over grade level by race/ethnicity, for 2012 3rd graders.



Overall, being in foster care seems to have less of an impact on academic achievement from 3<sup>rd</sup> to 5<sup>th</sup> grade for Hispanic kindergarteners. In each assessment subject, the odds ratio among Hispanics does not fluctuate much over time and is closer to ratio=1, compared to other groups. (See Figure 3.)

For 2012 3<sup>rd</sup> graders, the largest gaps in both English and math assessments between foster youth and their peers are among American Indians and “other racial/ethnic groups.” From 3<sup>rd</sup> to 8<sup>th</sup> grade, the gap in ELA among American Indians almost double. (See Figure 4.)

**High school cohort.** Racial/ethnic difference in achievement among students in foster care does not vary as much among high school students as was found among younger grades. The gap is around 1.5 odds ratio. (See Figure 5a.)

Students not in foster care are about two times more likely to earn a high school diploma than their peers who were in foster care<sup>9</sup>. Youth in foster care (with the exception of

9 It is advised to be cautious while comparing this graduation rate with the one from the OSPI statewide report card, or the upcoming graduation rate of students who ever experienced homelessness or in foster care by OSPI. The major difference is that the rate used in this study does not exclude those who transfer out of Washington state; nor does it include those who transfer in. See “definition of measures” for details.



Figure 5a. Odds ratio of percent meeting assessment standard between non-Foster and Foster, 2012 9th graders.

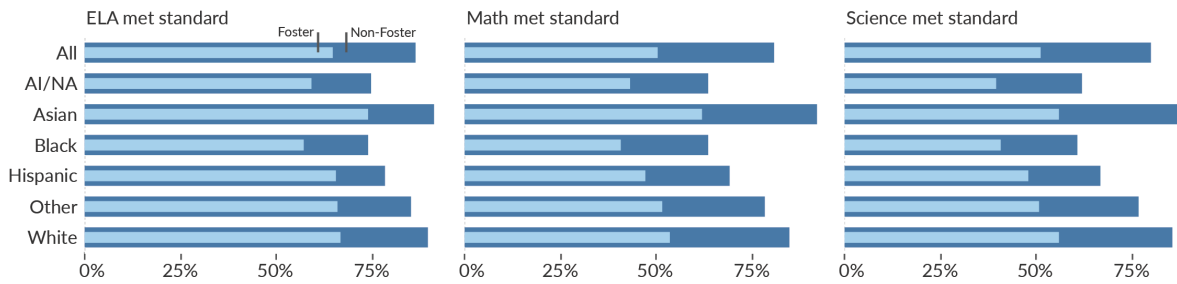


Figure 5b. Odds ratio of percent completing high school or equivalent diploma between non-Foster and Foster, 2012 9th graders

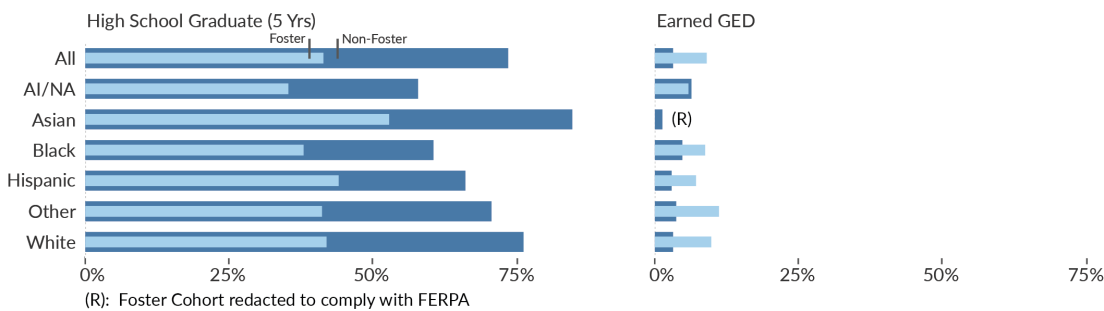
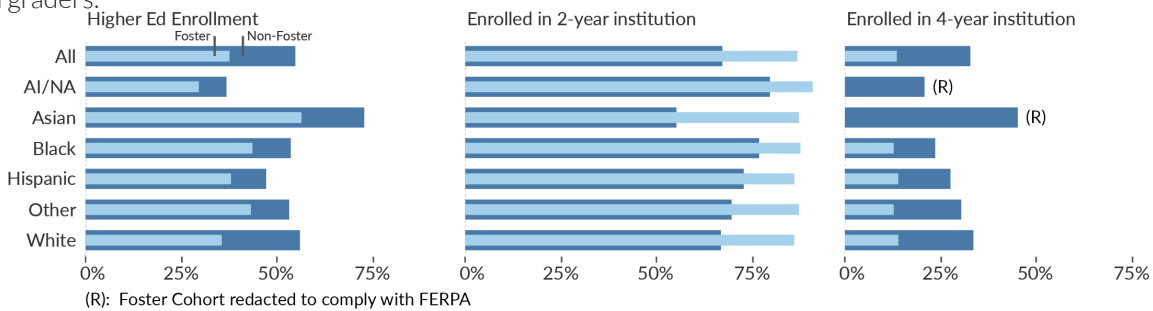


Figure 5c. Odds ratio of percent meeting assessment standard between non-Foster and Foster, 2012 9th graders.



American Indians) were more likely to earn a GED credential. (See Figure 5b; Table A5 in appendix.)

Students not in foster care are more likely to enroll in college in the two years after high school graduation. The gap in college enrollment between youth who have, and have not, been in foster care is especially large for enrollment in 4-year institutions. (See Figure 5c; table A6 in appendix.)

The 4-year college enrollment gap between students who have and have not been in foster care is the largest among White and other racial/ethnic groups and the smallest among Black students. (See Figure 5c; table A6 in appendix.)

## Characteristics of 2017 cohort students

Patterns of students in the 2017 cohort are similar to those found from the 2012 cohort. (See tables A1 and A2 in Appendix.) There are fewer foster students identified in 2017. It is unclear whether the decrease of the amount/proportion of foster youth is factual or the result of identity matching.

**Kindergarten readiness gap.** Figure 6 shows that the achievement gap between kindergarteners that are and are not in foster care is the largest in social emotion and smallest in language and literacy.

There is not much gap in kindergarten readiness across race/ethnicity in most domains (see Table 4a and Table 4b). Difference in social emotion readiness is larger than other domains. The gap in the readiness of all six domains between foster students and their non-foster peers are found to be largest among Asians and Whites.

**3<sup>rd</sup> Grade achievement gap.** For 2017 3<sup>rd</sup> graders, achievement gap in ELA between students who were and were not involved in the foster system are the largest among Whites; while the gap in math is the largest among Blacks. (See Figure 7.)

Figure 6. Odds ratio of percent meeting WA Kids assessment standard between non-Foster and Foster, 2017 kindergarten cohort.

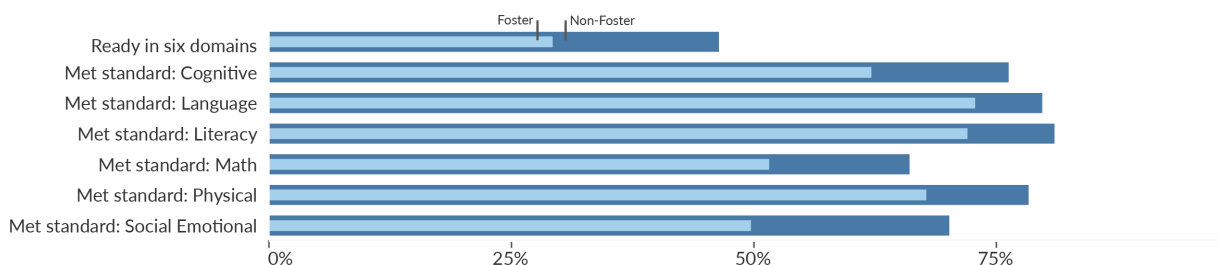


Figure 7. Odds ratio of percent meeting ELA and Math standards between non-Foster and Foster by race/ethnicity, 2017 3<sup>rd</sup> graders.

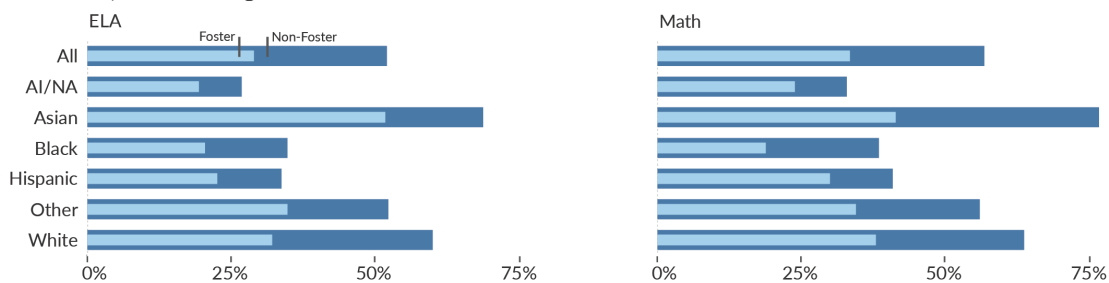


Table 4a. Kindergarten readiness by foster care status, 2017 Kindergartener

	All	Foster	Non-Foster	Odds ratio
Total	75,982			
Met standard: Social emotion	52,834 69.5%	49.7%	70.1%	1.4
Met standard: Physical	59,209 77.9%	67.7%	78.2%	1.2
Met standard: Language	60,303 79.4%	72.7%	79.6%	1.1
Met standard: Cognitive	57,559 75.8%	62.0%	76.2%	1.2
Met standard: Literacy	61,353 80.7%	71.9%	81.0%	1.1
Met standard: Math	49,867 65.6%	51.6%	66.0%	1.3
Ready in six domains	34,895 45.9%	29.3%	46.4%	1.6

Table 4b. Kindergarten readiness by foster care status and domain, 2017 Kindergartener

Met standard: Social emotion				Met standard: Literacy			
AI/NA	46.1%	58.3%	1.3	AI/NA	66.0%	71.2%	1.1
Asian	50.0%	74.1%	1.5	Asian	80.0%	87.5%	1.1
Black	49.7%	62.9%	1.3	Black	70.1%	79.8%	1.1
Hispanic	53.1%	65.7%	1.2	Hispanic	65.4%	64.8%	1.0
White	48.1%	72.4%	1.5	White	74.8%	87.5%	1.2
Other	51.5%	70.2%	1.4	Other	74.7%	83.1%	1.1
Met standard: Physical				Met standard: Math			
AI/NA	63.1%	68.9%	1.1	AI/NA	47.5%	49.0%	1.0
Asian	80.0%	83.6%	1.0	Asian	70.0%	79.7%	1.1
Black	63.9%	74.6%	1.2	Black	52.4%	62.4%	1.2
Hispanic	70.2%	74.0%	1.1	Hispanic	43.4%	46.2%	1.1
White	67.6%	79.8%	1.2	White	55.0%	73.6%	1.3
Other	67.2%	78.7%	1.2	Other	52.6%	67.6%	1.3
Met standard: Language				Ready in six domains			
AI/NA	69.5%	72.0%	1.0	AI/NA	28.4%	31.7%	1.1
Asian	75.0%	78.5%	1.0	Asian	35.0%	55.6%	1.6
Black	72.1%	76.7%	1.1	Black	32.0%	41.2%	1.3
Hispanic	70.0%	67.8%	1.0	Hispanic	25.9%	30.2%	1.2
White	73.8%	85.0%	1.2	White	30.7%	53.0%	1.7
Other	74.4%	82.2%	1.1	Other	28.7%	48.1%	1.7
Met standard: Cognitive							
AI/NA	61.0%	65.3%	1.1				
Asian	75.0%	80.9%	1.1				
Black	59.2%	69.7%	1.2				
Hispanic	58.3%	66.6%	1.1				
White	62.8%	80.5%	1.3				
Other	65.9%	76.9%	1.2				

## Appendix A. Definition of measures and data tables

*Foster care* is a flag identifying whether or not a student was in foster care at any time during the current school year. Foster care records are extracted from DCYF's Famlink database, and are identified in K12 education data from the P-20 Data Warehouse through identity matching process at ERDC.

OSPI *adjusted 5-year graduation rate* follows first-time 9<sup>th</sup> graders for five years. If students are confirmed as transfer out of the state, they are removed from the cohort. Those transfer-out are taken out from both the numerator and denominator. If students transfer in the state, they are added to the cohort and become part of the numerator and denominator. If students drop out or disappear, they remain in the cohort as part of the denominator. The difference between the graduation rates applied by OSPI and this study is demonstrated in the expressions below. The most distinctive difference between these two equations is that this study keeps track of the graduation status of the same group of students over time, while OSPI cohort is adjusted to students' transfer status.

OSPI:

$$\frac{\text{Number of graduates among those} \\ \text{(1st time 9th graders who do not transfer out+transfer in)}}{\text{(Number of 1st time 9th graders in 2012-transfer out+transfer in)}}$$

This study:

$$\frac{\text{Number of graduates among those ever enrolled 9th graders}}{\text{Number of students who ever enrolled as 9th graders in 2012}}$$

Table A1. Student characteristics by foster care status and grade level, 2017 cohort

	2017 Kindergarten						2017 G3						2017 G9						
	All			nonFST			All			nonFST			All			nonFST			
	N	%	Odds ratio	N	%	Odds ratio	N	%	Odds ratio	N	%	Odds ratio	N	%	Odds ratio	N	%	Odds ratio	
Total	84,791	100.0%	100.0%	100.0%	100.0%		84,912	100.0%	100.0%	100.0%		85,155	100.0%	100.0%	100.0%				
Foster care																			
Yes	2,409	2.8%	--	--	--		2,776	3.3%	--	--		2,730	3.2%						
Gender																			
Female	40,865	48.2%	47.9%	48.2%	1.0		41,582	49.0%	52.3%	51.0%	1.0	41,474	48.7%	50.2%	48.7%	1.0			
Age at school entry																			
Younger	707	0.8%	0.5%	0.8%	1.6		1,119	1.3%	0.4%	1.4%	3.5	2,372	2.8%	1.2%	2.8%	2.3			
Entry age	78,840	93.0%	89.7%	93.1%	1.0		77,542	91.3%	86.7%	91.5%	1.1	72,996	85.7%	79.0%	85.9%	1.1			
Older	5,244	6.2%	9.8%	6.1%	0.6		6,251	7.4%	12.9%	7.2%	0.6	9,787	11.5%	19.7%	11.2%	0.6			
Race/ethnicity																			
AI/NA	1,121	1.3%	6.8%	1.2%	0.2		1,169	1.4%	7.9%	1.2%	0.2	1,278	1.5%	7.6%	1.3%	0.2			
Asian	6,142	7.2%	0.9%	7.4%	8.2		6,196	7.3%	1.0%	7.5%	7.5	6,658	7.8%	1.6%	8.0%	5.0			
Black	3,777	4.5%	6.8%	4.4%	0.6		3,511	4.1%	6.9%	4.0%	0.6	3,898	4.6%	8.3%	4.5%	0.5			
Hispanic	20,354	24.0%	21.9%	24.1%	1.1		20,862	24.6%	20.1%	24.7%	1.2	18,633	21.9%	19.7%	22.0%	1.1			
White	44,861	52.9%	49.8%	53.0%	1.1		44,852	52.8%	51.5%	52.9%	1.0	47,839	56.2%	50.2%	56.4%	1.1			
Others	8,536	10.1%	13.8%	10.0%	0.7		8,322	9.8%	12.5%	9.7%	0.8	6,849	8.0%	12.6%	7.9%	0.6			
Income status																			
FRPL eligible	41,254	48.7%	90.5%	47.4%	0.5		48,222	56.8%	94.5%	55.5%	0.6	47,726	56.0%	93.0%	54.8%	0.6			
Special education																			
Yes	10,499	12.4%	24.2%	12.0%	0.5		15,470	18.2%	34.9%	17.7%	0.5	14,964	17.6%	36.8%	16.9%	0.5			

Table A2. School stability, presence, and enrollment by foster care status and grade level, 2017 cohort

School stability	2017 Kindergarten						2017 G3						2017 G9						
	All		FST		nonFST		All		FST		nonFST		All		FST		nonFST		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Enrolled in only 1 school	77,170	91.0%	78.1%	91.4%	79,947	94.2%	83.4%	94.5%	1.1	79,227	93.0%	75.4%	93.6%	1.2					
Enrolled in only 1 district	80,737	95.2%	84.1%	95.5%	81,107	95.5%	85.7%	95.9%	1.1	80,603	94.7%	78.9%	95.2%	1.2					
Average days present	84,791	157	152	157	84,912	164	160	165	1.0	85,155	159	142	159	1.1					
Stayed enrolled as final enrollment status	69,494	82.0%	74.6%	82.2%	71,727	84.5%	77.4%	84.7%	1.1	68,393	80.3%	69.5%	80.7%	1.2					

Table A3. Percent meeting assessment standard, by foster care status and race/ethnicity across grade level from 2012-17, 2012 kindergarteners

	Foster			Non-foster			Odds Ratio =nonFST/FST		
	G3	G4	G5	G3	G4	G5	G3	G4	G5
<b>All</b>									
ELA met standard	27.9%	31.9%	34.3%	50.8%	55.7%	58.5%	1.8	1.7	1.7
Math met standard	32.0%	29.4%	23.2%	55.2%	54.3%	48.8%	1.7	1.8	2.1
Science met standard			42.8%			63.0%			1.5
<b>ELA met standard</b>									
AI/NA	15.2%	22.2%	19.1%	28.2%	32.0%	32.7%	1.9	1.4	1.7
Asian	43.6%	56.4%	55.3%	66.8%	73.4%	76.3%	1.5	1.3	1.4
Black	21.3%	22.0%	22.7%	34.2%	38.1%	39.7%	1.6	1.7	1.7
Hispanic	22.9%	27.9%	27.8%	32.8%	37.7%	41.0%	1.4	1.4	1.5
White	31.3%	34.8%	39.2%	58.6%	63.4%	66.0%	1.9	1.8	1.7
Other	31.1%	35.2%	37.7%	50.7%	54.7%	57.9%	1.6	1.6	1.5
<b>Math met standard</b>									
AI/NA	20.1%	17.8%	8.0%	32.5%	31.5%	26.9%	1.6	1.8	3.4
Asian	43.6%	51.3%	42.1%	73.6%	74.8%	70.7%	1.7	1.5	1.7
Black	18.8%	17.0%	15.5%	36.6%	35.0%	28.6%	1.9	2.1	1.8
Hispanic	26.7%	25.5%	18.1%	38.4%	37.1%	31.1%	1.4	1.5	1.7
White	37.0%	34.0%	27.1%	62.4%	61.5%	55.9%	1.7	1.8	2.1
Other	32.3%	27.8%	25.7%	54.2%	53.2%	48.0%	1.7	1.9	1.9
<b>Science met standard</b>									
AI/NA			25.3%			37.6%			1.5
Asian			52.6%			76.1%			1.4
Black			28.2%			39.1%			1.4
Hispanic			35.0%			43.5%			1.2
White			49.3%			72.3%			1.5
Other			45.0%			61.1%			1.4

Table A4. Percent meeting assessment standard, by foster care status and race/ethnicity across grade level from 2012-17, 2012 3rd graders

	Foster					nonFoster					Odds Ratio = nonFST/FST				
	G3	G4	G6	G7	G8	G3	G4	G6	G7	G8	G3	G4	G6	G7	G8
All															
ELA met standard	51.9%	54.7%	26.6%	30.6%	30.5%	69.3%	73.3%	53.7%	58.5%	58.9%	1.3	1.3	2.0	1.9	1.9
Math met standard	43.8%	38.9%	19.5%	23.0%	19.1%	66.0%	63.5%	45.6%	49.9%	48.3%	1.5	1.6	2.3	2.2	2.5
Science met standard					38.5%					66.2%					1.7
ELA met standard															
AI/NA	44.8%	46.7%	17.4%	21.2%	14.4%	52.7%	55.9%	30.6%	34.6%	34.9%	1.2	1.2	1.8	1.6	2.4
Asian	47.6%	52.3%	41.9%	43.2%	41.5%	78.8%	83.3%	75.2%	79.4%	80.1%	1.7	1.6	1.8	1.8	1.9
Black	42.6%	47.8%	21.8%	22.1%	24.5%	56.5%	61.7%	37.5%	41.4%	40.9%	1.3	1.3	1.7	1.9	1.7
Hispanic	42.4%	44.7%	19.7%	23.9%	22.7%	52.1%	58.0%	34.9%	40.3%	41.4%	1.2	1.3	1.8	1.7	1.8
White	58.3%	60.0%	31.3%	36.0%	36.7%	75.4%	78.7%	59.6%	64.4%	64.6%	1.3	1.3	1.9	1.8	1.8
Other	49.6%	57.4%	23.4%	27.9%	29.0%	70.5%	73.4%	53.7%	57.5%	57.3%	1.4	1.3	2.3	2.1	2.0
Math met standard															
AI/NA	30.2%	32.6%	14.1%	16.8%	11.5%	46.8%	42.3%	24.9%	27.7%	26.9%	1.5	1.3	1.8	1.6	2.3
Asian	54.8%	63.6%	37.2%	43.2%	36.6%	81.0%	81.4%	69.8%	74.8%	73.8%	1.5	1.3	1.9	1.7	2.0
Black	34.0%	27.8%	13.9%	17.1%	13.3%	49.4%	48.0%	27.7%	29.9%	28.0%	1.5	1.7	2.0	1.7	2.1
Hispanic	33.1%	30.8%	13.1%	17.4%	15.5%	49.1%	48.1%	25.9%	31.2%	30.6%	1.5	1.6	2.0	1.8	2.0
White	50.9%	43.6%	23.3%	26.2%	22.1%	71.8%	68.4%	51.6%	55.9%	53.8%	1.4	1.6	2.2	2.1	2.4
Other	42.9%	39.3%	18.0%	23.3%	18.4%	66.1%	63.2%	44.1%	47.6%	45.0%	1.5	1.6	2.5	2.0	2.4
Science met standard															
AI/NA					23.0%					42.9%					1.9
Asian					58.5%					83.1%					1.4
Black					30.6%					44.9%					1.5
Hispanic					28.2%					46.9%					1.7
White					45.7%					73.5%					1.6
Other					36.1%					63.9%					1.8



Table A5. High school education achievement and attainment 2012-2015  
by foster status and race, 2012 9<sup>th</sup> graders

	Foster		non-Foster		Odds ratio	Foster	Non-Foster	Odds
	N	%	N	%	NonFST/FST	%	%	
ELA met standard								
All	1,896	64.8%	66,298	86.2%	1.3			
AI/NA	115	59.0%	900	74.8%	1.3			
Asian	37	74.0%	5,161	91.2%	1.2			
Black	207	57.2%	2,682	73.7%	1.3			
Hispanic	298	65.5%	11,265	78.4%	1.2			
White	1,063	66.5%	42,121	89.4%	1.3			
Other	176	65.9%	4,169	84.9%	1.3			
Math met standard								
All	1,466	50.1%	61,970	80.6%	1.6			
AI/NA	84	43.1%	763	63.4%	1.5			
Asian	31	62.0%	5,191	91.8%	1.5			
Black	147	40.6%	2,306	63.4%	1.6			
Hispanic	215	47.3%	9,939	69.2%	1.5			
White	852	53.3%	39,933	84.7%	1.6			
Other	137	51.3%	3,838	78.2%	1.5			
Science met standard								
All	1,498	51.2%	61,464	79.9%	1.6			
AI/NA	77	39.5%	746	62.0%	1.6			
Asian	28	56.0%	4,976	88.0%	1.6			
Black	147	40.6%	2,207	60.6%	1.5			
Hispanic	219	48.1%	9,580	66.7%	1.4			
White	892	55.8%	40,189	85.3%	1.5			
Other	135	50.6%	3,766	76.7%	1.5			
Graduate from high school in 5 years					Graduate from high school in 4 years			
All	1,542	50.7%	63,571	77.9%	1.5	41.5%	73.6%	1.8
AI/NA	83	39.1%	708	63.5%	1.6	35.2%	57.9%	1.6
Asian	41	63.4%	5,276	87.4%	1.4	52.7%	84.7%	1.6
Black	166	50.8%	2,815	68.3%	1.3	38.0%	60.4%	1.6
Hispanic	305	55.1%	11,652	71.7%	1.3	44.0%	66.2%	1.5
White	812	50.8%	39,155	79.7%	1.6	42.0%	76.3%	1.8
Other	135	49.5%	3,965	75.8%	1.5	41.2%	70.7%	1.7
GED earned								
All	289	9.0%	2,621	3.3%	0.4			
AI/NA	13	5.9%	84	6.5%	1.1			
Asian	3	5.5%	72	1.2%	0.2			
Black	35	8.8%	187	4.8%	0.5			
Hispanic	36	7.1%	450	3.0%	0.4			
White	170	9.8%	1,639	3.3%	0.3			
Other	32	11.1%	189	3.7%	0.3			

Table A6. College enrollment in 2016-2017 by foster status and race, 2012 9<sup>th</sup> graders

	Foster		Non-foster		Odds ratio
	N	Percent	N	Percent	nonFST/FST
Higher edu enrollment					
All	1,205	37.6%	43,958	54.7%	1.5
AI/NA	65	29.7%	476	36.9%	1.2
Asian	31	56.4%	4,218	72.5%	1.3
Black	173	43.6%	2,081	53.5%	1.2
Hispanic	193	38.1%	7,193	47.2%	1.2
White	618	35.5%	27,266	55.7%	1.6
Other	125	43.3%	2,724	53.1%	1.2
Enrolled in 2-year institution					
All	1,043	86.6%	29,525	67.2%	0.8
AI/NA	59	90.8%	378	79.4%	0.9
Asian	27	87.1%	2,318	55.0%	0.6
Black	151	87.3%	1,594	76.6%	0.9
Hispanic	166	86.0%	5,216	72.5%	0.8
White	531	85.9%	18,124	66.5%	0.8
Other	109	87.2%	1,895	69.6%	0.8
Enrolled in 4-year institution					
All	162	13.4%	14,433	32.8%	2.4
AI/NA	6	9.2%	98	20.6%	2.2
Asian	4	12.9%	1,900	45.0%	3.5
Black	22	12.7%	487	23.4%	1.8
Hispanic	27	14.0%	1,977	27.5%	2.0
White	87	14.1%	9,142	33.5%	2.4
Other	16	12.8%	829	30.4%	2.4





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