**Educational Outcome Indicators of Young People in England by Family Structure**

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This paper draws upon data from the from the Department for Education’s (DFE) Longitudinal Study of Young People in England (LSYPE) to explore indicators of young people’s educational well being across various family structures. LSYPE is a large-scale longitudinal study of young people in England with the first wave collected in 2004 when the participants in the study were 14 or 15 years old. Data is collected from the same cohort of young people on an annual basis and includes information on various aspects of young people’s lives. The LYPSE data can be linked to school contextual data (Annual School Census data) and the National Pupil Database (NPD). These data sources provide a unique opportunity to construct indicators of young people’s educational achievement, attainment, and persistence overtime.

Family structure is an important contributor to young people’s well being across a range of social and economic outcomes. In education, young people living in non-intact families (e.g., lone-parent, step, and guardian families) are less academically successful than their peers who reside in households in which both parents live together. Behind this generalisation, there are notable differences across different non-intact family structures. Furthermore, family structure is not a fixed characteristic and a child’s living arrangements are subject to change overtime.

This paper will examine young people’s academic performance as measured by such indicators as Key Stage 3 SAT scores, GCSE achievement, GCE ‘A’ level and equivalent achievement, and persistence in to further and higher education. Various economic and social factors that contribute to differences by family structure will be explored. In addition, indicators will take in to account changes in the young person’s living arrangements overtime.