

Education of Children and Youth Experiencing Homelessness in the United States:

Data Summary for School Years 2021-22 to 2023-24



**National Center for
Homeless Education**

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The National Center for Homeless Education (NCHE) is the technical assistance (TA) center for the U.S. Department of Education's Education for Homeless Children and Youths (EHCY) Program. NCHE provides training and TA to state coordinators, local liaisons, community partners, parents, students, and other stakeholders to support the education of children and youth experiencing homelessness.

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Executive Summary

Key federal protections under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) continue to guarantee access to education and support for children and youth experiencing homelessness (CYEH). State educational agencies (SEAs) and local educational agencies (LEAs) are responsible for upholding these rights and facilitating the services mandated under the laws. Central to these efforts is robust data collection, reporting, and analysis, which help to identify eligible students, guide program funding decisions, support continuous program improvement, inform policy development, and foster collaboration between education and other systems serving CYEH.

Using the recently available data for school year (SY) 2023–24 in comparison with SYs 2022–23 and 2021–22, this data summary provides various data points about CYEH, including the number of CYEH identified, their living situation when first identified, and data on subgroups of CYEH. Additionally, this data summary reports chronic absenteeism and the adjusted cohort graduation rates (ACGRs) of CYEH. While the primary audience for this data summary is state coordinators and local homeless education liaisons, the information throughout this data summary may be of interest to policymakers, service providers, researchers, as well as other educators and administrators.

Key findings in this data summary include:

- **Rising Enrollment and Demographic Shifts:** The national number of CYEH increased by 28.5% from 1.2 million to 1.54 million between SYs 2021–22 and 2023–24, with the youngest learners and English learners showing the most significant increases. Older student subgroups had smaller increases. The annual increase from SY 2022–23 to SY 2023–24 was 12.63%.
- **Subgroup and Housing Trends:** The number of identified unaccompanied youth experiencing homelessness (UYEH) rose by 15.5% (from 110,664 to 127,848), while the proportion of CYEH with disabilities remained steady at around 19.7%. Notably, the percentage of CYEH who are UYEH declined in a three-year reporting period. Most CYEH lived in doubled-up housing, which increased by 25.7% (from 915,578 to 1,150,630), along with notable rises in hotel or motel and unsheltered living situations.
- **Racial and Ethnic Disparities:** Hispanic or Latino and Black or African-American CYEH are disproportionately represented among these racial or ethnic categories of all students enrolled in public schools, with Hispanic or Latino students making up 43.3% of all CYEH; Black or African-American students making up 24.9%; White students making up 21.6%; two or more race students making up 5.4%; Asian students making up 2.2%; Alaskan Native and American Indian students making up 1.8%; and Native Hawaiian or Other Pacific Islander students making up 0.8%.
- **Chronic Absenteeism:** Chronic absenteeism among CYEH decreased from 50.8% to 47.7% from SY 2021–22 to SY 2023–24.

- **Early Childhood Homelessness:** The number of CYEH from birth to age five not yet enrolled in kindergarten and served by McKinney-Vento Act subgrants rose by 45.3% nationwide, from 58,433 to 84,883 over the past three SYs.
- **Adjusted Cohort Graduation Rates:** The national four-year adjusted cohort graduation rate increased to 70.1% in SY 2023-24 for students who experienced homelessness. This is an increase over the SY 2022-23 national ACGR for CYEH, which was 69.3% (U.S. Department of Education, 2025). Some states have made progress, but disparities persist, especially for students in foster care and CYEH.

Section 1. Introduction

[Subtitle VII-B of the McKinney-Vento Act](#) requires SEAs to ensure that CYEH¹ have access to the same free and appropriate education guaranteed to other students. The McKinney-Vento Act further authorizes the Education for Homeless Children and Youth (EHCY) grant program, which enables SEAs to meet these mandates. To better understand and address the needs of this vulnerable student population, states annually report data to the U.S. Department of Education (ED) through the ED*Facts* Initiative. This data summary analyzes the most recent data from SY 2023-24, alongside comparative data from SYs 2021-22 and 2022-23, to provide a comprehensive overview of CYEH's experiences in America. It examines key demographic trends, including the number of identified CYEH, the types of housing in which CYEH reside, and the prevalence of homelessness among specific student groups. Additionally, the data summary explores critical educational outcomes, such as chronic absenteeism and adjusted cohort graduation rates (ACGRs). While the primary audience includes state coordinators (SCs)² and LEA local liaisons (LLs)³ responsible for implementing the EHCY program, the findings in this data summary are also relevant to policymakers, educators, administrators, and service providers committed to improving outcomes for CYEH.

By systematically collecting and analyzing data and comparing them to state and national averages and trends, SCs and LLs gain a comprehensive understanding of the educational experiences and challenges that CYEH face in their states and localities. This process not only helps track enrollment trends and demographic shifts but it also enables the identification of particular subgroups who may require targeted interventions. Detailed data on attendance, academic outcomes, housing situations, and service utilization reveal patterns that can help LEAs address disparities, allocate resources more effectively, and advocate for expanded support services.

Furthermore, insights from data analysis can empower SCs and LLs to evaluate the fidelity and impact of their McKinney-Vento Act implementation. Data-driven reviews help pinpoint areas where compliance may lag or where outreach and identification efforts could be strengthened. Reporting requirements also encourage ongoing program improvement by highlighting successful strategies and revealing persistent barriers to educational access.

At a broader level, ED leverages this data to measure the effectiveness of the EHCY program on a national scale. By aggregating local and state findings, ED can identify trends across the country, inform federal policy decisions, and direct technical assistance to areas of greatest need. Data also

¹ The NCHÉ has adopted the term *children and youth experiencing homelessness (CYEH)* in place of *students experiencing homelessness (SEH)* to ensure inclusivity across all age groups, including those not yet enrolled in school. This shift aligns with the McKinney-Vento Act's broader definition of homelessness and supports efforts to remove educational barriers for all affected children and youth.

² Every SEA is required to designate a state coordinator for homeless education who oversees the implementation of the EHCY grant program in LEAs throughout the state (McKinney-Vento Act section 722(d)(3)).

³ Every LEA is required to designate a local homeless education liaison who oversees the implementation of the EHCY grant program in schools throughout the LEA (McKinney-Vento Act section 722(g)(1)(J)(ii)).

supports accountability and transparency, facilitating public understanding and fostering collaboration among education, housing, health, and justice systems to better serve CYEH. In essence, robust data collection forms the foundation for evidence-based action, ensuring that resources and interventions are responsive to the evolving needs of children and youth experiencing homelessness.

For readers seeking additional context and technical guidance on how data related to CYEH are collected, reported, and used, NCHE offers several valuable resources. For example, NCHE's brief [The Data Collection Process and Students Experiencing Homelessness](#) provides a comprehensive overview of responsibilities, timelines, and quality checks involved in submitting data related to CYEH under the ED*Facts* Initiative. There are separate guides for the submission of homeless education files and files with homeless student subgroup data available at <https://nche.ed.gov/data/>. Furthermore, on [ED Data Express](#), ED publishes the funding, participation, and performance data on federal education programs administered in the Office of Elementary and Secondary Education, including the EHCY program.

1.1 Definitions and Educational Rights Under the McKinney-Vento Act

This data summary concerns children and youth identified as homeless by LLs or designees who apply a statutory definition to determine eligibility. Enrollment and primary nighttime residence data in this data summary are based on the following statutory components of the definition of *homeless children and youths*.

The McKinney-Vento Act (McKinney-Vento Act section 725(2)) defines *homeless children and youths* as 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;
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children (as this term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.

In addition to defining *homeless children and youths*, the McKinney-Vento Act also defines *unaccompanied youth experiencing homelessness* (UYEH) as “a homeless child or youth not in the physical custody of a parent or guardian” (McKinney-Vento Act section 725(6)).

Once identified, CYEH are entitled to a range of educational protections and supports. The McKinney-Vento Act addresses educational barriers and challenges created by homelessness by guaranteeing CYEH the right to enroll in and attend school and providing the support needed for school success.⁴ The law places the responsibility for ensuring the educational rights of CYEH on SEAs and LEAs⁵ to ensure that CYEH have the right to receive a free, appropriate public education (McKinney-Vento Act section 721(1)).

In addition, CYEH can continue attending the school of origin or enroll in the local attendance area school if attending the school of origin is not in the best interest of the CYEH or is contrary to the request of the parent, guardian, or unaccompanied youth (McKinney-Vento Act section 722(g)(3)(B)(i-iv)).

⁴ NCHE offers a number of resources and tools on implementing the McKinney-Vento Act, including webinars and issues briefs at [Resources - National Center for Homeless Education](#).

⁵ LEAs typically include traditional public school districts and may also include charter schools. Additionally, special service districts such as regional educational service centers or boards of educational service centers are also considered LEAs.

Section 2: Demographic Characteristics of Children and Youth Experiencing Homelessness

2.1 Total CYEH Enrollment by State

States reported 1,548,191 CYEH that public school districts identified during the SY 2023-24, which is an increase of 173,654 CYEH or just over 28.5% over the past three reporting years and a 12.6% increase in the past two reporting years. In addition, the percentage of CYEH among all enrolled students increased from 2.4% to 3.1% over the same three-year period. Overall, 53 states and territories showed an increase in CYEH between SYs 2021-22 and 2023-24.

The table and figures that follow include state-level data on the number of CYEH identified by state in SYs 2021-22 through 2023-24, including ungraded, 3- to 5-year-olds, and kindergarten to grade 13.⁶

Table 1 provides the number and percentage of enrolled CYEH by state for SYs 2021-22, 2022-23, and 2023-24. The table includes both student counts and the percentage change over time, offering a view of enrollment trends across states over the three-year period.

Figure 1 illustrates the percentage change in the number of enrolled CYEH by state across three SYs. This figure highlights shifts in enrollment trends over time, helping to identify patterns in CYEH counts at the state level.

Figure 2 displays the total number of enrolled CYEH nationally across SYs 2004-05 through 2023-24. This longitudinal view highlights changes in enrollment over time, supporting the analysis of long-term trends in the identification of CYEH.

For additional context, ED Data Express publishes data notes with files downloaded from it, including states' own comments on their data, and significant changes as triggered by certain thresholds. If states were missing data for any of the reporting years under comparison or excluded from national calculations, this is noted below each table and figure.

⁶Enrolled includes ungraded, 3- to 5-year-olds, and kindergarten to grade 13. Ungraded includes both regular and special classes that have no grade designations. The grade 13 designation is intended for students who have completed grade 12 and who stay in high school for more than four years to participate in a program that bridges the high school and college degree-earning experience, such as an early or middle college program.

Table 1. Number and Percentage of CYEH in Public Schools¹ by State, SYs 2021-22, 2022-23, and 2023-24

State	SY 2021-22		SY 2022-23		SY 2023-24	
	Number	Percent	Number	Percent	Number	Percent
United States²	1,205,311	2.4	1,374,537	2.8	1,548,191	3.2
Alabama	9,050	1.2	11,264	1.5	14,488	1.9
Alaska	3,092	2.4	3,554	2.7	3,950	3.0
Arizona	18,040	1.6	19,365	1.7	21,979	2.0
Arkansas	13,718	2.8	17,148	3.5	18,886	3.9
Bureau of Indian Education	1,757	5.4	1,910	5.2	2,391	6.5
California	225,747	3.8	246,480	4.2	286,853	4.9
Colorado	16,540	1.9	17,894	2.1	22,896	2.6
Connecticut	3,979	0.8	5,093	1.0	5,463	1.1
Delaware	3,434	2.5	4,416	3.1	3,708	2.6
District of Columbia	5,871	6.6	7,192	7.9	7,139	7.2
Florida	77,203	2.7	93,316	3.3	96,220	3.3
Georgia	35,516	2.0	40,136	2.3	44,445	2.5
Hawaii	3,251	1.9	3,542	2.1	5,876	3.5
Idaho	8,428	2.7	9,138	2.9	9,266	2.9
Illinois	48,395	2.6	55,022	3.0	67,304	3.6
Indiana	16,334	1.6	18,701	1.8	20,896	2.0
Iowa	6,517	1.3	7,314	1.4	7,186	1.4
Kansas	6,688	1.4	7,594	1.6	8,810	1.8
Kentucky	21,034	3.2	21,092	3.2	22,320	3.4
Louisiana	17,375	2.5	17,777	2.5	17,721	2.5
Maine	3,087	1.8	4,118	2.4	4,894	2.8
Maryland	16,529	1.9	17,817	2.0	20,039	2.3
Massachusetts	21,388	2.3	24,004	2.6	35,985	3.9
Michigan	28,724	2.0	32,762	2.3	35,495	2.5
Minnesota	14,587	1.7	18,204	2.1	18,886	2.2
Mississippi	5,556	1.3	4,460	1.0	6,498	1.5
Missouri	32,969	3.7	34,565	3.9	35,522	4.0
Montana	4,607	3.1	4,898	3.2	5,668	3.8
Nebraska	3,103	0.9	3,577	1.1	4,599	1.4
Nevada	16,476	3.4	17,199	3.6	17,834	3.7
New Hampshire	3,323	2.0	3,555	2.1	3,607	2.2
New Jersey	11,104	0.8	14,393	1.0	17,315	1.2
New Mexico	9,834	3.1	10,543	3.3	11,735	3.8
New York	133,578	5.2	155,079	6.1	186,994	7.4

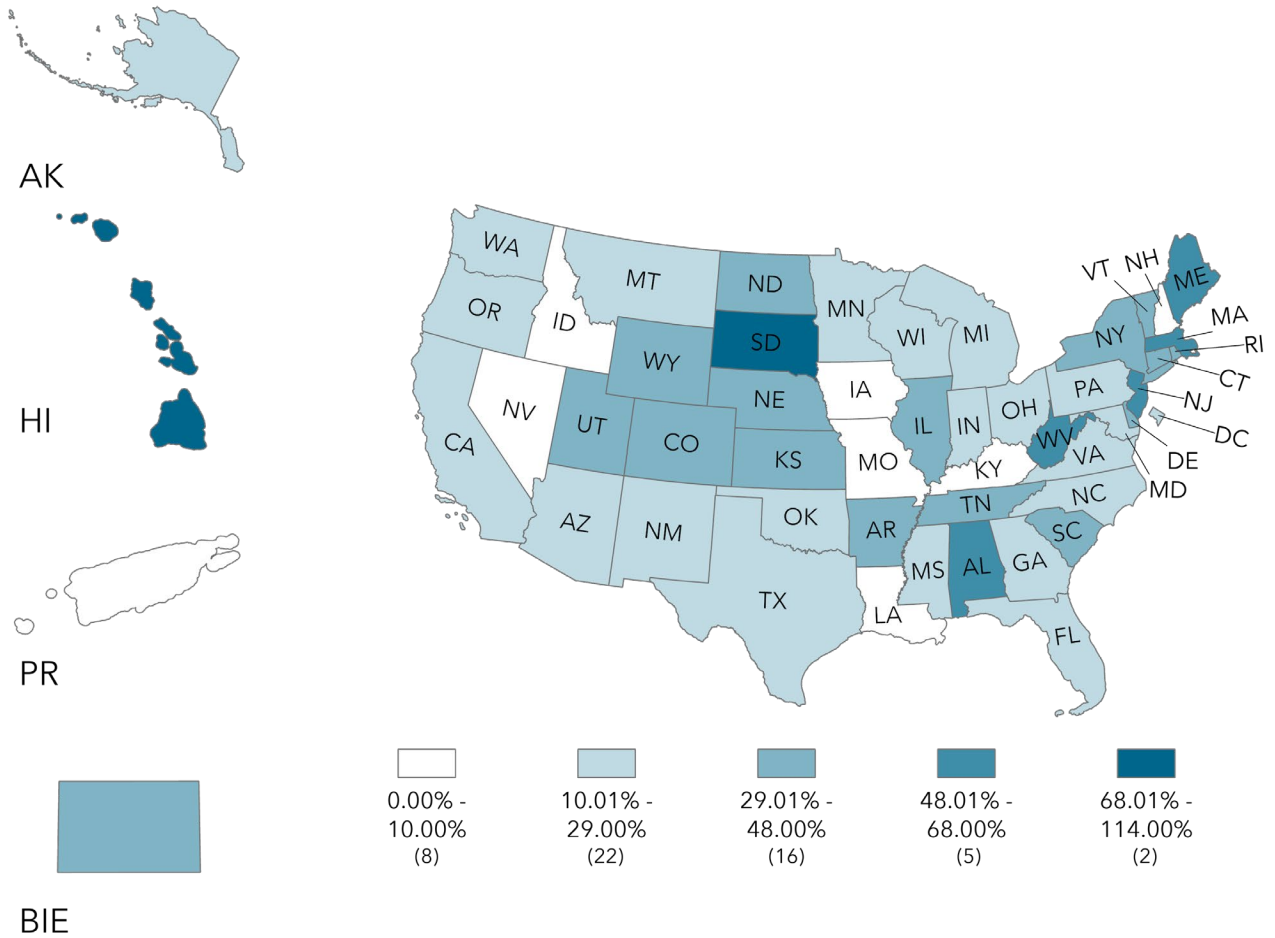
State	SY 2021–22		SY 2022–23		SY 2023–24	
	Number	Percent	Number	Percent	Number	Percent
North Carolina	28,631	1.9	33,243	2.2	34,950	2.3
North Dakota	2,000	1.7	2,254	1.9	2,637	2.2
Ohio	27,333	1.6	30,822	1.8	32,764	2.0
Oklahoma	21,145	3.0	23,538	3.4	26,009	3.7
Oregon	18,475	3.3	21,871	4.0	22,881	4.2
Pennsylvania	34,043	2.0	40,122	2.4	43,222	2.6
Puerto Rico	2,661	1.0	2,867	1.1	2,660	1.0
Rhode Island	1,461	1.1	1,739	1.3	1,966	1.4
South Carolina	11,543	1.5	13,483	1.7	15,862	2.0
South Dakota	1,728	1.2	2,178	1.5	3,699	2.6
Tennessee	17,512	1.8	22,567	2.2	24,710	2.5
Texas	97,279	1.8	114,536	2.1	121,470	2.2
Utah	11,897	1.7	13,049	1.9	15,998	2.3
Vermont	1,312	1.6	1,620	1.9	1,913	2.3
Virginia	16,416	1.3	19,475	1.5	20,784	1.7
Washington	37,614	3.5	43,871	4.0	45,817	4.2
West Virginia	9,154	3.6	13,547	5.4	15,346	6.2
Wisconsin	16,487	2.0	18,515	2.2	20,200	2.5
Wyoming	1,734	1.9	2,118	2.3	2,435	2.7

¹ The number of CYEH in public schools includes ungraded, 3- to 5-year-olds, and kindergarten to grade 13. Ungraded includes both regular and special classes that have no grade designations. The grade 13 designation is intended for students who have completed grade 12 and who stay in high school for more than four years to participate in a program that bridges the high school and college degree-earning experience, such as an early or middle college program.

SOURCE: U.S. Department of Education (ED), Office of Elementary and Secondary Education, EDData file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the EDData Data Warehouse (internal ED source), SYs 2021-22, 2022-23, and 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>; NCES, Common Core of Data, *State nonfiscal public elementary/secondary education survey*, also EDData file 052 Membership, SEA level, SYs 2021-22, 2022-23, and 2023-24. Data may be publicly accessed at <https://nces.ed.gov/ccd/files.asp>.

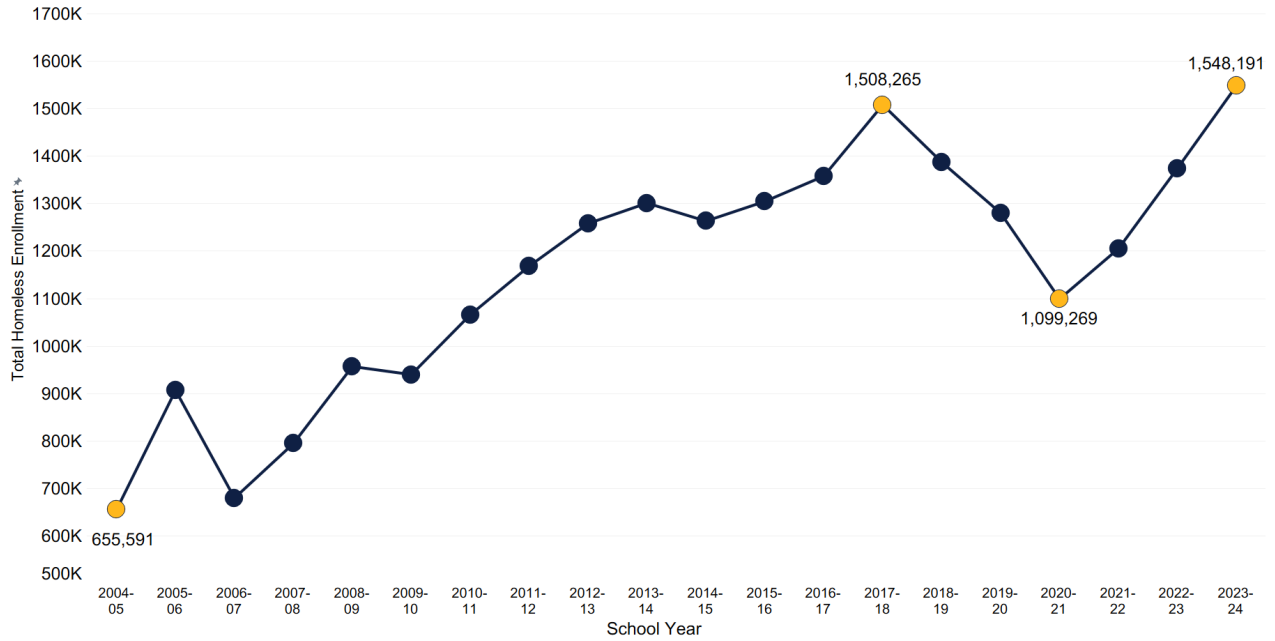
² The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico. The territories of American Samoa, Guam, the Northern Marianas, and the U.S. Virgin Islands may submit data but are excluded from national reporting and metrics.

Figure 1. Percent Change in Student Count of CYEH in Public Schools by State, SYs 2021-22, 2022-23, and 2023-24



SOURCE: ED, Office of Elementary and Secondary Education, ED Facts file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the ED Facts Data Warehouse (internal ED source), SYs 2021-22, 2022-23, and 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

Figure 2. Number of CYEH in Public Schools, SYs 2004-05 through 2023-24



SOURCE: ED, Office of Elementary and Secondary Education, ED Facts file 118: Homeless Students Enrolled, Data Group 655, SEA level, from the ED Facts Data Warehouse (internal ED source), SY 2004-05 to SY 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

2.2 Student Count by Age/Grade

Student counts by age and grade level similarly increased during SYs 2021-22 and 2023-24, with growth observed across most demographic categories. Some groups experienced particularly sharp changes.

The youngest learners experienced the largest percentage increase in CYEH. Among 3- to 5-year-olds, the number of CYEH increased by 47.1%. Similarly, the number of kindergarteners identified as CYEH grew by 35.3%, and the number of 1st graders increased by 38.3%. In contrast, the number of 12th-grade CYEH exhibited the smallest increase among traditional grades, rising only 16.0% from 93,039 to 107,914.

Table 2 presents the number of CYEH by age and grade level for SYs 2021-22, 2022-23, and 2023-24. The table includes both the student count and the percentage change across years, offering insight into enrollment trends and shifts in grade-level distribution over time. Overall, grade-level distribution remained consistent among CYEH, with each grade from kindergarten onward accounting for approximately 7% to 8% of this population.

Table 2. Number and Percent Change of CYEH in Public Schools¹ by Age/Grade, SYs 2021–22, 2022–23, and 2023–24

Grade	SY 2021–22	SY 2022–23	SY 2023–24	Percent Change: SYs 2021–22 to 2023–24
Total²	1,205,311	1,374,537	1,548,189	28.4
Ages 3 Through 5	38,879	46,531	57,176	47.1
Kindergarten	93,439	108,904	126,433	35.3
1 st	88,093	109,676	121,823	38.3
2 nd	91,831	102,729	123,623	34.6
3 rd	92,394	105,843	116,934	26.6
4 th	91,563	103,414	116,349	27.1
5 th	90,425	102,709	114,369	26.5
6 th	88,239	100,210	111,349	26.2
7 th	86,497	97,789	108,647	25.6
8 th	87,528	97,392	108,042	23.4
9 th	100,912	115,259	128,951	27.8
10 th	82,844	97,147	109,014	31.6
11 th	76,969	83,709	94,471	22.7
12 th	93,039	99,912	107,914	16.0
13 th	19	21	28	47.4
Ungraded	2,640	3,217	3,066	16.1
Under- or Over-Categorized ³	52	75	2	104

¹ The number of CYEH in public schools includes ungraded, 3- to 5-year-olds, and kindergarten to grade 13. Ungraded includes both regular and special classes that have no grade designations. The grade 13 designation is intended for students who have completed grade 12 and who stay in high school for more than four years to participate in a program that bridges the high school and college degree-earning experience, such as an early or middle college program.

² The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico. The territories of American Samoa, Guam, the Northern Marianas, and the U.S. Virgin Islands may submit data but are excluded from national reporting and metrics.

³ Under- or over-categorized includes students in the education unit total for the state but not included in the age/grade category, or students who were included in the age/grade category but not included in the education unit total.

SOURCE: ED, Office of Elementary and Secondary Education, ED Facts file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the ED Facts Data Warehouse (internal ED source), SYs 2021–22, 2022–23, and 2023–24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

2.3 Student Count by Homeless Primary Nighttime Residence

States report data for the type of primary nighttime residence that CYEH use based on four federally defined categories: doubled up, shelters and transitional housing, hotels or motels, and unsheltered. Each category captures distinct living arrangements, all of which pose challenges to educational access, stability, and well-being.

The overall increase in the number of identified CYEH was reflected across nearly all residence categories:

- Doubled-up arrangements, in which CYEH share housing with others due to loss of housing or economic hardship, remained the most common living situation. The number of CYEH in this category grew from 915,578 to 1,150,630, an increase of 235,052 CYEH or 28.4%.
- Shelters and transitional housing, which include emergency and transitional shelters, experienced an increase from 131,051 to 132,010, a change of 959 CYEH or .07%.
- Hotels or motels, which CYEH use due to a lack of alternative adequate housing, experienced a rise from 106,621 to 196,431, an increase of 89,810 CYEH or 84.6%.
- Unsheltered CYEH, including those staying in cars, parks, abandoned buildings, substandard housing, or temporary trailers and campgrounds, grew from 51,483 to 67,536, an increase of 16,053 CYEH or 31.2%.

The following table and figures detail the number of CYEH by primary nighttime residence and the percentage breakdown of each category.

Table 3 presents the number of enrolled CYEH by primary nighttime residence across SYs 2021-22, 2022-23, and 2023-24. The table provides a breakdown of student counts by housing situation, offering insight into how living arrangements have shifted over time.

Figure 3 illustrates the percentage distribution of CYEH by primary nighttime residence for SY 2023-24. This visual highlights the relative prevalence of different housing situations within the CYEH population during the most recent school year.

Table 3. Number of CYEH in Public Schools¹ by Homeless Primary Nighttime Residence, SYs 2021-22, 2022-23, and 2023-24

Residence	SY 2021-22	SY 2022-23	SY 2023-24	Number Change: SYs 2021-22 to 2023-24	Percent Change: SYs 2021-22 to 2023-24
Total²	1,205,311	1,374,537	1,548,191	342,880	28.4
Doubled Up	915,578	1,030,900	1,150,630	235,052	25.7
Shelters and Transitional Housing	131,051	155,643	196,812	65,671	50.2
Hotels or Motels	106,621	124,164	132,010	25,389	23.8
Unsheltered	51,483	62,751	67,536	16,053	31.2
Not Reported ³	578	1,079	1,203	625	108.1

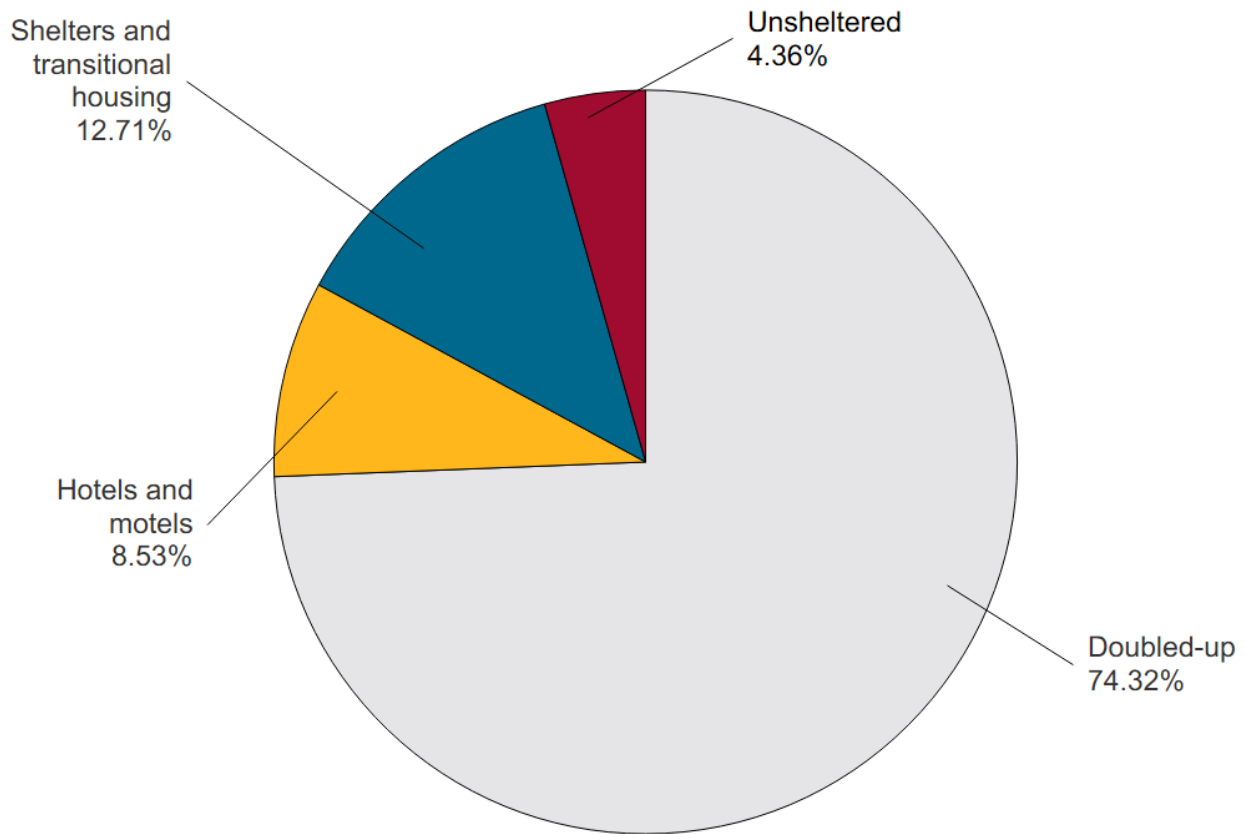
¹The number of CYEH in public schools includes ungraded, 3- to 5-year-olds, and kindergarten to grade 13. Ungraded includes both regular and special classes that have no grade designations. The grade 13 designation is intended for students who have completed grade 12 and who stay in high school for more than four years to participate in a program that bridges the high school and college degree-earning experience, such as an early or middle college program.

²The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico. The territories of American Samoa, Guam, the Northern Marianas, and the U.S. Virgin Islands may submit data but are excluded from national reporting and metrics.

³Data may not be reported due to changes in data collection systems or other challenges in reporting data in SEAs when enrollment and primary nighttime residence counts or records are not linked.

SOURCE: ED, Office of Elementary and Secondary Education, EDData file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the EDData Data Warehouse (internal ED source), SYs 2021-22, 2022-23, and 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

Figure 3. Percentage of Youth Experiencing Homelessness by Primary Nighttime Residence, SY 2023-24



SOURCE: ED, Office of Elementary and Secondary Education, ED*Facts* file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the ED*Facts* Data Warehouse (internal ED source), SY 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

2.4 Unaccompanied Youth Experiencing Homelessness

From the SY 2021-22 to SY 2023-24, the total number of unaccompanied youth experiencing homelessness (UYEH)⁷ increased by 15.5%, rising from 110,664 to 127,848. Notably, the percentage of CYEH who are UYEH declined in the three-year reporting period. States report data for the type of primary nighttime residence that UYEH use based on four federally defined categories:

- **Doubled Up:** The majority of UYEH continued to reside in shared housing due to loss of housing or economic hardship. Their numbers rose from 94,291 (85.2%) in SY 2021-22 to 107,986 (84.5%) in SY 2023-24, a 13.8% increase.
- **Shelters and Transitional Housing:** This category saw the most significant growth, increasing by 41.9%, from 9,819 (8.9%) in SY 2021-22 to 12,277 (9.6%) in SY 2023-24.
- **Hotels and Motels:** The number of UYEH in hotels and motels grew from 2,035 (1.8%) to 2,887 (2.3%), a 13.8% increase.
- **Unsheltered:** The number of UYEH living in places not meant for human habitation remained relatively stable, increasing slightly from 4,507 (4.1%) to 4,692 (3.7%), a 4.1% change.
- **Not Reported:** This category remained negligible, including 12 CYEH in SY 2021-22 and six CYEH in SY 2023-24, showing no meaningful change.

These trends highlight both the growing number of UYEH and shifts in the types of housing situations they experience, with notable increases in shelter use and continued reliance on doubled-up arrangements.

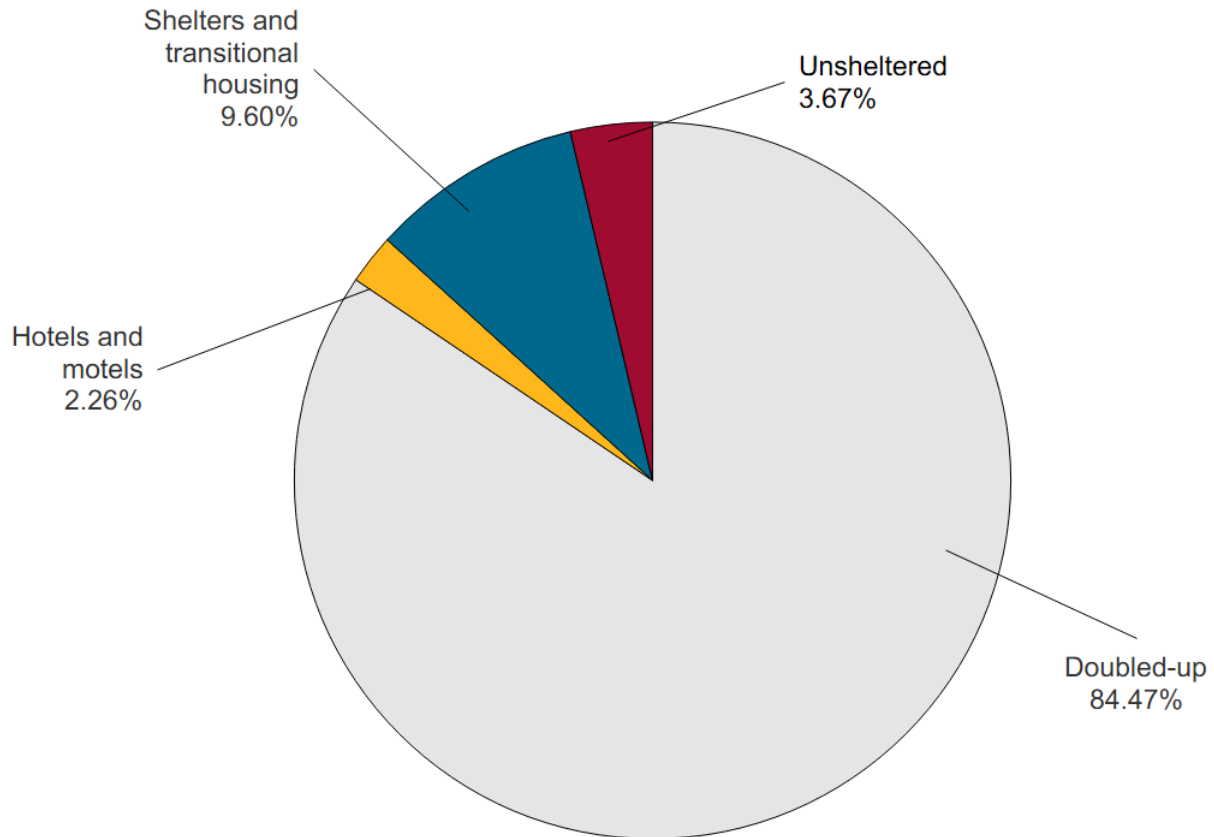
Figure 4 shows the percentage distribution of UYEH by primary nighttime residence for SY 2023-24, highlighting how housing situations vary within the UYEH population.

Table 4 details the number and percentage of UYEH by primary nighttime residence across the three SYs.

Figure 5 illustrates the percentage change by state in the number of UYEH for SY 2023-24, offering a state-level view of shifts in identification and reporting. Compared to the primary nighttime residence at the point of identification for all CYEH, this chart shows that a smaller percentage stay in hotels and motels or unsheltered situations at the time of identification.

⁷ The McKinney-Vento Act defines unaccompanied youth as “a homeless child or youth not in the physical custody of a parent or guardian” (McKinney-Vento Act section 725(6)).

Figure 4. Percentage of Unaccompanied Youth Experiencing Homelessness (UYEH) by Primary Nighttime Residence, SY 2023-24



SOURCE: ED, Office of Elementary and Secondary Education, ED*Facts* file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the ED*Facts* Data Warehouse (internal ED source), SY 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

Table 4. Number and Percentage of Unaccompanied Youth Experiencing Homelessness (UYEH) Status by Primary Nighttime Residence,¹ SYs 2021–22, 2022–23, and 2023–24

Residence	Number of UYEH: SY 2021–22	Percent of UYEH: SY 2021–22	Number of UYEH: SY 2022–23	Percent of UYEH: SY 2022–23	Number of UYEH: SY 2023–24	Percent of UYEH: SY 2023–24	Percent Change: SYs 2021–22 to 2023–24
Total²	110,664	100.0	123,972	100.0	127,848	100.0	15.5
Doubled Up	94,291	85.2	106,031	85.5	107,986	84.5	13.8
Shelters and Transitional Housing	9,819	8.9	10,668	8.6	12,277	9.6	41.9
Hotels and Motels	2,035	1.8	2,610	2.1	2,887	2.3	13.8
Unsheltered	4,507	4.1	4,703	3.8	4,692	3.7	4.1
Not Reported ³	12	0.0	40	0.0	6	0.0	0.0

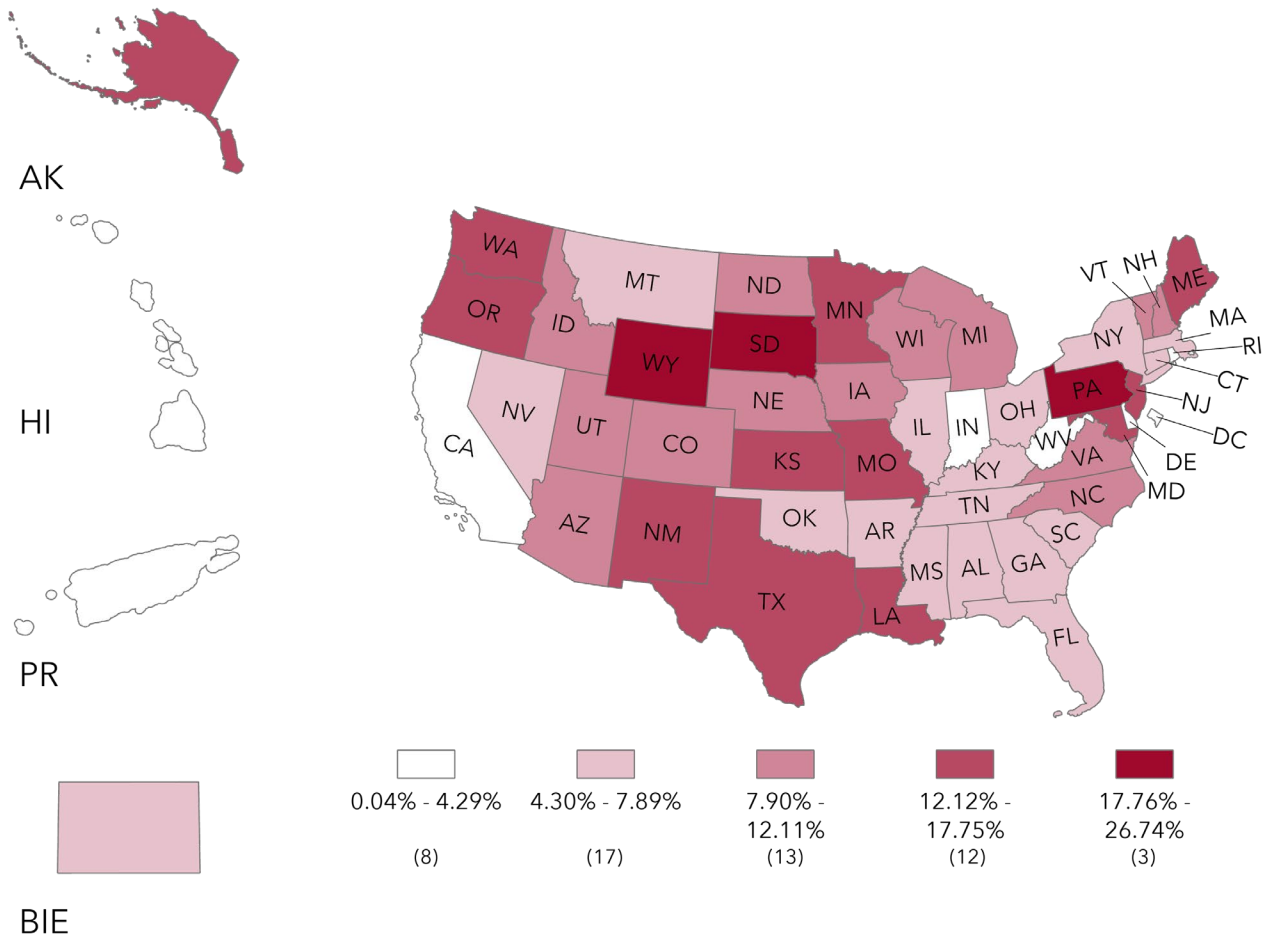
¹The number of UYEH by primary nighttime residence includes ungraded, 3- to 5-year-olds, and kindergarten to grade 13. Ungraded includes both regular and special classes that have no grade designations. The grade 13 designation is intended for students who have completed grade 12 and who stay in high school for more than four years to participate in a program that bridges the high school and college degree-earning experience, such as an early or middle college program.

²The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico. The territories of American Samoa, Guam, the Northern Marianas, and the U.S. Virgin Islands may submit data but are excluded from national reporting and metrics.

³Data may not be reported due to changes in state data collection systems that do not align with federal ones.

SOURCE: ED, Office of Elementary and Secondary Education, ED*Facts* file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the ED*Facts* Data Warehouse (internal ED source), SYs 2021–22, 2022–23, and 2023–24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

Figure 5. Percentage by State of Unaccompanied Youth Experiencing Homelessness of All Children and Youth Experiencing Homelessness, SY 2023-24



SOURCE: ED, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the EDFacts Data Warehouse (internal ED source), SY 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

2.5 Student Count by Subgroup Status

States collect and report data about CYEH by four student subgroups. The greatest increase occurred among English learners,⁸ whose numbers went up from 235,702 in SY 2021–22 to 406,616 in SY 2023–24. This population’s share of the CYEH population jumped from 19.6% to 26.1% over these three reporting years. Meanwhile, the number of children with disabilities⁹ served under the Individuals with Disabilities Education Act (IDEA) increased from 235,915 to 301,359. Despite this numerical growth, this group’s percentage of the total population of CYEH remained relatively stable, fluctuating only slightly between 19.6% and 19.5%. The number of migratory children and youth¹⁰ also increased, rising from 15,831 to 22,624, with the percentage increasing slightly from 1.3% to 1.5%.

Table 5 details the number and percentage of enrolled CYEH by homeless subgroup status across SYs 2021–22, 2022–23, and 2023–24. This table supports the analysis of trends and shifts in subgroup identification over time for students with disabilities and English learners.

⁸ English learners are defined by the ESEA as students ages 3 through 21 who are enrolled in school and whose native language is not English, and whose difficulties in English may hinder their ability to meet academic standards or participate fully in society (ESEA section 8101(20)).

⁹ Students with disabilities are defined under the IDEA of 1975 as individuals who have been evaluated and found to have one or more qualifying conditions that adversely affect educational performance and require special education and related services (IDEA section 602).

¹⁰ Migratory students are defined under Title I, Part C of the ESEA as children who have moved within the past 36 months due to economic necessity to obtain temporary or seasonal agricultural or fishing work, or to accompany a family member doing so (ESEA section 1309).

Table 5. Number and Percentage of CYEH in Public Schools¹ by Subgroup, SYs 2021–22, 2022–23, and 2023–24

Subgroup	SY 2021–22		SY 2022–23		SY 2023–24	
	Number	Percent	Number	Percent	Number	Percent
Total²	1,205,311	100.0	1,374,537	100.0	1,548,191	100.0
Unaccompanied Homeless Youth	110,664	9.2	123,972	9.0	127,848	8.3
Migratory Children and Youth	15,831	1.3	17,850	1.3	22,624	1.5
English Learners	235,702	19.6	301,043	21.9	406,616	26.1
Children with Disabilities (IDEA)	235,915	19.6	273,081	19.9	301,359	19.5

¹ The number of CYEH in public schools includes ungraded, 3- to 5-year-olds, and kindergarten to grade 13. Ungraded includes both regular and special classes that have no grade designations. The grade 13 designation is intended for students who have completed grade 12 and who stay in high school for more than four years to participate in a program that bridges the high school and college degree-earning experience, such as an early or middle college program.

² The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico. The territories of American Samoa, Guam, the Northern Marianas, and the U.S. Virgin Islands may submit data but are excluded from national reporting and metrics. SOURCE: ED, Office of Elementary and Secondary Education, ED Facts file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the ED Facts Data Warehouse (internal ED source), SYs 2021–22, 2022–23, and 2023–24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

2.6 Student Count by Racial/Ethnic Category

Beginning in SY 2019–20, states began reporting race and ethnicity data for CYEH. While reporting was incomplete in the first year, all states provided race and ethnicity data for SYs 2020–21 through 2023–24.

In SY 2023–24, Hispanic or Latino students represented 43.3% of all CYEH, followed by Black or African-American students at 24.9% and White students at 21.7%. Students identifying as two or more races accounted for 5.4% of all CYEH, Asian students accounted for 2.2%, American Indian or Alaska Native students accounted for 1.8%, and Native Hawaiian or Other Pacific Islander students accounted for 0.8%.

Table 6 details national counts and percentages of CYEH by racial and ethnic group, alongside their representation in the overall student population. Table 7 provides state-level counts of CYEH by racial and ethnic subgroup for SY 2023–24.

Figure 6 illustrates the relative likelihood of students from different racial and ethnic groups to experience homelessness, expressed as a percentage compared to the national average for SY 2023–24.

Table 6. Number and Percentage of CYEH in Public Schools¹ by Race/Ethnicity, SY 2023-24

Race/Ethnicity	All Students	Percent of All Students	All CYEH	Percent of CYEH to All CYEH
Total²	49,691,210	100.0	1,548,191	100.0
Hispanic or Latino	14,778,157	29.7	669,860	43.3
Black or African American	7,356,912	14.8	385,508	24.9
White	21,579,524	43.4	334,835	21.6
Two or More Races	2,521,583	5.1	82,904	5.4
Asian	2,760,375	5.6	33,668	2.2
American Indian or Alaskan Native	478,991	1.0	28,055	1.8
Native Hawaiian or Other Pacific Islander	180,309	0.4	12,153	0.8
Uncategorized	35,359	0.1	1,208	0.1

¹ The number of CYEH in public schools includes ungraded, 3- to 5-year-olds, and kindergarten to grade 13. Ungraded includes both regular and special classes that have no grade designations. The grade 13 designation is intended for students who have completed grade 12 and who stay in high school for more than four years to participate in a program that bridges the high school and college degree-earning experience, such as an early or middle college program.

² The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico. The territories of American Samoa, Guam, the Northern Marianas, and the U.S. Virgin Islands may submit data but are excluded from national reporting and metrics. SOURCE: ED, Office of Elementary and Secondary Education, ED*Facts* file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the ED*Facts* Data Warehouse (internal ED source), SY 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>; NCES, Common Core of Data, *State nonfiscal public elementary/secondary education survey*, also ED*Facts* file 052 Membership, SEA level, SY 2023-24. Data may be publicly accessed at <https://nces.ed.gov/ccd/files.asp>.

Table 7. Number of CYEH in Public Schools¹ by Racial/Ethnic Status, by State, SY 2023-24

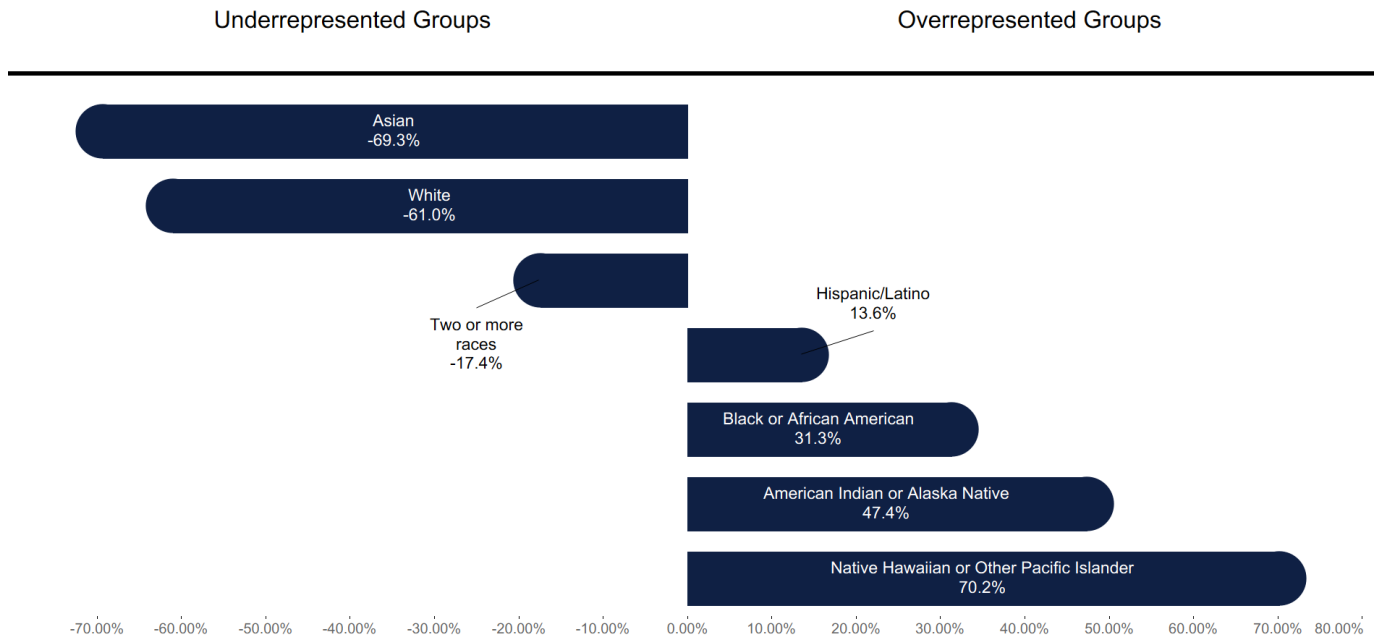
State	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White
United States²	28,217	33,797	404,637	674,488	84,992	12,198	343,827
Alabama	108	83	6,753	2,458	809	28	4,249
Alaska	1,173	62	221	389	698	432	975
Arizona	2,414	143	3,060	11,350	990	67	3,955
Arkansas	160	142	3,672	2,707	1,041	879	10,284
Bureau of Indian Education	2,391	0	0	0	0	0	0
California	2,078	11,728	23,013	210,799	11,455	1619	26,160
Colorado	258	618	1,609	13,918	967	148	5,378
Connecticut	13	70	1,190	3,103	293	5	789
Delaware	22	24	2,139	608	246	3	666
District of Columbia	13	27	4,918	2,051	74	7	49
Florida	244	518	35,417	35,632	4,690	159	19,560
Georgia	169	225	24,741	6,896	2,769	42	9,603
Hawaii	5	1,000	38	1,136	764	2641	292
Idaho	167	59	300	3,510	390	62	4,778
Illinois	202	828	22,955	25,526	2,902	50	14,841
Indiana	34	371	6,640	4,105	1,579	45	8,122
Iowa	62	164	1,685	1,784	601	330	2,560
Kansas	87	97	1,594	3,042	840	55	3,095
Kentucky	36	98	3,518	3,382	1,331	62	13,893
Louisiana	201	58	10,828	2,209	858	7	3,560
Maine	29	28	1,337	532	196	4	2,768
Maryland	57	149	10,013	5,752	1,309	18	2,741
Massachusetts	111	848	8,583	19,690	1,181	52	5,520
Michigan	477	244	11,091	4,772	3,005	46	15,860
Minnesota	1,261	463	6,409	4,773	2,385	55	3,540
Mississippi	15	29	4,157	567	355	4	1,371
Missouri	177	233	14,031	4,608	2,390	452	13,631
Montana	2,033	41	83	675	376	9	2,451
Nebraska	108	57	706	2,396	280	39	1,013
Nevada	193	213	5,470	7,512	1,558	355	2,531
New Hampshire	15	44	190	752	169	1	2,436
New Jersey	44	190	6,062	7,636	755	29	2,599

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White
New Mexico	2,533	71	360	6,474	349	18	1,930
New York	1,662	9,569	45,076	108,807	4,125	470	17,285
North Carolina	256	193	18,077	6,966	2,699	70	6,689
North Dakota	641	10	389	566	222	17	792
Ohio	89	186	13,603	4,354	2,986	58	11,488
Oklahoma	3,082	212	3,803	6,548	4,014	148	8,202
Oregon	460	344	848	8,898	1,494	457	9,605
Pennsylvania	95	701	13,785	11,470	3,249	46	13,449
Puerto Rico	0	0	10	2,633	0	0	17
Rhode Island	36	18	310	663	204	4	731
South Carolina	69	82	6,749	2,993	1,242	32	4,695
South Dakota	1,433	26	281	902	388	22	647
Tennessee	59	121	7,598	6,168	1,319	53	9,392
Texas	455	1,027	30,171	69,122	4,151	219	16,325
Utah	891	184	415	8,106	553	590	5,259
Vermont	14	23	158	129	117	0	1,472
Virginia	78	336	9,032	5,857	1,588	29	3,864
Washington	984	1,148	4,587	18,338	4,079	2,149	14,532
West Virginia	11	61	952	685	904	6	12,727
Wisconsin	557	491	6,823	5,212	1,863	53	5,199
Wyoming	293	11	58	699	102	7	1,265

¹ The number of CYEH in public schools includes ungraded, 3- to 5-year-olds, and kindergarten to grade 13. Ungraded includes both regular and special classes that have no grade designations. The grade 13 designation is intended for students who have completed grade 12 and who stay in high school for more than four years to participate in a program that bridges the high school and college degree-earning experience, such as an early or middle college program.

² The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico. The territories of American Samoa, Guam, the Northern Marianas, and the U.S. Virgin Islands may submit data but are excluded from national reporting and metrics. SOURCE: ED, Office of Elementary and Secondary Education, ED Facts file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the ED Facts Data Warehouse (internal ED source), SY 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

Figure 6. As a Percentage, the Likelihood of Racial or Ethnic Groups to Experience Homelessness Compared to the Incidence of Homelessness for All Students, SY 2023-24



SOURCE: ED, Office of Elementary and Secondary Education, EDData file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the EDData Warehouse (internal ED source), SY 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>; NCES, Common Core of Data, *State nonfiscal public elementary/secondary education survey*, also EDData File 052 Membership, SEA level, SY 2023-24. Data may be publicly accessed at <https://nces.ed.gov/ccd/files.asp>.

2.7 Young Children Served by EHCY Subgrants

While most of this data summary focuses on students enrolled in public schools, states also report data on young children served by EHCY subgrants.¹¹ These children range in age from birth to five years old but are not yet in kindergarten. ED does not collect data on school-aged children and youth served by EHCY subgrants because ED presumes that all CYEH in public schools receive some services through the local liaison, even if this only involves sharing information for referrals. Young children served by EHCY subgrants are usually not enrolled in an LEA and are therefore less likely to receive other services from an ED program.

Between SYs 2021–22 and 2023–24, the number of children from birth to age five not yet enrolled in kindergarten who received services through EHCY subgrant funding increased from 58,433 to 84,883, a 45.3% rise.

Table 8 details the number of children from birth to five years old who are not enrolled in kindergarten and were served by EHCY subgrants, by state, for SYs 2021–22, 2022–23, and 2023–24.

¹¹ The definition of *services* or *served* includes both direct services included as allowable expenses in Section 723(d) of the McKinney-Vento Act and indirect services, such as those provided by a staff member whose position is supported by McKinney-Vento funds. For further information on McKinney-Vento Subgrant data collection, refer to NCHE's brief [A Closer Look at File Specifications: FS 170 - National Center for Homeless Education](#).

Table 8. Count by State of Children and Youth from Birth to Age 5 Not Enrolled in Kindergarten Served by EHCY Subgrants, SYs 2021-22, 2022-23, and 2023-24

State	SY 2021-22	SY 2022-23	SY 2023-24	Percent Change: SY 2021-22 to SY 2023-24
United States¹	58,433	74,893	84,883	45.3
Alabama	93	158	182	95.7
Alaska	26	37	23	-11.5
Arizona	99	117	141	42.4
Arkansas	406	473	1,088	168.0
Bureau of Indian Education	0	0	0	0.0
California	15,678	22,414	22,515	43.6
Colorado	772	1,072	1,828	136.8
Connecticut	93	295	334	259.1
Delaware	43	41	43	0.0
District of Columbia	679	736	701	3.2
Florida	1,894	2,226	2,572	35.8
Georgia	481	558	617	28.3
Hawaii	41	69	118	187.8
Idaho	517	528	566	9.5
Illinois	2,580	2,833	3,773	46.2
Indiana	115	101	120	4.3
Iowa	124	87	182	46.8
Kansas	504	485	412	-18.3
Kentucky	298	295	370	24.2
Louisiana	734	730	668	-9.0
Maine	22	49	144	554.5
Maryland	483	399	866	79.3
Massachusetts ²	461	685	799	73.3
Michigan	1,380	1,673	2,493	80.7
Minnesota	395	447	590	49.4
Mississippi	39	29	97	148.7
Missouri	190	212	139	-26.8
Montana	359	411	569	58.5
Nebraska	85	98	129	51.8
Nevada	374	469	368	-1.6
New Hampshire	58	26	35	-39.7
New Jersey	455	695	695	52.7
New Mexico	762	929	899	18.0
New York	7,574	10,848	15,700	107.3

State	SY 2021–22	SY 2022–23	SY 2023–24	Percent Change: SY 2021–22 to SY 2023–24
North Carolina	911	1,145	1,313	44.1
North Dakota	74	81	124	67.6
Ohio	1,946	2,127	2,267	16.5
Oklahoma	281	319	366	30.2
Oregon	271	1,064	372	37.3
Pennsylvania	6,760	7,538	7,628	12.8
Puerto Rico	34	42	77	126.5
Rhode Island	29	43	42	44.8
South Carolina	430	520	730	69.8
South Dakota	308	352	380	23.4
Tennessee	264	369	342	29.5
Texas	6,517	7,031	8,041	23.4
Utah	--	--	--	0.0
Vermont	30	38	29	-3.3
Virginia	529	940	1,020	92.8
Washington	1,160	1,025	1,080	-6.9
West Virginia	228	798	216	-5.3
Wisconsin	716	1,097	913	27.5
Wyoming	131	139	167	27.5

¹The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico. The territories of American Samoa, Guam, the Northern Marianas, and the U.S. Virgin Islands may submit data but are excluded from national reporting and metrics.

² Massachusetts data was aggregated from the LEA-level file.

-- Data not available

SOURCE: ED, Office of Elementary and Secondary Education, EDFacts file 194: Young Homeless Children Served, Data Group 818, SEA Level, from the EDFacts Data Warehouse (internal ED source), SYs 2021–22, 2022–23, and 2023–24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

2.8 Chronic Absenteeism

Students who are absent from school for 10% or more of the days they are enrolled, whether it is for an excused or unexcused absence, are considered chronically absent.¹² Between SY 2021–22 and SY 2023–24, the percentage of CYEH who were chronically absent decreased from 50.8% to 47.7%, despite an increase in the total number of CYEH.

The method for calculating state and national rates of chronic absenteeism for children and youth experiencing homelessness has varied from SY 2021–22 to SY 2023–24 in part due to the availability of unduplicated LEA and SEA counts that all states submit for students experiencing homelessness or who are economically disadvantaged from SY 2022–23. Furthermore, counts of chronically absent students from LEAs that reported no enrolled CYEH have sometimes been excluded. In Table 9, however, the state rates for SY 2021–22 through SY 2023–24 use school-level chronic absenteeism¹³ counts aggregated to the SEA level. Finally, since the chronic absenteeism counts are limited to K–12 students, pre-school, grade 13 and ungraded CYEH enrolled in public school districts could be removed from the rate calculations. Thus, states may report different rates than what are reported in Table 9.

¹² Only students who were enrolled in a school for 10 or more days were included in the data. Students who attend a state institution (e.g., juvenile justice schools and department of health services schools) must be enrolled for 60 days or more, but they are not identified as homeless while in residence.

¹³ For further information, refer to NCH E's brief [In School Every Day: Addressing Chronic Absenteeism Among Students Experiencing Homelessness](#) or NCH E's [A Closer Look at File Specifications: FS 195](#).

Table 9. Number and Percentage¹ of CYEH Who Were Chronically Absent³ by State, SYs 2021-22, 2022-23, and 2023-24

State	SY 2021-22		SY 2022-23		SY 2023-24	
	Number	Percent	Number	Percent	Number	Percent
United States²	632,129	50.8	685,490	48.2	738,244	47.7
Alabama	4,085	44.8	5,156	45.6	5,406	37.3
Alaska	2,248	72.1	2,609	73.0	2,836	71.8
Arizona	11,015	59.5	11,774	58.7	12,220	55.6
Arkansas	5,534	40.3	6,165	36.0	7,191	38.1
Bureau of Indian Education	1,172	66.7	906	47.4	1,205	50.4
California	102,193	44.5	100,541	39.7	105,272	36.7
Colorado	9,723	54.1	11,173	57.3	12,811	56.0
Connecticut	2,042	50.5	2,254	42.6	2,355	43.1
Delaware	2,154	62.7	2,374	53.7	2,034	54.9
District of Columbia	3,622	59.1	4,146	55.4	3,793	53.1
Florida	49,841	63.5	56,941	59.8	57,763	60.0
Georgia	18,395	50.3	19,854	47.9	21,813	49.1
Hawaii	2,090	64.3	2,453	69.3	3,846	65.5
Idaho	S	S	2,638	27.8	2,543	27.4
Illinois	29,620	60.3	29,353	52.4	36,523	54.3
Indiana	9,691	58.3	11,031	57.6	11,366	54.4
Iowa	3,877	58.6	4,019	53.9	3,575	49.7
Kansas	3,531	49.7	3,746	45.9	4,113	46.7
Kentucky	8,802	41.0	9,370	43.4	9,405	42.1
Louisiana	6,164	35.5	8,075	45.4	10,471	59.1
Maine	1,590	50.6	1,919	43.6	2,330	47.6
Maryland	11,291	67.4	11,563	64.0	12,439	62.1
Massachusetts	11,552	52.1	8,841	36.8	11,665	32.4
Michigan	22,001	73.1	22,800	65.9	24,600	69.3
Minnesota	12,354	84.7	11,609	63.8	11,649	61.7
Mississippi	2,598	44.6	2,009	42.6	2,941	45.3
Missouri	11,432	33.8	11,523	32.4	11,896	33.5
Montana	3,092	65.4	3,146	62.4	3,420	60.3
Nebraska	1,762	56.3	1,906	52.5	2,302	50.1
Nevada	11,400	68.2	11,626	67.1	11,109	62.3
New Hampshire	2,331	69.0	1,793	49.3	1,808	50.1
New Jersey	4,342	38.2	5,122	34.7	6,008	34.7
New Mexico	4,683	47.6	7,117	67.5	3,969	33.8

State	SY 2021–22		SY 2022–23		SY 2023–24	
	Number	Percent	Number	Percent	Number	Percent
New York	73,652	48.8	82,034	46.8	101,974	54.5
North Carolina	18,521	63.1	20,137	58.7	20,489	58.6
North Dakota	1,049	51.9	1,142	50.4	1,361	51.6
Ohio	16,783	61.6	18,166	58.9	18,632	56.9
Oklahoma	8,368	38.7	9,166	38.0	9,837	37.8
Oregon	13,192	70.2	13,627	61.2	13,283	58.1
Pennsylvania	13,138	41.5	14,944	38.8	14,872	34.4
Puerto Rico	1,308	49.2	1,314	45.8	1,028	38.6
Rhode Island	1,016	69.0	1,097	63.1	1,158	58.9
South Carolina	5,946	50.6	6,870	49.9	7,755	48.9
South Dakota	1,184	68.0	1,447	65.6	1,697	45.9
Tennessee	6,540	35.4	8,317	35.2	8,619	34.9
Texas	48,540	48.7	53,102	45.0	51,987	42.8
Utah	6,031	50.7	6,267	48.0	7,191	44.9
Vermont	897	65.0	963	56.6	1,018	53.2
Virginia	6,422	38.6	7,497	37.7	7,313	35.2
Washington	13,880	35.8	23,953	52.9	25,542	55.7
West Virginia	4,345	47.5	5,856	43.2	7,263	47.3
Wisconsin	12,270	71.8	12,783	66.8	13,186	65.3
Wyoming	981	56.2	1,256	58.1	1,362	55.9

¹The percentage of CYEH who were reported as chronically absent includes all CYEH enrolled in LEAs pre-K to grade 13 and Ungraded in the denominator. The numerator is the count of CYEH reported as chronically absent in grades K-12 at the school level, aggregated to the SEA level.

²The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico. The territories of American Samoa, Guam, the Northern Marianas, and the U.S. Virgin Islands may submit data but are excluded from national reporting and metrics.

S Suppressed due to data quality.

SOURCE: ED, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA Level; and EDFacts file 195: Chronic Absenteeism, Data Groups 814 aggregated from the school to SEA level, from the EDFacts Data Warehouse (internal ED source), SY 2021-22, 2022-23, and 2023-24. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>.

2.9 Adjusted Cohort Graduation Rates (ACGR)

The ACGR is the percentage of public school students who graduate within four years of starting 9th grade with a regular diploma or higher or, for students with the most significant cognitive disabilities, a state-defined alternate high school diploma. ED has been collecting the ACGR for CYEH since SY 2016-17.¹⁴ The national ACGR data for SYs 2021-22 and 2022-23 show persistently lower graduation rates compared to the All Students group for CYEH, students in foster care, and economically disadvantaged students. In SY 2021-22 and 2022-23, the national ACGR was 87%.¹⁵ The national ACGR for CYEH was 68.3% in SY 2021-22, increasing to 69.3% in SY 2022-23, a one-percentage-point increase (U.S. Department of Education, 2025).

Table 10 includes data from SYs 2021-22 and 2022-23, organized by state, and provides a comparative overview of four-year ACGRs for:

- Students who experienced homelessness,
- Students who were in foster care,
- Students who were economically disadvantaged, and
- All students.

¹⁴ For further information, refer to NCHÉ's [A Closer Look at File Specifications: FS 150 and 151](#).

¹⁵ The U.S. average ACGR is for the 50 states and the District of Columbia. The 2021-2022 data for New Mexico and Oklahoma were suppressed and do not contribute to the national average ACGR reported here.

Table 10. Four-Year ACGR Overall and for CYEH, Students in Foster Care,¹ and Students Who Were Economically Disadvantaged,² by State, SYs 2021-22 and 2022-23

State	Students Who Experienced Homelessness		Students Who Were in Foster Care		Students Who Were Economically Disadvantaged		All Students	
	SY 2021-22	SY 2022-23	SY 2021-22	SY 2022-23	SY 2021-22	SY 2022-23	SY 2021-22	SY 2022-23
United States³	68.2	69.1	S	57.5	81.3	81.9	86.6	86.7
Alabama	76	82	64	64	82.6	86.5	88.2	90
Alaska	59	59	53	57	70.2	72.4	77.8	77.9
Arizona	48	50.9	39	44	73.3	76.9	77.3	77.8
Arkansas	78	79	64	68	85.4	87.3	88.2	89.9
Bureau of Indian Education	72	65	--	--	75.0	66	75.0	66
California	72.9	72.7	61.4	61.2	84.6	83.3	87.0	86.2
Colorado	55	58	30	35	71.9	72.8	82.3	82.7
Connecticut	67	73	57	55	82.1	81.9	88.9	88.2
Delaware	70	73	55	71	81.0	82	87.8	88.9
District of Columbia	55	56	43	51	65	69	76.4	76.5
Florida	74	74.3	59	58	83.2	83.9	87.3	88
Georgia	62.7	65.3	48	50	78.6	80.8	84.1	84.4
Hawaii	69	69	67	63	81.1	80.4	86.0	85.5
Idaho	52	59	41	42	69.6	70.8	79.9	81.1
Illinois	67.2	69.4	51	56	80.0	81.2	87.3	87.6
Indiana	79	82	59	61	85.2	88.6	87.7	88.1
Iowa	71	63	72	53	82.3	78.6	89.9	87.5
Kansas	72	71	60	65	82.2	83.1	89.1	88
Kentucky	86	87	70	73	88.4	90-	90.1	91.4
Louisiana	70	71	63	42	77.5	77.2	83.1	82.6
Maine	56	55	59	56	76.6	78.8	86.1	87.3
Maryland	62	62	42	40	77.9	79.8	86.3	85.8
Massachusetts	68	65	62	58	83.2	82.2	90.1	89.2
Michigan	56	58	41	44	69.6	71.3	81.0	81.8
Minnesota	49	50	42	43	71.1	71.9	83.6	83.3
Mississippi	71	73	64	73	90.3	87	88.9	89.4
Missouri	76	77	69	70	81.7	82.7	89.8	89.3
Montana	64	60	68	60	76.4	75	85.8	85.5
Nebraska	61	63	54	56	79.0	79.1	87.1	87.3
Nevada	67	70	47	42	81.5	81.4	81.7	81.4

State	Students Who Experienced Homelessness		Students Who Were in Foster Care		Students Who Were Economically Disadvantaged		All Students	
	SY 2021–22	SY 2022–23	SY 2021–22	SY 2022–23	SY 2021–22	SY 2022–23	SY 2021–22	SY 2022–23
New Hampshire	59	62	46	50	73.3	75.3	87.7	88.1
New Jersey	60	74	44	60	78.7	85.9	85.2	90.5
New Mexico	S	61	S	49	S	66.1	S	76.5
New York	69.4	69.6	49	51	81.6	82.6	86.7	87.2
North Carolina	67.8	67.1	53	53	79.5	83.6	86.4	86.5
North Dakota	54	58	55	54	69	70	85.1	83.2
Ohio	58.9	59.2	61	61	76.8	77	86.2	86.2
Oklahoma	S	61	S	78	S	74.8	S	81.2
Oregon	58.6	60.6	48	47	80.7	80.7	81.3	81.3
Pennsylvania	69	68.9	49	52	80.1	82	87.0	87.6
Puerto Rico	55	63	--	--	73.0	74.4	73.8	75
Rhode Island	64	65	52	51	75.7	76.5	83.3	84.1
South Carolina	63	66	42	43	76.4	76.4	83.8	83.8
South Dakota	45	49	41	30	60	66	82.1	84
Tennessee	74	70	60	56	83.6	80.1	90.4	87.3
Texas	74.8	75.5	62	66	86.4	87.4	89.7	90.3
Utah	69	71	--	71	77.5	78.7	88.2	88.3
Vermont	58	54	50	42	75	72	82.8	82
Virginia	67	67	60	51	82.4	82.6	89.1	88.8
Washington	61.8	63.3	54	53	76.5	77	83.6	83.8
West Virginia	79	83	65	71	85.3	88	91.2	92.6
Wisconsin	68	69	59	60	81.4	82.5	90.3	90.5
Wyoming	57	63	51	58	68	69.4	81.8	81.4

¹For Title I, Part A accountability and data reporting, *foster care* means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility.

²For Title I, Part A accountability and data reporting, *economically disadvantaged* means students who meet the state definition.

³The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico. The territories of American Samoa, Guam, the Northern Marianas, and the U.S. Virgin Islands may submit data but are excluded from national reporting and metrics. ACGRs for subgroups reported for states without decimal places have been rounded up or down as a form of privacy protection.

-- Data not available.

S Suppressed due to data quality.

This table does not display SY 2023–24 ACGR data and lags by one year because final suppressions of state data and calculation of national rates by ED are usually completed after this report is published.

SOURCE: ED, Office of Elementary and Secondary Education, EDData file 150 and 151: Adjusted-Cohort Graduation Rate and Cohorts for Adjusted Cohort Graduation Rate, Data Group 695, SEA level, extracted from the EDData Data Warehouse (internal ED source), SYs 2021–22 and 2022–23. Data may be publicly accessed at <https://eddataexpress.ed.gov/download>; NCES, Common Core of Data, *State nonfiscal public elementary/secondary education survey*, SEA level, SYs 2021–22 and 2022–23.

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