

2024 | National Center for Homeless Education



Student Homelessness in America

School Years 2020-21 to 2022-23

The National Center for Homeless Education (NCHE) supports the U.S. Department of Education's implementation of the Education for Homeless Children and Youth program. The purpose of the NCHE is to disseminate information about effective programs and practices, foster collaboration among various organizations with interests in addressing the education of students who experience homelessness, foster greater understanding of and compliance with the McKinney-Vento Homeless Assistance Act, and assist ED with data collection and analysis.

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Overview

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) ensures that students who experience homelessness have access to education and related services they need to succeed academically. To better understand the needs of this unique group of students, states submit information regarding the education of students who experienced homelessness to the U.S. Department of Education (ED) as a part of the *EDFacts* Data Initiative each year. Using the most recently available data, for the 2022-23 school year in comparison with the 2020-21 and 2021-22 school years, this report examines demographic information such as the number of students who experienced homelessness, the type of housing they used when first identified by local educational agencies (LEAs)¹ and particular groups of students who experienced homelessness.² Additional information is provided on chronic absenteeism and the adjusted cohort graduation rates (ACGRs) of these students.³ While the primary audience for this report includes state coordinators and local school district liaisons of the McKinney-Vento program, the information in this report may be of interest to other administrators, policymakers, educators, and service providers.

Key findings in this report include the following:⁴

Enrollment Totals and Trends for Students Who Experienced Homelessness

- During School Year (SY) 2022-23, public schools identified 1,374,537 students who experienced homelessness. This represents 2.8% of all students enrolled in public schools (NCES, 2024).
- The total number of students identified by public school districts as experiencing homelessness in SY 2022-23 represents a 14% increase from SY 2021-22 and a 25% increase from SY 2020-21.
- Between SYs 2004-05 and 2022-23, the number of students identified by public school districts as experiencing homelessness increased by 104%. The number of students identified as experiencing homelessness increased by an average of 5% annually during that same period of time.

¹ LEAs typically include traditional public school districts but may also include charter schools. Additionally, special service districts such as educational services centers or boards of educational services centers are also considered LEAs.

² For definitions or details about data reporting elements, please refer to especially the glossary in NCHE's [Guide to EHCY Federal Data Collection](#).

³ In addition, academic assessment data for students experiencing homelessness are available at <https://eddataexpress.ed.gov/>.

⁴ In order to provide the most accurate description of the current status of student homelessness, this report focuses strictly on SEA level data unless otherwise noted. Due to differences in dates on which source files were generated from *EDFacts*, and the possibility that LEA data were used in lieu of SEA data in other reports or materials, information in this report may or may not match other published reports, such as previous versions of this report or data provided on [EDDataExpress.ed.gov](#).

- The number of students who experienced homelessness was fairly evenly distributed across the grades, with 7% to 8% of students who experienced homelessness enrolled in each grade starting with kindergarten. Grade 11 students and students who were aged three- to five-years old but not enrolled in kindergarten are exceptions at 6% and 3%, respectively. The split of students across grades has remained stable since SY 2013-14 (NCHE, 2017-2023).

Primary Nighttime Residence of Children and Youth Who Experienced Homelessness at the Point of Identification

- Over a three-year period,⁵ the percentage of students living in shelters or transitional housing and unsheltered situations remained stable. Changes in the percentage of students living in doubled-up situations and hotels or motels were most notable. The percentage of students who lived in doubled-up situations dropped from 76.8% to 75.0% of students who experienced homelessness. The percentage of students who lived in hotels or motels increased from 7.8% of students to 9.0% of students who experienced homelessness during the same time period.
- The housing of students who were both unaccompanied and experienced homelessness differs from students who experienced homelessness while with a parent or guardian. With 123,972 unaccompanied homeless youth identified in SY 22-23, they continue to make up approximately 9% of the total population of students identified as experiencing homelessness. At the point of identification as unaccompanied, 86% of unaccompanied homeless youth (UHY) lived in doubled-up situations, 9% lived in shelters or transitional housing, 2% stayed in hotels or motels, and 4% lived in unsheltered locations.

Demographic Information for Students Who Experienced Homelessness

- Students with disabilities and English learners accounted for the largest two student groups who experienced homelessness. Students with disabilities and English learners are also disproportionately represented among students who experienced homelessness. In the general population the percentage of students with disabilities was 15%, whereas 20% of students who experienced homelessness were students with disabilities in SY 2022-23. Similarly, English learners make up 11% of the general population but 22% of students who experienced homelessness were English learners in SY 2021-22 (Irwin et al., 2024).

Race and Ethnicity of Students Who Experienced Homelessness

- The largest student groups by race and ethnicity included Hispanic or Latino students at 40%, Black or African American students at 26%, and White students at 25%. Data for other racial and ethnic groups showed students with two or more races at 6%, Asian students at 2%, American Indian or Native Alaskan students at almost 2% and Native Hawaiian or Pacific Islander students at less than 1%.

⁵ Throughout this report, references to a three-year period are comparing the 2022-23 school year to the 2020-21 and 2021-22 school years.

Students who experienced homelessness were disproportionately students of color when compared to the overall student body.

Chronic Absenteeism

- The percentage of students who experienced homelessness and were chronically absent decreased by three percentage points to 48%.
- Rates of chronic absenteeism among students who experienced homelessness ranged from 28% to 73%.

Adjusted Cohort Graduation Rates

- The four-year adjusted cohort graduation rate (ACGR) for students who experienced homelessness in each state ranged between 45% and 86% in SY 2021-22. Comparisons across states should be made with caution because states use different methods when building four-year cohorts of students who experienced homelessness for calculating the ACGR.
- The average change across all states in the four-year ACGR for students who experienced homelessness was an increase of 11 percentage points. Thirty-nine states reported an increase in the four-year ACGR for students who experienced homelessness.
- The national 4-year adjusted cohort graduation rate increased to 69.3% in SY 2022-23 for students who experienced homelessness.

Educational Rights of Students Experiencing Homelessness

The McKinney-Vento Act defines a student experiencing homelessness as one who lacks a fixed, regular, and adequate nighttime residence (42 U.S.C. Section 11434a(2), 2015). The McKinney-Vento Act requires public school districts to appoint a liaison to ensure the identification of students experiencing homelessness in coordination with other school personnel and community agencies (42 U.S.C. § 11432(g)(6)(A)(i)). It also outlines circumstances that fall under the definition of homelessness. While the list of circumstances described in the McKinney-Vento Act is not exhaustive, it helps liaisons determine which students are eligible for services under the law. Circumstances which meet the criteria of lacking fixed, regular, and adequate nighttime residence include:

- shared housing with others due to loss of housing, economic hardship, or a similar reason;
- hotels, motels, trailer parks, or camping grounds due to a lack of alternative, adequate housing;
- emergency or transitional shelters;
- public or private places not designed for humans to live; and
- cars, parks, bus or train stations, abandoned buildings, or substandard housing.

The definition also includes migratory students who are living in a situation that meets the homeless definition criteria (42 U.S.C. § 11434a(2)). Children and youth who are not in the physical custody of a parent or guardian are also eligible for services under the McKinney-Vento Act as unaccompanied youth if their housing meets the criteria for homelessness (42 U.S.C. § 11434a(6)).

Once identified, students have the right to remain in their schools of origin or enroll in the local school where they are staying based on the student's best interest, receive transportation to their schools of origin, receive free school meals, and receive educational and related supports under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA, 2015). The McKinney-Vento Act provides grants to state educational agencies, which make competitive subgrants to school districts to provide educationally related support services to students experiencing homelessness.

Student Enrollment by State

States identified 1,374,537 students who experienced homelessness during SY 2022-23, which is an increase of 25% over the past three reporting years. When compared to the overall number of students enrolled in public schools, students who experienced homeless accounted for 2.8% of enrolled students (NCES, 2024). The District of Columbia, New York, and West Virginia identified the highest rates of students who experienced homelessness at 8% for the District of Columbia, 6% for New York, and 5% for West Virginia. Connecticut, Mississippi, and New Jersey had the lowest rates; schools in these states identified 1% of students as living in homeless situations.

Overall, 51 of 53 states showed an increase in the number of students identified as homeless between SYs 2020-21 and 2022-23. Of those, nine states reported increases of more than 50% in the number of students who experienced homelessness.

Table 1. Number and percentage of enrolled students who experienced homelessness by state, SYs 2020-21 through 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13⁶

State	SY 2020-21		SY 2021-22		SY 2022-23	
	Number	Percent	Number	Percent	Number	Percent
United States¹	1,099,269	2.2	1,205,311	2.4	1,374,537	2.8
Alabama	9,365	1.3	9,050	1.2	11,264	1.5
Alaska	2,578	2.0	3,092	2.4	3,554	2.7
Arizona	13,920	1.3	18,040	1.6	19,365	1.7
Arkansas	11,871	2.4	13,718	2.8	17,148	3.5
Bureau of Indian Education	2,202	6.3	1,757	5.4	1,910	5.2
California	227,612	3.8	225,747	3.8	246,480	4.2
Colorado	15,176	1.7	16,540	1.9	17,894	2.1
Connecticut	3,310	0.7	3,979	0.8	5,093	1.0
Delaware	2,576	1.9	3,434	2.5	4,416	3.1
District of Columbia	5,026	5.6	5,871	6.6	7,192	7.9
Florida	62,971	2.3	77,203	2.7	93,316	3.3
Georgia	31,161	1.8	35,516	2.0	40,136	2.3
Hawaii	3,089	1.8	3,251	1.9	3,542	2.1
Idaho	7,358	2.4	8,428	2.7	9,138	2.9
Illinois	36,898	2.0	48,395	2.6	55,022	3.0
Indiana	15,373	1.5	16,334	1.6	18,701	1.8
Iowa	6,057	1.2	6,517	1.3	7,314	1.4
Kansas	5,632	1.2	6,688	1.4	7,594	1.6
Kentucky	18,697	2.8	21,034	3.2	21,092	3.2
Louisiana	11,771	1.7	17,375	2.5	17,777	2.5
Maine	2,142	1.2	3,087	1.8	4,118	2.4
Maryland	11,760	1.3	16,529	1.9	17,817	2.0
Massachusetts	19,954	2.2	21,388	2.3	24,004	2.6
Michigan	26,867	1.9	28,724	2.0	32,762	2.3
Minnesota	10,588	1.2	14,587	1.7	18,204	2.1
Mississippi	7,754	1.8	5,556	1.3	4,460	1.0
Missouri	32,674	3.7	32,969	3.7	34,565	3.9
Montana	4,670	3.2	4,607	3.1	4,898	3.2
Nebraska	2,549	0.8	3,103	0.9	3,577	1.1
Nevada	15,119	3.1	16,476	3.4	17,199	3.6
New Hampshire	3,109	1.8	3,323	2.0	3,555	2.1

⁶ Grade 13 includes students who have successfully completed Grade 12 but remain in high school to participate in a bridge to higher education program.

Table 1. Number of enrolled students who experienced homelessness by state with percent of all students, SYs 2020-21 through 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13 cont'd.

State	SY 2020-21		SY 2021-22		SY 2022-23	
	Number	Percent	Number	Number	Percent	Number
New Jersey	10,539	0.8	11,104	0.8	14,393	1.0
New Mexico	8,135	2.6	9,834	3.1	10,543	3.3
New York	126,343	4.8	133,578	5.2	155,079	6.1
North Carolina	22,682	1.5	28,631	1.9	33,243	2.2
North Dakota	1,775	1.5	2,000	1.7	2,254	1.9
Ohio	24,699	1.5	27,333	1.6	30,822	1.8
Oklahoma	22,438	3.2	21,145	3.0	23,538	3.4
Oregon	18,485	3.3	18,475	3.3	21,871	4.0
Pennsylvania	27,235	1.6	34,043	2.0	40,122	2.4
Puerto Rico	2,424	0.9	2,661	1.0	2,867	1.1
Rhode Island	1,109	0.8	1,461	1.1	1,739	1.3
South Carolina	11,986 ²	1.6	11,543	1.5	13,483	1.7
South Dakota	1,561	1.1	1,728	1.2	2,178	1.5
Tennessee	14,386	1.5	17,512	1.8	22,567	2.2
Texas	93,096	1.7	97,279	1.8	114,536	2.1
Utah	10,295	1.5	11,897	1.7	13,049	1.9
Vermont	1,006	1.2	1,312	1.6	1,620	1.9
Virginia	13,752	1.1	16,416	1.3	19,475	1.5
Washington	32,931	3.0	37,614	3.5	43,871	4.0
West Virginia	9,452	3.7	9,154	3.6	13,547	5.4
Wisconsin	13,450	1.6	16,487	2.0	18,515	2.2
Wyoming	1,661	1.8	1,734	1.9	2,118	2.3

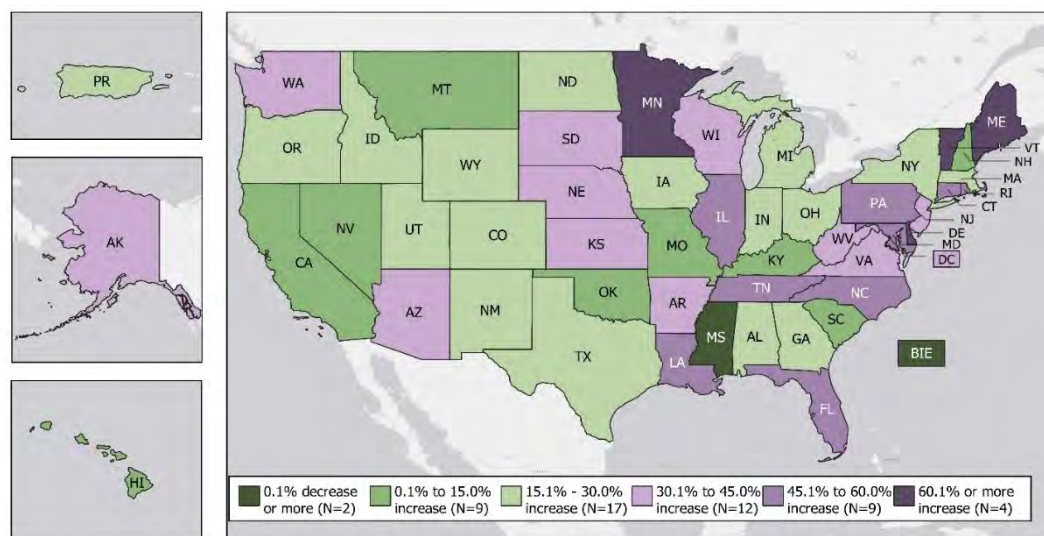
¹ The United States total includes Bureau of Indian Education, District of Columbia, and Puerto Rico.

² Education unit total not available; uses calculated total based on the count by grade.

SOURCES: U.S. Department of Education, Office of Elementary and Secondary Education, *EDFacts* file 118: homeless students enrolled, Data Group 655, SEA level, extracted from the *EDFacts* Data Warehouse (internal U.S. Department of Education source), SY 2020-21, 2021-22, and 2022-23. Data may be accessed publicly on

<https://eddataexpress.ed.gov/download>; National Center for Education Statistics, Common Core of Data, *State nonfiscal public elementary/secondary education survey*, LEA membership, SEA level, SY2020-21, 2021-22, and 2022-23).

Figure 1. Percent change in enrolled students who experienced homelessness by state, SYs 2020-21 through 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13



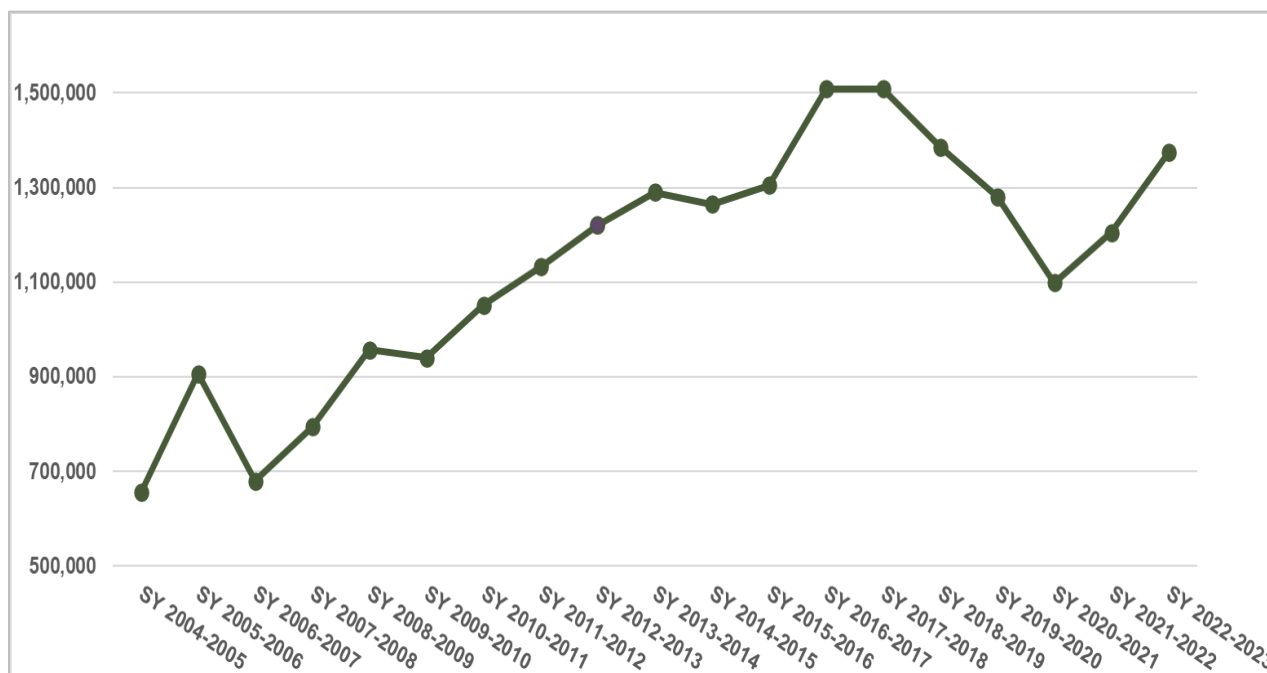
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA level, from the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2020-21 and 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

During the 19 years in which these data have been collected, counts of students who were homeless increased steadily. Between SYs 2004-05 and 2022-23, the number of students who experienced homelessness increased by 104%. The number of students identified as homeless increased by an average of 5% annually during that same period. The only notable exceptions to this growth were during the school years that followed significant hurricanes and during the COVID-19 pandemic.⁷

While COVID-19 impacted the number of students enrolled in school, general trends in the percentage of students who experienced homelessness remained consistent. For example, overall student enrollment decreased from 51,041,158 students in SY 2019-20 to 49,668,082 students in SY 2020-21 (NCES, 2021 & 2022). This nearly 3% decrease in the overall number of students enrolled in public school represents the largest single year decline in school enrollment since 1943 (Irwin et al., 2022). After back-to-back decreases in overall student enrollment, the total number of students enrolled in school increased to 49,802,273 in SY 2022-23 (Irwin et al., 2023). As both the total number of enrolled students and students who experienced homelessness decreased, the percentage of students who were homeless remained relatively steady at 2.2% of all students in SY 2020-21 and 2.4% of all students in SY 2021-22, before increasing to 2.8% of all students in SY 2022-23.

⁷ Hurricane Katrina landed on the U.S. in August 2005. Hurricanes Harvey, Irma, Jose, Maria, and Nate landed on the U.S. during the fall of 2017. Schools began their responses to COVID-19 in March of 2020.

**Figure 2. Enrolled students who experienced homelessness SYs 2004-05 through 2022-23:
Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13**



SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA level, from the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2004-05 to SY 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

Student Enrollment by Grade

The overall trend noted above can also be seen in grade-level enrollment. That is, while the number of students who experienced homelessness in a particular grade decreased, the percentage of homeless students enrolled in each grade remained stable. The number of students who experienced homelessness was fairly evenly distributed across the grades, with 7% to 8% of homeless students enrolled in each grade starting with kindergarten. Grade 11 students and students who were aged three- to five-years-old but not enrolled in kindergarten are exceptions at 6% and 3%, respectively. This split of students across grades has remained stable since at least SY 2013-14 (NCHE, 2017-2023).

Table 2. Number and percent change in enrolled students who experienced homelessness by grade, SYs 2020-21 through 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13

Grade	SY 2020-21	SY 2021-22	SY 2022-23	Percent change SYs 2020-21 to 2022-23
Total¹	1,099,269	1,205,311	1,374,537	25.0
Age 3 through 5	30,241	38,879	46,531	53.9
Kindergarten	79,227	93,439	108,904	37.5
1 st	86,564	88,093	109,676	26.7
2 nd	87,070	91,831	102,729	18.0
3 rd	86,694	92,394	105,843	22.1
4 th	85,670	91,563	103,414	20.7
5 th	84,969	90,425	102,709	20.9
6 th	82,582	88,239	100,210	21.3
7 th	80,542	86,497	97,789	21.4
8 th	79,089	87,528	97,392	23.1
9 th	81,935	100,912	115,259	40.7
10 th	77,106	82,844	97,147	26.0
11 th	69,979	76,969	83,709	19.6
12 th	85,001	93,039	99,912	17.5
13 th	25	19	21	-16.0
Ungraded	2,552	2,640	3,217	26.1
Under or over categorized ²	23	(52)	75	226.1

¹ The United States total includes Bureau of Indian Education, District of Columbia, and Puerto Rico.

² Students included 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 (reported in parenthesis).

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2020-21 to SY 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

Student Counts by Primary Nighttime Residence

States report data for the type of primary nighttime residence used by students based on four categories: doubled-up, shelters and transitional housing, hotels, or motels, and unsheltered. The *doubled-up* category includes students who are sharing housing with others due to loss of housing, economic hardship, or a similar reason. The *shelters and transitional housing* category include all types of emergency and transitional shelters. The *hotels or motels* category includes students residing in hotels or motels due to a lack of alternative, adequate housing. The *unsheltered* category includes students who are staying in substandard housing, cars, parks, abandoned buildings, or other places not functioning as permanent dwellings. It also includes students staying in temporary trailers and campgrounds due to a lack of adequate, alternative housing.

Table 3. Number of enrolled students who experienced homelessness by primary nighttime residence, SYs 2020-21 through 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13

Residence	SY 2020-21	SY 2021-22	SY 2022-23	Change in students SYs 2020-21 to 2022-23
Total¹	1,099,269	1,205,311	1,374,537	275,268
Doubled-up	844,245	915,578	1,030,900	186,655
Shelters & transitional housing	119,934	131,051	155,643	35,709
Hotels/Motels	85,422	106,621	124,164	38,742
Unsheltered	49,475	51,483	62,751	13,276
Not Reported ²	193	578	1,079	886

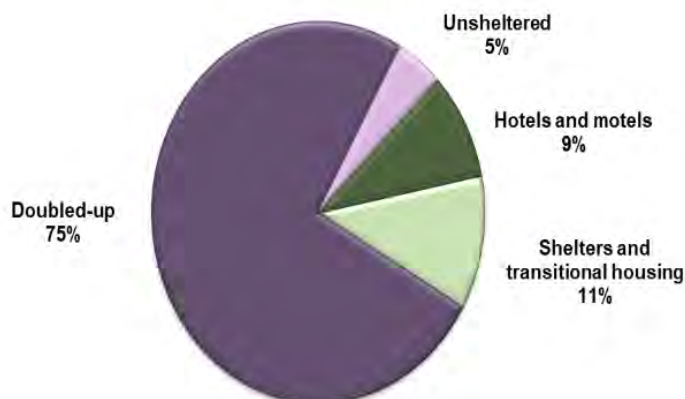
¹ The United States total includes Bureau of Indian Education, District of Columbia, and Puerto Rico.

² Data may not be reported due to changes in data collection systems or other challenges in reporting data.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA level, extracted from the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2020-21 to SY 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

While the number of students residing in a type of primary nighttime residence at the time of identification increased across every category, this change is largely in proportion to the increase in the total number of students identified who experienced homelessness. Over a three-year period, the percentage of students living in shelters or transitional housing and unsheltered situations remained stable. Changes in the percentage of students living in doubled-up situations and hotels or motels were more notable. The percentage of students who lived in doubled-up situations dropped from 76.8% to 75.0% of students who experienced homelessness. The percentage of students who lived in hotels or motels increased from 7.8% of students to 9.0% of students who experienced homelessness during the same period.

Figure 3. Percentage of enrolled students who experienced homelessness by primary nighttime residence, SY 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13



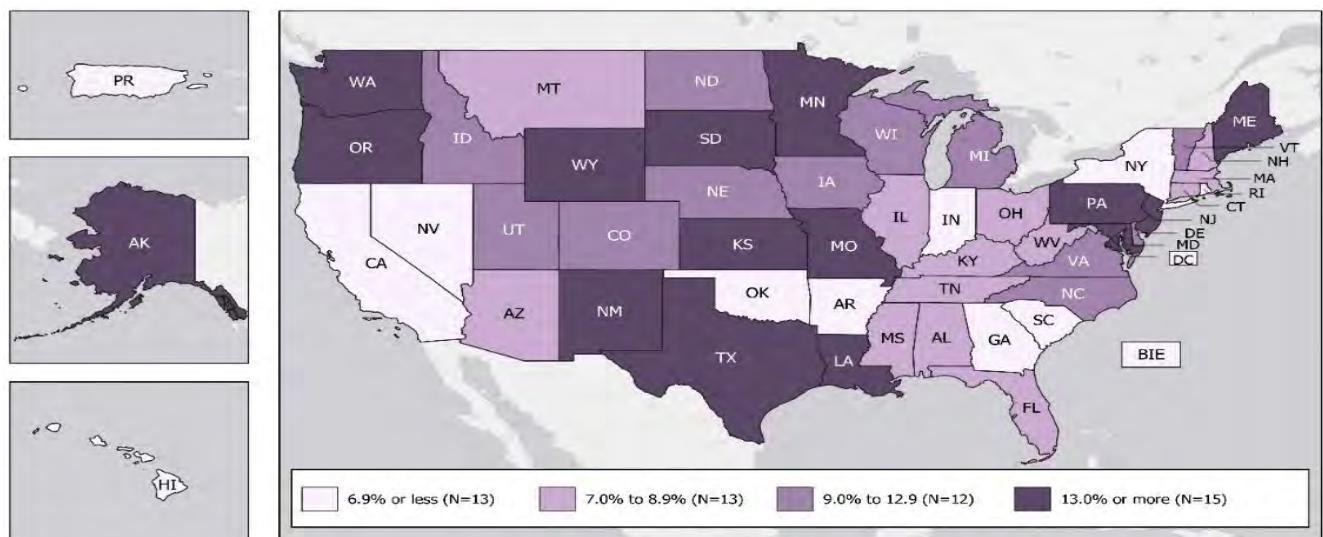
NOTE: Chart includes rounding to the nearest whole number. It also includes Bureau of Indian Education, District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA Level, extracted May 8, 2024 from the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

Unaccompanied Homeless Youth

Unaccompanied homeless youth (UHY) are youth who are not in the physical custody of a parent or guardian and who meet the definition of homeless in the McKinney-Vento Act (42 U.S.C. § 11434a(6)). Students who are UHY can be of any age or grade. During all three school years included in this report, 9% of all students who experienced homelessness were unaccompanied. Nine states reported that 15% or more of the students who experienced homelessness were identified as UHY while eight states reported less than 5% of its students were UHY.

Figure 4. Percent of children and youth experiencing homelessness who were unaccompanied, SY 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13



SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA Level, extracted May 8, 2024, from the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

A higher percentage of UHY resided in doubled-up situations (86%) compared to the overall population of students who experienced homelessness (75%). As a result, the percentage of UHY living in the other types of primary nighttime residence at the time of identification was lower than the percentage of students who experienced homelessness overall. While 11% of students who experienced homelessness overall resided in shelters and transitional housing, 9% of UHY resided in shelters. Additionally, while 9% of students who experienced homelessness overall resided in hotels or motels, only 2% of UHY resided in hotels or motels. Five percent of students overall resided in unsheltered situations but 4% of UHY resided in unsheltered situations.

Table 4. Number and percent of enrolled UHY by primary nighttime residence, SYs 2020-21 through 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13

Residence	Number of UHY SY 2020-21	Percent of UHY	Number of UHY SY 2021-22	Percent of UHY	Number of UHY SY 2022-23	Percent of UHY	Percent change SYs 2020-21 to 2022-23
Total¹	94,363	100.0	110,664	100.0	123,972	100.0	31.4
Doubled-up	79,247	83.9	94,291	85.2	106,031	85.5	33.8
Shelters & transitional housing	9,485	10.0	9,819	8.9	10,668	8.6	12.5
Hotels/motels	1,711	1.8	2,035	1.8	2,610	2.1	52.5
Unsheltered	3,984	4.2	4,507	4.1	4,703	3.8	18.0
Not Reported	64	0.0	12	0.0	(40)	-0.0	37.5

¹ The United States total includes Bureau of Indian Education, District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA Level, from the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2020-21 to SY 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

English Learners, Migrant Students, and Students with Disabilities

States report data on the following groups:

- Students with disabilities,⁸
- English learners,⁹ and
- Migratory students.¹⁰

Students who experienced homelessness may belong to some, all, or none of these groups based on whether they meet the criteria for each group. Between SYs 2020-21 and 2022-23, the percentage of students who were migratory and experienced homelessness remained stable at approximately 1% of all students who experienced homelessness. Similarly, the percentage of students who received special education services also remained stable at 20% of the students who experienced homelessness. The only group to encompass a larger percentage of students than in the past was English learners, increasing from 18% to 22% of students who experienced homelessness.

Students with disabilities and English learners not only accounted for the two largest groups of students who experienced homelessness, but the percentage of students who were homeless and belonged to those student groups was larger than the percentages of those student groups in the general student body. Fifteen percent of students overall received special education services under the Individuals with Disabilities Education Act (IDEA) in

⁸ As defined by the Individuals with Disabilities Education Act of 1975 (2004).

⁹ As defined by the Elementary and Secondary Education Act of 1965 (2015).

¹⁰ As defined by the Elementary and Secondary Education Act of 1965 (2015).

SY 2022-23 versus 20% of students who experienced homelessness and were students with disabilities (Irwin et al., 2024). Similarly, while 11% of students overall were English learners, 22% of students who experienced homelessness were also English learners in SY 2022-23 (Irwin et al., 2024).

Table 5. Number and percent of students who experienced homelessness, by subgroup, SYs 2020-21 through 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13

Subgroup	SY 2020-21		SY 2021-22		SY 2022-23	
	Number	Percent	Number	Percent	Number	Percent
Total¹	1,099,269	100.0	1,205,311	100.0	1,374,537	100.0
Unaccompanied homeless youth	94,363	8.6	110,664	9.2	123,972	9.0
Migratory children/youth ²	15,124	1.4	15,831	1.3	17,850	1.3
English learners	193,559	17.6	235,702	19.6	301,043	21.9
Children with disabilities (IDEA)	220,599	20.3	235,915	19.6	273,081	19.9

¹ The United States total includes Bureau of Indian Education, District of Columbia, and Puerto Rico.

² Connecticut, the District of Columbia, Puerto Rico, Rhode Island, West Virginia, and Wyoming do not operate migrant programs.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA Level, from the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2020-21 to SY 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

Race and Ethnicity

In SY 2022-23, Hispanic or Latino students made up the largest group of students by race or ethnicity at 40% of students who experienced homelessness. Black or African American students accounted for 26% of students who experienced homelessness while White students accounted for 24%. Data for other race and ethnicity groups showed students with two or more races at 6%, Asian and American Indian or Native Alaskan students at 2%, and Native Hawaiian or Pacific Islander students at less than 1% of students who experienced homelessness.

Table 6. Number of enrolled students by race, SY 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13

Race/ethnicity	Homeless students	Percent of homeless students	Percent of all students	
			All students	
Total¹	1,374,537	100.0	49,802,273	100.0
Hispanic or Latino	551,293	40.1%	11,267,610	22.6%
Black or African American	350,309	25.5%	7,097,257	14.3%
White	332,450	24.2%	20,826,591	41.8%
Two or more races	75,784	5.5%	2,123,106	4.3%
Asian	28,347	2.1%	2,005,295	4.0%
American Indian or Alaskan Native	24,288	1.8%	459,118	0.9%

Table 6. Number of enrolled students by race, SY 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13

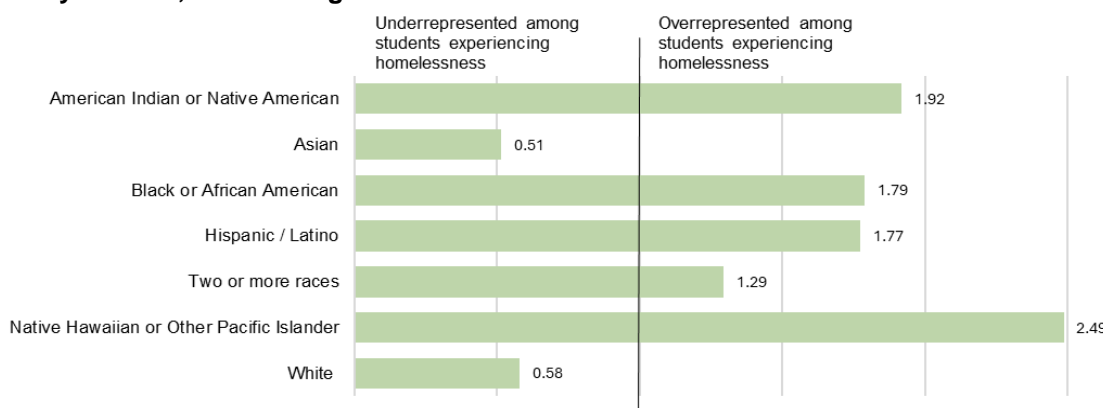
Race/ethnicity	Homeless students	Percent of homeless students	All students	Percent of all students
Native Hawaiian or other Pacific Islander	10,799	0.8%	157,206	0.3%
Uncategorized	1,267	0.1%	14,213	0.0%

The United States total includes Bureau of Indian Education, District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDData file 118: Homeless Students Enrolled, Data Group 655, SEA Level, extracted May 8, 2024, from the EDData Data Warehouse (internal U.S. Department of Education source), SY 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>; National Center for Education Statistics, Common Core of Data, *State nonfiscal public elementary/secondary education survey* (SY 2022-23), SEA level.

While Hispanic or Latino, Black or African American, and White students have made up the three largest student groups since states started reporting race and ethnicity data for students who experienced homelessness in SY 2019-20 (NCHE, 2023), a different picture emerges when considering if student groups are overrepresented in comparison to the overall student population. While White students accounted for 42% of all students enrolled in public schools, they represented 24% of students who experienced homelessness. Asian students accounted for 5% of students overall, but only 2% of students who experienced homelessness. Every other race and ethnicity were overrepresented among students who experienced homelessness. Native Hawaiian or other Pacific Islanders were the most overrepresented among students who experienced homelessness. For those groups that were overrepresented, the amount to which each student group was overrepresented among students who were homeless in SY 2022-23 is greater than it was in SY 2021-22, indicating that the number of students who were homeless grew at a faster pace than the total number of enrolled students (NCHE, 2023).

Figure 5. Ratio of students who experienced homelessness to total students by race, SY 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13



SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDData file 118: Homeless Students Enrolled, Data Group 655, SEA Level, extracted May 8, 2024 from the EDData Data Warehouse (internal U.S. Department of Education source), SY 2022-23. Data may be accessed on <https://eddataexpress.ed.gov/download>; National Center for Education Statistics, Common Core of Data, *State Nonfiscal Public Elementary/Secondary Education Survey* (SY 2022-23), SEA level.

Table 7. Number of enrolled students who experienced homelessness by race, SY 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13

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 States¹	24,288	28,347	350,309	551,293	75,784	10,799	332,450
Alabama	120	57	5,437	1,546	561	26	3,517
Alaska	960	47	200	319	658	465	905
Arizona	2,209	122	2,683	9,455	872	74	3,950
Arkansas	138	113	3,754	2,057	855	691	9,538
Bureau of Indian Education	1,910	0	0	0	0	0	0
California	1,909	9,751	20,077	178,878	9,715	1,480	24,670
Colorado	258	426	1,447	9,759	855	162	4,987
Connecticut	13	58	1,209	2,598	306	4	905
Delaware	25	18	2,468	669	358	8	870
District of Columbia	19	19	5,743	1,263	91	7	50
Florida	241	593	32,005	33,596	4,557	160	22,164
Georgia	120	177	22,065	5,690	2,489	40	9,555
Hawaii	8	288	14	695	463	1,963	111
Idaho	211	82	329	2,870	404	86	5,156
Illinois	164	554	22,243	14,238	2,557	34	15,232
Indiana	43	287	5,832	2,894	1,503	50	8,092
Iowa	74	134	1,789	1,660	593	307	2,757
Kansas	63	136	1,373	2,193	718	53	3,058
Kentucky	40	94	3,100	2,805	1,198	45	13,810
Louisiana	256	45	10,703	1,841	867	3	4,062
Maine	29	33	1,370	386	151	0	2,149
Maryland	49	117	8,883	4,865	1,161	19	2,723
Massachusetts	81	762	4,328	13,428	880	21	4,504
Michigan	437	200	9,644	4,174	2,570	49	15,688
Minnesota	1,049	455	6,374	3,309	2,950	38	4,027
Mississippi	9	13	2,635	230	275	3	1,295
Missouri	190	192	13,175	3,788	2,276	344	14,600
Montana	1,709	13	51	471	328	18	2,308
Nebraska	116	50	525	1,722	289	54	821
Nevada	205	247	4,878	7,092	1,477	357	2,943
New Hampshire	12	42	253	622	184	1	2,441
New Jersey	35	209	4,994	6,046	565	28	2,516
New Mexico	1,781	30	288	6,673	280	14	1,477
New York	1,407	8,155	39,991	85,282	3,471	409	16,364
North Carolina	269	194	17,561	5,871	2,408	41	6,899
North Dakota	560	14	302	404	187	30	757

**Table 7. Number of enrolled students who experienced homelessness by race, SY 2022-23:
Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13**

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
Ohio	63	154	12,369	3,408	3,041	48	11,739
Oklahoma	2,785	223	3,513	5,195	3,663	133	8,026
Oregon	491	272	836	7,523	1,600	460	10,003
Pennsylvania	92	569	12,472	10,080	2,903	46	13,383
Puerto Rico	4	0	9	2,837	1	0	16
Rhode Island	44	14	285	545	177	2	672
South Carolina	52	48	5,452	2,329	1,142	21	4,439
South Dakota	870	20	129	456	210	5	488
Tennessee	45	133	7,374	4,205	1,332	59	9,419
Texas	390	979	29,607	62,611	3,970	250	16,729
Utah	756	196	408	5,964	489	620	4,616
Vermont	15	6	96	131	76	2	1,294
Virginia	60	335	8,563	5,252	1,497	37	3,731
Washington	1,008	1,120	4,205	16,224	4,081	1,979	15,254
West Virginia	13	53	832	600	740	4	11,305
Wisconsin	581	487	6,396	4,090	1,673	40	5,248
Wyoming	300	11	40	454	118	8	1,187

¹ The United States total includes Bureau of Indian Education, District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, SEA Level, extracted May 8, 2024, from the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>

Young Children Served by McKinney-Vento Subgrants

While most of this report focuses on students enrolled in public schools, states report additional information on the number of young children served by McKinney-Vento subgrants. These children may or may not be enrolled in public school as the ages of the students range from birth to five years old, but not yet enrolled in kindergarten. Furthermore, as not all districts receive McKinney-Vento subgrants, the information presented in this section is only for the subset of the country that receives a competitive McKinney-Vento subgrant from their state educational agency. Thus, some of the change in counts of children served may be due to the fact that the districts receiving grants in a particular year may have changed or reflect a change in the services offered based on the needs of children and youth.

Table 8. Number of children from birth to age 5 but not enrolled in kindergarten served by McKinney-Vento subgrants: School Years 2020-21 through 2022-23

	SY 2020-21	SY 2021-22	SY 2022-23	Percent change SY 2020-21 to SY 2022-23
United States¹	48,694	58,433	74,893	53.8
Alabama	114	93	158	38.6
Alaska	16	26	37	131.3
Arizona ²	86	99	117	36.0
Arkansas	642	406	473	-26.3
Bureau of Indian Education	0	0	0	--
California	14,707	15,678	22,414	52.4
Colorado	609	772	1,072	76.0
Connecticut	52	93	295	467.3
Delaware	362	43	41	-88.7
District of Columbia	470	679	736	56.6
Florida	1,593	1,894	2,226	39.7
Georgia	390	481	558	43.1
Hawaii	52	41	69	32.7
Idaho	471	517	528	12.1
Illinois	1,610	2,580	2,833	76.0
Indiana	107	115	101	-5.6
Iowa	82	124	87	6.1
Kansas	329	504	485	47.4
Kentucky	218	298	295	35.3
Louisiana	331	734	730	120.5
Maine	32	22	49	53.1
Maryland	271	483	399	47.2
Massachusetts	517	461	685	32.5
Michigan	1,541	1,380	1,673	8.6
Minnesota	380	395	447	17.6
Mississippi ³	18	39	29	61.1
Missouri	140	190	212	51.4
Montana	337	359	411	22.0
Nebraska	96	85	98	2.1
Nevada	374	374	469	25.4
New Hampshire	34	58	26	-23.5
New Jersey	313	455	695	122.0
New Mexico	583	762	929	59.3
New York	4,304	7,574	10,848	152.0
North Carolina	468	911	1,145	144.7
North Dakota	177	74	81	-54.2
Ohio	1,946	1,946	2,127	9.3
Oklahoma	308	281	319	3.6
Oregon	622	271	1,064	71.1
Pennsylvania	6,039	6,760	7,538	24.8

Table 8. Number of children from birth to age 5 but not enrolled in kindergarten served by McKinney-Vento subgrants: School Years 2020-21 through 2022-23

State	SY 2020-21	SY 2021-22	SY 2022-23	Percent change SY 2020-21 to SY 2022-23
Puerto Rico	11	34	42	281.8
Rhode Island	22	29	43	95.5
South Carolina	585	430	520	-11.1
South Dakota	251	308	352	40.2
Tennessee	168	264	369	119.6
Texas	4,802	6,517	7,031	46.4
Utah	--	--	--	--
Vermont	20	30	38	90.0
Virginia	498	529	940	88.8
Washington	921	1,160	1,025	11.3
West Virginia	228	228	798	250.0
Wisconsin	367	716	1,097	198.9
Wyoming	80	131	139	73.8

¹ The United States total includes Bureau of Indian Education, District of Columbia, and Puerto Rico.

--Not available.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, ED Facts file 194: Young Homeless Children Served, Data Group 818, SEA Level, from the ED Facts Data Warehouse (internal U.S. Department of Education source), SY 2020-21 to 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

Chronic Absenteeism

Research correlates chronic absenteeism with lower standardized test scores and grade point averages. Chronic absenteeism also correlates with higher rates of grade retention and dropping out of school (UEPC, 2012). Being present in school is a necessary precondition to receiving instruction and needed supports to help master lessons. States began submitting chronic absenteeism data at the school level for various groups of students through the ED Facts Initiative in 2018 for SY 2016-17.¹¹

States annually report the unduplicated count of chronically absent students through the ED Facts Initiative. In this count, States report each student who enrolled for at least 10 school days at a school at any time during the school year who was absent for 10% or more of the school days in which the student was enrolled.¹² Students must participate in instruction or instruction-related activities for at least half of the school day to be considered in

¹¹ Prior to this, the Office of Civil Rights (OCR) gathered data on chronic absenteeism using a different definition of chronic absenteeism. This report does not address the chronic absenteeism data collected previously by OCR. Information about OCR data collections can be found at <https://www.ed.gov/laws-and-policy/civil-rights-laws/crdc/civil-rights-data>.

¹² For more information about the definition of chronic absenteeism used by this report, see <https://nche.ed.gov/a-closer-look-at-file-specifications-fs-195/>

attendance. This standard for attendance naturally accounts for students who attend more than one school during the year, intentionally planned half-days of school, and students who only attend school part-time.

Forty-eight percent, or 685,490 students, were both chronically absent and homeless during SY 2022-23. While 48% is higher than the chronic absenteeism rate for students who experienced homelessness in SY 2020-21, it is three percentage points lower than the rate for SY 2021-22. Idaho (28%), Missouri (32%), New Jersey (35%), Tennessee (35%), and Arkansas (36%) had the lowest rates of chronic absenteeism among students who experienced homelessness. Alaska (73%), Hawaii (69%), New Mexico (68%), Nevada (67%), and Wisconsin (67%) had the highest rates.

Note that these chronic absenteeism data are submitted at the school level while enrolled data are only submitted at the school district and state level.¹³ Thus, a student who attended multiple schools may be included multiple times as a chronically absent student but only once as an enrolled student who was homeless. As a result, these data are estimates and the actual percentage of students experiencing homelessness who were also chronically absent is likely lower.

Table 9. Number and percent of students who experienced homelessness and chronic absenteeism, SYs 2020-21 through 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13

State ¹	SY 2020-21		SY 2021-22		SY 2022-23	
	Number	Percent	Number	Percent	Number	Percent
United States²	460,066	41.9	632,129	50.8	685,490	48.2
Alabama	2,542	27.1	4,085	44.8	5,156	45.6
Alaska	1,418	55.0	2,248	72.1	2,609	73.0
Arizona	8,145	58.5	11,015	59.5	11,774	58.7
Arkansas	3,304	27.8	5,534	40.3	6,165	36.0
Bureau of Indian Education	--	--	1,172	66.7	906	47.4
California	64,922	28.5	102,193	44.5	100,541	39.7
Colorado	8,787	57.9	9,723	54.1	11,173	57.3
Connecticut	1,716	51.8	2,042	50.5	2,254	42.6
Delaware	1,711	66.4	2,154	62.7	2,374	53.7
District of Columbia	2,330	46.4	3,622	59.1	4,146	55.4
Florida	38,689	61.4	49,841	63.5	56,941	59.8
Georgia	14,079	45.2	18,395	50.3	19,854	47.9
Hawaii	1,759	56.9	2,090	64.3	2,453	69.3
Idaho	1,984	27.0	1,839	20.9	2,638	27.8
Illinois	11,257	30.5	29,620	60.3	29,353	52.4
Indiana	8,073	52.5	9,691	58.3	11,031	57.6
Iowa	3,383	55.9	3,877	58.6	4,019	53.9
Kansas	2,339	41.5	3,531	49.7	3,746	45.9

¹³ Starting with SY 2022-23, states also began reporting chronic absenteeism data at the school district and state levels. This will eventually improve the specificity of data when calculating rates of chronic absenteeism among students who experienced homelessness. In order to maintain consistency across the three-year period, only the school level chronic absenteeism data were used in this report.

Table 9. Number and percent of students who experienced homelessness and chronic absenteeism, SYs 2020-21 through 2022-23: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13

State ¹	SY 2020-21		SY 2021-22		SY 2022-23	
	Number	Percent	Number	Percent	Number	Percent
Kentucky	9,682	51.8	8,802	41.0	9,370	43.4
Louisiana	5,050	42.9	6,164	35.5	8,075	45.4
Maine	1,149	48.8	1,590	50.6	1,919	43.6
Maryland	6,866	58.4	11,291	67.4	11,563	64.0
Massachusetts	9,025	45.2	11,552	52.1	8,841	36.8
Michigan	13,252	49.3	22,001	73.1	22,800	65.9
Minnesota	8,644	81.6	12,354	84.7	11,609	63.8
Mississippi	3,500	45.1	2,598	44.6	2,009	42.6
Missouri	6,561	20.1	11,432	33.8	11,523	32.4
Montana	2,514	53.8	3,092	65.4	3,146	62.4
Nebraska	1,332	52.3	1,762	56.3	1,906	52.5
Nevada	8,635	57.1	11,400	68.2	11,626	67.1
New Hampshire	1,918	61.7	2,331	69.0	1,793	49.3
New Jersey	3,660	34.7	4,342	38.2	5,122	34.7
New Mexico	3,782	46.5	4,683	47.6	7,117	67.5
New York	57,600	45.6	73,652	48.8	82,034	46.8
North Carolina	13,987	61.7	18,521	63.1	20,137	58.7
North Dakota	865	48.7	1,049	51.9	1,142	50.4
Ohio	14,124	57.2	16,783	61.6	18,166	58.9
Oklahoma	7,975	35.5	8,368	38.7	9,166	38.0
Oregon	11,000	59.5	13,192	70.2	13,627	61.2
Pennsylvania	9,927	36.4	13,138	41.5	14,944	38.8
Puerto Rico	905	37.3	1,308	49.2	1,314	45.8
Rhode Island	728	65.6	1,016	69.0	1,097	63.1
South Carolina	5,109	47.9	5,946	50.6	6,870	49.9
South Dakota	1,034	66.2	1,184	68.0	1,447	65.6
Tennessee	5,091	35.4	6,540	35.4	8,317	35.2
Texas	32,783	35.2	48,540	48.7	53,102	45.0
Utah	4,084	39.7	6,031	50.7	6,267	48.0
Vermont	566	56.3	897	65.0	963	56.6
Virginia	4,627	33.6	6,422	38.6	7,497	37.7
Washington	16,583	50.4	13,880	35.8	23,953	52.9
West Virginia	2,432	25.7	4,345	47.5	5,856	43.2
Wisconsin	8,366	62.2	12,270	71.8	12,783	66.8
Wyoming	272	16.4	981	56.2	1,256	58.1

¹ Counts of chronically absent students in LEAs that reported no enrolled students who were homeless were excluded.

² The United States total includes Bureau of Indian Education, District of Columbia, and Puerto Rico.

-- Not available

NOTE: Due to altered school operations because of COVID-19, absenteeism data may be impacted by variability in school districts' capacity to track attendance accurately. This data may not accurately represent the actual chronic absenteeism numbers in SY 2020-21.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 118: Homeless Students Enrolled, Data Group 655, LEA Level; and EDFacts file 195: chronic absenteeism, Data Group 814, school level, from

the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2020-21 to 2022-23. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

Adjusted Cohort Graduation Rates

States calculate an ACGR based on the number of students who graduate with a regular high school diploma¹⁴ within four years of when they first start Grade 9 (i.e., enter a grade 9 cohort). ESEA sections 8101(23)(B) and (25)(B) provide specific requirements for adjusting cohorts. A school or LEA may only remove a student from the cohort when it has written documentation that the student transferred out and enrolled in another high school or in an educational program (including a program in a prison or juvenile facility) from which the student is expected to receive a regular high school diploma or State-defined alternate diploma as defined in statute, emigrates to another country, or dies.

All states must provide data on the number of students who graduated within four years. Creating a cohort of students is fairly straightforward for the general student population; all students are assigned to a cohort when they enroll in Grade 9 for the first time. When students transfer to a new school, they are still assigned to a cohort in the new school based on when they enrolled in Grade 9 for the first time. However, a student's status as homeless can change over time. In fact, it is common for a student who experiences homelessness to experience multiple episodes of homelessness (Morton, Dworsky, and Samuels, 2017).¹⁵ As a result, states must develop business rules that determine when a student will be included in the graduation rate cohorts for students who experience homelessness. For example, the most common method used by states is to assign all students who experienced homelessness at any point during high school to the cohort. Another method used by states is to include only those students who experienced homelessness during Grade 9 in the cohort.

The four-year ACGR for students who experienced homelessness ranged from a low of 45% to a high of 86% in SY 2021-22. The average change between SYs 2020-21 and 2021-22 in the four-year ACGR for students who experienced homelessness was an increase of 11 percentage points. Despite the fact that nearly three-quarters of states increased the four-year ACGR for students who experienced homelessness, the rate remained stable at 68% nationally. In nearly all cases, the four-year ACGRs for all students are higher than the rates for students who were economically disadvantaged, which are in turn higher than the four-year ACGR of students who experienced homelessness. The four-year ACGR for students who experienced homelessness was higher than the four-year ACGR for students who were in foster care in all but five states.

¹⁴ ESEA section 8101(43) defines a regular diploma as the standard high school diploma awarded to the preponderance of students in the state that is fully aligned with state standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E); and does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

¹⁵ In the prevalence survey completed by Morton, Dworsky, and Samuels (2017), half of youth experiencing homelessness within a year had experienced homelessness before.

Table 10. Four-year ACGR of students who experienced homelessness, were in foster care, were economically disadvantaged, and all students: School Years 2020-21 and 2021-22

State	Students who experienced homelessness		Students who were in foster care		Students who were economically disadvantaged		All students	
	SY 2020-21	SY 2021-22	SY 2020-21	SY 2021-22	SY 2020-21	SY 2021-22	SY 2020-21	SY 2021-22
United States ¹	68	68.2	--	--	80.7	81.3	86.1	86.6
Alabama	77	76	69	64	86.6	82.6	90.7	88.2
Alaska	51	59	45	53	69.9	70.2	78.2	77.8
Arizona	41.6	48	41	39	72.3	73.3	76.4	77.3
Arkansas	76	78	64	64	86.5	85.4	88.4	88.2
Bureau of Indian Education	--	72	--	--	--	75	--	75
California	67.8	72.9	55.7	61.4	80.4	84.6	83.6	87.0
Colorado	54	55	31	30	70.6	71.9	81.7	82.3
Connecticut	66	67	55	57	82.2	82.1	89.6	88.9
Delaware	57	70	45	55	70.8	81	80.5	87.8
District of Columbia	55	55	44	43	64	65	74.8	76.4
Florida	78.4	74	62	59	87.2	83.2	90.2	87.3
Georgia	63.6	62.7	45	48	80.6	78.6	83.7	84.1
Hawaii	69	69	67	67	81.1	81.1	86.0	86.0
Idaho	54	52	39	41	70.1	69.6	80.1	79.9
Illinois	--	67.2	--	51	--	80.0	--	87.3
Indiana	78	79	59	59	84.8	85.2	88.2	87.7
Iowa	65	71	62	72	82.3	82.3	90.2	89.9
Kansas	69	72	63	60	81.1	82.2	87.9	89.1
Kentucky	80	86	--	70	86.9	88.4	90.2	90.1
Louisiana	64	70	56	63	77.3	77.5	82.1	83.1
Maine	56	56	59	59	76.6	76.6	86.1	86.1
Maryland	65	62	57	42	79.0	77.9	87.2	86.3
Massachusetts	77	68	65	62	81.7	83.2	89.8	90.1
Michigan	54	56	40	41	68.8	69.6	80.5	81.0
Minnesota	45	49	37	42	70.3	71.1	83.3	83.6
Mississippi	71	71	60	64	90.0	90.3	88.4	88.9
Missouri	75	76	70	69	81.3	81.7	89.2	89.8
Montana	62	64	81	68	76.6	76.4	86.1	85.8
Nebraska	64	61	43	54	79.9	79.0	87.6	87.1
Nevada	73	67	43	47	79.0	81.5	81.3	81.7
New Hampshire	58	59	45	46	72.2	73.3	87.1	87.7
New Jersey	68	60	47	44	82.1	78.7	88.5	85.2
New Mexico	62	--	37	--	72.3	--	76.6	--

State	Students who experienced homelessness		Students who were in foster care		Students who were economically disadvantaged		All students	
	SY	SY	SY	SY	SY	SY	SY	SY
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
New York	64.3	69.4	49	49	79.7	81.6	84.9	86.7
North Carolina	69.3	67.8	57	53	80.1	79.5	87.0	86.4
North Dakota	61	54.0	45	55	73	69	87.0	85.1
Ohio	57.4	58.9	59.4	61	75.4	76.8	85.3	86.2
Oklahoma	62	--	65	--	82.6	--	80.0	--
Oregon	55.4	58.6	48	48	77.0	80.7	80.6	81.3
Pennsylvania	69	69	53	49	79.5	80.1	86.7	87.0
Puerto Rico	63	55	--	--	74.9	73.0	75.7	73.8
Rhode Island	61	64	49	52	76.3	75.7	83.7	83.3
South Carolina	62	63	38	42	75.5	76.4	83.3	83.8
South Dakota	40	45	38	41	69	60	82.9	82.1
Tennessee	73	74	54	60	82.1	83.6	89.3	90.4
Texas	79.2	74.8	61	62	86.7	86.4	90.0	89.7
Utah	--	69	--	--	77.8	77.5	88.1	88.2
Vermont	57	58	48	50	74	75	83.2	82.8
Virginia	65	67	55	60	83.3	82.4	89.8	89.1
Washington	--	61.8	--	54	--	76.5	--	83.6
West Virginia	77	79	63	65	85.4	85.3	91.1	91.2
Wisconsin	64	68	52	59	78.4	81.4	89.6	90.3
Wyoming	61	57	55	51	70.1	68	82.5	81.8

1 The United States total includes Bureau of Indian Education (BIE), District of Columbia, and Puerto Rico but BIE and Puerto Rico were excluded from the national ACGR calculations for subgroups.

— Not available.

S Data suppressed to protect student privacy.

NOTES: Due to small student counts for graduating students in each group, many values in the table are rounded to the nearest whole number rather than the nearest tenth. The ACGR for groups with sufficiently large student counts is displayed rounded to the nearest tenth.

Under the Elementary and Secondary Education Act of 1965, any student who receives a regular high school diploma, or higher diploma, within four years from when the student first started grade 9 is counted as a graduate in the 4-year adjusted cohort graduation rate (ACGR). SEAs may have changed their requirements for a regular high school diploma to account for the impact of COVID-19. Changes to requirements for a regular high school diploma are at the discretion of the SEAs. Caution is advised when interpreting data across school years impacted by COVID-19 for this reason.

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, EDFacts file 150: Adjusted Cohort Graduation Rates, Data Group 695, SEA Level, from the EDFacts Data Warehouse (internal U.S. Department of Education source), SY 2020-21 and 2021-22. Data may be accessed publicly on <https://eddataexpress.ed.gov/download>.

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