

2023 | National Center for Homeless Education



## **Student Homelessness in America**

School Years 2019-20 to 2021-22

# Student Homelessness in America: School Years 2019-20 to 2021-22

National Center for Homeless Education  
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO



With funding from the U.S. Department of Education, the National Center for Homeless Education (NCHE) at the University of North Carolina at Greensboro provides critical information to those who seek to remove educational barriers and improve educational opportunities and outcomes for children and youth experiencing homelessness.

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# Student Homelessness in America

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## Overview

The purpose of Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) and funding provided by the American Rescue Plan (ARP-HCY)<sup>1</sup> is to ensure that students who experience homelessness have access to the education and other services they need to succeed academically. Each year, 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* Initiative. Using the most recently available data, this brief examines the number of students who experienced homelessness, the type of housing they used when first identified by school districts, and subgroups of students who experienced homelessness. Additional information is provided on chronic absenteeism and the adjusted cohort graduation rates of students.<sup>2</sup> While the primary audiences for this report are state coordinators and local school district liaisons, the information in this report may be of interest to other administrators, policymakers, educators, and service providers.

Key findings in this brief include the following:

### **Enrollment Totals and Trends for Students Who Experienced Homelessness**

- During School Year (SY) 2021-22, public schools identified 1,205,292 students who experienced homelessness. This represents 2.4% of all students enrolled in public schools (NCES, 2023).
- The total number of students who experienced homelessness in SY 2021-22 represents a 10% increase from SY 2020-21 and a 6% decrease from SY 2019-20. The impact of the COVID-19 pandemic may account for some of the variation, particularly for SYs 2019-20 and 2020-21.
- Between SYs 2004-05 and 2021-22, the number of students who experienced homelessness increased by 79%. The number of students identified as homeless increased by an average of 4% annually during that same period.
- The number of students who experienced homelessness was relatively 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. The split of students across grades has remained stable since SY 2013-14 (NCHE, 2017-2022).

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<sup>1</sup> School Year (SY) 2021-22 was the first year of implementation of ARP-HCY for many LEAs.

<sup>2</sup> Additional data, including academic assessment data, are available at <https://eddataexpress.ed.gov/>.

### **Primary Nighttime Residence of Homeless Children and Youth at the Point of Identification**

- The percentage of homeless students living in a particular type of housing remained relatively stable between SYs 2019-20 and 2021-22.
- In SY 2021-22, 76% of students who experienced homelessness lived in doubled-up situations, 11% lived in shelters/transitional housing, 9% stayed in hotels/motels, and 4% lived in unsheltered locations.

### **Demographic Subgroups of Students Who Experienced Homelessness**

- Students with disabilities and English learners accounted for the largest two reported subgroups of students who experienced homelessness. These subgroups of students are also disproportionately represented among students who experienced homelessness. In the general population, the percentage of students with disabilities is 15%, whereas 20% of students who experienced homelessness were students with disabilities. Similarly, English learners make up 10% of the general population (Irwin et al., 2023), but 20% of students who experienced homelessness were English learners in SY 2021-22.<sup>3</sup>

### **Race and Ethnicity of Students Who Experienced Homelessness**

- The largest subgroups of students by race and ethnicity included Hispanic or Latino students at 39%, followed by Black or African American students and White students at 25% each. Data for other racial and ethnic subgroups showed students with two or more races at 5%, Asian students at 2%, American Indian or Native Alaskan students at almost 2%, and Native Hawaiian or Pacific Islander students at less than 1%. With the exception of students who identified as Asian, students who experienced homelessness were disproportionately students of color compared to the overall student body.

### **Student Outcomes**

- The four-year adjusted cohort graduation rate (ACGR) for students who experienced homelessness increased in nine states between SYs 2019-20 and 2020-21.
- The national four-year ACGR was 68.3% in SY 2021-22 for students who experienced homelessness.

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<sup>3</sup> U.S. Department of Education, *EDFacts* file specification 118 (2023), SEA level.

# Students Experiencing Homelessness and Educational Rights

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 school of origin or enroll in the local school where they are staying based on the student's best interest, receive transportation to the school 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.<sup>4</sup>

## Student Enrollment by State

States identified 1,205,292 students who experienced homelessness during SY 2021-22. Compared to the overall number of students enrolled in public schools, students who experienced homelessness accounted for 2.4% of enrolled students (NCES, 2023). The District of Columbia, the Bureau of Indian Education, and New York had the

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<sup>4</sup> NCHE offers a number of resources and tools on implementing the McKinney-Vento Act, including webinars and issue briefs: <https://nche.ed.gov/resources/>.

highest rates of students who experienced homelessness at nearly 7% for the District of Columbia, and 5% for the Bureau of Indian Education and New York.

**Table 1. Number of enrolled students who experienced homelessness by state with percent of all students, SYs 2019-20 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 12**

State	Students experiencing homelessness SY 2019-20	Percent of all students SY 2019-20	Students experiencing homelessness SY 2020-21	Percent of all students SY 2020-21	Students experiencing homelessness SY 2021-22	Percent of all students SY 2021-22
<b>United States<sup>1</sup></b>	<b>1,280,268</b>	<b>2.5</b>	<b>1,099,269</b>	<b>2.2</b>	<b>1,205,292</b>	<b>2.4</b>
Alabama	11,578	1.6	9,365	1.3	9,050	1.2
Alaska	3,126	2.4	2,578	2.0	3,092	2.4
Arizona <sup>2</sup>	17,386	1.5	13,920	1.3	18,040	1.6
Arkansas	13,336	2.7	11,871	2.4	13,718	2.8
Bureau of Indian Education	2,373	6.2	2,202	6.3	1,757	5.4
California	246,350	4.0	227,612	3.8	225,747	3.8
Colorado	20,821	2.3	15,176	1.7	16,540	1.9
Connecticut	4,183	0.8	3,310	0.7	3,979	0.8
Delaware	2,709	1.9	2,576	1.9	3,434	2.5
District of Columbia	6,332	7.0	5,026	5.6	5,871	6.6
Florida	79,357	2.8	62,971	2.3	77,203	2.7
Georgia	35,538	2.0	31,161	1.8	35,516	2.0
Hawaii	3,586	2.0	3,089	1.8	3,251	1.9
Idaho	7,835	2.5	7,358	2.4	8,428	2.7
Illinois	46,786	2.4	36,898	2.0	48,395	2.6
Indiana	17,324	1.6	15,373	1.5	16,334	1.6
Iowa	6,042	1.2	6,057	1.2	6,517	1.3
Kansas	7,650	1.5	5,632	1.2	6,688	1.4
Kentucky	21,620	3.1	18,697	2.8	21,034	3.2
Louisiana	15,533	2.2	11,771	1.7	17,375	2.5
Maine	2,302	1.3	2,142	1.2	3,087	1.8
Maryland	15,548	1.7	11,760	1.3	16,529	1.9
Massachusetts	22,648	2.4	19,954	2.2	21,388	2.3
Michigan	32,935	2.2	26,867	1.9	28,724	2.0
Minnesota	13,295	1.5	10,588	1.2	14,587	1.7
Mississippi <sup>3</sup>	7,973	1.7	7,754	1.8	5,556	1.3
Missouri	34,942	3.8	32,674	3.7	32,969	3.7
Montana	4,265	2.8	4,670	3.2	4,607	3.1
Nebraska	4,084	1.2	2,549	0.8	3,103	0.9
Nevada	18,277	3.7	15,119	3.1	16,476	3.4
New Hampshire	3,519	2.0	3,109	1.8	3,323	2.0
New Jersey	12,741	0.9	10,539	0.8	11,104	0.8
New Mexico	9,033	2.7	8,135	2.6	9,834	3.1
New York	143,329	5.3	126,343	4.8	133,578	5.2
North Carolina	27,073	1.7	22,682	1.5	28,631	1.9

**Table 1. Number of enrolled students who experienced homelessness by state with percent of all students, SYs 2019-20 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 12, continued**

State	Students experiencing homelessness	Percent of all students	Students experiencing homelessness	Percent of all students	Students experiencing homelessness	Percent of all students
	SY 2019-20	SY 2019-20	SY 2020-21	SY 2020-21	SY 2021-22	SY 2021-22
North Dakota	2,675	2.3	1,775	1.5	2,000	1.7
Ohio	30,060	1.8	24,699	1.5	27,333	1.6
Oklahoma	25,010	3.6	22,438	3.2	21,145	3.0
Oregon	22,336	3.7	18,485	3.3	18,475	3.3
Pennsylvania	31,876	1.8	27,235	1.6	34,043	2.0
Puerto Rico	4,058	1.4	2,424	0.9	2,661	1.0
Rhode Island	1,531	1.1	1,109	0.8	1,461	1.1
South Carolina	11,736	1.5	11,986	1.6	11,543	1.5
South Dakota	2,015	1.4	1,561	1.1	1,728	1.2
Tennessee	18,482	1.8	14,386	1.5	17,512	1.8
Texas	111,411	2.0	93,096	1.7	97,279	1.8
Utah	13,223	1.9	10,295	1.5	11,897	1.7
Vermont	883	1.0	1,006	1.2	1,312	1.6
Virginia	17,496	1.3	13,752	1.1	16,416	1.3
Washington	36,685	3.2	32,931	3.0	37,614	3.5
West Virginia	10,394	3.9	9,452	3.7	9,154	3.6
Wisconsin	17,221	2.0	13,450	1.6	16,487	2.0
Wyoming	1,747	1.8	1,661	1.8	1,734	1.9

<sup>1</sup> Enrolled students include those who were aged 3 through 5 but not in kindergarten, those enrolled in kindergarten through Grade 12, and those who are Ungraded. From SY 21-22, this table aligns with SEA education unit totals (EUT) reported via EDFacts and posted on ED Data Express (EDE). Please note that for past reporting years, previous NCHE reports may display somewhat different SEA totals because EUTs were not submitted, so NCHE aggregated age/grade totals for students experiencing homelessness.

<sup>2</sup> Arizona allowed LEAs to include students in more than one grade, resulting in duplicate counts during SY 2019-20.

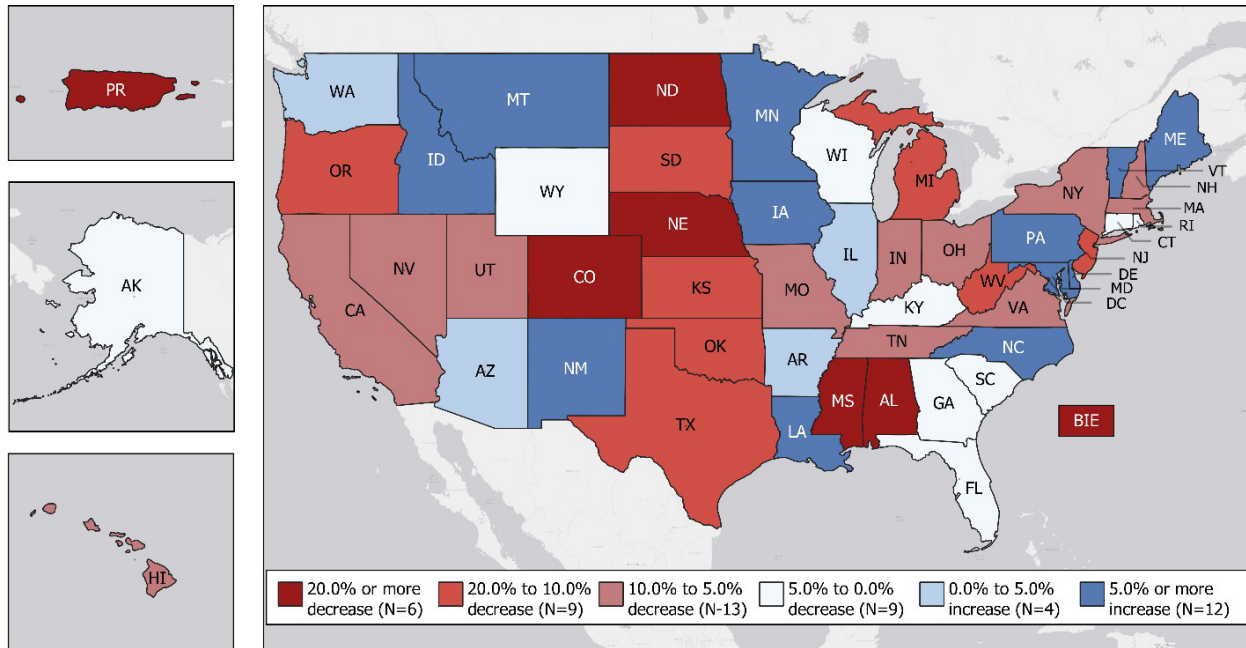
<sup>3</sup> Mississippi does not include data on students who were identified as homeless but declined assistance from the schools (SYs 2018-19 and 2019-20).

NOTE: Any variation of state counts with ED Data Express (EDE) is because EDE uses SEA Education Unit Totals for homeless student enrollment. However, NCHE may use age/grade aggregate counts if they are higher, which occurs in subsequent report tables.

SOURCE: U.S. Department of Education, EDFacts file specification 118, SEA Level (2020, 2021, 2022); National Center for Education Statistics, Common Core of Data, *State nonfiscal public elementary/secondary education survey (2020-21 v. 1a)*, SEA level.

Figure 1 displays the change in the number of students who experienced homelessness between SYs 2019-20 and 2021-22. Overall, 37 states showed a decrease in the number of students identified as homeless during this three-year period. By comparison, 49 states showed a decline during the previous three-year period (i.e., SYs 2018-19 to 2020-21), so fewer states are showing a decrease. Sixteen states identified more students in SY 2021-22 than SY 2019-20. In contrast, during the previous three-year period, only the Bureau of Indian Education, Mississippi, and Montana showed an increase in the number of students who experienced homelessness.

**Figure 1. Percent change in enrolled students who experienced homelessness by state, SYs 2019-20 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 12**

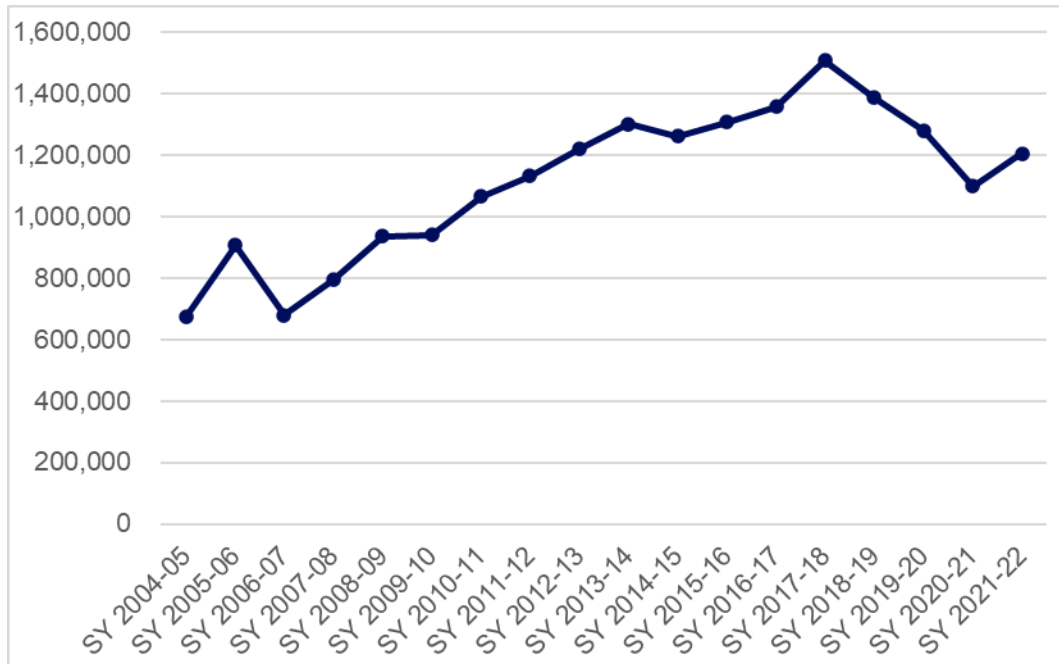


SOURCE: U.S. Department of Education, EDData file specification 118 (2021, 2023), SEA level.

Overall student enrollment decreased from 50.8 million students in SY 2019-20 to 49.4 million students in SY 2021-22 (Irwin et al.,). This nearly 3% decrease in the overall number of students enrolled in public schools represents the largest single-year decline in school enrollment since 1943 (Irwin et al., 2022). Overall student enrollment remained level in SY 2021-22 at 49.4 million students (Irwin et al., 2023). Even as overall student enrollment has decreased, the percentage of students who experienced homelessness among all enrolled students remained relatively steady at 2.5% of all students in SY 2019-20 and 2.4% of all students in SY 2021-22.

Furthermore, during the 18 years in which these data have been collected, counts of students who experienced homelessness have increased steadily regardless of the overall well-being of the economy and other social impacts. Between SYs 2004-05 and 2021-22, the number of students who experienced homelessness increased by 79% overall or an average of 4% annually, as shown in Figure 2.

**Figure 2. Enrolled students who experienced homelessness by state, SYs 2004-05 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 12**



SOURCE: U.S. Department of Education, ED Facts file specification 118 (2006-2023), SEA level.

## Student Enrollment by Grade

The percentage of homeless students who were enrolled in each grade remained stable even as the number of students who experienced homelessness in a particular grade decreased. The number of students who experienced homelessness was relatively 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 at least SY 2013-14 (NCHE, 2017-2022).

**Table 2. Number and percent change in enrolled students who experienced homelessness by grade, SYs 2019-20 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 12**

Grade	SY 2019-20	SY 2020-21	SY 2021-22	Percent change SYs 2019-20 to 2021-22
<b>Total<sup>1</sup></b>	<b>1,280,886</b>	<b>1,099,221</b>	<b>1,205,292</b>	<b>-5.9</b>
Age 3 through 5	51,170	30,241	38,879	-24.0
Kindergarten	98,673	79,227	93,439	-5.3
1 <sup>st</sup>	101,289	86,564	88,093	-13.0
2 <sup>nd</sup>	100,695	87,070	91,831	-8.8
3 <sup>rd</sup>	100,548	86,694	92,394	-8.1

**Table 2. Number and percent change in enrolled students who experienced homelessness by grade, SYs 2019-20 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 12, continued**

Grade	SY 2019-20	SY 2020-21	SY 2021-22	Percent change SYs 2019-20 to 2021-22
4 <sup>th</sup>	99,151	85,670	91,563	-7.7
5 <sup>th</sup>	98,709	84,969	90,425	-8.4
6 <sup>th</sup>	97,076	82,582	88,239	-9.1
7 <sup>th</sup>	91,151	80,542	86,497	-5.1
8 <sup>th</sup>	87,402	79,089	87,528	0.1
9 <sup>th</sup>	97,277	81,935	100,912	3.7
10 <sup>th</sup>	83,289	77,106	82,844	-0.5
11 <sup>th</sup>	75,762	69,979	76,969	1.6
12 <sup>th</sup>	95,580	85,001	93,039	-2.7
Ungraded	3,114	2,552	2,640	-15.2

<sup>1</sup> The national totals in SY 2019-20 and SY 2020-21 differ slightly from those in Table 1 because the aggregation method is different. Rather than using EUTs, the totals reflect the SEA totals for each grade-level category.

NOTE: ED Data Express (EDE) contains data for 19 students in 13<sup>th</sup> grade across four states. Due to the inconsistent nature of reporting for 13<sup>th</sup> grade students, they are omitted from a separate line in this table.

SOURCE: U.S. Department of Education, ED Facts file specification 118 (2021, 2022, 2023), SEA level.

## Student Counts by Primary Nighttime Residence

States report data for the type of primary nighttime residence used by students at the point of identification by the school district liaison 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 includes 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 meant for humans to live. It also includes students staying in temporary trailers and campgrounds due to a lack of adequate, alternative housing. The percentage of homeless students living in a particular type of housing remained stable between SYs 2019-20 and 2021-22 despite changes in the number of students residing in each type of housing at the time they were identified. Seventy-six percent of students who experienced homelessness lived in doubled-up situations, 11% lived in shelters/transitional housing, 9% stayed in hotels/motels, and 4% lived in unsheltered locations.

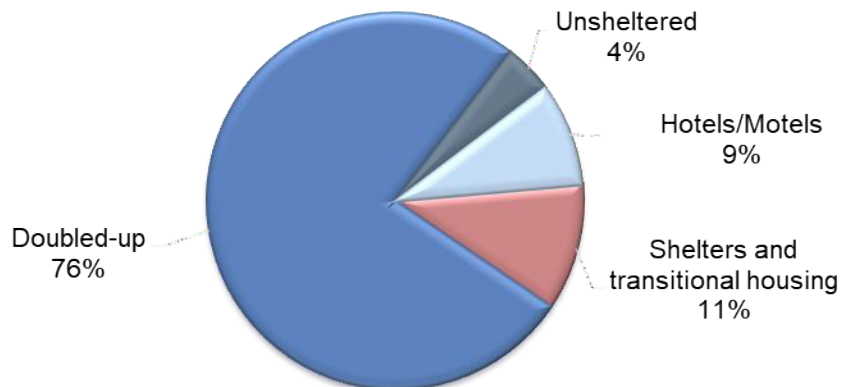
**Table 3. Number of enrolled students who experienced homelessness and percent change by primary nighttime residence, SYs 2019-20 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13**

Residence	SY 2019-20	SY 2020-21	SY 2021-22	Percent change SYs 2019-20 to 2021-22
<b>Total<sup>1</sup></b>	<b>1,280,886</b>	<b>1,099,221</b>	<b>1,205,292</b>	<b>-5.8</b>
Doubled-up	991,300	844,245	915,578	-7.6
Shelters & transitional housing	146,769	119,934	131,051	-10.7
Hotels/Motels	88,663	85,422	106,621	20.3
Unsheltered	52,307	49,475	51,483	-1.6
Not Reported	1,847	145	559	-69.7

<sup>1</sup> Enrolled students include those aged 3 through 5 not in kindergarten, those enrolled in kindergarten through Grade 13, and those who were Ungraded. Grade 13 includes students who have successfully completed Grade 12 but stay in high school to participate in a bridge to higher education program.

SOURCE: U.S. Department of Education, ED Facts file specification 118 (2021, 2022, 2023), SEA level.

**Figure 3. Percentage of enrolled students who experienced homelessness by primary nighttime residence, SY 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13**



■ Shelters and transitional housing ■ Doubled-up ■ Unsheltered ■ Hotels/Motels

NOTE: Chart includes rounding to the nearest whole number. Grade 13 includes students who have successfully completed Grade 12 but stay in high school to participate in a bridge to higher education program.

SOURCE: U.S. Department of Education, ED Facts file specification 118 (2021, 2022, 2023), SEA level.



**Table 4. Number and percent of enrolled UHY by primary nighttime residence, SYs 2019-20 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13**

Residence	SY 2019-20	Percent of UHY	SY 2020-21	Percent of UHY	SY 2021-22	Percent of UHY	Percent change SYs 2019-20 to 2021-22
<b>Total<sup>1</sup></b>	<b>112,822</b>	<b>100.0</b>	<b>94,363</b>	<b>100.0</b>	<b>110,664</b>	<b>100.0</b>	<b>-1.9</b>
Doubled-up Shelters & transitional housing	95,516	84.7	79,247	83.9	94,291	85.2	-1.3
Hotels/motels	11,212	9.9	9,485	10.1	9,819	8.9	-12.4
Unsheltered	1,578	1.4	1,711	1.8	2,035	1.8	29.0
Not Reported	4,350	3.9	3,984	4.2	4,507	4.1	3.6
	166	0.1	64	0.0	12	0.0	-92.8

<sup>1</sup> Enrolled students include those who were aged 3 through 5 but not enrolled in kindergarten, kindergarten through Grade 13, and Ungraded. Grade 13 includes students who have successfully completed Grade 12 but stay in high school to participate in a bridge to higher education program. The national totals in SY 2019-20 and SY 2020-21 differ slightly from those in Table 1 because the aggregation method is different. Rather than using EUTs, the totals reflect the SEA totals for each primary nighttime residence category.

SOURCE: U.S. Department of Education, *EDFacts* file specification 118 (2021, 2022, 2023), SEA level.

## Additional Subgroups of Enrolled Students Who Experienced Homelessness

In addition to reporting information about UHY, states report data on three additional subgroups of students who experienced homelessness, including students:

- who had disabilities;<sup>5</sup>
- who were English learners;<sup>6</sup> and
- who were migratory.<sup>7</sup>

Subgroups of students who experienced homelessness may belong to some, all, or none of the subgroups based on whether or not they meet the criteria for each subgroup. Between SYs 2019-20 and 2021-22, the percentage of students who were migratory and experienced homelessness remained stable at approximately 1% of all students who experienced homelessness. While the number of students with disabilities decreased by about 8,800, the percentage of students who experienced homelessness and also had a disability increased from 19% to 20%, indicating that the number of identified students decreased more than the number of students with disabilities who experienced homelessness. In contrast to other subgroups, English learners who experienced homelessness increased in both number and percentage. The increase of more than 18,000 students resulted in the percentage of students who were English learners and experienced homelessness changing from 17% in SY 2019-20 to 20% in SY 2021-22.

<sup>5</sup> As defined by the Individuals with Disabilities Education Act of 1975 (2004).

<sup>6</sup> As defined by the Elementary and Secondary Education Act of 1965 (2015).

<sup>7</sup> As defined by the Elementary and Secondary Education Act of 1965 (2015).

Students with disabilities and English learners not only accounted for the two largest subgroups of students who experienced homelessness, but the percentage of students who experienced homelessness and belonged to those subgroups was larger than the percentages of students in the general student body. Fifteen percent of students overall received special education services under the Individuals with Disabilities Education Act (IDEA) in SY 2020-21 versus 20% of students who experienced homelessness and were students with disabilities (Irwin et al., 2023). Similarly, while 10% of students overall were English learners, 18% of students who experienced homelessness were also English learners in SY 2020-21 (Irwin et al., 2022).

**Table 5. Number and percent of students who experienced homelessness (SEH), by subgroup, SYs 2019-20 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13**

Subgroup	Enrolled SEH <sup>1</sup> SY 2019-20	Percent of SEH SY 2019-20	Enrolled SEH SY 2020-21	Percent of SEH SY 2020-21	Enrolled SEH SY 2021-22	Percent of SEH SY 2021-22
<b>Total<sup>2</sup></b>	<b>1,280,886</b>	<b>100.0</b>	<b>1,099,221</b>	<b>100.0</b>	<b>1,205,292</b>	<b>100.0</b>
Unaccompanied homeless youth	112,822	8.8	94,363	8.6	110,664	9.2
Migratory children/youth <sup>3</sup>	15,667	1.2	15,124	1.4	15,831	1.3
English learners	217,067	16.9	193,559	17.6	235,702	19.6
Children with disabilities (IDEA)	244,737	19.1	220,599	20.3	235,915	19.6

<sup>1</sup> SEH abbreviates “students who experienced homelessness.”

<sup>2</sup> Counts include students aged 3 through 5 not in kindergarten, enrolled in kindergarten through Grade 13, and Ungraded. Grade 13 includes students who have successfully completed Grade 12 but stay in high school to participate in a bridge to higher education program. The national totals in SY 2019-20 and SY 2020-21 differ slightly from those in Table 1 because the aggregation method is different. Rather than using EUTs, the totals reflect the SEA totals for each subgroup.

<sup>3</sup> Connecticut, the District of Columbia, Puerto Rico, Rhode Island, and West Virginia do not operate migrant programs.

SOURCE: U.S. Department of Education, ED*Facts* file specification 118 (2021, 2022, 2023), SEA level.

## Race and Ethnicity

Starting with SY 2019-20, states reported information to ED on the race and ethnicity of students who experienced homelessness. Although not all states could provide complete data that year, all states reported race and ethnicity data for SYs 2020-21 and 2021-22.

In SY 2021-22, Hispanic or Latino students made up the largest subgroup of students by race or ethnicity, at 39% of students who experienced homelessness. Both Black or African American and White students accounted for 25% of students who experienced homelessness. These same three subgroups were the largest based on race and ethnicity in SY 2019-20, but fewer Hispanic or Latino, Black or African American, and White students were identified in SY 2021-22 than in SY 2019-20 (NCHE, 2021).

Data for other race and ethnicity subgroups showed students with two or more races at 5%, Asian students at 2%, American Indian or Native Alaskan at 2%, and Native Hawaiian or Pacific Islander students at less than 1% of students who experienced homelessness. The number of students who experienced homelessness and were

identified as two or more races, American Indian or Alaskan Native, or Asian, increased in SY 2021-22 from SY 2019-20.

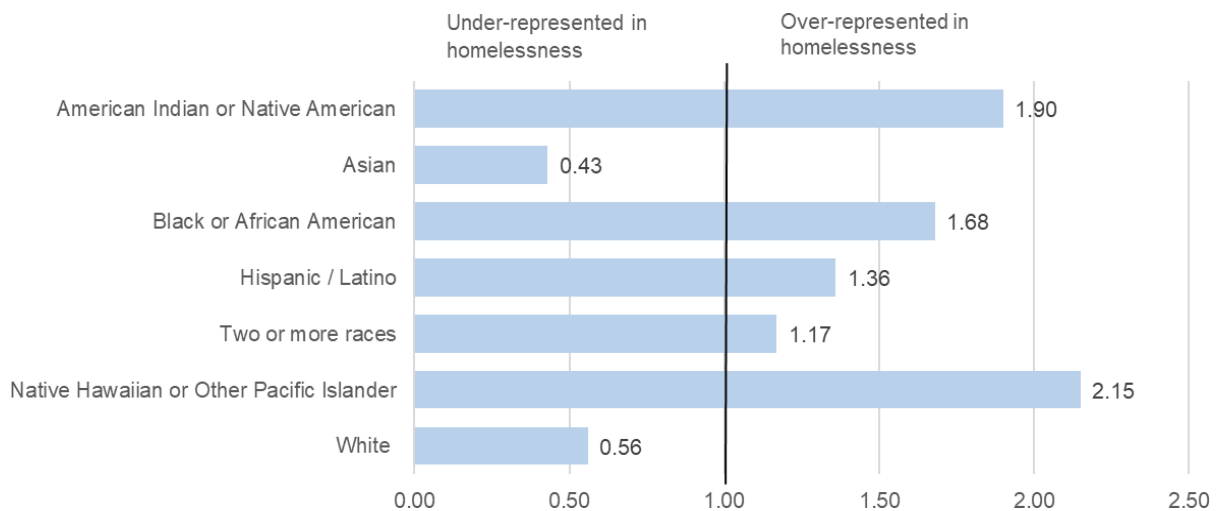
**Table 6. Number of enrolled students by race, SY 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13**

Race/ethnicity	Homeless students	Percent of homeless students	All students	Percent of all students
<b>Total</b>	<b>1,205,292</b>	<b>100.0</b>	<b>49,634,110</b>	<b>100.0</b>
Hispanic or Latino	473,309	39.3	14,262,450	28.7
Black or African American	306,381	25.4	7,381,626	14.9
White	300,830	25.0	22,325,966	45.0
Two or more races	64,967	5.4	2,328,808	4.7
Asian	27,640	2.3	2,657,629	5.4
American Indian or Alaskan Native	22,357	1.9	485,020	1.0
Native Hawaiian or other Pacific Islander	8,914	0.7	181,129	0.4
Not reported	894	0.1	11,482	0.0

SOURCE: U.S. Department of Education, ED*Facts* file specification 118 (2023), SEA level; National Center for Education Statistics, Common Core of Data, *State nonfiscal public elementary/secondary education survey (2021-22 v. 1a)*, SEA level.

Both Asian and White students were underrepresented among students who experienced homelessness. While White students accounted for 45% of all students enrolled in public schools, they represented 25% of students who experienced homelessness. Asian students accounted for 5% of students overall, but only 2% of students who experienced homelessness.

**Figure 5. Ratio of students who experienced homelessness to total students by race, SY 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13**



SOURCE: U.S. Department of Education, ED*Facts* file specification 118 (2023), SEA level; National Center for Education Statistics, Common Core of Data, *State Nonfiscal Public Elementary/Secondary Education Survey (2022-23 v.1a)*, SEA level.

**Table 7. Number of enrolled students who experienced homelessness by race, SY 2021-22: 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	Native Hawaiian or Other Pacific Islander	Two or more races	White
<b>United States</b>	<b>22,357</b>	<b>27,640</b>	<b>306,381</b>	<b>473,309</b>	<b>8,914</b>	<b>64,967</b>	<b>300,830</b>
Alabama	100	41	4,053	1,387	19	353	3,097
Alaska	904	55	160	251	360	569	793
Arizona	1,774	243	2,416	9,032	92	799	3,684
Arkansas	118	110	2,733	1,619	511	664	7,963
Bureau of Indian Education	1,757	—	—	—	—	—	—
California	1,788	8,986	17,811	165,064	1,271	8,788	22,039
Colorado	277	380	1,251	8,151	143	829	5,509
Connecticut	9	43	926	2,005	--	237	759
Delaware	19	16	1,870	491	5	283	750
District of Columbia	14	8	4,871	859	4	80	35
Florida	233	472	27,166	25,699	150	4,008	19,475
Georgia	88	182	19,061	4,714	39	2,153	9,279
Hawaii	4	314	21	614	1,807	381	110
Idaho	196	67	206	2,518	74	361	5,006
Illinois	140	414	22,287	10,310	35	2,135	13,074
Indiana	46	283	4,737	2,482	30	1,271	7,485
Iowa	92	108	1,598	1,391	196	537	2,595
Kansas	63	146	1,254	1,776	52	638	2,759
Kentucky	46	133	3,380	2,629	55	1,148	13,643
Louisiana	235	78	9,505	1,572	9	785	5,191
Maine	110	171	676	301	4	137	1,688
Maryland	53	129	7,938	4,627	15	1,071	2,696
Massachusetts	69	795	3,441	11,753	17	867	4,446
Michigan	388	183	8,009	3,365	45	2,196	14,538
Minnesota	1,202	471	5,151	2,079	23	2,515	3,146
Mississippi	16	24	3,250	422	5	299	1,540
Missouri	181	299	13,108	3,083	259	2,109	13,930
Montana	1,855	12	48	455	15	308	1,914
Nebraska	108	48	581	1,285	27	241	813
Nevada	188	263	4,734	6,346	362	1,455	3,128
New Hampshire	12	41	197	584	0	173	2,316
New Jersey	21	178	3,957	4,512	17	392	2,027
New Mexico	1,350	31	254	6,641	6	209	1,343
New York	1,258	8,104	38,627	69,153	384	2,666	13,386
North Carolina	235	166	14,721	5,250	53	1,985	6,221
North Dakota	554	14	283	298	20	167	664

**Table 7. Number of enrolled students who experienced homelessness by race, SY 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13, continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or more races	White
Ohio	56	118	10,803	2,810	57	2,569	10,920
Oklahoma	2,541	387	3,214	4,833	126	3,076	6,968
Oregon	377	253	720	6,259	321	1,421	9,124
Pennsylvania	98	502	10,567	8,264	30	2,289	11,432
Puerto Rico	4	0	6	2,632	0	0	19
Rhode Island	32	11	226	423	3	143	623
South Carolina	17	44	4,385	1,938	8	848	4,303
South Dakota	760	6	118	307	5	181	351
Tennessee	35	100	5,303	3,069	40	963	8,002
Texas	336	1,247	24,381	52,772	194	3,293	15,056
Utah	754	177	330	4,594	511	562	4,969
Vermont	7	7	64	93	4	56	1,081
Virginia	52	518	6,371	4,608	21	1,175	3,671
Washington	995	838	3,400	13,806	1,456	3,598	13,521
West Virginia	4	30	508	382	4	448	7,778
Wisconsin	563	390	5,651	3,413	26	1,455	4,989
Wyoming	223	4	53	388	4	81	981

SOURCE: U.S. Department of Education, EDData file specification 118 (2023), SEA level.

## 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. Data on school-aged children and youth served by the McKinney-Vento subgrants are not submitted to ED.

**Table 8. Number of children from birth to age 5 but not enrolled in kindergarten served by McKinney-Vento subgrants: School Years 2019-20 through 2021-22**

State	Served by subgrants SY 2019-20	Served by subgrants SY 2020-21	Served by subgrants SY 2021-22	Percentage change SYs 2017-18 to 2019-20
<b>United States<sup>1</sup></b>	<b>64,788</b>	<b>48,694</b>	<b>58,433</b>	<b>-9.8</b>
Alabama	93	114	93	0.0
Alaska	52	16	26	-50.0
Arizona	129	86	99	-23.3
Arkansas	651	642	406	-37.6
Bureau of Indian Education	—	—	—	—
California	17,062	14,707	15,678	-8.1
Colorado	828	609	772	-6.8
Connecticut	78	52	93	19.2
Delaware	162	362	43	-73.5
District of Columbia	630	470	679	7.8
Florida	2,063	1,593	1,894	-8.2
Georgia	468	390	481	2.8
Hawaii	58	52	41	-29.3
Idaho	485	471	517	6.6
Illinois	2,985	1,610	2,580	-13.6
Indiana	109	107	115	5.5
Iowa	60	82	124	106.7
Kansas	650	329	504	-22.5
Kentucky	381	218	298	-21.8
Louisiana	666	331	734	10.2
Maine	19	32	22	15.8
Maryland	661	271	483	-26.9
Massachusetts	670	517	461	-31.2
Michigan	2,274	1,541	1,380	-39.3
Minnesota	440	380	395	-10.2
Mississippi	152	18	39	-74.3
Missouri	300	140	190	-36.7
Montana	436	337	359	-17.7
Nebraska	118	96	85	-28.0
Nevada	820	374	374	-54.4
New Hampshire	26	34	58	123.1
New Jersey	556	313	455	-18.2
New Mexico	194	583	762	292.8
New York	7,981	4,304	7,574	-5.1
North Carolina	824	468	911	10.6
North Dakota	136	177	74	-45.6
Ohio	2,430	1,946	1,946	-19.9
Oklahoma	423	308	281	33.6

**Table 8. Number of children from birth to age 5 but not enrolled in kindergarten served by McKinney-Vento subgrants: School Years 2019-20 through 2021-22, continued**

State	Served by subgrants SY 2019-20	Served by subgrants SY 2020-21	Served by subgrants SY 2021-22	Percentage change SYs 2017-18 to 2019-20
Oregon	896	622	271	-69.8
Pennsylvania	6,870	6,039	6,760	-1.6
Puerto Rico	34	11	34	0.0
Rhode Island	23	22	29	26.1
South Carolina	853	585	430	-49.6
South Dakota	305	251	308	-17.7
Tennessee	247	168	264	6.9
Texas	6,494	4,802	6,517	0.4
Utah	—	—	—	—
Vermont	26	20	30	15.4
Virginia	446	498	529	18.6
Washington	914	921	1,160	26.9
West Virginia	479	228	228	-52.4
Wisconsin	1,016	367	716	-29.5
Wyoming	115	80	131	13.9

<sup>1</sup> The United States total includes the Bureau of Indian Education, the District of Columbia, and Puerto Rico.

— Not available.

SOURCE: U.S. Department of Education, *EDFacts* file specification 194, SEA Level (2020, 2021, 2022).

## 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 (UEPC, 2012). Being present in school is a necessary precondition to receiving instruction and the needed supports to help master lessons. As a result, many states now use a measure of chronic absenteeism as a component in the accountability system to evaluate public schools each year. Additionally, states submit chronic absenteeism data annually through the *EDFacts* Initiative for students enrolled in kindergarten through Grade 12 and comparable ungraded students.

*EDFacts* data include students who miss 10% or more of the days in which they are expected to attend school, regardless of the reason the student missed school. Students who were enrolled in a school for at least 10 days are included in the count of students, while students enrolled in a state institution are included if they have been in attendance for 60 days.<sup>8</sup> Students also must participate in instruction or instruction-related activities for at least half of the school day to be considered in attendance. By basing the definition of chronic absenteeism on a percentage of the days a student is enrolled in school and the amount of time that a student participated in a school day, schools are able to consistently apply a standard for attendance that naturally accounts for students who attend more than one school during the year, intentionally planned half-days of school, and part-time.

<sup>8</sup> Examples of state institutions include department of health services schools and juvenile justice schools.

The first year for which the data are available using these criteria is SY 2016-17. Before this, the Office of Civil Rights (OCR) gathered data on chronic absenteeism using a different definition.<sup>9</sup> This report does not address the chronic absenteeism data collected previously by OCR and instead focuses on the newly available data.

Approximately 52%, or 632,129, of students who experienced homelessness were chronically absent during SY 2021-22. COVID-19 and its impact on school operations in SY 2019-20 and SY 2020-21 likely make it difficult to make comparisons over time. Idaho (21%), Missouri (34%), Tennessee (35%), Louisiana (36%), and Washington (36%) had the lowest rates of chronic absenteeism among students who experienced homelessness. The average state rate of students who were homeless and chronically absent was 55% in SY 2021-22. By comparison, the national average of chronically absent students for all students in public schools was 31%.

**Table 9. Number and percent of students who experienced homelessness and chronic absenteeism, SYs 2019-20 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13**

	Students experiencing homelessness who were chronically absent					
	Number SY 2019-20	Percent SY 2019-20	Number SY 2020-21	Percent SY 2020-21	Number SY 2021-22	Percent SY 2021-22
<b>United States</b>	<b>351,702</b>	<b>33.1</b>	<b>459,972</b>	<b>41.9</b>	<b>632,129</b>	<b>51.7</b>
Alabama	2,643	22.8	2,542	27.1	4,085	44.8
Alaska	1,285	40.5	1,418	55.0	2,248	72.1
Arizona	6,777	37.8	8,144	58.5	11,015	59.5
Arkansas	4,895	36.7	3,304	27.8	5,534	40.3
Bureau of Indian Education	675	28.5	—	—	1,172	66.7
California	—	—	64,922	28.5	102,193	44.5
Colorado	10,132	47.3	8,787	57.9	9,723	54.1
Connecticut	1,439	33.5	1,716	51.8	2,042	50.5
Delaware	1,266	46.6	1,711	66.4	2,154	62.7
District of Columbia	2,462	37.8	2,330	46.4	3,622	59.1
Florida	35,645	44.6	38,689	61.4	49,841	63.5
Georgia	9,173	25	14,079	45.2	18,395	50.3
Hawaii	1,677	46.8	1,759	56.9	2,090	64.3
Idaho	1,582	19.5	S	S	S	S
Illinois	12,753	26.6	11,257	30.5	29,620	60.3
Indiana	5,205	29.6	8,073	52.5	9,691	58.3
Iowa	1,977	32.1	3,383	55.9	3,877	58.6
Kansas	2,697	32.8	2,339	41.5	3,531	49.7
Kentucky	5,345	24.1	9,682	51.8	8,802	41.0
Louisiana	3,487	22.1	5,050	42.9	6,164	35.5
Maine	971	41	1,149	48.8	1,590	50.6

<sup>9</sup> Information about data collected by OCR can be found at <https://www2.ed.gov/about/offices/list/ocr/data.html>. Furthermore, the 2015 CRDC data on chronic absenteeism is featured in a 2016 ED Data Story on *Chronic Absenteeism in the Nation's Schools*, available at <https://www2.ed.gov/datastory/chronicabsenteeism.html>.

**Table 9. Number and percent of students who experienced homelessness and chronic absenteeism, SYs 2019-20 through 2021-22: Ungraded, 3- to 5-year-olds, and kindergarten to Grade 13, continued**

State	Students experiencing homelessness who were chronically absent					
	Number SY 2019-20	Percent SY 2019-20	Number SY 2020-21	Percent SY 2020-21	Number SY 2021-22	Percent SY 2021-22
Maryland	7,775	49.2	6,866	58.4	11,291	67.4
Massachusetts <sup>2</sup>	7,361	30.7	9,025	45.2	11,552	52.1
Michigan	17,749	51.2	13,252	49.3	22,001	73.1
Minnesota	10,425	78.4	8,644	81.6	12,354	84.7
Mississippi	1,833	21	3,500	45.1	2,598	44.6
Missouri	7,697	22	6,561	20.1	11,432	33.8
Montana	1,570	36.3	2,514	53.8	3,092	65.4
Nebraska	1,735	42.2	1,332	52.3	1,762	56.3
Nevada	8,448	46.2	8,635	57.1	11,400	68.2
New Hampshire	1,549	44	1,918	61.7	2,331	69.0
New Jersey	2,753	21.6	3,660	34.7	4,342	38.2
New Mexico	2,934	32.5	3,691	46.5	4,683	47.6
New York	53,379	34.1	57,600	45.6	73,652	48.8
North Carolina	8,074	29.3	13,987	61.7	18,521	63.1
North Dakota	1,020	37.8	865	48.7	1,049	51.9
Ohio	11,488	38.4	14,124	57.2	16,783	61.6
Oklahoma	6,241	25	7,975	35.5	8,368	38.7
Oregon <sup>2</sup>	9,231	40.4	11,000	59.5	13,192	70.2
Pennsylvania	9,407	31.7	9,927	36.4	13,138	41.5
Puerto Rico	2,048	50.5	905	37.3	1,308	49.2
Rhode Island	849	54.8	728	65.6	1,016	69.0
South Carolina	3,008	25.3	5,109	47.9	5,946	50.6
South Dakota	803	39	1,034	66.2	1,184	68.0
Tennessee	4,108	21.4	5,091	35.4	6,540	35.4
Texas	23,812	20.8	32,783	35.2	48,540	48.7
Utah	3,066	23.2	4,084	39.7	6,031	50.7
Vermont	410	44.7	566	56.3	897	65.0
Virginia	4,917	27.7	4,627	33.6	6,422	38.6
Washington	12,380	32.8	16,583	50.4	13,880	35.8
West Virginia	3,596	34.6	2,431	25.7	4,345	47.5
Wisconsin	9,702	54.5	8,366	62.2	12,270	71.8
Wyoming	248	13.9	272	16.4	981	56.2

<sup>1</sup> From SY 21-22, the SEA counts in this table align with the counts posted on ED Data Express. Please note that in NCHE's previous report on chronic absenteeism, different national and SEA totals may be displayed because ED Data Express did not display SEA counts then, and NCHE aggregated SEA counts from school-level data. ED Data Express SEA counts reported through SY 21-22 are aggregated from privacy-protected school and LEA counts.

<sup>2</sup> Massachusetts and Oregon allow for non-binary gender, resulting in missing chronic absenteeism data.

-- Not available

S Suppressed due to data quality

NOTE: Due to altered school operations as a result 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 2019-20 and SY 2020-21.

SOURCE: U.S. Department of Education, ED Data Express SEA counts for file specification 195 (2023).

The percentage of students who experienced homelessness and chronic absenteeism represents an estimate; the actual percentage of students is likely lower. This is because chronic absenteeism data are only submitted at the school level, while enrollment data are submitted at the school district and state levels. As a result, 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. Starting with SY 2022-23, chronic absenteeism data will also be collected at the school district and state level, eliminating this issue.

In addition, the size of the population of students who experience homelessness is less stable than other groups of students. The number of students experiencing homelessness often increases or decreases more than other groups each year due to various economic, social, and environmental factors, while other groups of students remain relatively unchanged. For example, as a result of Hurricane Harvey in SY 2017-18, the number of students who experienced homelessness in Texas doubled compared to the previous year. During SY 2018-19, the number dropped to nearly the same level as in SY 2016-17. In contrast, the number of students enrolled in Texas public schools overall remained stable at 5.4 million in the fall of 2017 and the fall of 2018 (ED, 2021a and 2021b).

## Adjusted Cohort Graduation Rate

Each state calculates an ACGR based on the number of students who graduate with a high school diploma within four years of when they first start high school.<sup>10</sup> A state may also adopt an extended-year ACGR (e.g., the number of students who graduate within five or six years of when they first start high school). Students who drop out of school or receive a GED/HiSET or other lesser credential may not be removed from a cohort (i.e., they are not counted as graduates but remain in the cohort). States may adjust their cohorts when a student has transferred out (and enrolls in a new school from which the student is expected to graduate), emigrated to another country, transferred to a prison or juvenile facility, or is deceased. To make the changes, the school must have written documentation that the student meets one of these criteria. The number of times a student has transferred and the time of year in which a student enrolls in school does not impact the student's status in the cohort. Even if a student is not on track to graduate on time, the student must be added to a cohort based on when the student enrolled in Grade 9 for the first time when they enroll in a new school.

All states must provide data on the number of students who graduated within four years for all students and each required subgroup, including students who experienced homelessness. Creating a cohort of students is 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 students to experience multiple episodes of homelessness and to stay in

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<sup>10</sup> Note that the ACGR includes students who receive a regular high school diploma or higher within four years or a student receiving an alternate diploma. It does not include a GED, certificate or completion or attendance, or similar lesser credential.

different nighttime living situations (Morton, Dworsky, and Samuels, 2017).<sup>11</sup> As a result, states must develop procedures to determine when a student will be included in the graduation rate cohorts for students who experience homelessness. For example, a 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 some states is to include only those students who experienced homelessness during Grade 9 in the cohort.

As a result of differences across states in the definition of a high school diploma and how students are assigned to the cohort for students who experienced homelessness, caution should be used when comparing ACGRs across states.

The ACGR increased for students who were homeless in nine states (18%) between SYs 2019-20 and 2020-21. Overall, the ACGR for students who experienced homelessness decreased from 70% to 68% between SY 2019-20 and SY 2020-21. In nearly all states, the four-year ACGRs for all students are higher than those for economically disadvantaged students, which are higher than the four-year ACGR of students who experienced homelessness. This is true despite the fact that students experiencing homelessness most likely also meet the criteria for consideration as economically disadvantaged students and are included in the economically disadvantaged student ACGR. The four-year ACGR for students who experienced homelessness is higher than the four-year ACGR for students who were in foster care in all but four states.

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<sup>11</sup> In the comprehensive 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 2019-20 and 2020-21**

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
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
Alabama	74	77	67	69	85.5	86.6	90.6	90.7
Alaska	58	51	54	45	72.3	69.9	79.1	78.2
Arizona	48.6	41.6	45	41	73.6	72.3	77.3	76.4
Arkansas	78	76	65	64	86.2	86.5	88.8	88.4
Bureau of Indian Education	73	—	—	—	65	—	65	—
California	69.6	67.8	58.2	55.7	81.2	80.4	84.3	83.6
Colorado	56.7	54	31	31	72.3	70.6	81.8	81.7
Connecticut	65	66	47	55	80.6	82.2	88.2	89.6
Delaware	73	57	74	45	82	70.8	89.0	80.5
District of Columbia	55	55	53	44	62	64	72.9	74.8
Florida	80.0	78.4	57	62	87.1	87.2	90.2	90.2
Georgia	65.8	63.6	—	45	79.6	80.6	83.8	83.7
Hawaii	69	69	69	67	81.5	81.1	86.2	86.0
Idaho	61	54	40	39	73.8	70.1	82.2	80.1
Illinois	—	—	—	—	—	—	—	—
Indiana	88	78	67	59	89.8	84.8	91.0	88.2
Iowa	76	65	64	62	85.6	82.3	91.9	90.2
Kansas	68	69	62	63	81.3	81.1	88.1	87.9
Kentucky	85	80	—	—	88.1	86.9	91.1	90.2
Louisiana	67	64	54	56	78.4	77.3	82.9	82.1
Maine	62	56	53	59	78.9	76.6	87.5	86.1
Maryland	66	65	50	57	79.2	79.0	86.8	87.2
Massachusetts	64	77	58	65	80.5	81.7	89.0	89.8
Michigan	60.0	54	40	40	71.6	68.8	82.1	80.5
Minnesota	50	45	—	37	71.6	70.3	83.8	83.3
Mississippi	75	71	65	60	85.9	90.0	87.7	88.4
Missouri	78	75	69	70	82.5	81.3	89.5	89.2
Montana	63	62	71	81	76.8	76.6	85.9	86.1
Nebraska	63	64	55	43	79.6	79.9	87.6	87.6
Nevada	75	73	50	43	79.1	79.0	82.6	81.3
New Hampshire <sup>1</sup>	58	58	43	45	74.9	72.2	88.1	87.1
New Jersey	74	68	55	47	85.0	82.1	91.0	88.5
New Mexico	59	62	39	37	71.7	72.3	76.9	76.6
New York	60.9	64.3	57	49	77.2	79.7	83.5	84.9
North Carolina	72.3	69.3	57	57	82.3	80.1	87.7	87.0
North Dakota	65	61	73	45	77	73	89.0	87.0
Ohio	58.6	57.4	57	59.4	74.4	75.4	84.4	85.3
Oklahoma	66	62	58	65	87.2	82.6	80.7	80.0

**Table 10. Four-year ACGR of students who experienced homelessness, were in foster care, were economically disadvantaged, and all students: School Years 2019-20 and 2020-21, continued**

State	Students experiencing homelessness		Students in foster care		Students who are economically disadvantaged		All students	
	SY	SY	SY	SY	SY	SY	SY	SY
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
Oregon	60.5	55.4	—	48	77.6	77.0	82.6	80.6
Pennsylvania	70	69	56	53	79.6	79.5	87.3	86.7
Puerto Rico	75	63	S	—	77.0	74.9	78.1	75.7
Rhode Island	57	61	57	49	75.9	76.3	83.6	83.7
South Carolina	64	62	44	38	76.2	75.5	82.2	83.3
South Dakota	53	40	43	38	69	69	84.3	82.9
Tennessee	78	73	60	54	84.4	82.1	90.4	89.3
Texas	—	79.2	—	61	—	86.7	—	90.0
Utah	—	—	—	—	78.3	77.8	88.2	88.1
Vermont	55	57	—	48	75	74	83.1	83.2
Virginia	62	65	54	55	82.5	83.3	88.8	89.8
Washington	69.4	—	50	—	75.2	—	83.1	—
West Virginia	82	77	—	63	87.1	85.4	92.1	91.1
Wisconsin	67	64	60	52	81.5	78.4	90.4	89.6
Wyoming	64	61	—	55	71.6	70.1	82.3	82.5

<sup>1</sup> New Hampshire counts only include those students who experienced homelessness by October 1.

— Not available.

S: Data suppressed to protect student privacy.

NOTE: 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.

SOURCE: U.S. Department of Education, *EDFacts* file specification 118, SEA level (2022, 2023).

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