

2022 | National Center for Homeless Education



Graduation Rates of Students Who Experienced Homelessness in America

School Years 2017-18 to 2018-19

Graduation Rates of Students Experiencing Homelessness in America School Years 2017-18 to 2018-19

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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Jack Olcott, an intern in the Office of the Chief Data Officer (OCDO) carried out the analysis in Appendix A. NCHE and the homeless education program office thank OCDO for this contribution and the data review supported by its DAQAS contract.

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Graduation Rates of Students Experiencing Homelessness in America

Overview

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) provides students who lack a fixed, regular, and adequate nighttime residence with the right to the same free, appropriate, public education that other students receive. Each year, the U.S. Department of Education (ED) collects demographic and academic data on students eligible for services under the McKinney-Vento Act.¹ This brief presents four-, five-, and six-year adjusted cohort graduation rates (ACGRs) for students who experienced homelessness using state-level data from School Years (SYs) 2017-18 through 2019-20². Appendix B provides additional information using school district data and locale codes to highlight differences between rural, suburban, town, and urban districts.

Key findings in this brief include the following:

- Based on state-defined cohorts, the four-year graduation rate for students who experienced homelessness in each state ranged between 44% and 90% in SY 2017-18. In SY 2018-19, state graduation rates ranged between 49% and 86%. Note, however, that states use different methods when building 4-year cohorts of students who experienced homelessness and that may account for some of the variation across states.³
- Overall, the national rate was 68% in SY 2018-19 for students who experienced homelessness. This is the first year for which ED has calculated and published a national ACGR.

¹ Data on students experiencing homelessness included in this report are collected by the U.S. Department of Education through the ED*Facts* Initiative. To learn more about ED*Facts* Initiative, visit <https://www2.ed.gov/about/inits/ed/edfacts/index.html>. The first school year for which ED*Facts* enrollment data are available is SY 2004-05; adjusted cohort graduation rate data were first collected in SY 2016-17.

² Note that SY 2019-20 rates appear only in Appendix A. At the time this report was being prepared, these rates were not public, and the Department is refraining from comparing pandemic and pre-pandemic years until there is more data from pandemic years where instruction was reduced or conducted remotely in many public school districts.

³ For example, even though states track students who experience homelessness enrolled in Grade 9 through Grade 12, some states base the graduation cohort solely on students who experienced homelessness during Grade 9 while other states include all students who experienced homelessness during high school in the graduation cohort.

- The four-year ACGR for students who experienced homelessness increased in 54% of states between SYs 2017-18 and 2018-19. The increases ranged between 0.2 and 10 percentage points across the two years. Fifty-one states submitted a four-year ACGR for SY 2017-18, and all but one state submitted a four-year ACGR for SY 2018-19; two were suppressed in this report due to data quality concerns.
- When comparing the four-year ACGR in SY 2017-18 to the five-year ACGR in SY 2018-19, the average change in graduation rate was an increase of nearly five percentage points.
- While the four-year ACGR for students who experienced homelessness increased in the majority of states between SYs 2017-18 and 2018-19, they graduated at lower rates than students overall and economically disadvantaged students in nearly all cases.
- The extended year ACGRs showed an increase for most states but the cohorts that compose them span different periods of reporting years and some showed a decrease. Twenty-two states reported a five-year ACGR for SY 2017-18, and 27 states provided data on five-year ACGRs for SY 2018-19. Fifteen states submitted six-year ACGRs for SY 2017-18 and 16 states provided data on six-year ACGRs for SY 2018-19.

Adjusted Cohort Graduation Rates

States calculate an ACGR based on the number of students who graduate with a regular diploma⁴ within four years of when they first start high school. Students who drop out of school or who receive a GED or other lesser credential may not be removed from a cohort, but schools may adjust the cohort for several other reasons. Schools adjust cohorts when the student has transferred out (and enrolls in a new school from which the student is expected to graduate), emigrated to another country, or transferred to a prison or juvenile facility, or is deceased. These are the only reasons why a school may adjust a cohort. To make the changes, the school must have written documentation that the student meets one of the 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 they are not on track to graduate on time, students must be added to a cohort based on when they 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. States may also adopt extended-year rates that report the number of students who receive a regular high school diploma within an extended time period. For example, a five-year ACGR includes information on the number of students who graduate five years after first enrolling in Grade 9 for the first time.

With the passage of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act in 2015, ED began collecting data on the ACGR for students who experienced homelessness starting with SY 2016-17. States were required to begin reporting ACGR data for students who experienced homelessness on their state and local report cards starting with SY 2017-18. These reporting requirements are spelled out in detail in 20 U.S.C. § 6311(1)(C)(ii-iii). Forty-four of 53 states submitted a four-year ACGR for students who experienced homelessness during the first year these data were collected. Forty-nine states submitted a four-year ACGR for SY 2017-18, and all but one state submitted a four-year ACGR for SY 2018-19.

ED has made ACGRs for students who experienced homelessness public at the state and school district levels since SY 2017-18⁵ and calculated a national homeless ACGR from SY 2018-19. Due to the Covid-19 pandemic beginning in March 2020, the SY 2019-20 ACGRs for students who experienced homelessness are presented in Appendix A without comparing those rates to pre-pandemic reporting years.

⁴ A regular diploma is defined as the standard high school diploma that is awarded to the majority of students in the state and is fully aligned with state standards or a higher diploma.

⁵ District and school-level ACGR data for students experiencing homelessness are also available starting with SY 2017-18 at <https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html#acgr>.

Students Experiencing Homelessness

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act of 1987 defines a student experiencing homelessness as one who lacks a fixed, regular, and adequate nighttime residence (42 U.S.C. § 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 this definition. 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 students:

- sharing housing with others due to loss of housing, economic hardship, or a similar reason;
- staying in hotels, motels, trailer parks, or camping grounds due to a lack of alternative, adequate housing;
- staying in emergency or transitional shelters;
- abandoned in hospitals;
- staying in public or private places not designed for humans to live; and
- staying in 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. § 11434(a)(2)).

Part of the primary purpose of the McKinney-Vento Act is to identify and remove any law, regulation, policy, or practice that acts as a barrier to the identification, enrollment, or attendance of students experiencing homelessness (42 U.S.C. § 11431(2)). Additionally, once identified, several rights are provided to students experiencing homelessness for the purpose of increasing student stability and success. These include the right to remain in the school of origin or immediately enroll in the local school where students are staying based on what is in the best interest of students, receive transportation to the school of origin, receive free school meals, and receive education-related supports under Title I, Part A of the ESEA. The McKinney-Vento Act also provides grants to state educational agencies, which award competitive subgrants to school districts to provide education-related support services to students experiencing homelessness. The laws granting students these rights and services are typically described as homeless education policies and not dropout prevention policies, but they strive to address the high rates of mobility for students experiencing homelessness and the inherent challenges associated with completing high school while experiencing homelessness.

Graduation Rates among 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. Students may experience homelessness for a few days, for their entire academic careers, or for some other length of time. In fact, it is common for students to experience multiple episodes of homelessness and to stay in different nighttime living situations (Morton, Dworsky, and Samuels, 2017).⁶ 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.

Longitudinal Comparison of Graduation Rates among Students Who Experienced Homelessness

Based on the state-defined cohorts, the four-year ACGR for students who experienced homelessness ranged from a low of 44% to a high of 90% in SY 2017-18. In SY 2018-19, the four-year ACGR for students who experienced homelessness ranged from 49% to 86% across the states. Additionally, the 4-year ACGR increased in 54% or 27 states between SY 2017-18 and SY 2018-19 for this student group. Increases in the 4-year ACGR ranged between 0.2 and 10 percentage points. In contrast, 20 states showed a decrease in the 4-year ACGR for students who experienced homelessness during the same time period. The decreases in 4-year ACGRs ranged between 1 and 15 percentage points. When comparing the four-year ACGR in SY 2017-18 to the five-year ACGR in SY 2018-19, the average graduation rate was an increase of nearly five percentage points.

⁶ 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 1. ACGRs for students who experienced homelessness: School Years 2017-18 and 2018-19

State	4-Year ACGR		5-Year ACGR ¹		6-Year ACGR ²	
	SY 2017-18	SY 2018-19	SY 2017-18	SY 2018-19	SY 2017-18	SY 2018-19
Alabama ³	78	81	--	--	--	--
Alaska	57	56	65	70	--	--
Arizona	52	‡	--	--	--	--
Arkansas	81	76	--	--	--	--
California	68.9	70	--	--	--	--
Colorado	55.4	55.6	62.7	62.0	63.1	65.4
Connecticut	70	66	--	--	--	--
Delaware	83	73	--	--	--	--
District of Columbia	44	49	--	48	--	--
Florida	73.9	74.3	--	--	--	--
Georgia	61	63.9	71.1	66.6	--	--
Hawaii	66	63	--	--	--	--
Idaho	58	57	60	64	--	--
Illinois	67.8	66.5	72.5	72	64.8	73
Indiana	82	77	--	--	--	--
Iowa	73	75	80	79	--	--
Kansas	68	66	--	--	--	--
Kentucky	84	‡	83	85	--	--
Louisiana	60	66	--	--	--	--
Maine	57	62	64	61	62	62
Maryland	67	65	--	71	--	--
Massachusetts	71	61	--	--	--	--
Michigan	57	58.4	62.5	65.2	64.3	66.1
Minnesota	47	49	53	53.8	52.8	57
Mississippi	71	70	--	--	--	--
Missouri	76	76	--	--	--	--
Montana	66	71	--	--	--	--
Nebraska	59	60	41	75	S	80
Nevada	76	86	--	--	--	--
New Hampshire ⁴	65	64	70	69	69	71
New Jersey	73	75	79	78	--	--
New Mexico	53	52	--	59	--	--
New York	55.9	59.3	--	--	--	--
North Carolina	67.2	69.5	--	71.3	--	--
North Dakota	52	61	66	55	--	67
Ohio	50.7	54	--	--	--	--
Oklahoma	67	72	--	--	--	--
Oregon	54.1	55.4	55.6	59.8	--	--
Pennsylvania	70	70	76	77	77	79
Puerto Rico	75	74	--	--	--	--
Rhode Island	57	65	71	61	67	72

Table 1. ACGRs for students who experienced homelessness: School Years 2017-18 and 2018-19, cont'd.

State	4-Year ACGR		5-Year ACGR ¹		6-Year ACGR ²	
	SY 2017-18	SY 2018-19	SY 2017-18	SY 2018-19	SY 2017-18	SY 2018-19
South Carolina	64	67	--	--	--	--
South Dakota	60	59	--	--	--	--
Tennessee	75	78	--	--	--	--
Texas	90	79.8	77.2	84.1	79.4	78.3
Utah	--	S	--	--	--	--
Vermont	60	68	--	--	--	76
Virginia	60	61	69	67	73	71
Washington	64.5	55.8	65.8	59.8	65.2	60.8
West Virginia	87	78	74.8	79.6	--	--
Wisconsin	70	68	--	--	77.7	78.4
Wyoming	62	65	67.1	64.3	69	67.3

¹Alabama, Arkansas, Delaware, Indiana, Nevada, New York, Ohio, and Oklahoma adopted a five-year ACGR but did not submit data on a five-year ACGR for students experiencing homelessness for SYs 2017-18 or 2018-19. Maryland, New Mexico, and North Carolina adopted a five-year ACGR but did not submit data on a five-year ACGR for students experiencing homelessness for SY 2017-18.

²Connecticut, Delaware, New York, and Oklahoma adopted a six-year ACGR but did not submit data on a six-year ACGR for students experiencing homelessness for SYs 2017-18 and 2018-19.

³Alabama counts only include those students who experienced homelessness on the last day of school; this may impact the number of students included in the graduation cohorts.

⁴New Hampshire counts only include those students who experienced homelessness by October 1.

‡These data are suppressed due to concerns with data quality.

S Data suppressed to protect student privacy.

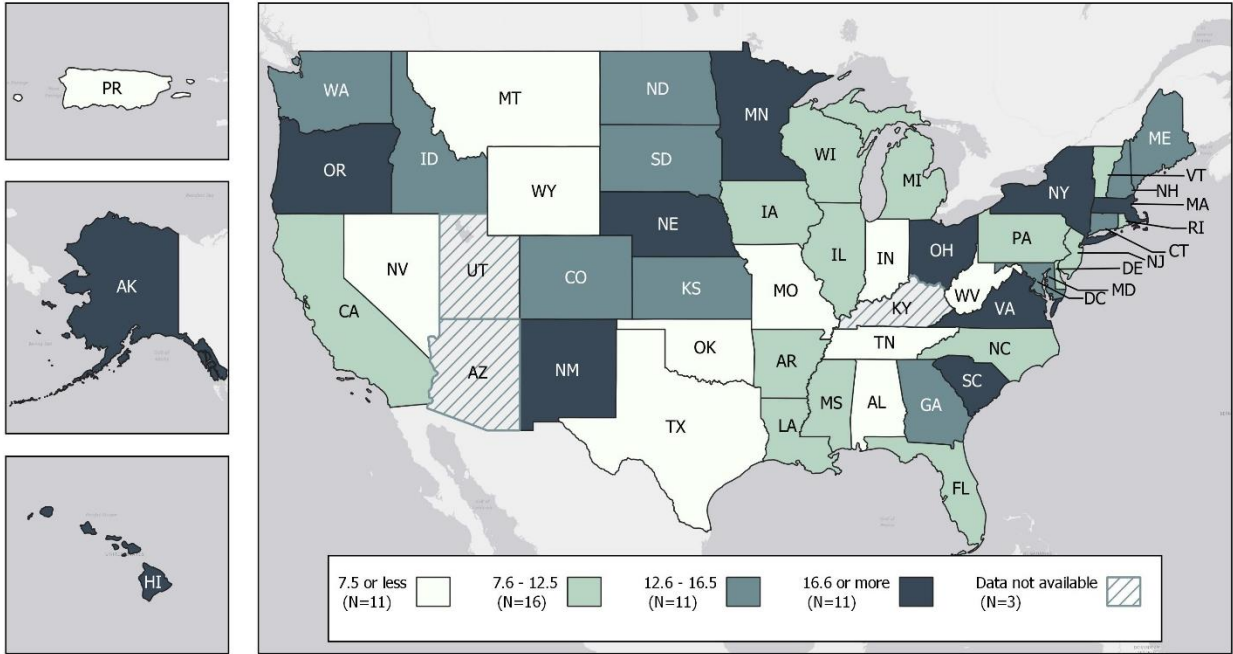
— Not available.

SOURCE: ED*Facts* File Specification 150, School Years 2017-18 and 2018-19, U.S. Department of Education.

Comparison of Graduation Rates by Subgroups Among States

Despite the fact that the four-year ACGR increased in 54% of states between SYs 2017-18 and 2018-19, students who experienced homelessness graduated at significantly lower rates than economically disadvantaged students. Students experiencing homelessness most likely also meet the criteria for consideration as economically disadvantaged students and are included in the economically disadvantaged student ACGR. As a result, Figure 2 provides a conservative estimate of the gap between the two groups of students for SY 2018-19. Nevada is the only state in which students who experienced homelessness had a higher four-year ACGR than the economically disadvantaged student group. Students who experienced homelessness in Nevada had a four-year ACGR that was five percentage points higher than the four-year ACGR for economically disadvantaged students.

Figure 1. Four-year ACGR gap between students who were economically disadvantaged and students who experienced homelessness: School Year 2018-19



NOTE: Nevada is the only state in which students experiencing homelessness had a higher 4-year ACGR than economically disadvantaged students.

SOURCE: EDFacts File Specification 150, School Years 2017-18 and 2018-19 U.S. Department of Education

Table 2 provides the state-level four-year ACGR for students who were homeless, in foster care, and economically disadvantaged, as well as students overall. In nearly all cases, the four-year ACGRs for students overall 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 is higher than the four-year ACGR for students who were in foster care in the majority of states. Moreover, while students experiencing homelessness graduated in four years at higher rates than students in foster care in 76% of states during SY 2017-18, that was true for 93% of states during SY 2018-19.

Table 2. Four-year ACGR of students who experienced homelessness, were in foster care, were economically disadvantaged, and all students: School Years 2017-18 and 2018-19

State	Students experiencing homelessness		Students in foster care		Students who are economically disadvantaged		All students	
	SY	SY	SY	SY	SY	SY	SY	SY
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Alabama ¹	78	81	77	66	84.4	87.4	90	91.7
Alaska	57	56	55	49	71.9	74.7	78.5	80.4
Arizona	52	‡	45	45	73.0	73.5	78.7	77.8
Arkansas	81	76	74	68	86.8	84.8	89.2	87.6
California	68.9	70	53.1	56	--	81.1	83	84.5
Colorado	55.4	55.6	25	27	70.7	70.9	80.8	81.1
Connecticut	70	66	48	50	79.5	80.4	88.4	88.5
Delaware	83	73	62	74	78.3	82.3	86.9	89
District of Columbia	44	49	46	45	58.9	58.6	68.5	68.9
Florida	73.9	74.3	50	51	82.3	83.2	86.3	87.2
Georgia	61	63.9	37	39	77.1	77.2	81.6	82
Hawaii	66	63	57	44	79.5	80.7	84.5	85.2
Idaho	58	57	47	39	72.3	72.5	80.7	80.8
Illinois	67.8	66.5	56	54	78.7	78.3	86.5	86.2
Indiana	82	77	68	57	84.5	82.7	88.1	87.2
Iowa	73	75	76	72	84.4	85.2	91.4	91.6
Kansas	68	66	61	57	80.0	80.2	87.2	87.2
Kentucky	84	‡	--	--	87.8	87.8	90.3	90.6
Louisiana	60	66	35	53	75.8	74.4	81.4	80.1
Maine	57	62	56	48	77.7	78.4	86.7	87.4
Maryland	67	65	59	48	--	77.7	87.1	86.9
Massachusetts	71	61	61	58	77.4	78.5	87.8	88
Michigan	57	58.4	40	44	70.0	70.8	80.6	81.4
Minnesota	47	49	--	--	70.2	71.1	83.2	83.7
Mississippi	71	70	80	60	80.8	82.2	84	85
Missouri	76	76	69	71	82.1	82.6	89.2	89.7
Montana	66	71	75	87	78.0	77.6	86.4	86.6
Nebraska	59	60	--	51	81.2	81.4	88.7	88.4
Nevada	76	86	46	44	80.5	80.8	83.2	84.1
New Hampshire ²	65	64	44	39	78.1	77.2	88.8	88.4
New Jersey	73	75	63	58	84.6	84.0	90.9	90.6
New Mexico	53	52	46	38	69.0	70.0	73.9	75.1
New York	55.9	59.3	61	54	76.4	76.4	82.3	82.8
North Carolina	67.2	69.5	73	59	80.4	81.8	86.3	86.5
North Dakota	52	61	71	65	75.4	76.5	88.1	88.3
Ohio	50.7	54	52	52	70.9	71.0	82.1	82
Oklahoma	67	72	61	70	76.8	78.8	81.8	84.9
Oregon	54.1	55.4	--	--	72.4	74.4	78.7	80
Pennsylvania	70	70	--	53	77.9	79.9	85.9	86.5

Table 2. Four-year ACGR of students who experienced homelessness, were in foster care, were economically disadvantaged, and all students: School Years 2017-18 and 2018-19, cont'd.

State	Students experiencing homelessness		Students in foster care		Students who are economically disadvantaged		All students	
	SY	SY	SY	SY	SY	SY	SY	SY
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Puerto Rico	75	74	--	S	72.4	76.7	73.9	77
Rhode Island	57	65	≥50	50	77.0	76.7	84	83.9
South Carolina	64	67	48	52	83.2	84.3	81	81.1
South Dakota	60	59	--	47	68.7	75.0	84.1	84.1
Tennessee	75	78	67	61	83.5	84.4	90	90.5
Texas	90	79.8	63	63	87.3	87.2	90	90
Utah	--	S	--	S	77.4	77.3	87	87.4
Vermont	60	68	--	--	--	75.6	85.1	84.5
Virginia	60	61	63	50	79.6	79.6	87.5	87.5
Washington	64.5	55.8	70	46	79.9	72.3	86.7	81.1
West Virginia	87	78	72	S	88.0	80.5	90.2	91.3
Wisconsin	70	68	51	53	80.3	80.5	89.7	90.1
Wyoming	62	65	--	--	70.2	71.9	81.7	82.1

¹Alabama counts only include those students who were experiencing homelessness on the last day of school; this may impact the number of students included in the graduation cohorts.

²New Hampshire counts only include those students who experienced homelessness by October 1.

— Not available.

≥Data blurred to protect student privacy.

S Data suppressed to protect student privacy.

SOURCE: ED*Facts* File Specification 150, School Years 2017-18 and 2018-19, U.S. Department of Education

Appendix A: School Year 2019-20 Adjusted Cohort Graduation Rates

**Table 3. ACGRs for students who experienced homelessness:
School Year 2019-20**

State	4-Year ACGR	5-Year ACGR ¹	6-Year ACGR ²
Alabama ³	74	--	--
Alaska	58	65	--
Arizona	48.6	--	--
Arkansas	78	--	--
California	69.7	--	--
Colorado	56.7	61.5	64.4
Connecticut	65	--	--
Delaware	73	--	--
District of Columbia	55	61	--
Florida	80	--	--
Georgia	65.8	67.4	--
Hawaii	69	--	--
Idaho	61	60	--
Illinois	74	75	75
Indiana	88	--	--
Iowa	76	82	--
Kansas	68	--	--
Kentucky	85	93	--
Louisiana	67	--	--
Maine	62	68	63
Maryland	66	69	--
Massachusetts	64	--	--
Michigan	60	65.5	67.2
Minnesota	50	54.3	56.7
Mississippi	75	--	--
Missouri	78	--	--
Montana	63	--	--
Nebraska	63	70	74
Nevada	75	--	--
New Hampshire ⁴	58	71	70
New Jersey	74	81	--
New Mexico	59	60	--
New York	61	--	--
North Carolina	72.3	73.4	--
North Dakota	65	63	57
Ohio	58.7	--	--

**Table 3. ACGRs for students who experienced homelessness:
School Year 2019-20, cont'd.**

State	4-Year ACGR	5-Year ACGR ¹	6-Year ACGR ²
Oklahoma	66	--	--
Oregon	60.5	61.5	--
Pennsylvania	70	76	80
Puerto Rico	75	--	--
Rhode Island	57	65	61
South Carolina	64	--	--
South Dakota	53	--	--
Tennessee	78	--	--
Texas	--	--	--
Utah	--	--	--
Vermont	55	--	64
Virginia	62	68	68
Washington	69.4	35	37
West Virginia	82	79	--
Wisconsin	67	--	--
Wyoming	64	71	66

¹Alabama, Arkansas, Delaware, Indiana, Nevada, New York, Ohio, and Oklahoma adopted a five-year ACGR but did not submit data on a five-year ACGR for students experiencing homelessness.

²Connecticut, Delaware, New York, and Oklahoma adopted a six-year ACGR but did not submit data on a six-year ACGR for students experiencing homelessness.

³Alabama counts only include those students who experienced homelessness on the last day of school; this may impact the number of students included in the graduation cohorts.

⁴New Hampshire counts only include those students who experienced homelessness by October 1, 2018.

— Not available.

SOURCE: ED*Facts* File Specification 150, School Years 2017-18 and 2018-19
U.S. Department of Education

Appendix B: Using District and School-level Data on Adjusted Cohort Graduation Rates for Students Who Experienced Homelessness

ED began releasing four-year adjusted cohort graduation rates at the district and school levels that include students experiencing homelessness in March 2020. The LEA- and school-level data files, related documentation, and notes for SYs 2017-18 and 2018-19 are available on the *EDFacts* Initiative website.⁷ Using ED Data Express⁸, ACGR reports can be customized by state or reporting year by using the download function. Since 2018, NCHE has made the data at the LEA level available to state educational agencies without privacy protection and provided maps with shading of school district ACGRs for students experiencing homelessness via a secure extranet. With multiple options for accessing the data now available, this appendix features an LEA-level data analysis by locale type to show how these data can be used to understand differences in the ACGR for students experiencing homelessness in city, suburban, town, or rural school districts.⁹ NCES published a spotlight on *Homeless Children and Youth in Public Schools* in the 2017 Condition of Education which did a preliminary exploration of the variations between locale types.¹⁰ By focusing on the types of LEAs with the lowest ACGRs for students experiencing homelessness or biggest gaps between those rates and the ACGR for all students, states can provide supports tailored to the types of LEAs most in need.

⁷ The *EDFacts* Initiative website is located at <https://www2.ed.gov/about/inits/ed/edfacts/index.html>. The ACGR files have privacy protections applied to the cohort sizes and rates when the numbers are small. For example, the ACGR may be reported as “over 50%” or “60-65%.” The Department had not released SY 2019-20 ACGR data when this analysis was prepared by an intern in the Office of the Chief Data Officer in Fall 2021.

⁸ ED Data Express is available at <https://eddataexpress.ed.gov/download>. To download ACGR reports, select file specifications 150 and 151 as filters to get both the rate and cohort counts. Users can choose the years, states, and level of the data for customized reports. These files are also available on the *EDFacts* Initiative webpage cited in Footnote 4.

⁹ Locale type is a variable that classifies and describes the type of area in which a school district is located. *City* is a territory inside an urbanized area and inside a principal city. *Rural* is a Census-defined rural territory that is a certain distance away from an urbanized area and an urban cluster. *Suburban* is a territory outside a principal city and inside an urbanized area. *Town* is a territory inside an urban cluster that is a certain distance away from an urbanized area. For more information on how locales are classified based on their population, see https://nces.ed.gov/programs/edge/docs/EDGE_GEOCODE_PUBLIC_FILEDOC.pdf. The files by school year with the local codes for LEAs are available at <https://nces.ed.gov/programs/edge/Geographic/SchoolLocations>. The public school district files for the three reporting years were downloaded for this report.

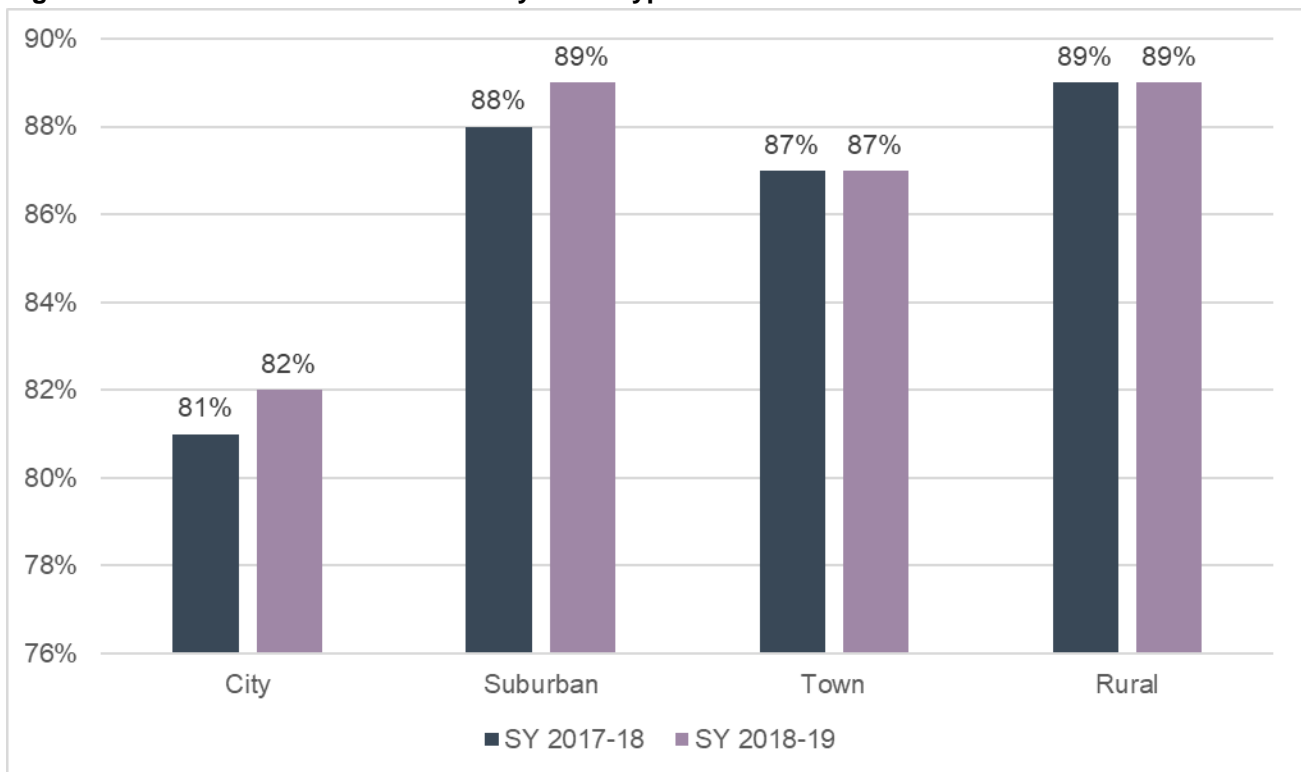
¹⁰ Available at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144>. The spotlight on *Homeless Children and Youth in Public Schools* is on pp. 12-22.

ACGR for Students Who Experienced Homelessness and All Student Groups: A Two-Year Comparison by Locale Type

As mentioned above, only two reporting years of four-year ACGR data were publicly available at the LEA level so this analysis compares the SY 2017-18 and SY 2018-19 ACGRs by NCES' four main locale types. Two figures will present this locale analysis of ACGRs for all students and for students experiencing homelessness.

Figure 1 below shows that the four-year ACGR for all students has stayed relatively consistent between SYs 2017-18 and 2018-19 for the four locale types. The ACGR increased by 0.6 percentage point in city LEAs and by 0.2 percentage point in suburban LEAs. ACGRs remained the same in town and rural locale types between the two years at 87% and 89% respectively. The ACGR rates in Figure 1 were calculated by dividing the total number of graduating students by the total number of students in the graduation cohorts for each of the four locale types.

Figure 3: 4-Year ACGR for all students by locale type: School Years 2017-18 and 2018-19¹¹



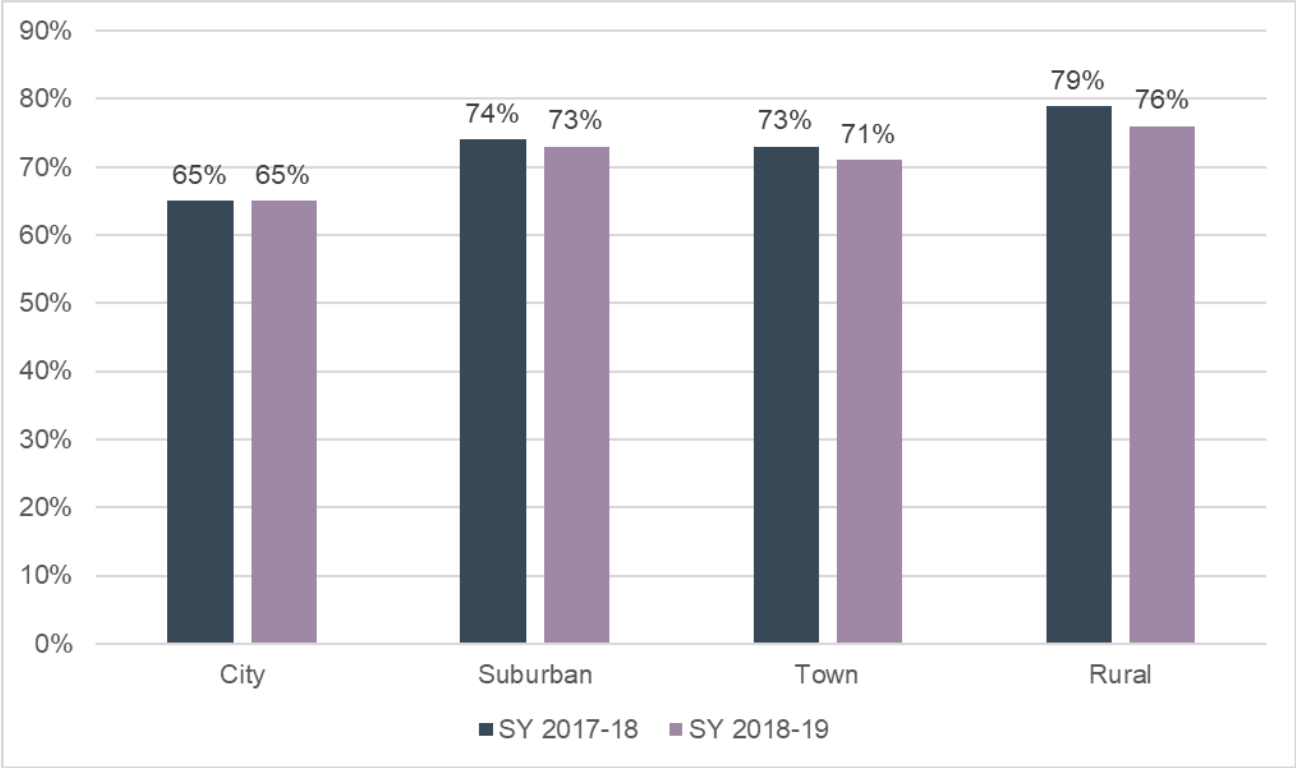
SOURCE: U.S. Department of Education, ED Facts File Specification 150, School Years 2017-18 and 2018-19. (Retrieved May 2019, July 2020).¹²

¹¹ In SY 2017-18, a total of 12,557 LEAs reported ACGRs for all students. In SY 2018-19, a total of 11,851 LEAs reported ACGRs for all students.

¹² To conduct this and the other locale analyses in the figures in this appendix, the unprotected LEA rates were used. Files with protected data at the LEA-level are available through ED Data Express or on the ED Facts Initiative website at <https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html#acgr>.

In contrast to the stable or increasing ACGRs for all students, Figure 2 shows that the ACGR for students experiencing homelessness has decreased between SYs 2017-18 and 2018-19 for three of the four locale types. Similar to Figure 1, the city locale type, which is the largest of the four locale types among students experiencing homelessness, has the lowest ACGR of the four locale types for students experiencing homelessness at 65%. Furthermore, the suburban, town, and rural locale types have, respectively, seen a drop of one, two, and three percentage points in the ACGR of students experiencing homelessness between the two school years. The ACGR rates in Figure 2 were calculated by dividing the total number of graduating students who had experienced homelessness by the total number of students in the graduation cohorts of students experiencing homelessness for each of the four locale types.

Figure 4: ACGR for students who experienced homelessness by locale type: School Years 2017-18 and 2018-19¹³



SOURCE: U.S. Department of Education, *EDFacts* File Specification 150, School Years 2017-18 and 2018-19. (Retrieved May 2019, July 2020).

Table 1 shows the graduation counts, the size of the total cohort, and the four-year ACGR for all students and students experiencing homelessness across locale types for the two reporting years shown in this report. The ACGR column was calculated by dividing the graduate count by the cohort count for the all student and students experiencing homelessness groups. The ACGR columns for the two groups were used to create Figures 1 and 2.

¹³ In SY 2017-18, a total of 9,015 LEAs reported ACGR for students experiencing homelessness. In SY 2018-19, a total of 8,556 LEAs reported ACGR for students experiencing homelessness.

Table 4: Graduation count, cohort count, and four-year ACGR by locale type and school year for all students and students who experienced homelessness: School Years 2017-18 and SY 2018-19

School Year	Locale type	All students			Students experiencing homelessness		
		Graduates	Cohort	ACGR	Graduates	Cohort	ACGR
2017-18	City	904,586	1,115,017	81.2%	37,383	57,481	65.0%
2018-19	City	886,796	1,085,021	81.7%	37,242	57,124	65.2%
2017-18	Rural	500,153	562,159	89.0%	16,383	20,620	79.5%
2018-19	Rural	492,735	554,066	88.9%	14,058	18,431	76.3%
2017-18	Suburban	1,436,146	1,625,400	88.4%	33,513	45,498	73.7%
2018-19	Suburban	1,366,246	1,542,832	88.6%	33,393	45,854	72.8%
2017-18	Town	348,970	402,782	86.6%	11,790	16,134	73.1%
2018-19	Town	334,390	384,943	86.9%	10,946	15,344	71.3%

SOURCE: U.S. Department of Education, ED Facts File Specification 150, School Years 2017-18 and 2018-19. (Retrieved May 2019, July 2020).

Conclusion

This locale analysis was conducted for the first two reporting years of publicly available data for students experiencing homelessness and compared their adjusted cohort graduation rates to rates for all students enrolled in public schools. This analysis reflects the trend of increasing national ACGRs for all students at the prior to the pandemic but a showed a slight decrease in ACGRs for the homeless student subgroup over these two years. This decrease was larger for students experiencing homelessness in rural LEAs which is evidence that the impact of homelessness is not necessarily greater in larger, urban LEAs where homeless shelters and services are more likely to be concentrated.

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