

# THE STATE OF AMERICAN HIGH SCHOOL GRADUATES: WHAT STATES KNOW (AND DON'T) ABOUT STUDENT PERFORMANCE

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States cannot make good policy and practice decisions—and ultimately cannot improve student performance—if they do not have basic information about how students are performing along the way. As such, Achieve focused on states' publicly reported student performance against college- and career-ready (CCR) indicators in all 50 states and the District of Columbia to inform this year's report on *The State of American High School Graduates: What States Know (and Don't) About Student Performance*. The goal of this work is to focus on results within each state so that state leaders can determine the extent to which their K–12 system is producing CCR graduates, whether they are satisfied with the results, and if not, what they can do to improve the readiness of all students.

What did this year's analysis find? Even when states report data, comparing student outcomes across states is difficult, if not impossible, as states take such different approaches to how they define their indicators. In reviewing states' reporting of a variety of academic indicators, Achieve found disparities across states that are applicable to nearly all CCR indicators:

- **Denominators used to calculate student outcomes:** States' denominators are often inconsistent across indicators within the states and also across states. Denominators used include: graduates, completers, 9–12th graders, juniors and seniors, tests taken, and combinations of test takers throughout high school (grades 9–12, 11–12, or 12).
- **Disaggregation of student outcomes data:** States' reporting of data disaggregated by students' race/ethnicity, socioeconomic status, English language proficiency, and disability status to identify and close performance gaps among student groups can be inconsistent across indicators within a state. Without subgroup reporting, it becomes difficult to understand how all students are performing; too often reporting "all students" results only masks variation in reporting group performance.
- **Timeliness of student outcomes data:** For some states, reporting indicators of student performance has become routinized and data are released in a timely and predictable manner. But in some states, student outcome reporting remains chaotic, unpredictable, and irregular. Some states haven't released timely student outcome data for several years.
- **Ease of finding student outcomes data:** In some states, student outcome results are organized in a logical, centralized location. But in far too many states, student outcomes data are scattered across one or more websites and are difficult to locate and make sense of. In some states, data are housed in legislative reports and data warehouses that can be challenging to locate.

Achieve also identified concerns specific to individual indicators, including:

- **CCR assessment score:** States' reporting—and lack thereof—of high school assessment results for their students. Some states repurpose third-party reports which include public and non-public students. Others aggregate assessment results by subject, making it impossible to determine how students are faring on particular assessments (e.g., aggregating Algebra I, Geometry, and Algebra II results). Further, most states do not disaggregate results by cohorts of students.
- **CCR course of study completion:** CCR-level diploma/course of study requirements differ greatly from state to state insofar as course requirements, assessment requirements, and other requirements (e.g., GPA).
- **Dual enrollment:** Some states limit the range of dual enrollment courses that qualify, such as those in core academic or technical subjects. The criteria may also require that students attain a certain number of credits (e.g., six or more credits).
- **Postsecondary enrollment:** States report out on their graduates' attendance at very different levels of comprehensiveness (e.g., only 4-year public in-state enrollees vs. 2- and 4-year, public and private, in- and out-of-state).
- **Postsecondary remediation:** Some states report remediation need by subject area (e.g., math and English); others report some measure of "any" remediation data.
- **Postsecondary persistence:** States' reporting timelines vary considerably. Some states report the postsecondary persistence of high school graduates one year after initial enrollment. However, some use two years, fall-to-fall, fall-to-spring, or within two years of enrollment.

This year's report shows that some states have made progress in their public reporting of a number of CCR indicators. It is also encouraging that the vast majority of states that reported data last year released updated data over the past year. This suggests that collecting and reporting student performance data is becoming a routinized part of states' monitoring. State leaders, partners, advocates, and the public should continue to push for more transparency and better reporting of the information they need to understand how their students are doing—and to use that data to examine trends and whether policy and practice decisions are producing the kinds of student results desired.

# K-12 INDICATORS SUMMARY TABLE



The below chart summarizes which states report which indicators of high school students' performance and whether the reported data is disaggregated by subgroup. Additional information about each of the indicators and how they are reported and defined by individual states, including the minimum criteria for inclusion, as well as student outcomes data, is available in the pages that follow and in state-specific profiles available here: [www.achieve.org/state-profiles](http://www.achieve.org/state-profiles).

■ data reported and disaggregated by subgroups □ data reported (not disaggregated)

	Which CCR Assessment? (>90% participation ACT & SAT)	9 <sup>th</sup> Grade Cohort Estimated CCR Assessment Score	4-Year Adjusted Cohort Graduation Rate (2014-15)	5-Year Adjusted Cohort Graduation Rate (2014-15)	CCR Course of Study Completion (2014-15)	9 <sup>th</sup> Grade Cohort Estimated CCR Course of Study Completion (2014-15)	On Track to Graduate	Earning College Credit in High School
AL	ACT		■					AP, IB, DE, Meta
AK			■					
AZ			■	■				AP
AR	ACT		■					AP
CA	SBAC	□	■		■	□		AP
CO	PARCC, ACT		■					
CT	SAT	□	■				□	AP, Meta
DE	SAT	□	■		■	□	□	AP, Meta
DC	PARCC		■		■	□		AP
FL			■				□	AP, DE, Meta
GA			■		■	□		AP, Meta
HI	SBAC, ACT	□	■		□	□		AP, Meta
ID	SBAC, SAT		■					
IL	PARCC, ACT		■	■			□	
IN			■		■	□		AP, IB, DE, Meta
IA			■					
KS			■	■				
KY	ACT	□	■	■	■	□		AP
LA	ACT		■				□	AP, DE
ME			□					
MD	PARCC		■	■	■	□		AP, IB
MA			■		■	□	■	AP
MI	SAT	□	■					
MN	ACT		■		■	□		AP, IB
MS	ACT		□					
MO	ACT		■	■				AP, Meta
MT	ACT		■					
NE			■		■	□		
NV	ACT	□	■		□	□	□	Meta
NH	SAT		□					
NJ	PARCC		■					Meta
NM			■	■				DE
NY			■		■	□		
NC	ACT	□	■	■				AP
ND	SBAC, ACT	□	■		□			
OH			■		■	□	■	AP, IB, DE
OK					□			
OR	SBAC	□	■				■	
PA			■					
RI			■					AP, DE
SC	ACT		■					AP
SD	SBAC	□	■					
TN	ACT		■		■	□		
TX			■		■	□		Meta
UT	ACT	□	■					AP
VT	SBAC	□	■					
VA			■	■	■	□		AP
WA	SBAC	□	■					AP, IB
WV	SBAC		■		■	□		
WI	ACT	□	■					AP
WY	ACT		■	■				
<b>Total</b>	<b>33</b>	<b>15</b>	<b>50</b>	<b>10</b>	<b>20</b>	<b>18</b>	<b>9</b>	<b>29</b>

# POSTSECONDARY INDICATORS SUMMARY TABLE

The below chart summarizes which states report which indicators of high school graduates' postsecondary performance. Additional information about each of the indicators and how they are reported and defined by individual states, including the minimum criteria for inclusion, as well as student outcomes data, is available in the pages that follow and in state-specific profiles available here: [www.achieve.org/state-profiles](http://www.achieve.org/state-profiles).

■ data reported

	Postsecondary Enrollment	Postsecondary Remediation	Postsecondary Persistence
AL	■	■	
AK	■	■	■
AZ	■		■
AR	■	■	
CA		■	
CO	■	■	■
CT	■	■	■
DE	■	■	■
DC	■		■
FL	■	■	■
GA	■	■	■
HI	■	■	
ID	■	■	■
IL	■	■	
IN	■	■	■
IA	■		
KS	■	■	■
KY	■	■	■
LA	■		
ME	■	■	■
MD	■	■	■
MA	■	■	■
MI	■	■	■
MN	■	■	■
MS	■	■	■
MO	■	■	■
MT	■	■	■
NE	■		
NV	■	■	■
NH	■		
NJ	■		
NM		■	
NY	■	■	
NC		■	■
ND	■	■	■
OH	■	■	
OK	■	■	
OR	■	■	■
PA			
RI	■	■	■
SC	■	■	
SD	■	■	■
TN	■	■	
TX	■	■	■
UT	■	■	■
VT	■		■
VA	■	■	■
WA	■	■	
WV	■	■	
WI	■	■	
WY		■	■
<b>Total</b>	<b>46</b>	<b>42</b>	<b>31</b>



# 50-STATE

## Indicators of High School Students' Performance

This report examines K—12 indicators of students' performance and high school graduates' postsecondary performance from a 50-state perspective. Each indicator includes a definition, an explanation of why the indicator is important, which states are included, what has changed in the last year, publicly available student performance data, and details of how data are reported differently across states. Additional information can be found in the individual state profiles at [www.achieve.org/state-profiles](http://www.achieve.org/state-profiles).

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# COLLEGE- AND CAREER-READY ASSESSMENT SCORE

## WHAT THE INDICATOR IS

This indicator reports the percentage of students who score at the college- and career-ready (CCR) level on high school assessments anchored to CCR standards. These assessments include a performance level/cut score that provides high school students a clear signal regarding their readiness for first-year mathematics and English courses at postsecondary institutions and is used by two- and four-year colleges and universities for placement into first-year, credit-bearing courses.

## WHY THE INDICATOR IS IMPORTANT

In the past few years, states have begun administering rigorous high school assessments that measure college and career readiness. The results are useful in preparing students for successful postsecondary transitions and can assist schools in identifying and addressing student learning gaps before students graduate from high school, reducing the need for costly remediation or workforce training. The results should be disaggregated and reported by cohort, and states should report the results by percentage of students meeting subject-specific benchmarks; average or composite results across subjects may mask results.

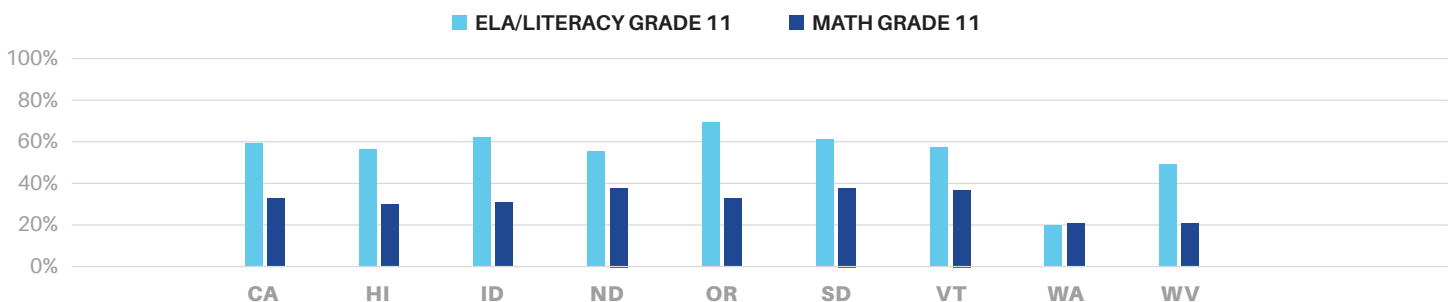
## WHICH STATES ARE INCLUDED

The assessment data presented below are limited to states that administer a CCR assessment aligned with their state standards in English 11/III and Math 11/Algebra II/Integrated Math III or that administer a college admissions assessment to at least 90 percent of students. In the charts below, aggregate “all students” data are reported for states by CCR assessment type in 2015–16. In the table, states’ participation rates and the percentage of subgroups meeting college readiness benchmarks are reported where available. Most states rely on ACT reporting of their students’ performance on a CCR assessment, and for comparison’s sake these data are used in the charts and tables below. College Board did not report state-level data on the percentage of the 2016 graduating cohort meeting readiness benchmarks due to the March 2016 transition from the old SAT to the redesigned SAT; for this year’s report we rely on individual state-reported SAT data, which includes mathematics and Evidence-Based Reading and Writing (EBRW).

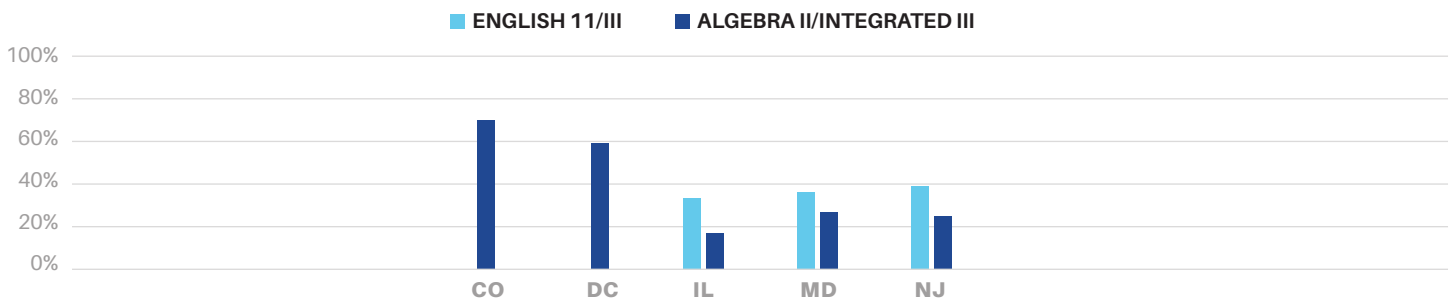
## WHAT’S CHANGED IN THE LAST YEAR?

As was the case in 2014-15, this year’s analysis found 33 states publicly reporting the percentage of students who score at the CCR level on a high school assessment when the assessment is administered to at least 90 percent of a cohort of students. However, there have been changes among states in which types of assessments (aligned to state standards vs. college admissions assessment) they administer. Four additional states met the participation criteria for inclusion for ACT in this analysis. One additional state met the participation criteria for inclusion for SAT. Overall, four fewer states reported Smarter Balanced or PARCC results in English 11/III and/or Math 11/Algebra II/Integrated Math III.

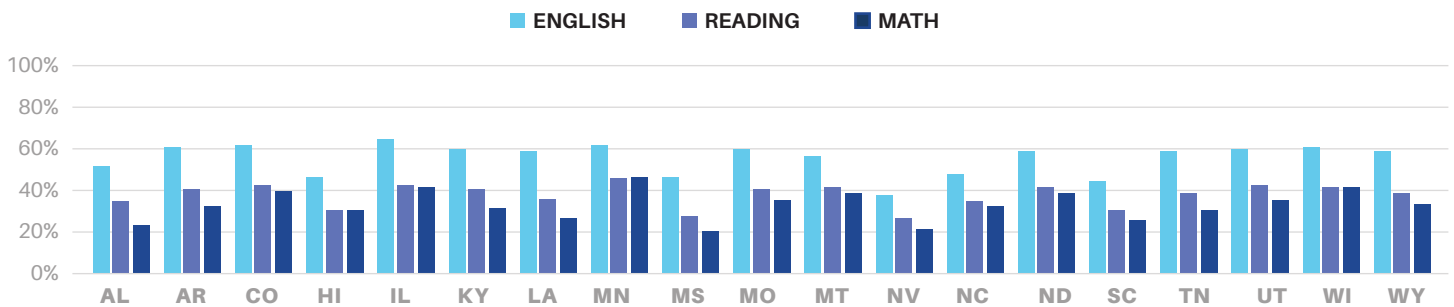
### Smarter Balanced Performance: Percentage of Students Meeting College Readiness Benchmarks in 2015-16



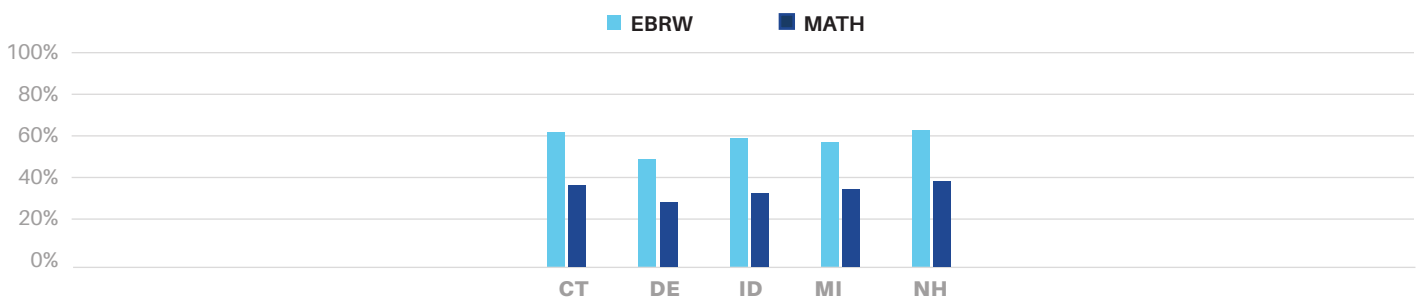
### PARCC Performance: Percentage of Students Meeting College Readiness Benchmarks in 2015-16



### ACT Performance: Percentage of Students Meeting College Readiness Benchmarks in 2015-16



### SAT Performance: Percentage of Students Meeting College Readiness Benchmarks in 2015-16



**Percentage of Students Meeting College Readiness Benchmarks in 2015-16**

STATE	ASSESSMENT	ALL STUDENTS	AMERICAN INDIAN/ ALASKA NATIVE*	ASIAN	BLACK	HISPANIC	NATIVE HAWAIIAN/ OTHER PACIFIC ISLANDER*	WHITE	TWO OR MORE RACES
AL	<b>ACT</b> Participation Rate: 100%								
	English	51%	44%	72%	27%	40%	31%	64%	60%
	Reading	34%	28%	55%	13%	26%	15%	45%	40%
	Math	23%	15%	63%	7%	17%	13%	32%	26%
AR	<b>ACT</b> Participation Rate: 96%								
	English	60%	57%	70%	31%	48%	29%	63%	72%
	Reading	40%	33%	48%	15%	30%	27%	50%	44%
	Math	32%	26%	61%	10%	23%	16%	41%	33%
CA	<b>Smarter Balanced</b> Participation Rates - ELA: N/R, Math: N/R								
	ELA	59%	50%	81%	41%	50%	51%	71%	70%
	Math	33%	23%	70%	14%	20%	25%	44%	42%
CO	<b>PARCC</b> Participation Rate - Math: N/A								
	Math	71%	N/R	81%	41%	52%	N/R	71%	82%
	<b>ACT</b> Participation Rate: 100%								
	English	61%	39%	71%	40%	39%	49%	75%	68%
	Reading	42%	25%	51%	23%	23%	27%	54%	46%
	Math	39%	24%	62%	18%	20%	27%	50%	42%
CT	<b>SAT</b> Participation Rates: 100%								
	EBRW	65%	N/R	79%	36%	39%	N/R	77%	64%
	Math	39%	28%	67%	12%	16%	N/R	50%	33%
DE	<b>SAT **</b> Participation Rate: 95%								
	EBRW	52%	70%	74%	33%	39%	N/R	65%	55%
	Math	31%	33%	63%	13%	18%	N/R	42%	31%
DC	<b>PARCC**</b> Participation Rate: N/A								
	Math	60%	N/R	N/R	N/R	N/R	N/R	69%	N/R

**Percentage of Students Meeting College Readiness Benchmarks in 2015-16 (cont'd)**

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
HI	<b>Smarter Balanced</b> Participation Rates - ELA: N/R, Math: N/R								
	ELA	56%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	Math	30%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	<b>ACT</b> Participation Rate: 94%								
	English	46%	50%	52%	32%	43%	20%	70%	50%
	Reading	30%	42%	33%	20%	27%	10%	50%	32%
	Math	30%	25%	41%	14%	22%	10%	42%	30%
ID†	<b>Smarter Balanced</b> Participation Rates - ELA: 97%, Math: 97%								
	ELA	62%	48%	72%	41%	44%	55%	66%	62%
	Math	31%	N/R	52%	N/R	13%	N/R	35%	30%
	<b>SAT **</b> Participation Rate: N/R								
	EBRW	62%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Math	35%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	
IL	<b>PARCC</b> Participation Rates - ELA: N/R, Math: N/R								
	ELA	34%	18%	43%	18%	23%	50%	40%	33%
	Math	17%	11%	41%	3%	7%	37%	21%	19%
	<b>ACT</b> Participation Rate: 100%								
	English	64%	43%	81%	38%	50%	73%	77%	70%
	Reading	42%	26%	62%	18%	28%	48%	56%	47%
	Math	41%	21%	72%	14%	27%	48%	54%	43%
KY	<b>ACT</b> Participation Rate: 100%								
	English	59%	38%	67%	32%	46%	37%	65%	60%
	Reading	40%	26%	51%	17%	29%	24%	44%	40%
	Math	31%	17%	59%	11%	22%	13%	35%	29%
LA	<b>ACT</b> Participation Rate: 100%								
	English	58%	48%	72%	36%	56%	53%	72%	65%
	Reading	35%	28%	50%	16%	35%	43%	48%	41%
	Math	26%	17%	58%	10%	25%	28%	36%	26%



**Percentage of Students Meeting College Readiness Benchmarks in 2015-16 (cont'd)**

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
MD	<b>PARCC</b> Participation Rates - ELA: N/A, Math: N/A								
	ELA	37%	33%	55%	24%	32%	35%	53%	46%
	Math	27%	33%	59%	7%	14%	27%	42%	25%
MI	<b>SAT</b> Participation Rate: 100%								
	EBRW	60%	52%	75%	31%	45%	65%	67%	58%
	Math	37%	26%	69%	11%	21%	41%	42%	32%
MN	<b>ACT</b> Participation Rate: 100%								
	English	61%	28%	50%	27%	36%	43%	70%	57%
	Reading	45%	17%	35%	18%	25%	22%	52%	43%
	Math	46%	14%	43%	15%	22%	24%	54%	38%
MS	<b>ACT</b> Participation Rate: 100%								
	English	46%	28%	73%	26%	49%	52%	65%	57%
	Reading	27%	17%	51%	11%	26%	24%	40%	35%
	Math	20%	11%	62%	6%	21%	24%	30%	23%
MO	<b>ACT</b> Participation Rate: 100%								
	English	59%	38%	70%	29%	46%	34%	66%	59%
	Reading	40%	26%	53%	15%	28%	19%	46%	39%
	Math	35%	17%	63%	11%	24%	19%	40%	31%
MT	<b>ACT</b> Participation Rate: 100%								
	English	56%	16%	47%	37%	39%	42%	60%	54%
	Reading	41%	10%	33%	25%	29%	21%	44%	39%
	Math	38%	6%	56%	13%	24%	46%	42%	34%
NV	<b>ACT</b> Participation Rate: 100%								
	English	37%	26%	56%	21%	25%	29%	55%	47%
	Reading	26%	17%	38%	13%	17%	20%	39%	32%
	Math	21%	11%	46%	8%	13%	17%	33%	25%
NH	<b>SAT</b> Participation Rate: 92%								
	EBRW	66%	42%	71%	39%	45%	55%	68%	66%
	Math	41%	25%	55%	15%	20%	44%	42%	39%

**Percentage of Students Meeting College Readiness Benchmarks in 2015-16 (cont'd)**

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
NJ	<b>PARCC</b> Participation Rates - ELA: N/A , Math: N/A								
	ELA	40%	35%	58%	31%	37%	53%	42%	N/R
	Math	25%	16%	59%	8%	11%	34%	30%	N/R
NC	<b>ACT</b> Participation Rate: 100%								
	English	47%	28%	63%	23%	32%	40%	62%	47%
	Reading	34%	17%	49%	13%	22%	27%	45%	32%
	Math	32%	15%	60%	11%	21%	23%	44%	29%
ND	<b>Smarter Balanced</b> Participation Rates - ELA: 96%, Math: 96%								
	ELA	55%	32%	51%	30%	38%	N/R	59%	N/R
	Math	38%	23%	43%	15%	18%	N/R	42%	N/R
	<b>ACT</b> Participation Rate: 100%								
	English	58%	21%	43%	21%	44%	25%	64%	58%
	Reading	41%	15%	32%	9%	28%	25%	45%	41%
	Math	38%	9%	38%	9%	21%	19%	43%	33%
OR	<b>Smarter Balanced</b> Participation Rates - ELA: 90%, Math: 87%								
	ELA	69%	52%	76%	74%	56%	53%	73%	73%
	Math	33%	16%	56%	12%	19%	19%	37%	38%
SC	<b>ACT</b> Participation Rate: 100%								
	English	44%	25%	65%	19%	35%	31%	60%	47%
	Reading	30%	15%	48%	10%	23%	20%	42%	32%
	Math	25%	11%	57%	7%	19%	23%	35%	24%
SD	<b>Smarter Balanced</b> Participation Rates - ELA: N/R, Math: N/R								
	ELA	61%	33%	41%	39%	48%	N/R	65%	59%
	Math	38%	11%	29%	25%	26%	N/R	42%	32%
TN	<b>ACT</b> Participation Rate: 100%								
	English	58%	37%	71%	33%	45%	59%	68%	60%
	Reading	38%	20%	52%	16%	27%	30%	46%	38%
	Math	30%	14%	59%	9%	21%	29%	37%	28%

**Percentage of Students Meeting College Readiness Benchmarks in 2015-16 (cont'd)**

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
VT	<b>Smarter Balanced</b>								
	Participation Rates - ELA: N/R, Math: N/R								
	ELA	57%	N/R	60%	34%	54%	N/R	58%	N/R
	Math	37%	N/R	46%	16%	21%	N/R	38%	N/R
WA	<b>Smarter Balanced</b>								
	Participation Rates - ELA: 28%, Math: 87%								
	ELA	20%	14%	27%	13%	16%	13%	22%	22%
	Math	21%	11%	31%	10%	13%	11%	24%	21%
WV	<b>Smarter Balanced</b>								
	Participation Rates - ELA: 98%, Math: 98%								
	ELA	49%	45%	71%	36%	42%	50%	50%	51%
	Math	21%	23%	52%	11%	18%	38%	21%	20%
WI	<b>ACT</b>								
	Participation Rate: 100%								
	English	60%	29%	52%	24%	41%	47%	68%	58%
	Reading	41%	18%	33%	12%	24%	33%	47%	37%
	Math	41%	15%	46%	9%	21%	33%	48%	33%
WY	<b>ACT</b>								
	Participation Rate: 100%								
	English	58%	16%	41%	41%	40%	50%	64%	55%
	Reading	38%	10%	24%	22%	24%	19%	43%	38%
	Math	33%	8%	37%	14%	21%	31%	38%	28%

# 9TH GRADE ADJUSTED COHORT'S ESTIMATED COLLEGE- AND CAREER-READY ASSESSMENT SCORE

## WHAT THE INDICATOR IS



































This indicator reports the estimated percentage of the 9th grade cohort, not just test takers in 11th and/or 12th grade, that met the college- and career-ready (CCR) benchmarks on an assessment.

## WHY THE INDICATOR IS IMPORTANT

States should know and report the percentage of the 9th grade cohort that scored ready on a CCR assessment. And while students in many states take a CCR assessment, participation often is not universal, and thus the reported results reflect only those who elect to take the test or are reported against projections of graduates. For most states, somewhere between 70 percent and 80 percent of the adjusted 9th grade cohort will graduate; without reported assessment results against the 9th grade cohort, results reflect a best-case scenario. Denominators should include all students in an adjusted 9th grade cohort. States should administer these assessments to all students and report results by cohort, including by disaggregated subgroups.

## WHICH STATES ARE INCLUDED

To be included in the table below, states that administered the ACT, SAT, Partnership for Assessment of Readiness for College and Careers, or Smarter Balanced Assessment Consortium exam had to administer the assessment to all students in a cohort in 2015-16 and report the number of students meeting CCR benchmarks — rather than rely on third-party reporting. The number of students meeting CCR benchmarks was then divided by the number of students in the 9th grade cohort to calculate the percentage of the estimated cohort meeting the CCR benchmarks.

STATE	ASSESSMENT	ENGLISH/EBRW		READING		MATH	
CA	Smarter Balanced		52%				29%
CT	SAT		58%				35%
DE	SAT		45%				27%
HI	Smarter Balanced		44%		88%		23%
KY	ACT		51%		47%		38%
MI	SAT		51%				31%
NV	ACT		32%		23%		17%
NC	ACT		38%		29%		24%
ND	Smarter Balanced		49%				34%
OR	Smarter Balanced		57%				27%
SD	Smarter Balanced		55%				35%
UT	ACT		56%		40%		33%
VT	Smarter Balanced		54%				35%
WA*	Smarter Balanced						21%
WI†	ACT		39%				34%

\*Washington's participation rate for the Smarter Balanced English assessment was 28%; therefore, results were excluded from this calculation and table.

†Wisconsin reports an ELA value, combining the Reading, English, and Writing sections of the ACT.

# ADJUSTED COHORT GRADUATION RATES: 2014-15

## WHAT THE INDICATOR IS

In 2005, all 50 governors agreed to establish a new, comparable graduation rate. In 2008, the U.S. Department of Education (USED) adopted this rate and required states to report data using it by the 2010-2011 school year. The adjusted cohort graduation rate (ACGR) measures the percentage of 9th graders who graduate from high school in four years or less with a regular high school diploma. These rates are calculated by dividing the number of graduating students by the number of students who entered high school four years earlier (adjusting for transfers in and out, émigrés, and deceased students). This indicator also includes states' data on how many students completed high school in five years and how these data affect a state's graduation rate.

## WHY THE INDICATOR IS IMPORTANT

Graduating from high school is important for students. States should report — in a timely manner — the percentage of 9th graders who graduate from high school in four years or less with a regular high school diploma as well as in five years or less. Disaggregated subgroup data should also be reported for both four- and five-year rates.

## WHICH STATES ARE INCLUDED

The table below details states' four- and five-year adjusted cohort graduation rates in 2014-15, as reported by states on their websites. All states are required to report four-year ACGR to USED, but five-year ACGR is not required nor consistently available. Due to lags in reporting, we anticipate approximately 20 additional states will release five-year ACGR data in the coming months.

STATE	ALL STUDENTS		AM. IN./ AK NATIVE		ASIAN		BLACK		HISPANIC		NH/PI		WHITE		TWO OR MORE RACES		LOW INCOME	
	4 YRS	5 YRS	4 YRS	5 YRS	4 YRS	5 YRS	4 YRS	5 YRS	4 YRS	5 YRS	4 YRS	5 YRS	4 YRS	5 YRS	4 YRS	5 YRS	4 YRS	5 YRS
AL	89%	N/R	90%	N/R	94%	N/R	87%	N/R	90%	N/R	N/R	N/R	91%	N/R	N/R	N/R	85%	N/R
AK*	76%	N/R	64%	N/R	83%	N/R	71%	N/R	72%	N/R	N/R	N/R	80%	N/R	74%	N/R	67%	N/R
AZ	78%	+4%	66%	+8%	87%	+5%	74%	+5%	72%	+6%	70%	+10%	84%	+2%	67%	+5%	73%	+7%
AR	85%	N/R	80%	N/R	91%	N/R	78%	N/R	85%	N/R	66%	N/R	87%	N/R	87%	N/R	82%	N/R
CA	82%	N/R	73%	N/R	93%	N/R	71%	N/R	79%	N/R	82%	N/R	88%	N/R	86%	N/R	78%	N/R
CO	77%	N/R	64%	N/R	88%	N/R	70%	N/R	68%	N/R	75%	N/R	83%	N/R	80%	N/R	66%	N/R
CT	87%	N/R	87%	N/R	95%	N/R	78%	N/R	75%	N/R	72%	N/R	93%	N/R	87%	N/R	76%	N/R
DE	84%	N/R	66%	N/R	94%	N/R	81%	N/R	80%	N/R	100%	N/R	87%	N/R	80%	N/R	74%	N/R
DC	65%	N/R	N/R	N/R	79%	N/R	64%	N/R	66%	N/R	N/R	N/R	85%	N/R	74%	N/R	66%	N/R
FL	78%	N/R	76%	N/R	91%	N/R	68%	N/R	77%	N/R	83%	N/R	83%	N/R	82%	N/R	70%	N/R


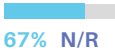
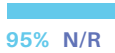
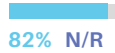
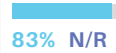
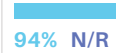
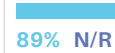

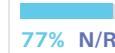
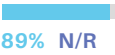
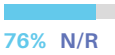
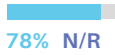
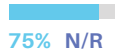
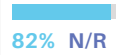
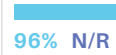
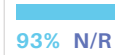
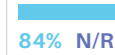
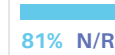

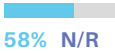
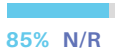
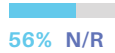
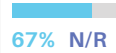
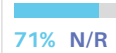
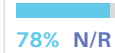
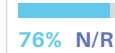
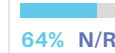
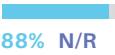







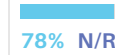
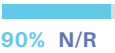
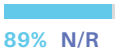
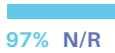
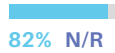
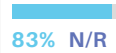
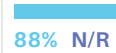
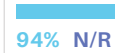
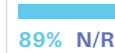
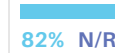
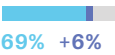
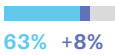
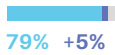
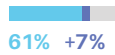
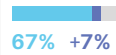

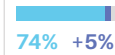

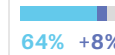

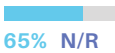
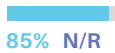
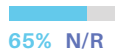
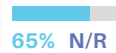

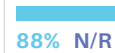
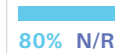
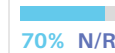
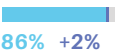
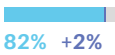
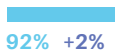
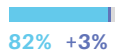
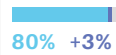

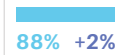
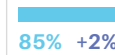
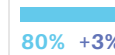

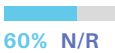
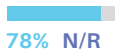

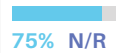

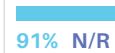

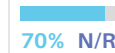
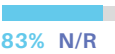
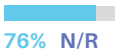
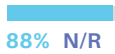
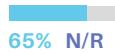
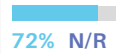

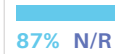
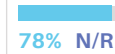
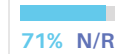










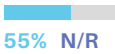
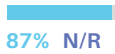
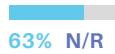
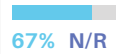
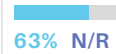
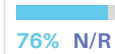
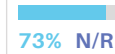
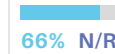

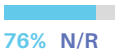
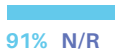
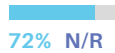

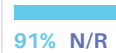
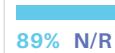
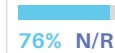
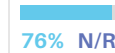
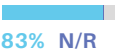
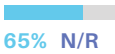
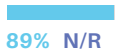
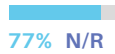
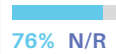
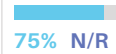
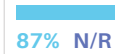
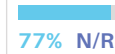
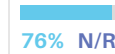

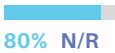
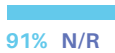
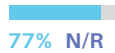
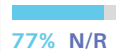

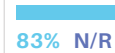


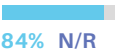
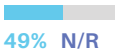
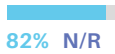
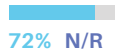


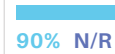
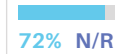
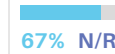
\*Alaska, Georgia, Idaho, Minnesota, New York, Ohio, and South Carolina include Native Hawaiian/Other Pacific Islander students as part of the Asian subgroup reporting.

**Adjusted Cohort Graduation Rates: 2014-15 (cont'd)**









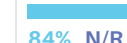
















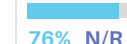















































STATE	<span style="color: #0070C0;">■</span> GRADUATE IN 4 YEARS <span style="color: #003366;">■</span> GRADUATE IN 5 YEARS								
	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
GA*	79% N/R	76% N/R	88% N/R	75% N/R	72% N/R	N/R N/R	83% N/R	80% N/R	75% N/R
HI**	82% N/R	63% N/R	89% N/R	75% N/R	76% N/R	77% N/R	80% N/R	N/R N/R	76% N/R
ID*	79% N/R	66% N/R	85% N/R	75% N/R	71% N/R	78% N/R	81% N/R	73% N/R	72% N/R
IL	86% +2%	79% N/R	94% +2%	76% +3%	81% +3%	N/R N/R	90% +1%	85% +3%	78% +3%
IN	89% N/R	87% N/R	94% N/R	79% N/R	86% N/R	89% N/R	91% N/R	86% N/R	85% N/R
IA	91% N/R	86% N/R	93% N/R	79% N/R	83% N/R	86% N/R	92% N/R	84% N/R	85% N/R
KS	86% +1%	81% +2%	93% +1%	79% +2%	79% +2%	60% +4%	88% +1%	82% +1%	78% +1%
KY	88% +2%	81% +3%	91% +3%	80% +3%	83% +3%	91% +0.3%	89% +2%	84% +2%	85% +3%
LA	78% N/R	76% N/R	91% N/R	71% N/R	75% N/R	77% N/R	83% N/R	81% N/R	71% N/R
ME	88% N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R
MD	87% +2%	79% +2%	96% +1%	82% +4%	77% +4%	90% +0%	92% +1%	91% +1%	79% +4%
MA	87% N/R	80% N/R	92% N/R	78% N/R	72% N/R	84% N/R	92% N/R	86% N/R	78% N/R
MI	80% N/R	71% N/R	91% N/R	67% N/R	72% N/R	77% N/R	83% N/R	75% N/R	67% N/R
MN*	82% N/R	52% N/R	83% N/R	62% N/R	66% N/R	N/R N/R	87% N/R	N/R N/R	67% N/R
MS	78% N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R	N/R N/R
MO	88% +2%	86% +3%	94% +2%	76% +4%	84% +3%	83% +6%	91% +2%	87% +3%	81% +4%

\*\*Hawaii reports the subgroups Native Hawaiian and Pacific Islander separately. The Native Hawaiian subgroup graduation rate appears in the table under the NH/PI column; the Pacific Islander graduation rate is 67%.

**Adjusted Cohort Graduation Rates: 2014-15 (cont'd)**
■ GRADUATE IN 4 YEARS    ■ GRADUATE IN 5 YEARS

STATE	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
MT	 86% N/R	 67% N/R	 95% N/R	 82% N/R	 83% N/R	 94% N/R	 89% N/R	 N/R N/R	 77% N/R
NE	 89% N/R	 76% N/R	 78% N/R	 75% N/R	 82% N/R	 96% N/R	 93% N/R	 84% N/R	 81% N/R
NV	 71% N/R	 58% N/R	 85% N/R	 56% N/R	 67% N/R	 71% N/R	 78% N/R	 76% N/R	 64% N/R
NH	 88% N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 78% N/R
NJ	 90% N/R	 89% N/R	 97% N/R	 82% N/R	 83% N/R	 88% N/R	 94% N/R	 89% N/R	 82% N/R
NM	 69% +6%	 63% +8%	 79% +5%	 61% +7%	 67% +7%	 N/R N/R	 74% +5%	 N/R N/R	 64% +8%
NY*	 78% N/R	 65% N/R	 85% N/R	 65% N/R	 65% N/R	 N/R N/R	 88% N/R	 80% N/R	 70% N/R
NC	 86% +2%	 82% +2%	 92% +2%	 82% +3%	 80% +3%	 N/R N/R	 88% +2%	 85% +2%	 80% +3%
ND	 86% N/R	 60% N/R	 78% N/R	 76% N/R	 75% N/R	 N/R N/R	 91% N/R	 N/R N/R	 70% N/R
OH*	 83% N/R	 76% N/R	 88% N/R	 65% N/R	 72% N/R	 N/R N/R	 87% N/R	 78% N/R	 71% N/R
OK	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R	 N/R N/R
OR	 74% N/R	 55% N/R	 87% N/R	 63% N/R	 67% N/R	 63% N/R	 76% N/R	 73% N/R	 66% N/R
PA	 85% N/R	 76% N/R	 91% N/R	 72% N/R	 70% N/R	 91% N/R	 89% N/R	 76% N/R	 76% N/R
RI	 83% N/R	 65% N/R	 89% N/R	 77% N/R	 76% N/R	 75% N/R	 87% N/R	 77% N/R	 76% N/R
SC*	 80% N/R	 80% N/R	 91% N/R	 77% N/R	 77% N/R	 N/R N/R	 83% N/R	 N/R N/R	 N/R N/R
SD	 84% N/R	 49% N/R	 82% N/R	 72% N/R	 70% N/R	 N/R N/R	 90% N/R	 72% N/R	 67% N/R

**Adjusted Cohort Graduation Rates: 2014-15 (cont'd)**
■ GRADUATE IN 4 YEARS    ■ GRADUATE IN 5 YEARS

STATE	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
TN	 88% N/R	 85% N/R	 93% N/R	 81% N/R	 84% N/R	 94% N/R	 91% N/R	 N/R N/R	 84% N/R
TX	 89% N/R	 86% N/R	 95% N/R	 85% N/R	 87% N/R	 89% N/R	 93% N/R	 92% N/R	 86% N/R
UT	 84% N/R	 69% N/R	 88% N/R	 68% N/R	 74% N/R	 83% N/R	 87% N/R	 N/R N/R	 76% N/R
VT	 88% N/R	 80% N/R	 78% N/R	 80% N/R	 81% N/R	 100% N/R	 88% N/R	 N/R N/R	 78% N/R
VA	 87% +1%	 86% +1%	 94% +1%	 80% +2%	 80% +1%	 91% +2%	 90% +1%	 90% +1%	 78% +3%
WA	 78% N/R	 56% N/R	 88% N/R	 69% N/R	 70% N/R	 67% N/R	 81% N/R	 78% N/R	 68% N/R
WV	 87% N/R	 71% N/R	 97% N/R	 83% N/R	 83% N/R	 100% N/R	 87% N/R	 85% N/R	 83% N/R
WI	 88% N/R	 78% N/R	 91% N/R	 64% N/R	 78% N/R	 85% N/R	 93% N/R	 86% N/R	 77% N/R
WY	 79% +3%	 45% +6%	 87% +4%	 68% +4%	 73% +2%	 100% +0%	 82% +2%	 72% +3%	 66% +3%



# COLLEGE- AND CAREER-READY COURSEWORK COMPLETION

## WHAT THE INDICATOR IS

Achieve considers states' mathematics and ELA/literacy high school graduation requirements to be at the college- and career-ready (CCR) level if students are expected to complete a course of study aligned with state-adopted CCR standards, which typically includes at least three years of mathematics typically through the content of Algebra II and four years of rigorous, grade-level English. Readiness for college and careers depends on more than the mastery of English language arts (ELA)/literacy and mathematics content and skills, but these two content areas serve as a foundation for the study of other academic disciplines and contextualized learning.

## WHY THE INDICATOR IS IMPORTANT

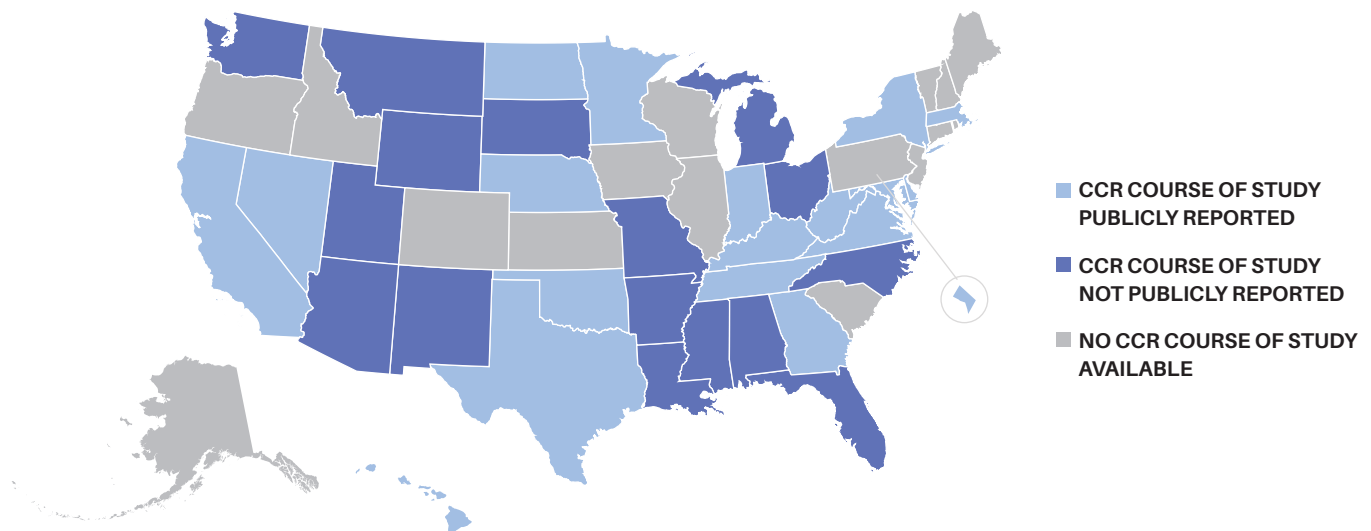
Graduation rates are an accurate indicator of students graduating high school on time but should not be confused with students graduating with the skills and knowledge needed for entering college or career pathways without needing remediation. In too many states, earning a high school diploma is not a signal that a graduate is ready to successfully enter postsecondary education, the military, or the workforce. Rigorous course-taking is one of the strongest indicators of postsecondary success; yet many states do not expect graduates to take the classes or learn the essential skills that open doors to their next steps. In all but a handful of states, the CCR completion rate is much lower than the adjusted cohort graduation rate. For this indicator, the denominator should include all students who entered 9th grade four years earlier and graduate having completed a CCR course of study. Every state should disaggregate these data by subgroup.

## WHICH STATES ARE INCLUDED

The map below categorizes which states do and do not offer a CCR course of study and which states publicly report the percentage of students who complete a CCR course of study. The table that follows details the states that publicly report class of 2015 data for the percentage of students completing a CCR course of study and include subgroup data where available. States' reported denominators vary, including by adjusted 9th grade cohort (which is ideal), graduates, completers, and seniors, which can significantly affect the data the state reports. Thus, states' denominators are included for context.

## WHAT'S CHANGED IN THE LAST YEAR?

Five additional states are publicly reporting the percentage of students completing a CCR course of study as compared to last year. Sixteen of the 20 states that report this indicator also report their state data disaggregated by subgroups.



**Percentage of Students Completing College- and Career-Ready Course of Study, Class of 2015**

STATE	DIPLOMA NAME	DENOMINATOR	ALL STUDENTS	AM. IN./AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
CA	California Readiness Curriculum A-G	Graduates	43%	30%	72%	33%	35%	35%	50%	49%	34%
DE	Delaware High School Diploma	Cohort	84%	66%	94%	81%	80%	100%	87%	80%	74%
DC	District of Columbia High School Diploma	Cohort	65%	N/R	79%	64%	66%	N/R	85%	74%	66%
GA*	Georgia High School Diploma	Cohort	79%	76%	88%	75%	72%	N/R	83%	80%	75%
HI	Hawaii Board of Education Recognition Diploma	Completers	14%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
IN	Indiana Core 40 Diploma, Indiana Core 40 Diploma with Academic Honors, and Indiana Core 40 Diploma with Technical Honors	Graduates	87%	87%	95%	84%	85%	98%	87%	86%	80%
KY	Kentucky High School Diploma	Cohort	88%	81%	91%	80%	83%	91%	89%	84%	85%
MD	University System of Maryland Course Requirements	Graduates	59%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	48%
MA	MassCore	Graduates	72%	64%	69%	50%	52%	69%	79%	75%	57%
MN	Minnesota High School Diploma	Cohort	82%	52%	83%	62%	66%	N/R	87%	N/R	67%
NE	Nebraska High School Diploma	Cohort	89%	76%	78%	75%	82%	96%	93%	84%	81%
NV	Nevada Advanced Diploma	Completers	31%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R

\*Georgia includes Native Hawaiian/Other Pacific Islander students as part of Asian subgroup reporting.

### Percentage of Students Completing College- and Career-Ready Course of Study, Class of 2015 (cont'd)

STATE	DIPLOMA NAME	DENOMINATOR	ALL STUDENTS	AM. IN./AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
NY*	New York Advanced Designation Regents Diploma	Cohort	32%	15%	51%	10%	13%	N/R	44%	29%	17%
ND	North Dakota Academic or CTE scholarship	Graduates	25%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
OH**	Ohio Honors Diploma	Cohort	15%	6%	35%	3%	7%	N/R	18%	9%	5%
OK	Oklahoma College-Prep/ Work-Ready Curriculum	Graduates	81%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
TN	Tennessee High School Diploma	Cohort	88%	85%	93%	81%	84%	94%	91%	N/R	84%
TX	Texas Recommended High School Program and Texas Distinguished Achievement High School Program	Graduates	86%	82%	95%	79%	86%	86%	86%	86%	82%
VA	Virginia Advanced Studies Program	Cohort	51%	43%	74%	34%	40%	53%	58%	57%	30%
WV	West Virginia High School Diploma	Cohort	87%	71%	97%	83%	83%	100%	87%	85%	83%

\*New York and Ohio include Native Hawaiian/Other Pacific Islander students as part of Asian subgroup reporting.

\*\*Ohio Honors Diplomas include the Academic Diploma with Honors, the Career-Technical Diploma with Honors, and the International Baccalaureate Diploma with Honors.

# 9TH GRADE ADJUSTED COHORT'S ESTIMATED COLLEGE- AND CAREER-READY COURSEWORK COMPLETION, CLASS OF 2015

## WHAT THE INDICATOR IS


































This indicator reports the estimated percentage of the 9th grade cohort, not just graduates or seniors, who completed a college- and career-ready (CCR) course of study. Achieve calculated this indicator by dividing states' reported numbers of CCR course of study completers by state-specific adjusted cohort data supplied by the U.S. Department of Education for 2014-15. For states that already report CCR course of study completion of the 9th grade cohort, no calculation was needed.

## WHY THE INDICATOR IS IMPORTANT






















Every state, regardless of its graduation course requirements, should publicly report the percentage of the adjusted 9th grade cohort who complete a CCR course of study while in high school; reporting CCR coursework completion of only graduates— rather than the adjusted 9th grade cohort — reflects a “best case scenario.” Denominators should include all students in an adjusted 9th grade cohort. States should disaggregate data by subgroup.

## WHICH STATES ARE INCLUDED

The percentages in the table below were calculated for states that reported numbers of CCR course of study completers in 2014-15. For states that require all students to complete a CCR course of study, the four-year adjusted cohort graduation rate also serves as the percentage of the grade 9 cohort completing a CCR course of study.

STATE	DIPLOMA NAME	4-YEAR ADJUSTED COHORT GRADUATION RATE 2014-15	REPORTED CCR GRADUATION RATE 2014-15	CALCULATED PERCENTAGE OF GRADE 9 COHORT COMPLETING CCR COURSE OF STUDY
CA	California Readiness Curriculum A-G	 82%	 43%	 38%
DE	Delaware High School Diploma	 84%	 84%	 84%
DC	District of Columbia High School Diploma	 65%	 65%	 65%
GA	Georgia High School Diploma	 79%	 79%	 79%
HI*	Hawaii Board of Education Recognition Diploma	 82%	 14%	 12%
IN	Indiana Core 40 Diploma, Core 40 with Academic Honors, and Core 40 with Technical Honors	 89%	 87%	 80%
KY	Kentucky High School Diploma	 88%	 88%	 88%
MD	University System of Maryland Course Requirements	 87%	 59%	 54%
MA	MassCore	 87%	 72%	 66%
MN	Minnesota High School Diploma	 82%	 82%	 82%
NE	Local Control	 89%	 89%	 89%

\*Hawaii reports the college- and career-ready graduation rate of completers, which is a category more inclusive than of graduates.

STATE	DIPLOMA NAME	4-YEAR ADJUSTED COHORT GRAD RATE	REPORTED CCR GRADUATION RATE	% OF GRADE 9 COHORT COMPLETING CCR COURSE OF STUDY
NV*	Nevada Advanced Diploma	 71%	 31%	 22%
NY	New York Advanced Designation Regents Diploma	 78%	 32%	 31%
OH <sup>+</sup>	Ohio Honors Diplomas	 83%	 15%	 15%
TN	Tennessee High School Diploma	 88%	 88%	 88%
TX	Texas Distinguished Achievement High School Program and Texas Recommended High School Program	 89%	 86%	 73%
VA	Virginia Advanced Studies Program	 87%	 52%	 52%
WV	West Virginia High School Diploma	 87%	 87%	 87%

\*Nevada reports the college- and career-ready graduation rate of completers, which is a category more inclusive than of graduates.

<sup>+</sup>Ohio Honors Diplomas include the Academic Diploma with Honors, the Career-Technical Diploma with Honors, and the International Baccalaureate Diploma with Honors.



**Percentage of Students On Track to Graduate Based on Credit Accumulation by Subgroup (cont'd)**

STATE	ON TRACK DEFINITION	ALL STUDENTS	AM. IN./AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
LA	In 2015-16, Louisiana reported the percentage of 9th grade students earning 6+ credits as an indicator of students being on track to graduate.	85%	Not disaggregated by subgroups							
MA	In 2014-15, Massachusetts reported the percentage of students taking and passing all of their coursework in the 9th grade as an indicator of students being on track to graduate.	79%		88%	59%	58%	N/R	87%	N/R	61%
NV	In 2015-16, Nevada reported the percentage of 9th grade students who completed the 9th grade having earned less than five credits by the end of their 9th grade year (0.8 percent).	99%	Not disaggregated by subgroups							
OH*	In 2015-16, Ohio reported the percentage of students having five or more high school credits in ELA, mathematics, science, social studies, world languages, or fine arts by end of grade 9 as an indicator of students being on track to graduate.	61%	53%	72%	49%	56%	N/R	64%	56%	52%
OR	In 2015-16, Oregon reported the number of 9th grade students who accrued at least 25 percent of the credits (or six credits) required for graduation before the beginning of their second year of high school as an indicator of students being on track to graduate.	84%	73%	95%	79%	78%	80%	85%	83%	76%

\*Ohio includes Native Hawaiian/Other Pacific Islander students as part of Asian subgroup reporting.

# EARNING COLLEGE CREDITS WHILE IN HIGH SCHOOL

## WHAT THE INDICATOR IS

This indicator reports the percentage of students who earn college credit while still enrolled in high school through scoring a 3+ on an Advanced Placement (AP) exam.

## WHY THE INDICATOR IS IMPORTANT

Students who earn college credits while in high school become familiar with postsecondary expectations, academic behaviors, and habits of mind. Evidence also points to an impact on postsecondary enrollment, performance, persistence, retention, and attainment.

## WHICH STATES ARE INCLUDED

Ideally, the denominator includes all students in an entering 9th grade cohort who score a 3+ on an AP exam while in high school. Performance or success in the courses, not just participation or enrollment, must be reported. For this indicator, denominators and units of analysis vary considerably, and as such we report differences in states' denominators (e.g., test takers, graduates, seniors, or tests taken). Finally, the state must report the data; we sought to elevate states' ownership and use of their own students' data.

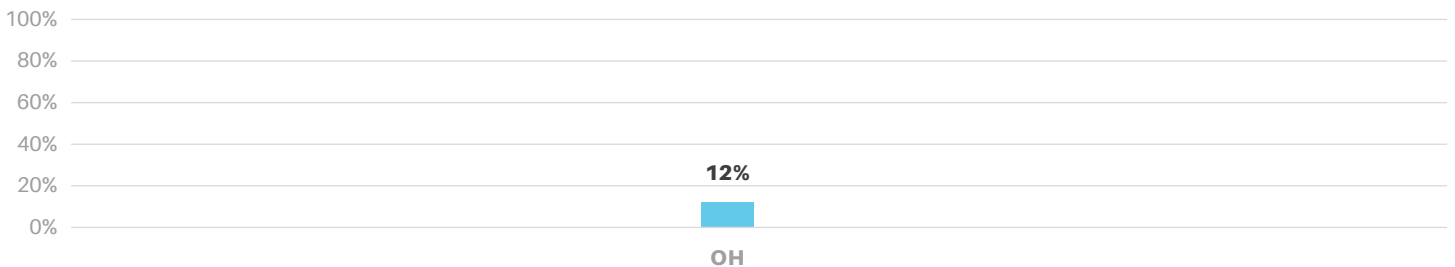
## WHAT'S CHANGED IN THE LAST YEAR?

Three additional states are publicly reporting some measures of Advanced Placement credit earned as compared to last year, including one state, Ohio, that publicly reports the percentage of their adjusted 9th grade cohort scoring a 3+ on an AP exam. Twelve of the 25 states that report this indicator also report their state data disaggregated by subgroups.

## PERCENTAGE OF STUDENTS SCORING A 3+ ON AT LEAST ONE AP EXAM

### Percentage of Students Scoring a 3+ on an AP Exam: Denominator - Adjusted 9th Grade Cohort

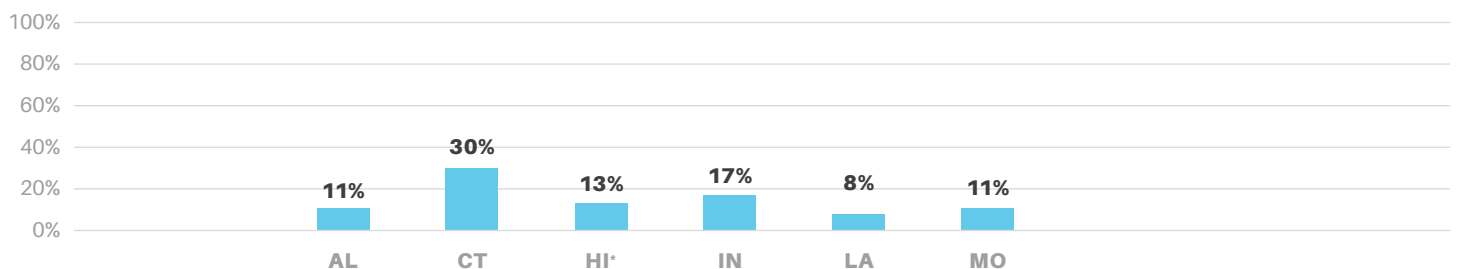
All Students



STATE	YEAR	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
OH <sup>^</sup>	2014-15	12%	6%	39%	3%	7%	N/R	14%	9%	3%

### Percentage of Students Scoring a 3+ on an AP Exam: Denominator - Graduates/Completers

All Students



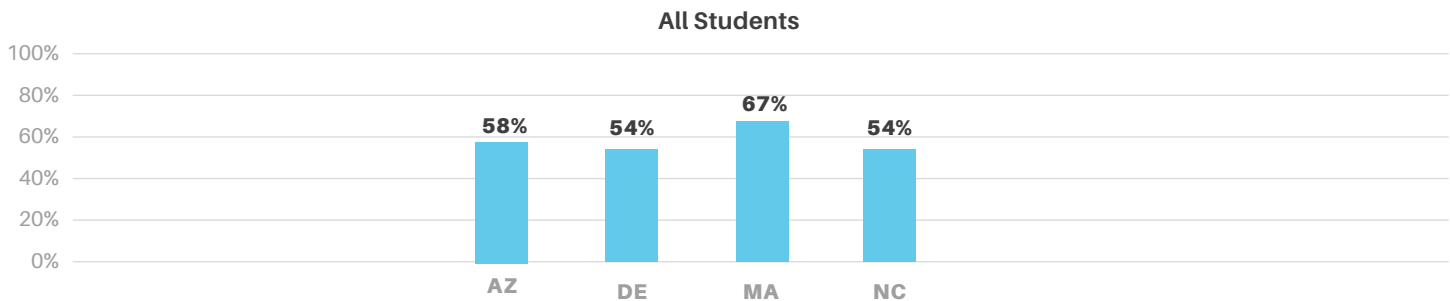
<sup>^</sup>Ohio includes Native Hawaiian/Other Pacific Islander students as part of the Asian subgroup reporting.

\*Hawaii high school completers includes those who have earned diplomas or certificates of completion.



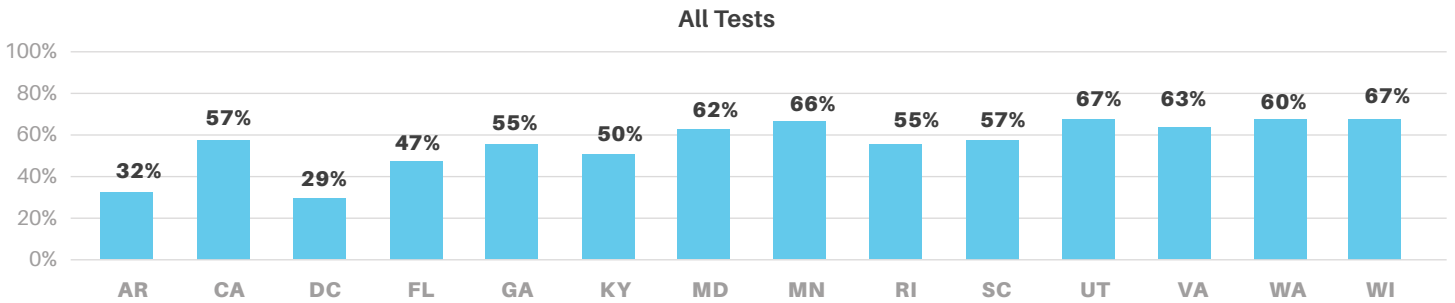
**Percentage of Students Scoring a 3+ on an AP Exam: Denominator - Graduates/Completers (cont'd)**

STATE	YEAR	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
AL	2014-15	11%	Not disaggregated by subgroups							
CT	2014-15	30%	Not disaggregated by subgroups							
HI*	2014-15	13%	Not disaggregated by subgroups							
IN	2014-15	17%	13%	42%	5%	12%	21%	19%	14%	8%
LA	2014-15	8%	Not disaggregated by subgroups							
MO	2014-15	11%	Not disaggregated by subgroups							

**Percentage of Students Scoring a 3+ on an AP Exam: Denominator - Test Takers**


STATE	YEAR	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
AZ	2011-12	58%	23%	70%	42%	49%	N/R	65%	N/R	N/R
DE	2015-16	54%	42%	68%	32%	43%	25%	60%	50%	N/R
MA	2015-16	67%	35%	77%	31%	41%	65%	70%	72%	43%
NC	2014-15	54%	Not disaggregated by subgroups							

## Percentage of AP Exams Scored 3: Denominator - Tests Taken



STATE	YEAR	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
AR	2014-15	32%	Not disaggregated by subgroups							
CA	2014-15	57%	Not disaggregated by subgroups							
DC	2014-15	29%	Not disaggregated by subgroups							
FL	2013-14	47%	40%	56%	26%	46%	N/R	52%	N/R	N/R
GA	2014-15	55%	Not disaggregated by subgroups							
KY	2015-16	50%	43%	66%	28%	42%	56%	50%	45%	34%
MD	2015-16	62%	Not disaggregated by subgroups							
MN	2014-15	66%	46%	64%	41%	50%	N/R	68%	N/R	N/R
RI	2015-16	55%	56%	54%	23%	36%	N/R	62%	47%	33%
SC	2015-16	57%	Not disaggregated by subgroups							
UT	2014-15	67%	52%	67%	51%	50%	N/R	69%	N/R	N/R
VA	2015-16	63%	50%	71%	36%	53%	N/R	67%	N/R	N/R
WA	2014-15	60%	Not disaggregated by subgroups							
WI	2014-15	67%	53%	67%	25%	52%	71%	69%	72%	46%

## STUDENTS WHO HAVE COMPLETED INTERNATIONAL BACCALAUREATE/ EARNED COLLEGE CREDIT

### WHAT THE INDICATOR IS

This indicator reports the percentage of students who earn college credit while still enrolled in high school through scoring a 4+ on an International Baccalaureate (IB) exam.

### WHY THE INDICATOR IS IMPORTANT

Students who earn college credits while in high school become familiar with postsecondary expectations, academic behaviors, and habits of mind. Evidence also points to an impact on postsecondary enrollment, performance, persistence, retention, and attainment.

### WHICH STATES ARE INCLUDED

Six states reported state-level data on the number of students scoring a 4+ on an IB exam: Alabama, Indiana, Maryland, Minnesota, Ohio, and Washington. Limited data make determining how many schools offer access to these courses and how many (and which) students participate and succeed in these courses very challenging. Of the states that did report data, denominators and units of analysis vary considerably and make cross-state comparisons very challenging. Where available, we have included states' reporting of "completing IB" in states' individual reports.

## STUDENTS WHO HAVE COMPLETED DUAL ENROLLMENT COURSES FOR COLLEGE CREDIT

### WHAT THE INDICATOR IS

This indicator reports the percentage of students who earn college credit while still enrolled in high school through dual enrollment courses.

### WHY THE INDICATOR IS IMPORTANT

Students who earn college credits while in high school become familiar with postsecondary expectations, academic behaviors, and habits of mind. Evidence also points to an impact on postsecondary enrollment, performance, persistence, retention, and attainment.

### WHICH STATES ARE INCLUDED

Seven states reported state-level data on the number of students completing dual enrollment courses for college credit: Alabama, Florida, Indiana, Louisiana, New Mexico, Ohio, and Rhode Island. Of the states that did report data, denominators and units of analysis vary considerably and make cross-state comparisons very challenging. Where available, we have included states' reporting of "completing dual enrollment courses for college credit" in states' individual reports.

## STUDENTS WHO HAVE MET AN ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, DUAL ENROLLMENT, OR CAREER-TECHNICAL INDICATOR

### WHAT THE INDICATOR IS

Some states combine measures of Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, and/or career and technical education coursework — and often do not report these measures independently. Sometimes IB and AP are reported together in one measure, the indicator includes many ways to earn college credit, or the metaindicator includes additional career-ready measures so it is not a pure "earning college credit" metaindicator. Data disaggregated by individual indicator are preferable; not all indicators included in metaindicators are of equal quality and value to students. Too, ideally the denominator includes all students in an entering 9th grade cohort.

### WHICH STATES ARE INCLUDED

The table below details states' metaindicators. Differences in states' definitions and denominators are included because these vary by state.

### WHAT'S CHANGED IN THE LAST YEAR?

Eleven states reported state-level data on this combined measure of earning college credit: Alabama, Connecticut, Delaware, Florida, Georgia, Hawaii, Indiana, Missouri, Nevada, New Jersey, and Texas. Of the states that did report data, denominators and units of analysis vary considerably and make cross-state comparisons challenging, if not impossible.

## Students Who Have Met An Advanced Placement, International Baccalaureate, Dual Enrollment, or Career-Technical Indicator

STATE	COLLEGE- AND CAREER-READY METAINDICATOR DEFINITION	ALL STUDENTS	SUBGROUPS REPORTED?
AL	Alabama reports the percentage of graduates meeting a combined measure by receiving a benchmark score on any section of the ACT, a qualifying score on an AP or IB exam, approved college or postsecondary credit, a benchmark level on the ACT WorkKeys, an approved industry credential, or documented acceptance for enlistment into the military.	70%	No
CT	Connecticut reports the percentage of students in grades 11 & 12 in 2014 achieving CCR a benchmark on at least one of the following: Smarter Balanced 11th grade, SAT, ACT, Advanced Placement (AP) courses, or International Baccalaureate (IB) courses.	37%	No
DE	Delaware reports the percentage of students who demonstrate preparation for education and career training after high school through Smarter Balanced, AP, IB coursework, SAT, CTE Pathway (technical skills attainment), and dual enrollment.	69%	No
FL	Florida reports the percentage of graduates who earned a passing score on an acceleration examination (AP, IB, or AICE), a C- or better in an approved dual enrollment course, or a CAPE industry certification/acceleration industry certification. The state does not report discrete data on students earning a 4+ on an IB exam.	55%	No
GA	Georgia reports the percentage of 2015 graduates earning high school credit for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement (AP) courses, or International Baccalaureate (IB) courses.	48%	No
HI	Hawaii reports the percentage of 2015 graduates earning English credit and math credit (5 percent) from the University of Hawaii via dual credit, Advanced Placement (AP) or International Baccalaureate (IB) exams, or in the first summer after high school.	8%	No
IN	Indiana reports the percentage of graduates who earned AP exam credit and/or dual credit awarded by an Indiana public college.	56%	Yes
MO	Missouri reports the percentage of 2015 high school graduates who earn a qualifying score or grade on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessment and/or receive college credit or a qualifying grade through early college, dual enrollment, or approved dual credit courses.	56%	No
NV	Nevada reports the percentage of students in 2014 who earned a passing score on an Advanced Placement (AP) exam or have earned one college credit.	31%	No
NJ	New Jersey reports the percentage of Advanced Placement (AP) tests scored 3+ and International Baccalaureate (IB) tests scored 4+ for all grade 9-12 test takers in 2014-15.	72%	No
TX	Texas reports students' advanced course/dual enrollment completion for 2013-14.	53%	No

# POSTSECONDARY ENROLLMENT

## WHAT THE INDICATOR IS

This indicator shows the number of the state’s high school graduates who matriculate into postsecondary education. This number may include students who attend a state’s two-year and four-year systems, public and private institutions, and in-state and out-of-state institutions.

## WHY THE INDICATOR IS IMPORTANT

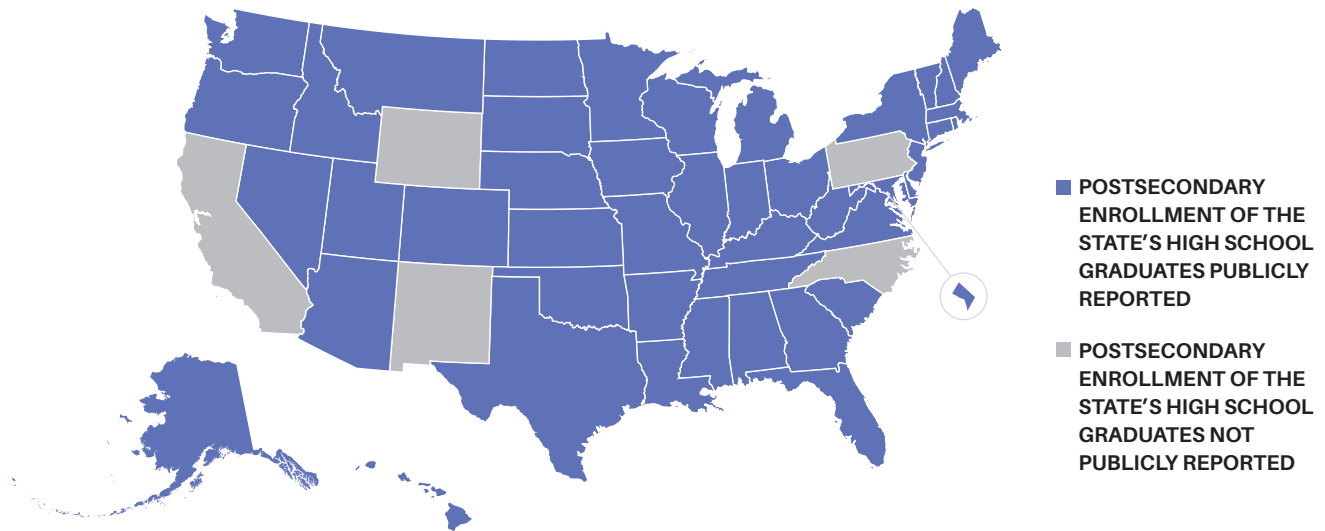
Enrollment in a postsecondary institution is the first step to degree or credential attainment.

## WHICH STATES ARE INCLUDED

States should annually report outcomes for students who graduate from the state’s K-12 system. If a state’s postsecondary system reports only total college enrollment but does not disaggregate data by high school graduates from the state’s K-12 system, these data are not included below. Because definitions and denominators vary by state, differences in states’ definitions and denominators are included after the state-specific data. States should also report data disaggregated by subgroup; these data were found to be sparingly reported by states and do not appear in this report.

## WHAT’S CHANGED IN THE LAST YEAR?

Forty-six states report postsecondary enrollment data for their high school graduates at the state level, although some are more comprehensive in their reporting than others. Four additional states are reporting postsecondary enrollment as compared to last year. The vast majority of states have released new data since last year’s report, suggesting the data are regularly reported and timely.



## Postsecondary Enrollment

STATE	HS GRAD YEAR	2-YEAR & 4-YEAR					4-YEAR	2-YEAR
		PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PRIVATE, IN STATE	PUBLIC & PRIVATE, OUT OF STATE	PUBLIC & PRIVATE, IN STATE	PUBLIC, IN STATE	PUBLIC, IN STATE
AL	2015		50%				25%	25%
AK	2015	42%						
AZ	2014	51%						
AR	2014		47%	3%		50%	31%	16%
CO	2014	56%	43%		13%			
CT	2014	73%						
DE	2014	57%			17%	40%		
DC	2012	54%						
FL	2014		52%	3%			17%	34%
GA	2014			6%	10%		43%	8%
HI	2015	56%						
ID	2014	59%						
IL	2014	68%						
IN	2014	65%	48%	8%	8%			
IA	2011	70%						
KS	2014		79%					
KY	2014	60%			6%	55%		
LA	2015	58%						
ME	2015	62%						
MD	2014	68%						
MA	2014	76%						
MI	2015	61%						
MN	2015	70%			20%	50%		

**Postsecondary Enrollment (cont'd)**

STATE	HS GRAD YEAR	2-YEAR & 4-YEAR					4-YEAR	2-YEAR
		PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PRIVATE, IN STATE	PUBLIC & PRIVATE, OUT OF STATE	PUBLIC & PRIVATE, IN STATE	PUBLIC, IN STATE	PUBLIC, IN STATE
MS	2013						18%	50%
MO	2015	65%						
MT	2015		38%					
NE	2015	71%						
NV	2014	66%	52%					
NH	2013	68%						
NJ	2013	79%						
NY	2012	76%						
ND	2010		69%					
OH	2013	59%						
OK	2014					47%		
OR	2013	59%						
RI	2015	61%						
SC	2014	71%						
SD	2014		29%					
TN	2015	63%						
TX	2015			4%			22%	25%
UT	2015	42%						
VT	2014	59%						
VA	2015	65%						
WA	2014	61%						
WV	2015	55%			8%	47%		
WI	2015	58%						

## Postsecondary Enrollment, Definitions

STATE	POSTSECONDARY ENROLLMENT DEFINITION
AL	Alabama reports the percentage of public high school graduates enrolling in two- and four-year, in-state, public institutions of higher education the fall following high school graduation. These enrollment data exclude any students enrolled in private or out-of-state institutions.
AK	Alaska reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state the fall following graduation.
AZ	Arizona reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the year following graduation.
AR	Arkansas reports the percentage of high school graduates enrolling as first-time students in the state's public and private two- and four-year institutions of higher education in the fall following graduation. These data exclude any high school graduates enrolled in out-of-state institutions.
CO	Colorado reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state the fall following graduation.
CT	Connecticut reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in-state and out-of-state during the first year after high school graduation.
DE	Delaware reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state the fall following graduation.
DC	The District of Columbia reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education within 12 months of high school graduation. Data have not been updated since last year's report.
FL	Florida reports the percentage of high school graduates enrolling in two- and four-year, in-state, public and private institutions of higher education the fall following graduation. This excludes any students enrolled in out-of-state institutions.
GA	Georgia reports the percentage of high school graduates enrolling in public and private institutions of higher education both in state and out of state the year following graduation.
HI	Hawaii reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
ID	Idaho reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation. Data have not been updated since last year's report.
IL	Illinois reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation.
IN	Indiana reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
IA	Iowa reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation. Data have not been updated since last year's report.



## Postsecondary Enrollment, Definitions (*cont'd*)

STATE	POSTSECONDARY ENROLLMENT DEFINITION
KS	Kansas reports the percentage of high school graduates enrolling in two- and four-year, in-state, public institutions of higher education within 12 months of graduation. These enrollment data exclude any students enrolled in private or out-of-state institutions.
KY	Kentucky reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
LA	Louisiana reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
ME	Maine reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
MD	Maryland reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation. Data have not been updated since last year's report.
MA	Massachusetts reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.
MI	Michigan reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within six months of graduation.
MN	Minnesota reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
MS	Mississippi reports the percentage of public high school graduates enrolling in two- and four-year, in-state, public institutions of higher education within 16 months of graduation. These enrollment data exclude any students enrolled in private or out-of-state institutions.
MO	Missouri reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 180 days of graduation.
MT	Montana reports the percentage of high school graduates enrolling in the Montana University System within three months of graduation. This excludes any students enrolled in private or out-of-state institutions.
NE	Nebraska reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education by the April following graduation.
NV	Nevada reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.
NH	New Hampshire reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within two years of graduation.
NJ	New Jersey reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.

## Postsecondary Enrollment, Definitions (*cont'd*)

STATE	POSTSECONDARY ENROLLMENT DEFINITION
ND	North Dakota reports the percentage of high school graduates enrolling in the North Dakota University System within 16 months of graduation. These data exclude any students enrolled in private or out-of-state institutions. Data have not been updated since last year's report.
NY	New York reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within one year of graduation. Data have not been updated since last year's report.
OH	Ohio reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within two years of high school graduation.
OK	Oklahoma reports the percentage of high school graduates enrolling in the state's colleges and universities the fall following graduation. These data exclude students enrolling in out-of-state institutions.
OR	Oregon reports the percentage of high school graduates enrolling in two- and four-year, public and private, in- and out-of-state institutions of higher education within 16 months of graduation.
RI	Rhode Island reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education immediately following high school graduation.
SC	South Carolina reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
SD	South Dakota reports the percentage of high school graduates enrolling in Regental Institutions on a full-time basis the fall following graduation. These data exclude any students enrolled in private or out-of-state institutions.
TN	Tennessee reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
TX	Texas reports the percentage of high school graduates enrolling in two- and four-year, in-state, public and private institutions of higher education the fall following graduation. These data exclude any students enrolled in out-of-state institutions.
UT	Utah reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 12 months of graduation.
VT	Vermont reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.
VA	Virginia reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within 16 months of graduation.
WA	Washington reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education within one year of graduation.
WV	West Virginia reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.
WI	Wisconsin reports the percentage of high school graduates enrolling in two- and four-year, in- and out-of-state, public and private institutions of higher education the fall following graduation.

# POSTSECONDARY REMEDIATION

## WHAT THE INDICATOR IS

This indicator reports the percentage of students who, upon entrance to a postsecondary institution, are placed into or enroll in a remedial course in English and/or mathematics or require any remediation at all.

## WHY THE INDICATOR IS IMPORTANT

Alarming numbers of students enter postsecondary institutions only to find out they need to enroll in — and pay for — remedial courses without earning college credit for these classes. Remediation at the college level presents a tremendous cost to students in terms of both time and money. When students have to take remedial coursework, they are paying to take high school-level courses and not earning college credit. Students who require remediation are less likely to persist and complete a postsecondary credential.

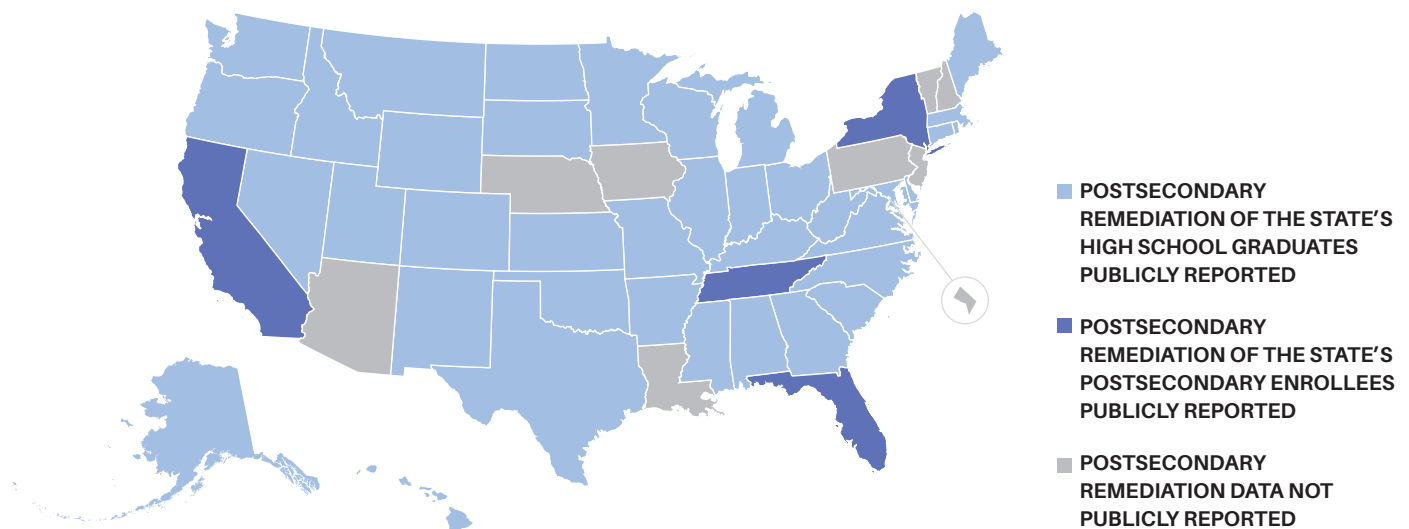
## WHICH STATES ARE INCLUDED

States should annually report the number of students who require remedial coursework during their first year of postsecondary education by subject area (e.g., percentage in mathematics). Optimally, the denominator should be the number of students who graduated from high school in the state and enrolled in postsecondary. Some states report any undergraduates requiring remediation (which includes those who graduated from high school in another state). In an effort to be as comprehensive as possible, we have included both approaches.

Because definitions and denominators vary by state, differences in states' definitions and denominators are included after the state-specific data. Importantly, the differences in remediation rates may also be significantly affected by the standards for getting placed into credit-bearing versus remedial courses. States should also report data disaggregated by subgroup; these data were found to be sparingly reported by states and do not appear in this report.

## WHAT'S CHANGED IN THE LAST YEAR?

Forty-two states report postsecondary remediation data at the state level – three more states than last year. Thirty-eight states report remediation rates of their own state's high school graduates; four states report remediation rates of a broader student population enrolled in postsecondary institutions in their state. Twenty-five states disaggregate remediation data by subject area.



## Postsecondary Remediation

STATE	YEAR	MATH REMEDIATION			ENGLISH REMEDIATION			ANY REMEDIATION		
		2- & 4-YR	2-YR	4-YR	2- & 4-YR	2-YR	4-YR	2- & 4-YR	2-YR	4-YR
<b>STATES REPORTING REMEDIATION RATES OF THEIR OWN HIGH SCHOOL GRADUATES</b>										
AL	2015-16	25%	38%	12%	16%	25%	6%	30%	45%	16%
AK	2012-13								58%	46%
AR	2014-15							35%	61%	26%
CO	2014-15	48%			52%			35%	60%	22%
CT	2014-15							46%		
DE	2015-16	38%			25%					
GA	2014-15	18%			9%					
HI	2015-16	28%			25%					
ID	2015-16								61%	24%
IL	2 Yr: 2014-15; 4 Yr: 2010-11		41%			16%			49%	6%
IN	2015-16	12%			9%			18%		
KS	2015-16	24%	31%	13%	12%	19%	3%	28%	38%	15%
KY	2014-15							30%	54%	16%
ME	2014-15	10%			3%			12%		
MD	2015-16							54%	71%	21%
MA	2012-13							35%		
MI	2012-13	20%			8%			27%		
MN	2015-16							22%		
MS	2014-15	46%			30%					
MO	2015-16	24%	39%	16%	10%	17%	10%	28%	45%	23%
MT	2014-15	23%			10%			26%		
NV	2014-15	44%			40%			58%	61%	49%



## Postsecondary Remediation, Definitions

STATE	POSTSECONDARY REMEDIATION DEFINITION
AL	Alabama reports the percentage of the state's class of 2015 high school graduates attending the state's two- and four-year public colleges who enroll in math, English, or any remedial courses. These data reflect both full- and part-time attendees.
AK	Alaska reports the percentage of the state's high school graduates attending the University of Alaska System who enroll in remedial courses. The state does not report data on math and English remediation needs. Data have not been updated since last year's report.
AR	For the class of 2014, Arkansas reports the percentage of the state's high school graduates enrolled as first-time, degree-seeking students who enroll in remedial courses. The state does not report data on math and English remediation needs.
CA	For 2015-16, California reports the percentage of first-time freshmen enrolled in the California State University System who need remediation in math or English. However, the data do not specify how many high school graduates from the state required remediation. For 2014-15, California also reports the percentage of the first-time students who attended a community college and needed remediation in math or English.
CO	For the class of 2014, Colorado reports the percentage of the state's high school graduates enrolled as first-time degree-seeking students who enroll in math, English, or any remedial courses at the state's two- and four-year institutions. These counts include students in co-requisite remediation in the overall remedial percentages.
CT	Connecticut reports the percentage of the class of 2011 enrolled within 16 months and participating in at least one remediation course at the Connecticut State University System and Community Colleges.
DE	For the class of 2014, Delaware reports the percentage of the state's high school graduates attending Delaware two- and four-year colleges who need math or English remedial courses.
FL	For 2011-12, Florida reports the percentage of all undergraduates enrolled in the Florida College System who need any remedial courses. However, the data do not specify how many high school graduates from the state required remediation. The state does not report data on math and English remediation needs. Data have not been updated since last year's report.
GA	For the class of 2014, Georgia reports the percentage of the state's high school graduates attending Georgia two- and four-year public colleges and universities who need math or English remedial courses.
HI	Hawaii reports the percentage of the state's class of 2015 high school graduates attending any of the 10 University of Hawaii campuses who enroll in math or English remedial courses.
ID	For the class of 2015, Idaho reports the percentage of the state's high school graduates enrolled as first-time, full-time freshmen requiring remedial education in math and/or language arts. The state does not report data on math and English remediation needs.
IL	Illinois reports the percentage of the state's class of 2014 graduates who attended a community college and enrolled in math, reading, or any remedial courses. Illinois reports the percentage of undergraduates at 4-year public universities and independent institutions in 2010-11 who enroll in any remedial courses.
IN	Indiana reports the percentage of the state's class of 2014 high school graduates attending the state's two- and four-year institutions who enroll in math, English, or any remedial courses. These data reflect both full- and part-time attendees.
KS	Kansas reports the percentage of the state's class of 2014 high school graduates enrolled as first-time, degree-seeking students at the state's two- and four-year institutions who enroll in math, English, or any remedial courses.

**Postsecondary Remediation, Definitions (cont'd)**

STATE	POSTSECONDARY REMEDIATION DEFINITION
KY	Kentucky reports the percentage of the state's class of 2014 high school graduates attending the state's two- and four-year institutions who need any remedial courses in their first or second fall term. The state does not report data on math and English remediation needs.
ME	Maine reports the percentage of the state's class of 2014 high school graduates enrolled as first-time students at the state's two- and four-year institutions who enroll in math, English, or any remedial courses. Data have not been updated since last year's report.
MD	Maryland reports the percentage of the state's class of 2013 high school graduates enrolled in 16 Maryland community colleges and 11 of 13 public universities who need any remedial courses. The state does not report data on math and English remediation needs.
MA	Massachusetts reports the percentage of the state's class of 2012 high school graduates attending the state's two- and four-year institutions who need any remedial courses. The state does not report data on math and English remediation needs. Data have not been updated since last year's report.
MI	Michigan reports the percentage of the state's class of 2012 high school graduates attending the state's two- and four-year institutions who enroll in math, English, or any remedial courses. Data have not been updated since last year's report.
MN	Minnesota reports the percentage of the state's class of 2014 high school graduates attending the state's two- and four-year institutions who need any remedial courses in their first or second fall term. The state does not report data on math and English remediation needs.
MS	Mississippi reports the percentage of public high school graduates enrolled in a Mississippi community college or public university taking postsecondary remedial courses within 16 months of graduation.
MO	Missouri reports the percentage of the state's class of 2015 high school graduates enrolled as first-time, full-time, degree-seeking students at the state's two- and four-year institutions who enroll in math, English, or any remedial courses. Data reflect "moderately selective" four-year institutions and "open enrollment" two-year institutions.
MT	Montana reports the percentage of the state's class of 2014 high school graduates who attend the Montana University System within three months of graduation and enroll in math, English, or any remedial courses. Data have not been updated since last year's report. Data have not been updated since last year's report.
NV	Nevada reports the percentage of the state's class of 2014 high school graduates enrolled at the Nevada System of Higher Education who place into remedial coursework in math, English, or any remedial courses.
NM	New Mexico reports the percentage of the state's class of 2015 high school graduates enrolled as first-time students at the state's two- and four-year institutions who enroll in any remedial courses. The state does not report data on math and English remediation needs.
NY	For 2013-14, New York reports the percentage of first-time, full-time students enrolled at the state's 2- and 4-year institutions who enroll in remedial courses. The state does not report data on math and English remediation needs and does not specify how many of the state's high school graduates required remediation. Data have not been updated since last year's report.
NC	North Carolina reports the percentage of the state's class of 2012 high school graduates enrolled as first-time students at the state's two- and four-year institutions who enroll in any remedial courses. The state does not report data on math and English remediation needs. Data have not been updated since last year's report.

**Postsecondary Remediation, Definitions (cont'd)**

STATE	POSTSECONDARY REMEDIATION DEFINITION
ND	The state reports the average remediation rate of the high school graduates in the classes of 2008-15 who entered a North Dakota University System school before the age of 20 and took a developmental course during their first year in the subjects of Math or English. Four-year data reflect regional institutions. The state does not report discrete data on math and English remediation needs.
OH	Ohio reports the percentage of the state's class of 2015 high school graduates enrolled as first-time students at the state's two- and four-year institutions who enroll in math, English, or any remedial courses.
OK	Oklahoma reports the percentage of the state's class of 2014 high school graduates attending the state's two- and four-year institutions who enroll in math, English, or any remedial courses. The state does not report data on math and English remediation needs.
OR	Oregon reports the average remediation rate of high school graduates in the classes 2005-11 who attended an Oregon community college and require math, English, or any remedial courses.
RI	Rhode Island reports the percentage of the state's class of 2014 high school graduates enrolled in a Rhode Island community college who are placed into any remedial coursework. The state does not report data on math and English remediation needs. Data have not been updated since last year's report.
SC	South Carolina reports the percentage of the state's high school graduates who require remediation at the state's two-year institutions. The state does not report data on math and English remediation needs. There is no remediation at four-year public institutions.
SD	South Dakota reports the percentage of the state's class of 2014 high school graduates enrolled as first-time, full-time students at the state's two- and four-year institutions who place into math, English, or any remedial courses.
TN	Tennessee reports the percentage of first-time freshmen in a Tennessee community college who enroll in any remedial course. However, the data do not specify how many high school graduates from the state required remediation. The state does not report data on math and English remediation needs. There is no remediation at four-year public institutions.
TX	Texas reports the percentage of the state's class of 2014 high school graduates enrolled in Texas Public Higher Education System who do not meet the Texas Success Initiative standards in math or English.
UT	Utah reports the percentage of the state's 2015 high school graduates attending two- and four-year public colleges in the Utah System of Higher Education, who enroll in math or English remedial courses.
VA	Virginia reports the percentage of the state's class of 2015 high school graduates enrolled as first-time students at the state's two- and four-year institutions who enroll in math, English, or any remedial courses. There is no remediation at four-year public institutions.
WA	For the class of 2014, Washington reports the percentage of the state's high school graduates enrolled in Washington two- and four-year public institutions who enroll in math, English, or any remedial courses.
WV	West Virginia reports the percentage of the state's class of 2014 high school graduates enrolled as first-time, full-time students who enroll in math, English, or any remedial courses.
WI	For the class of 2013, Wisconsin reports the percentage of first-time freshmen students who place into math or English remedial courses.
WY	For the class of 2011, Wyoming reports the percentage of the state's high school graduates attending the University of Wyoming who need math remedial courses. Remediation data is not reported for the two-year system. The state does not report data on English remediation needs.



# POSTSECONDARY PERSISTENCE

## WHAT THE INDICATOR IS

This indicator reports the percentage of a state’s high school graduates who enroll in a postsecondary institution and either complete at least one year of postsecondary education in a designated amount of time or return to postsecondary education for a consecutive year (or term). This percentage may include students who attend a state’s two-year and four-year systems, public and private institutions, and in-state and out-of-state institutions.

## WHY THE INDICATOR IS IMPORTANT

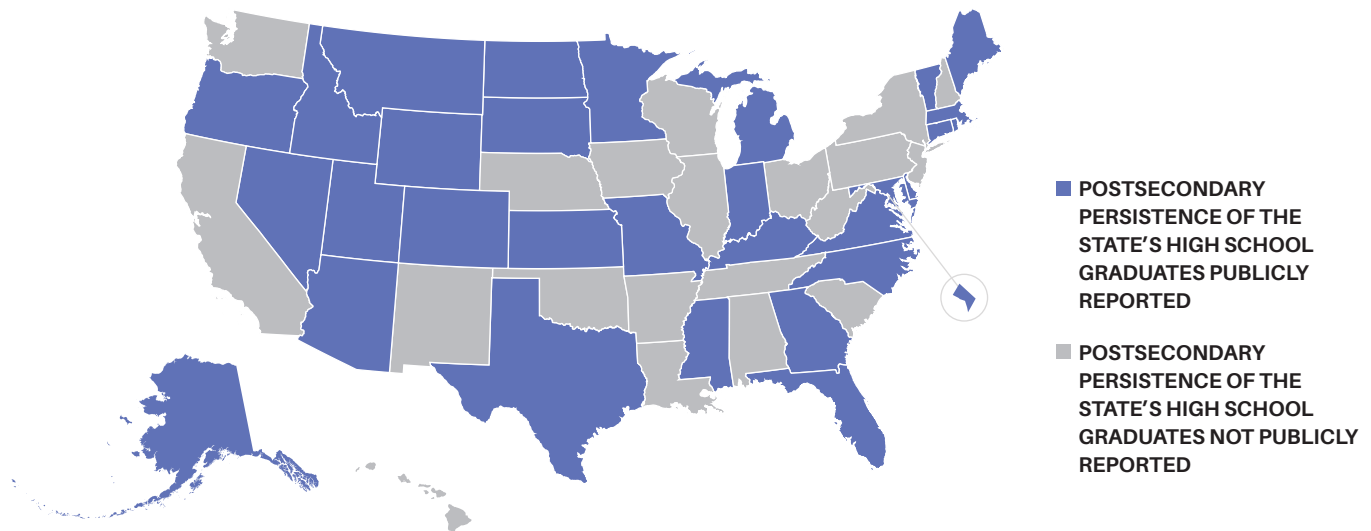
Too few students who start college ultimately earn a degree. Persistence in postsecondary education is a step toward degree completion; a student who does not return for a second year is unlikely to expediently earn a degree.

## WHICH STATES ARE INCLUDED

States should annually report outcomes for students who graduate from the state’s K-12 system. If a state’s postsecondary system reports only total college persistence but does not disaggregate data by high school graduates from the state’s K-12 system, these data are not included in the table below. Because definitions and denominators vary by state, differences in states’ definitions and denominators are included after the state-specific data. States typically report postsecondary persistence data in one of two ways: by high school graduates, which includes any graduates - not just students who enroll in college; or by high school graduates who enroll in a postsecondary institution. States should also report data disaggregated by subgroup; these data were found to be sparingly reported by states and do not appear in this report.

## WHAT’S CHANGED IN THE LAST YEAR?

Thirty states report postsecondary persistence data for their high school graduates, although some are more comprehensive in their reporting than others. Ten additional states are reporting postsecondary persistence as compared to last year. Approximately half of the states that reported data last year have released new data since last year’s report.



## Postsecondary Persistence

STATE	HS GRAD YEAR	DENOMINATOR	2-YEAR & 4-YEAR				4-YEAR		2-YEAR	
			PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PRIVATE, IN STATE	PUBLIC & PRIVATE, IN STATE	PUBLIC, IN STATE	PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PUBLIC & PRIVATE, IN & OUT OF STATE
AK	2013	Graduates who enroll	78%					78%		73%
AZ	2009	Graduates		33%						
CO	2013	Graduates who enroll	79%					87%		60%
CT	2014	Graduates who enroll	88%							
DE	2008-10 (average)	Graduates who enroll						90%		59%
DC	2012	Graduates who enroll	74%							
FL	2011	Graduates who enroll	67%							
GA	2013	Graduates	61%							
ID	2013	Graduates	36%							
IN	2013	Graduates who enroll					86%		53%	
KS	2013	Graduates who enroll	64%							
KY	2012	Graduates who enroll	78%							
ME	2012	Graduates who enroll	83%							
MD	2012	Graduates who enroll		51%						
MA	2013	Students in 9th grade cohort	54%							
MI	2014	Graduates						30%		9%

**Postsecondary Persistence (cont'd)**

STATE	HS GRAD YEAR	DENOMINATOR	2-YEAR & 4-YEAR				4-YEAR		2-YEAR	
			PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PRIVATE, IN STATE	PUBLIC & PRIVATE, IN STATE	PUBLIC, IN STATE	PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PUBLIC & PRIVATE, IN & OUT OF STATE
MN	2013	Graduates who enroll	76%							
MS	2013	Graduates who enroll		75%						
MO	2014	Graduates who enroll					87%		65%	
MT	2013	Graduates who enroll						82%		72%
NV	2012	Graduates who enroll		68%						
NC	2012	Graduates who enroll					83%			
ND	2010	Graduates who enroll		78%						
OR	2005-2010 (average)	Graduates who enroll	65%							
RI	2014*	Graduates who enroll	72%							
SD	2014	Graduates who enroll		91%						
TX	2012	Graduates who enroll			87%		87%		64%	
UT	2015	Graduates who enroll		80%						
VT	2013	Graduates who enroll	81%							
VA	2012	Graduates who enroll				63%				
WY	2009	Graduates who enroll					74%			

\*Rhode Island reports by first-time enrollment into postsecondary in fall 2014 rather than by a graduating high school cohort.

## Postsecondary Persistence, Definitions

STATE	POSTSECONDARY PERSISTENCE DEFINITION
AK	Alaska reports the percentage of 2013 high school graduates who enrolled in a two- or four-year, public/private institution of higher education, either in state or out of state, within one year of graduation; and continued to be enrolled in the following year. These data include retained and graduated students.
AZ	Arizona reports the percentage of high school graduates in two- and four-year, in-state, public institutions of higher education who enrolled within 16 months of graduation and completed one year's worth of college credit within two years of enrollment. This excludes any students enrolled in private and out-of-state institutions. Data have not been updated since last year's report.
CO	Colorado reports the percentage of high school graduates who enroll in two- and four-year, public and private institutions of higher education both in state and out of state and persist to a second year of college the following fall. Data have not been updated since last year's report.
CT	Connecticut reports the percentage of high school graduates who enroll in two- and four-year, public and private institutions of higher education both in state and out of state and persist for a second year of college the following fall.
DE	Delaware reports the percentage of high school graduates who enroll in two- and four-year, public and private institutions of higher education both in state and out of state and persist for a second year of college the following fall. The persistence data are aggregated from three graduating cohorts: the classes of 2008, 2009, and 2010. Data have not been updated since last year's report.
DC	The District of Columbia reports the percentage of high school graduates who enroll in two- and four-year, public and private institutions of higher education both in and out of state and persist from the first year to the second year.
FL	Florida reports the percentage of 2011 high school graduates who enroll in two- and four-year, public and private institutions of higher education both in state and out of state within 16 months of graduation and complete one year's worth of college credit within two years of enrollment.
GA	Georgia reports the percentage of 2014 high school graduates in two- and four-year, public and private institutions of higher education, both in state and out of state who persisted from the first year of enrollment to the next. These data exclude graduates who had already earned a postsecondary credential.
ID	Idaho reports the percentage of high school graduates in two- and four-year, public and private institutions of higher education both in state and out of state enrolling for a second year of college in the following fall. These data exclude graduates who had already earned a postsecondary credential.
IN	Indiana reports the percentage of 2013 high school graduates who enrolled in an Indiana public college in FY2014 and were still enrolled in an Indiana public college in FY2015. This excludes any students enrolled in private and out-of-state institutions.
KS	Kansas reports the percentage of high school graduates who enroll in a two- or four-year, in-state, public institution of higher education within 16 months of graduation and complete at least one year's worth of college credit within two years of enrollment. This excludes any students enrolled in private or out-of-state institutions.
KY	Kentucky reports the percentage of high school graduates enrolled in two- and four-year, public and private institutions of higher education both in state and out of state who were retained for a second year of college. Data have not been updated since last year's report.
ME	Maine reports the percentage of high school graduates who enroll in two- and four-year, public and private institutions of higher education both in state and out of state in the first year after high school and persist for a second year of college. Data have not been updated since last year's report.

## Postsecondary Persistence, Definitions (*cont'd*)

STATE	POSTSECONDARY PERSISTENCE DEFINITION
MD	Maryland reports the percentage of high school graduates who enroll in two- and four-year, in-state, public institutions of higher education within 16 months of graduation and complete one year of college credit (30 credits) within 24 months of enrollment. This excludes any students enrolled in private and out-of-state institutions. Data have not been updated since last year's report.
MA	Massachusetts reports the percentage of the 2013 graduation cohort (or first-time 9th graders in 2008-09) who graduated high school within 5 years; enrolled in a two- or four-year, public/private institution of higher education, either in state or out of state, the fall following graduation; and persisted to the second year of postsecondary education.
MI	Michigan reports the percentage of 2014 high school graduates who complete 24 credits within 12 months of college enrollment in two- and four-year, public and private institutions of higher education both in state and out of state.
MN	Minnesota reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state who were retained for a second year of college.
MS	Mississippi reports the percentage of high school graduates enrolling in two- and four-year, in-state, public institutions of higher education who return to college or university in the fall after one year of enrollment. This excludes any students enrolled in private and out-of-state institutions.
MO	Missouri reports the percentage of 2014 high school graduates enrolling in two- and four-year, in-state, public institutions of higher education for a second year of college in the following fall. This excludes any students enrolled in private and out-of-state institutions.
MT	Montana reports the percentage of 2013 high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state in the first year after high school who returned for a second year of college.
NV	Nevada reports the percentage of high school graduates enrolling in two- and four-year, in-state, public institutions of higher education and completing one year's worth of progress within two years of enrollment. This excludes any students enrolled in private and out-of-state institutions.
NC	North Carolina reports the percentage of high school graduates enrolling as first-time freshmen at a University of North Carolina institution and returning for a second year of postsecondary studies. This excludes any students enrolled in the state's two-year public institutions of higher education, private, and out-of-state institutions.
ND	North Dakota reports the percentage of high school graduates enrolling in two- and four-year, in-state, public institutions of higher education within 16 months of graduation and completing one year of college credit within two years of enrollment. This excludes any students enrolled in private and out-of-state institutions. Data have not been updated since last year's report.
OR	Oregon reports the percentage of 2005-2010 high school graduates (average) enrolling in two- and four-year, public and private institutions of higher education both in state and out of state in the first year after high school who persist to the second year of college.
RI	Rhode Island reports the percentage of high school graduates from any year who enrolled in two- and four-year, public and private institutions of higher education both in and out of state in fall 2014 and persisted to a third semester.
SD	South Dakota reports the percentage of 2014 high school graduates in the fall term enrolling in two- and four-year, in-state, public institutions of higher education who enroll for a second term of college the following spring. This excludes any students enrolled in private and out-of-state institutions.

**Postsecondary Persistence, Definitions (*cont'd*)**

STATE	POSTSECONDARY PERSISTENCE DEFINITION
TX	Texas reports the percentage of high school graduates enrolling in two- and four-year, in-state, public and private institutions of higher education who were retained for a second year of college. This excludes any students enrolled in out-of-state institutions. Data have not been updated since last year's report.
UT	Utah reports the percentage of 2015 high school graduates enrolling in two- and four-year, in-state, public institutions of higher education within 16 months of graduation and completing one year's worth of college credit within two years of enrollment. This excludes any students enrolled in private and out-of-state institutions
VT	Vermont reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state who enroll for a second year of college in the following fall. Data have not been updated since last year's report.
VA	Virginia reports the percentage of high school graduates enrolling in two- and four-year, in-state, public and private institutions of higher education who earned one year of college credit within two years of enrollment. This excludes any students enrolled in out-of-state institutions. Data have not been updated since last year's report.
WY	Wyoming reports the percentage of the state's 2009 high school graduates who enroll in University of Wyoming who continue their enrollment for a second year of college in the following fall.