

# THE COLLEGE AND CAREER READINESS OF U.S. HIGH SCHOOL GRADUATES

For more than a decade, Achieve has issued an annual 50-state report on each state's adoption of college- and career-ready (CCR) policies as reflected in state standards, graduation requirements, assessments, and accountability systems. Having the right policies is, of course, necessary to ensure that students graduate academically prepared for college and careers. But policy alone is insufficient. Implementation of policy at all levels—state, district, school, and classroom—matters. So how do states—and their citizens—know whether their policies are having the intended impact? How would one determine whether students are meeting what is now the objective in every state—not just more students graduating high school but more graduating college and career ready? To know the answer to this question, Achieve this year decided to look not at state policy but at *actual student performance* against CCR measures in all 50 states and the District of Columbia.

This report represents the first time that these data, from publicly available sources, have been compiled to paint a picture of college and career readiness in every state.<sup>1</sup> For the most part, it shows that too few high school graduates are prepared to succeed in postsecondary education, the military, and careers. Rather surprisingly, the report also shows significant limitations in the availability of data and inconsistencies in how they are reported, making it challenging for policymakers, educators, families, and advocates to have a clear answer to the simple question: Are high school graduates prepared for postsecondary success?

Specifically, Achieve looked at indicators of college and career readiness, including students' performance on CCR assessments, completion of a rigorous course of study, and earning college credit while in high school. Achieve believes there may be other meaningful measures of college and career readiness and hopes to include such measures in future reports. Achieve also looked at postsecondary indicators: high school graduates' enrollment, persistence, and remediation rates at two- and four-year colleges. These indicators will be the subject of a separate, forthcoming report.

The intent of this report is two-fold:

- To focus state and national conversations about college and career readiness on results—on the **actual performance of high school graduates** in each state.
- To draw attention to the need to **improve metrics to evaluate performance and progress**. Many states do not yet report critical indicators, or they do so in vastly different ways from one another. Consequently, there is little comparability across states, and little transparency within many.

To provide transparency about both the performance of the state's K–12 system and the preparedness of its high school graduates, Achieve recommends that states report **two new CCR graduation rates**, calculated in a manner comparable to how states currently report high school graduation rates, using the 9th grade adjusted cohort as the denominator:

- **Percentage of the cohort that demonstrates they have met CCR benchmarks** in math and English language arts/literacy on a CCR assessment; and
- **Percentage of the cohort that completes a CCR course of study.**

Additionally, the way states calculate and report indicators matters for results and can raise a sense of urgency. Achieve recommends that states report data:

- **Using the 9th grade cohort as the denominator.** States should report how their adjusted 9th grade cohort, *not just test takers, seniors, or graduates*, fare, in order to portray the full picture of students' readiness.
- **Disaggregated by students' race/ethnicity, socioeconomic status, English language proficiency, and disability status** to identify and close performance gaps among student groups. Too often, reporting "all students" results masks variation in reporting group 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.

Collecting and reporting data to ensure transparency, setting the right expectations, and adopting policy and practices to get better students results is a challenge every state and local policy leader, educator, family, and community should embrace if they seek to make high school graduates college and career ready.

<sup>1</sup> Data sources for individual data points can be found at the back of states' individual profiles.

# STATE DATA 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 (not disaggregated)     data reported and disaggregated by subgroups

	Which CCR Assessment? (>90% participation ACT & SAT)	9 <sup>th</sup> Grade Cohort Estimated CCR Assessment Score**	4-Year Adjusted Cohort Graduation Rate (2013-14)	5-Year Adjusted Cohort Graduation Rate (2013-14)	CCR Course of Study Completion (2013-14)	9 <sup>th</sup> Grade Cohort Estimated CCR Course of Study Completion (2013-14)**	On Track to Graduate	Earning College Credit in High School (AP)
AL	ACT		<input checked="" type="checkbox"/>					<input type="checkbox"/>
AK			<input checked="" type="checkbox"/>					
AZ			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
AR	ACT		<input checked="" type="checkbox"/>					<input type="checkbox"/>
CA	SBAC	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO	PARCC, ACT		<input checked="" type="checkbox"/>					
CT	SBAC		<input checked="" type="checkbox"/>					<input type="checkbox"/>
DE	SBAC, SAT	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DC	SAT		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
FL			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>
GA			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
HI	SBAC, ACT	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
ID	SBAC, SAT		<input checked="" type="checkbox"/>					
IL	PARCC, ACT		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	
IN			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
IA			<input checked="" type="checkbox"/>					
KS			<input type="checkbox"/>	<input type="checkbox"/>				
KY	ACT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
LA	ACT		<input checked="" type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
ME	SBAC, SAT		<input checked="" type="checkbox"/>					
MD	PARCC		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
MA	PARCC		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MI	ACT	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
MN			<input checked="" type="checkbox"/>					<input type="checkbox"/>
MS	ACT		<input checked="" type="checkbox"/>					
MO			<input checked="" type="checkbox"/>					<input type="checkbox"/>
MT	ACT		<input checked="" type="checkbox"/>					
NE			<input checked="" type="checkbox"/>					
NV			<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NH	SBAC		<input type="checkbox"/>					
NJ	PARCC		<input checked="" type="checkbox"/>					
NM	PARCC	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
NY	Regents		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
NC	ACT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input type="checkbox"/>
ND	ACT		<input checked="" type="checkbox"/>					
OH			<input checked="" type="checkbox"/>					
OK			<input checked="" type="checkbox"/>		<input type="checkbox"/>			
OR	SBAC	<input type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
PA			<input checked="" type="checkbox"/>					
RI			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input type="checkbox"/>
SC			<input checked="" type="checkbox"/>					<input type="checkbox"/>
SD	SBAC		<input checked="" type="checkbox"/>					
TN	ACT		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
TX			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
UT	ACT		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
VT	SBAC	<input type="checkbox"/>	<input type="checkbox"/>					
VA			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
WA	SBAC	<input type="checkbox"/>	<input checked="" type="checkbox"/>					<input type="checkbox"/>
WV	SBAC		<input checked="" type="checkbox"/>					
WI			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
WY	ACT		<input checked="" type="checkbox"/>					

\*Assessment names are bold when data reported and disaggregated by subgroups. States were included in the chart if certain participation and administration criteria were met for each of the assessments. Additional information is available in the report and methodology (available at [www.achieve.org/state-profiles](http://www.achieve.org/state-profiles)).

\*\* The 9<sup>th</sup> grade cohort estimated CCR assessment score and 9<sup>th</sup> grade cohort estimated CCR course of study completion are values Achieve calculated for states with available data.



# 50-STATE

## Indicators of High School Students' Performance

This report examines K—12 indicators of students' performance from a 50-state perspective. Each indicator includes a definition, an explanation of why the indicator is important, 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.

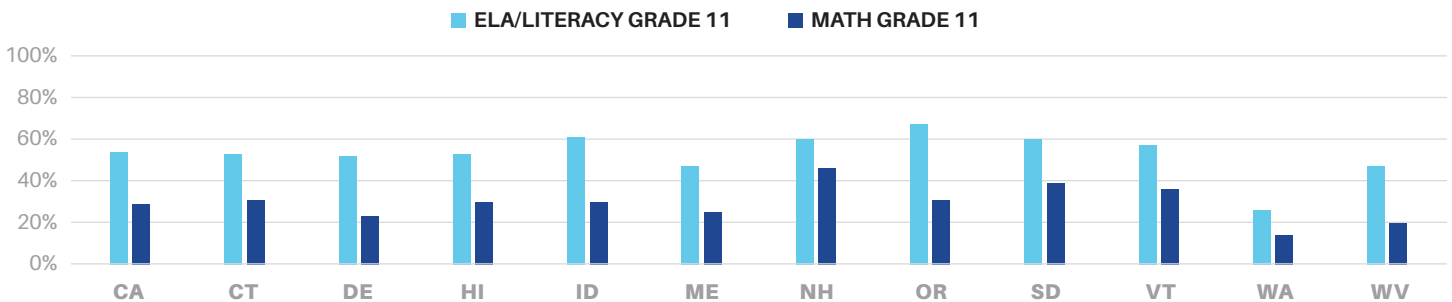
## WHY THE INDICATOR IS IMPORTANT

In the past couple of years, states have begun administering rigorous high school assessments that measure CCR. 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.

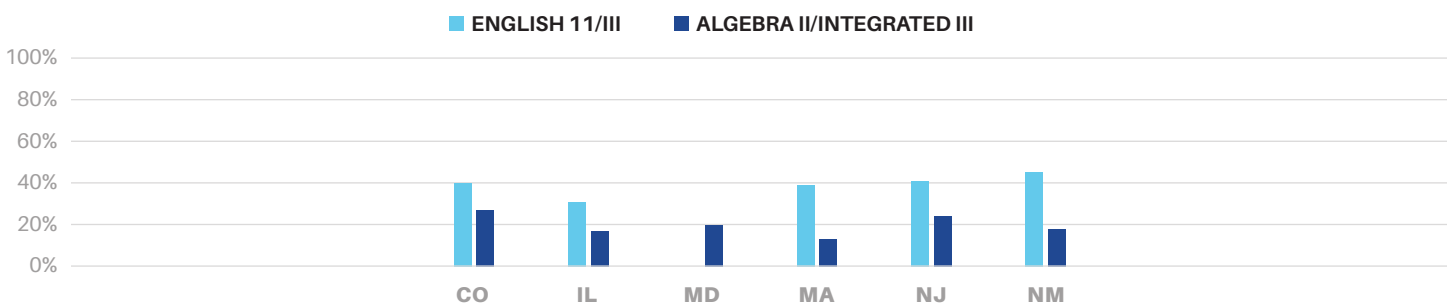
## WHICH STATES ARE INCLUDED

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 that follow, aggregate "all students" data are reported for states by CCR assessment type in 2014-15. In the table, states' participation rates and the percentage of subgroups meeting college readiness benchmarks are reported. Most states rely on ACT and SAT's reporting of their students' performance on a CCR assessment, and for comparison's sake these data are used in the tables below.

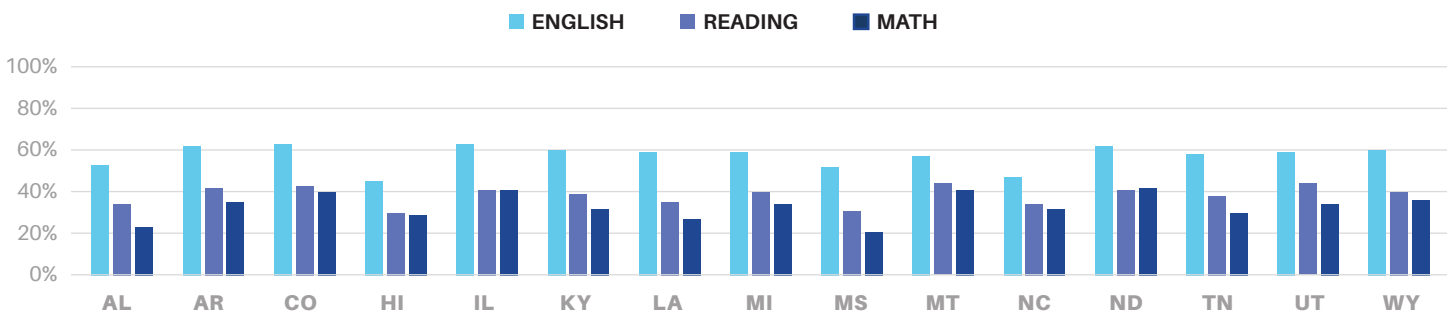
### Smarter Balanced Performance: Percentage of Students Meeting College Readiness Benchmarks in 2014-15



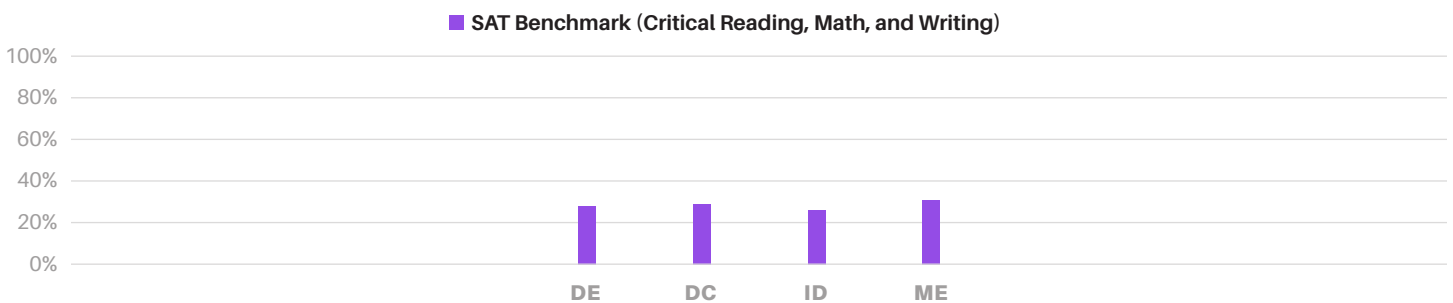
### PARCC Performance: Percentage of Students Meeting College Readiness Benchmarks in 2014-15



### ACT Performance: Percentage of Students Meeting College Readiness Benchmarks in 2014-15



### SAT Performance: Percentage of Students Meeting College Readiness Benchmark in 2014-15



### Percentage of Students Meeting College Readiness Benchmarks in 2014-15

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	53%	46%	72%	30%	42%	41%	66%	60%
	Reading	34%	27%	52%	14%	27%	34%	45%	39%
	Math	23%	19%	61%	7%	18%	26%	32%	25%
AR	<b>ACT</b> Participation Rate: 93%								
	English	62%	53%	69%	33%	48%	51%	72%	67%
	Reading	42%	35%	49%	16%	32%	37%	51%	46%
	Math	35%	31%	61%	10%	28%	24%	43%	34%

NOTE: New York reports the percentage of test takers meeting certain benchmarks on their high school Regents exams. The state's City University of New York (CUNY) system and some State University of New York (SUNY) institutions use Regents scores to place students into credit-bearing courses. However, students' results are not reported against postsecondary placement thresholds.

\*American Indian/Alaska Native appears as Am. In./AK Native throughout report. Native Hawaiian/Other Pacific Islander appears as NH/PI throughout report.

**Percentage of Students Meeting College Readiness Benchmarks in 2014-15 (cont'd)**

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
CA	<b>Smarter Balanced</b> Participation Rates - ELA: 92%, Math: 92%								
	ELA	54%	46%	77%	36%	45%	47%	67%	66%
	Math	29%	20%	66%	13%	17%	20%	40%	40%
CO	<b>PARCC</b> Participation Rates - ELA: 50%, Math: N/A								
	ELA	40%	27%	53%	26%	26%	43%	50%	49%
	Math	27%	12%	46%	11%	12%	25%	35%	35%
	<b>ACT</b> Participation Rate: 100%								
	English	63%	38%	71%	41%	41%	48%	76%	70%
	Reading	43%	24%	49%	21%	24%	26%	55%	47%
Math	40%	16%	60%	19%	20%	28%	51%	43%	
CT	<b>Smarter Balanced</b> Participation Rates - ELA: 82%, Math: 81%								
	ELA	53%	44%	76%	30%	33%	56%	67%	57%
	Math	31%	25%	66%	14%	17%	38%	50%	40%
DE	<b>Smarter Balanced</b> Participation Rates - ELA: 91%, Math: 90%								
	ELA	52%	52%	71%	41%	42%	78%	59%	51%
	Math	23%	25%	57%	10%	14%	33%	31%	20%
	<b>SAT **</b> Participation Rate: 100%								
	CCR Benchmark	28%	N/R	N/R	9%	13%	N/R	N/R	N/R
DC	<b>SAT **</b> Participation Rate: 100%								
	CCR Benchmark	29%	N/R	N/R	12%	23%	N/R	N/R	N/R
HI	<b>Smarter Balanced</b> Participation Rates - ELA: N/R, Math: N/R								
	ELA	53%	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: 93%								
	English	45%	46%	51%	38%	42%	18%	71%	50%
	Reading	30%	46%	33%	28%	26%	10%	53%	34%
Math	29%	31%	39%	15%	20%	9%	44%	29%	

\*\*SAT results are also reported for Native American students. In 2014-15, Native American SAT takers met the CCR benchmark at the following rates: 17 percent in DC, 10 percent in DE, 12 percent in ID, and 11 percent in ME.

**Percentage of Students Meeting College Readiness Benchmarks in 2014-15 (cont'd)**

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
ID <sup>†</sup>	<b>Smarter Balanced</b> Participation Rates - ELA: 98%, Math: 98%								
	ELA	61%	39%	74%	36%	42%	61%	65%	61%
	Math	30%	N/R	52%	N/R	14%	24%	34%	28%
	<b>SAT **</b> Participation Rate: 100%								
	CCR Benchmark	26%	N/R	N/R	15%	12%	N/R	N/R	N/R
IL	<b>PARCC<sup>‡</sup></b> Participation Rates - ELA: N/A, Math: N/A								
	ELA	32%	25%	54%	16%	20%	34%	37%	31%
	Math	19%	9%	51%	6%	10%	17%	21%	21%
	<b>ACT</b> Participation Rate: 100%								
	English	63%	37%	80%	38%	48%	69%	77%	69%
	Reading	41%	21%	59%	17%	26%	43%	54%	46%
	Math	41%	16%	71%	14%	26%	46%	54%	43%
KY	<b>ACT</b> Participation Rate: 100%								
	English	60%	36%	65%	32%	47%	47%	65%	60%
	Reading	39%	21%	46%	15%	31%	25%	43%	39%
	Math	32%	19%	58%	11%	23%	22%	35%	30%
LA	<b>ACT</b> Participation Rate: 100%								
	English	59%	47%	73%	37%	59%	32%	73%	65%
	Reading	35%	26%	50%	16%	35%	16%	47%	40%
	Math	27%	15%	58%	11%	26%	12%	37%	28%
ME	<b>Smarter Balanced</b> Participation Rates - ELA: N/R, Math: N/R								
	ELA	47%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	Math	25%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	<b>SAT **</b> Participation Rate: 96%								
	CCR Benchmark	31%	N/R	N/R	12%	27%	N/R	N/R	N/R
MD <sup>§</sup>	<b>PARCC</b> Participation Rates: N/A								
	Math	20%	12%	46%	6%	11%	19%	27%	44%

<sup>†</sup>Idaho includes Pacific Islander students as part of the Asian subgroup reporting and also reports the Native Hawaiian/Other Pacific Islander subgroup.

<sup>‡</sup>Illinois and Massachusetts report the percentage of test takers earning a 4 or 5 on PARCC English 11/III and Algebra II/ Integrated III tests. The above data include only Algebra II test results. Districts had the option to administer these tests; the results do not represent the broader student population.

<sup>§</sup>Maryland did not administer the PARCC ELA 11/III assessment in 2014-15.

**Percentage of Students Meeting College Readiness Benchmarks in 2014-15 (cont'd)**

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
MA	<b>PARCC<sup>‡</sup></b> Participation Rates - ELA: N/A, Math: N/A								
	ELA	39%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	Math	13%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
MI	<b>ACT</b> Participation Rate: 100%								
	English	59%	36%	71%	29%	45%	56%	66%	58%
	Reading	40%	23%	53%	14%	29%	38%	47%	39%
	Math	34%	15%	65%	9%	21%	30%	40%	28%
MS	<b>ACT</b> Participation Rate: 100%								
	English	52%	36%	73%	30%	50%	45%	70%	61%
	Reading	31%	26%	51%	13%	29%	15%	45%	37%
	Math	21%	14%	58%	7%	20%	5%	32%	23%
MT	<b>ACT</b> Participation Rate: 100%								
	English	57%	20%	50%	42%	43%	39%	62%	54%
	Reading	44%	16%	39%	25%	30%	30%	47%	44%
	Math	41%	10%	56%	14%	25%	43%	44%	38%
NH	<b>Smarter Balanced</b> Participation Rates - ELA: 83%, Math: 83%								
	ELA	60%	44%	63%	34%	42%	N/R	60%	66%
	Math	37%	27%	55%	17%	23%	N/R	37%	38%
NJ	<b>PARCC</b> Participation Rates - ELA: N/A, Math: N/A								
	ELA	41%	N/R	64%	26%	31%	N/R	46%	N/R
	Math	24%	N/R	55%	8%	10%	N/R	28%	N/R
NM	<b>PARCC</b> Participation Rates - ELA: N/A, Math: N/A								
	ELA	45%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	Math	18%	N/R	N/R	N/R	N/R	N/R	N/R	N/R
NC	<b>ACT</b> Participation Rate: 100%								
	English	47%	27%	61%	24%	33%	39%	61%	48%
	Reading	34%	18%	47%	14%	23%	27%	45%	33%
	Math	32%	16%	60%	12%	21%	28%	43%	28%



**Percentage of Students Meeting College Readiness Benchmarks in 2014-15 (cont'd)**

STATE	ASSESSMENT	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES
ND	<b>ACT</b> Participation Rate: 100%								
	English	62%	23%	35%	26%	38%	46%	68%	51%
	Reading	41%	12%	40%	13%	19%	46%	45%	36%
	Math	42%	13%	43%	10%	18%	23%	47%	30%
OR	<b>Smarter Balanced</b> Participation Rates - ELA: 89%, Math: 87%								
	ELA	67%	58%	77%	45%	54%	52%	72%	71%
	Math	31%	18%	56%	12%	16%	22%	34%	34%
SD	<b>Smarter Balanced</b> Participation Rates - ELA: 89%, Math: 99%								
	ELA	60%	35%	38%	42%	46%	N/R	64%	56%
	Math	39%	15%	27%	22%	20%	N/R	43%	36%
TN	<b>ACT</b> Participation Rate: 100%								
	English	58%	43%	73%	32%	46%	39%	67%	61%
	Reading	38%	29%	54%	15%	29%	17%	47%	41%
	Math	30%	20%	60%	9%	22%	19%	36%	29%
UT	<b>ACT</b> Participation Rate: 100%								
	English	59%	21%	56%	28%	34%	34%	67%	63%
	Reading	44%	13%	38%	20%	24%	20%	51%	50%
	Math	34%	8%	50%	9%	14%	13%	40%	34%
VT	<b>Smarter Balanced</b> Participation Rates - ELA: N/R, Math: N/R								
	ELA	57%	31%	50%	34%	62%	72%	57%	N/R
	Math	36%	18%	40%	15%	36%	49%	36%	N/R
WA	<b>Smarter Balanced</b> Participation Rates - ELA: 85%, Math: 84%								
	ELA	26%	23%	26%	17%	22%	18%	28%	25%
	Math	14%	8%	20%	6%	8%	7%	15%	13%
WV	<b>Smarter Balanced</b> Participation Rates - ELA: N/R, Math: N/R								
	ELA	47%	59%	77%	35%	48%	25%	48%	39%
	Math	20%	27%	61%	12%	18%	0%	20%	10%
WY	<b>ACT</b> Participation Rate: 100%								
	English	60%	23%	68%	37%	42%	30%	65%	63%
	Reading	40%	20%	41%	26%	26%	20%	44%	39%
	Math	36%	10%	61%	13%	21%	20%	40%	33%

# 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.

## 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 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	READING	MATH
CA	Smarter Balanced	 46%		 25%
DE*	Smarter Balanced	 41%		 18%
HI	Smarter Balanced	 41%		 23%
KY	ACT	 49%	 41%	 36%
MI	ACT	 48%	 35%	 28%
NM	PARCC English 11/III	 34%		
NC	ACT	 38%	 26%	 24%
OR	Smarter Balanced	 54%		 24%
VT	Smarter Balanced	 52%		 33%
WA	Smarter Balanced	 23%		 12%

\*Delaware also administers the SAT to all students; an estimated 16 percent of the 9th grade cohort met the CCR benchmark.

# ADJUSTED COHORT GRADUATION RATES: 2013-14

## 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 that follows details states' four- and five-year adjusted cohort graduation rates in 2013-14, as reported by states on their websites. All states are required to report — and do report — four-year ACGR to USED, but five-year ACGR is not required nor consistently available across states.

STATE	<span style="color: #00AEEF;">■</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
AL	 86% N/R	 88% N/R	 91% N/R	 84% N/R	 85% N/R	 N/R N/R	 88% N/R	 N/R N/R	 82% N/R
AK*	 71% N/R	 55% N/R	 74% N/R	 66% N/R	 70% N/R	 N/R N/R	 79% N/R	 69% N/R	 60% N/R
AZ	 76% +4%	 63% +7%	 85% +3%	 71% +6%	 70% +6%	 67% +4%	 82% +3%	 74% +5%	 71% +6%
AR	 87% N/R	 86% N/R	 89% N/R	 81% N/R	 84% N/R	 69% N/R	 89% N/R	 88% N/R	 83% N/R
CA	 81% N/R	 71% N/R	 92% N/R	 68% N/R	 77% N/R	 80% N/R	 88% N/R	 86% N/R	 76% N/R
CO	 77% N/R	 61% N/R	 85% N/R	 69% N/R	 67% N/R	 73% N/R	 83% N/R	 80% N/R	 64% N/R
CT	 87% N/R	 85% N/R	 93% N/R	 79% N/R	 74% N/R	 75% N/R	 92% N/R	 83% N/R	 76% N/R
DE	 84% N/R	 90% N/R	 92% N/R	 80% N/R	 81% N/R	 57% N/R	 87% N/R	 86% N/R	 78% N/R
DC	 61% N/R	 N/R N/R	 85% N/R	 60% N/R	 62% N/R	 N/R N/R	 85% N/R	 79% N/R	 60% N/R
FL	 76% +2%	 74% +5%	 89% +1%	 65% +3%	 75% +3%	 76% +13%	 82% +0.3%	 80% +2%	 68% +3%

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

**Adjusted Cohort Graduation Rates: 2013-14 (cont'd)**

STATE	<span style="color: #00AEEF;">■</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*	73% N/R	67% N/R	83% N/R	65% N/R	64% N/R	N/R N/R	80% N/R	77% N/R	63% N/R
HI**	82% N/R	74% N/R	89% N/R	77% N/R	77% N/R	78% N/R	81% N/R	N/R N/R	78% N/R
ID	77% N/R	56% N/R	79% N/R	75% N/R	70% N/R	77% N/R	79% N/R	69% N/R	71% N/R
IL	86% +2%	N/R N/R	94% +1%	77% +2%	81% +3%	N/R 87%	90% +1%	86% +0.2%	79% +2%
IN	90% N/R	86% N/R	92% N/R	80% N/R	86% N/R	85% N/R	92% N/R	88% N/R	87% N/R
IA	91% N/R	78% N/R	91% N/R	79% N/R	82% N/R	80% N/R	92% N/R	86% N/R	84% N/R
KS	86% +1%	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
KY	88% +2%	84% +1%	89% +2%	79% +3%	84% +2%	85% +2%	89% +1%	85% +1%	84% +3%
LA	75% N/R	80% N/R	89% N/R	68% N/R	73% N/R	89% N/R	80% N/R	74% N/R	69% N/R
ME	87% 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	86% +2%	87% +3%	95% +1%	81% +4%	77% +4%	76% +1%	92% +1%	90% +2%	78% +4%
MA	86% N/R	76% N/R	92% N/R	75% N/R	69% N/R	79% N/R	91% N/R	85% N/R	76% N/R
MI	79% N/R	65% N/R	89% N/R	64% N/R	69% N/R	79% N/R	83% N/R	74% N/R	66% N/R
MN*	81% N/R	51% N/R	82% N/R	60% N/R	63% N/R	N/R N/R	86% N/R	N/R N/R	66% N/R
MS	78% N/R	66% N/R	91% N/R	72% N/R	80% N/R	N/R N/R	84% N/R	76% N/R	71% N/R
MO	88% N/R	83% N/R	91% N/R	75% N/R	81% N/R	85% N/R	91% N/R	87% N/R	81% N/R


















































\*\*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 72%.

**Adjusted Cohort Graduation Rates: 2013-14 (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
MT	85% N/R	65% N/R	88% N/R	89% N/R	81% N/R	75% N/R	88% N/R	N/R N/R	75% N/R
NE	90% N/R	69% N/R	78% N/R	81% N/R	83% N/R	77% N/R	93% N/R	87% N/R	N/R N/R
NV	70% N/R	52% N/R	84% N/R	54% N/R	65% N/R	74% N/R	77% N/R	76% N/R	64% N/R
NH	89% 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	89% N/R	86% N/R	96% N/R	79% N/R	81% N/R	89% N/R	93% N/R	91% N/R	80% N/R
NM	69% N/R	62% N/R	85% N/R	64% N/R	68% N/R	N/R N/R	76% N/R	N/R N/R	63% N/R
NY*	76% N/R	61% N/R	82% N/R	62% N/R	62% N/R	N/R N/R	87% N/R	77% N/R	67% N/R
NC	84% +2%	79% +2%	91% +2%	80% +4%	77% +4%	N/R N/R	87% +1%	83% +3%	78% +4%
ND	87% N/R	65% N/R	85% N/R	76% N/R	75% N/R	N/R N/R	90% N/R	N/R N/R	71% N/R
OH	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
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	72% N/R	54% N/R	86% N/R	60% N/R	65% N/R	69% N/R	74% N/R	70% N/R	64% N/R
PA	85% N/R	82% N/R	91% N/R	73% N/R	71% N/R	80% N/R	90% N/R	78% N/R	77% N/R
RI	81% +3%	N/R N/R	N/R N/R	72% +5%	72% +3%	N/R N/R	N/R N/R	N/R N/R	71% +4%
SC†	80% N/R	74% N/R	88% N/R	76% N/R	77% N/R	N/R N/R	83% N/R	N/R N/R	73% N/R
SD	83% N/R	47% N/R	81% N/R	73% N/R	71% N/R	N/R N/R	88% N/R	76% N/R	65% N/R

\*In 2013-14, South Carolina included Native Hawaiian/Other Pacific Islander as part of the Asian subgroup reporting.

**Adjusted Cohort Graduation Rates: 2013-14 (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	 87% N/R	 81% N/R	 93% N/R	 79% N/R	 81% N/R	 92% N/R	 91% N/R	 N/R N/R	 82% N/R
TX	 88% N/R	 87% N/R	 95% N/R	 84% N/R	 86% N/R	 89% N/R	 93% N/R	 91% N/R	 85% N/R
UT	 83% N/R	 65% N/R	 85% N/R	 66% N/R	 72% N/R	 82% N/R	 86% N/R	 N/R N/R	 72% N/R
VT	 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
VA	 90% N/R	 88% N/R	 95% N/R	 85% N/R	 83% N/R	 91% N/R	 93% N/R	 91% N/R	 84% N/R
WA	 77% N/R	 54% N/R	 87% N/R	 68% N/R	 67% N/R	 65% N/R	 81% N/R	 76% N/R	 66% N/R
WV	 84% N/R	 59% N/R	 95% N/R	 79% N/R	 89% N/R	 100% N/R	 85% N/R	 74% N/R	 80% N/R
WI	 89% N/R	 78% N/R	 90% N/R	 65% N/R	 78% N/R	 89% N/R	 93% N/R	 85% N/R	 78% N/R
WY	 79% N/R	 47% N/R	 86% N/R	 69% N/R	 72% N/R	 71% N/R	 81% N/R	 73% N/R	 65% N/R

# COLLEGE- AND CAREER-READY COURSEWORK COMPLETION

## WHAT THE INDICATOR IS

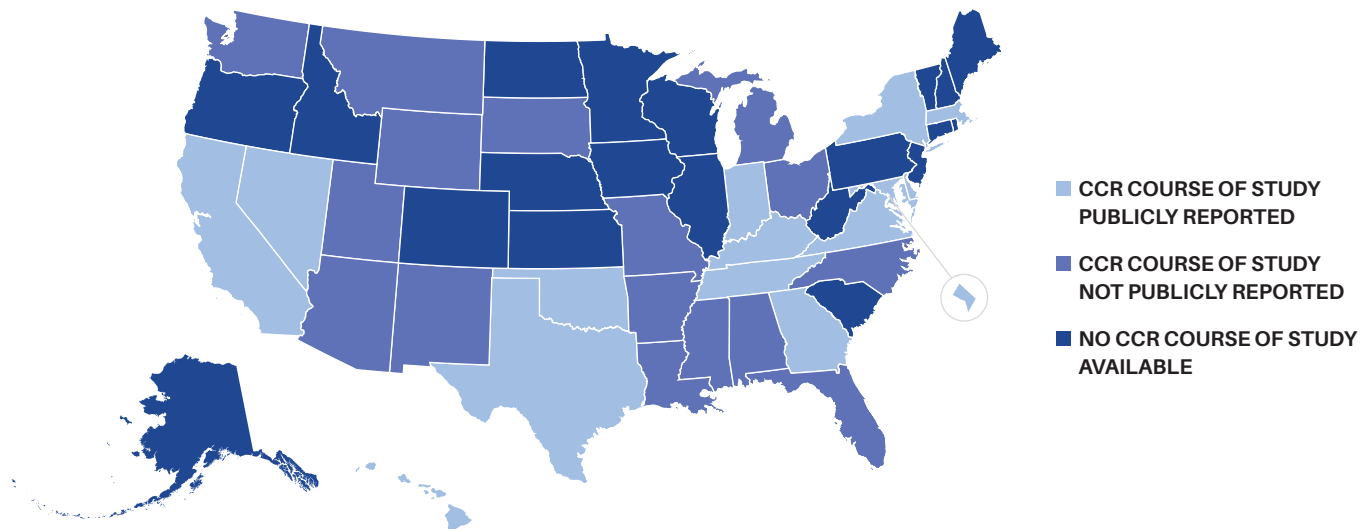
Achieve considers states' mathematics and ELA/literacy high school graduation requirements to be at the college- and career-ready (CCR) level if students are expected to complete a course of study aligned with state-adopted CCR standards, which typically includes at least three years of mathematics and 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 2014 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, and seniors, which can significantly affect the data the state reports. Thus, states' denominators are included for context.



**Percentage of Students Completing College- and Career-Ready Course of Study, Class of 2014**

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	42%	27%	71%	31%	32%	35%	49%	48%	33%
DE	Delaware High School Diploma	Cohort	84%	90%	92%	80%	81%	57%	87%	86%	78%
DC	District of Columbia High School Diploma	Cohort	61%	N/R	85%	60%	62%	N/R	85%	79%	60%
GA*	Georgia High School Diploma	Cohort	73%	67%	83%	65%	64%	N/R	80%	77%	63%
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	85%	79%	95%	81%	84%	91%	86%	83%	70%
KY	Kentucky High School Diploma	Cohort	88%	84%	89%	79%	84%	85%	89%	85%	84%
MD	University System of Maryland Course Requirements	Graduates	60%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	49%
MA	MassCore	Graduates	72%	59%	73%	52%	58%	69%	78%	72%	59%
NV	Nevada Advanced Diploma	Completers	28%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
NY*	New York Advanced Designation Regents Diploma	Cohort	31%	16%	50%	10%	13%	N/R	44%	28%	17%

NOTE: Minnesota and Nebraska raised their states' graduation requirements to the CCR level for all students beginning with the graduating class of 2015.

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



**Percentage of Students Completing College- and Career-Ready Course of Study,  
Class of 2014 (cont'd)**

STATE	DIPLOMA NAME	DENOMINATOR	ALL STUDENTS	AM. IN./AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
OK	Oklahoma College-Prep/ Work-Ready Curriculum	Seniors - State Average	84%	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
TN	Tennessee High School Diploma	Cohort	87%	81%	93%	79%	81%	92%	91%	N/R	82%
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%	73%	33%	39%	52%	58%	55%	29%

# 9TH GRADE ADJUSTED COHORT'S ESTIMATED COLLEGE- AND CAREER-READY COURSEWORK COMPLETION, CLASS OF 2014

## 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 2013-14.

## 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. 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 GRAD RATE	% OF GRADE 9 COHORT COMPLETING CCR COURSE OF STUDY
CA	California Readiness Curriculum A-G	 81%	 36%
DE	Delaware High School Diploma	 84%	 84%
DC	District of Columbia High School Diploma	 61%	 61%
GA	Georgia High School Diploma	 73%	 73%
HI*	Hawaii Board of Education Recognition Diploma	 82%	 12%
IN	Indiana Core 40 Diploma, Indiana Core 40 Diploma with Academic Honors and Indiana Core 40 Diploma with Technical Honors	 90%	 75%
KY	Kentucky High School Diploma	 88%	 88%
MD	University System of Maryland Course Requirements	 86%	 55%
MA	MassCore	 86%	 65%
NV*	Nevada Advanced Diploma	 70%	 21%
NY	New York Advanced Designation Regents Diploma	 76%	 31%
TN	Tennessee High School Diploma	 87%	 87%
TX	Texas Distinguished Achievement High School Program and Texas Recommended High School Program	 88%	 75%
VA	Virginia Advanced Studies Program	 90%	 51%

Note: This calculation could only be complete for states that reported the total number of students who earned the state's college- and career-ready diploma(s).

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



**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
MA	In 2013-14, 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%	N/R	90%	64%	58%	N/R	86%	N/R	62%
NV	In 2013-14, 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.	14%	Not disaggregated by subgroups							
OR	In 2013-14, 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.	79%	61%	92%	67%	70%	70%	81%	80%	69%

# 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

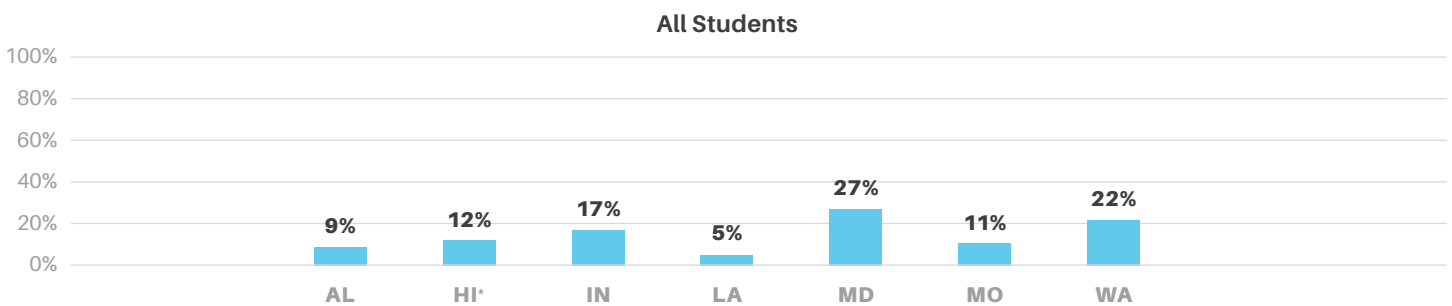
Students who earn college credits while in high school become familiar with postsecondary expectations, academic behaviors, and habits of mind. Evidence also points to an impact on postsecondary enrollment, performance, persistence, retention, and attainment.

## WHICH STATES ARE INCLUDED

Ideally, the denominator includes all students in an entering 9th grade cohort. The numerator should reflect the number of students 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.

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

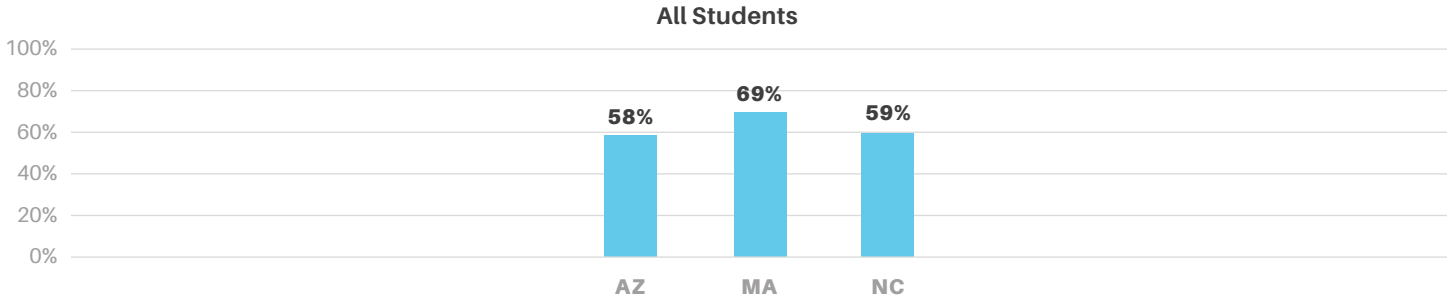
### Percentage of Students Scoring a 3+ on an AP Exam: Denominator - Graduates/Completers



STATE	YEAR	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
AL	2011-12	9%	Not disaggregated by subgroups							
HI*	2013-14	12%	Not disaggregated by subgroups							
IN	2013-14	17%	10%	42%	4%	12%	14%	18%	13%	7%
LA	2013-14	5%	Not disaggregated by subgroups							
MD	2013-14	27%	Not disaggregated by subgroups							
MO	2013-14	11%	Not disaggregated by subgroups							
WA	2012-13	22%	Not disaggregated by subgroups							

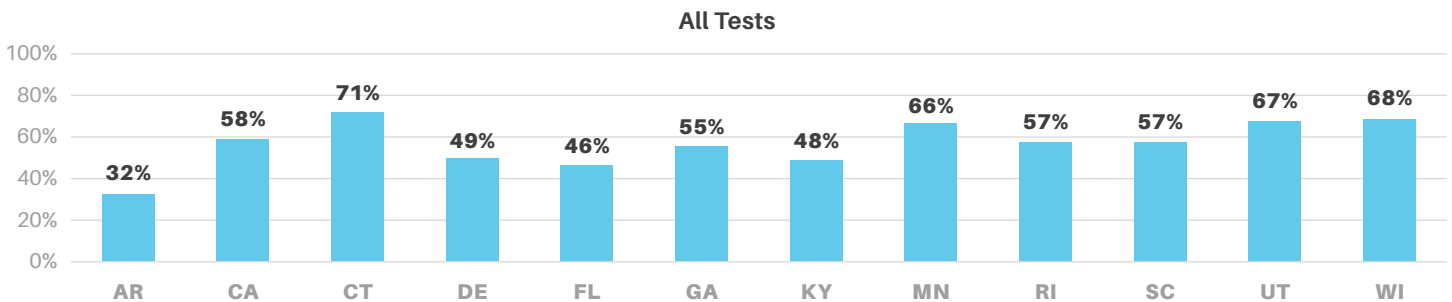
\*Hawaii high school completers includes those who have earned diplomas or certificates of completion.

## Percentage of Students Scoring a 3+ on an AP Exam: Denominator - 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
MA	2013-14	69%	N/R	76%	35%	49%	N/R	73%	N/R	48%
NC	2013-14	59%	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	2013-14	32%	Not disaggregated by subgroups							
CA	2013-14	58%	Not disaggregated by subgroups							
CT	2011-12	71%	Not disaggregated by subgroups							
DE	2013-14	49%	Not disaggregated by subgroups							
FL	2012-13	46%	39%	55%	24%	45%	N/R	51%	N/R	N/R
GA	2013-14	55%	Not disaggregated by subgroups							

### Percentage of AP Exams Scored 3: Denominator - Tests Taken (*cont'd*)

STATE	YEAR	ALL STUDENTS	AM. IN./ AK NATIVE	ASIAN	BLACK	HISPANIC	NH/PI	WHITE	TWO OR MORE RACES	LOW INCOME
KY	2013-14	48%	42%	68%	28%	43%	40%	49%	46%	33%
MN	2013-14	66%	Not disaggregated by subgroups							
RI	2013-14	57%	Not disaggregated by subgroups							
SC	2013-14	57%	Not disaggregated by subgroups							
UT	2013-14	67%	54%	63%	50%	47%	N/R	70%	N/R	N/R
WI	2013-14	68%	54%	69%	24%	53%	60%	70%	68%	47%

## 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

Fewer than five states reported state-level data on the number of students scoring a 4+ on an IB exam. 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

Fewer than five states reported state-level data on the number of students completing dual enrollment courses for college credit. 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 do not report these measures independently. Sometimes IB and AP are reported together in one measure, sometimes the indicator includes many more ways to earn college credit, and sometimes the metaindicator includes additional career-ready measures so it is not a pure “earning college credit” metaindicator. Data disaggregated by individual indicator are preferable, and it is not clear that all indicators included in states’ metaindicators are of equal quality and value to students. However, in an effort to be as comprehensive as possible, we have included states’ reporting of metaindicators in states’ individual reports.