

# 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, in this report, Achieve looked at postsecondary indicators: high school graduates' enrollment, persistence, and remediation rates at two- and four-year colleges. We found that states report on their graduates' postsecondary outcomes at very different levels of comprehensiveness. For example, states' reporting differs in whether they include students pursuing postsecondary education at two- and four-year institutions, whether they follow both in-state and out-of-state attendees, whether data includes both public and private institutions, and whether their reporting is limited to graduates from high schools in their state or includes anyone enrolled in their state institutions. Further, states vary in how they define enrollment, remediation, and persistence. As such, comparisons across states are challenging — but worth understanding.

Achieve also looked at indicators of college and career readiness in K-12, including students' performance on CCR assessments, completion of a rigorous course of study, and earning college credit while in high school. These indicators were the subject of a separate report released in March 2016.

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.

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 graduates' postsecondary performance. Due to a lack of availability, subgroup data is not included. 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)).

	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			

\*Since the March 2016 release, data has been located for state. The summary table has been updated to reflect this new data; specific state data point additions will appear in next report update.



# 50-STATE

## Indicators of High School Graduates' Postsecondary Performance

This report examines indicators of high school graduates' postsecondary 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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# POSTSECONDARY ENROLLMENT

## WHAT THE INDICATOR IS

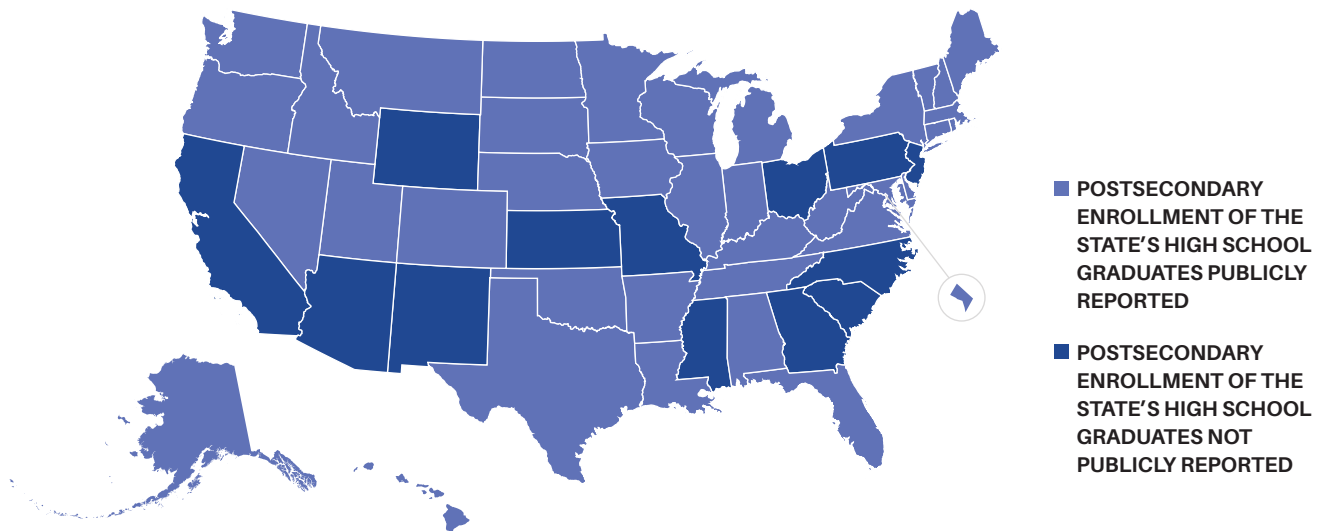
This indicator shows the number of the state’s high school graduates who matriculate into postsecondary education. This number may include students who attend a state’s two-year and four-year systems, public and private institutions, and in-state and out-of-state institutions.

## 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.



**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
AL	2014		51%				24%	27%
AK	2012						29%	
AR	2013		52%	3%		55%	33%	19%
CO	2013	55%	43%		12%			
CT	2013	73%						
DE	2012	53%	39%		14%		19%	20%
DC	2012	55%						
FL	2013		51%	3%			18%	33%
HI	2014	56%						
ID	2014	59%						
IL	2012	69%						
IN	2013	65%	48%	8%	8%			
IA	2011	70%						
KY	2013	60%			5%	55%		
LA	2014	59%						
ME	2013	67%						
MD	2014	67%						
MA	2013	76%						
MI	2014	62%						
MN	2013				19%	50%		
MT	2014		39%					
NE	2014	72%						
NV	2012	62%	49%					
NH	2012	69%						

**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
NY	2012	76%						
ND	2010		69%					
OK	2013					50%		
OR	2012	61%						
RI	2011	62%						
SD	2013		31%					
TN	2013	57%						
TX	2014					51%		
UT	2007		62%					
VT	2013	60%						
VA	2015	65%						
WA	2013	62%						
WV	2014	55%			8%	46%		
WI	2014	59%						

**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 as first-time freshmen in the state's four-year, public institutions of higher education the fall following high school graduation. These data exclude any high school graduates enrolled in the state's two-year public institutions of higher education or private and out-of-state institutions.
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.

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

STATE	POSTSECONDARY ENROLLMENT DEFINITION
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 within 12 months of 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.
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.
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.
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.
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.
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.
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.

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

STATE	POSTSECONDARY ENROLLMENT DEFINITION
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 within one year of 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.
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.
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.
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, in- and out-of-state, public and private 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 within six months of 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-state, public and private institutions of higher education within 16 months of graduation. These data exclude any students enrolled in out-of-state institutions.
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 the fall following 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.

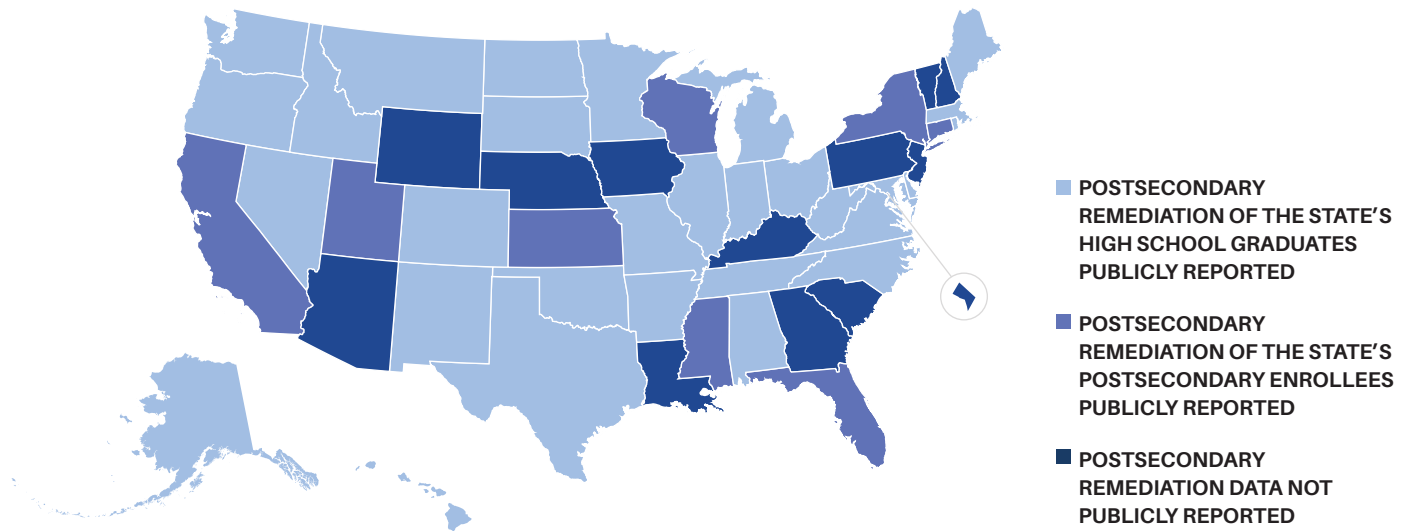
## WHY THE INDICATOR IS IMPORTANT

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.



**Postsecondary Remediation (cont'd)**

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
AL	2014-15	27%	39%	13%	17%	26%	7%	32%	47%	16%
AK	2012-13								58%	46%
AR	2013-14		41%	20%				37%	62%	27%
CA	2014-15			27%			30%			
CO	2013-14							34%	59%	20%
CT	2011-12	51%	55%	33%	49%	50%	4%	69%	70%	
DE	2011-12							53%		
FL	2011-12							29%		
HI	2014-15	31%			30%					
ID	2010-11							41%	67%	25%
IL	2014-15		41%			16%			49%	6%
IN	2013-14	17%			12%			23%		
KS	2013-14		32%	14%		25%	4%		42%	16%
ME	2014-15	10%			3%			12%		
MD	2011-12							57%	71%	25%
MA	2012-13							35%		
MI	2012-13	20%			8%			27%		
MN	2013-14							24%		
MS	2012-13		52%	19%		32%	26%		59%	55%
MO	2014-15	26%	42%	13%	12%	20%	11%	31%	48%	21%
MT	2014-15	23%			10%			26%		
NV	2013-14	43%			33%			56%	58%	47%
NM	2012-13							51%		
NY	2013-14							13%	23%	8%

**Postsecondary Remediation (cont'd)**

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
NC	2012-13		41%	4%		32%	4%		52%	
ND	2008-13 (average)								40%	28%
OH	2013-14	32%			16%			37%		
OK	2012-13	35%			17%			39%		
OR	2001-11 (average)							14%		
RI	2014-15								66%	
SD	2013-14	22%			14%			26%		
TN	2014-15								59%	
TX	2013-14	18%			17%					
UT	2010-11								23%	18%
VA	2014-15	16%			9%			20%		
WA	2013-14		47%	6%		24%	3%		54%	7%
WV	2013-14	31%	57%	22%	17%	35%	12%	35%	65%	26%
WI	2010-11	21%			8%					

## Postsecondary Remediation, Definitions

STATE	POSTSECONDARY REMEDIATION DEFINITION
AL	Alabama reports the percentage of the state's class of 2014 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.
AR	For the class of 2013, Arkansas reports the percentage of the state's high school graduates enrolled as first-time, degree-seeking students who enroll in math or any remedial courses. The state does not report data on the English remediation needs by two- and four-year institutions.
CA	For 2014-15, 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. Remediation data is not reported for the two-year system.
CO	For the class of 2013, Colorado reports the percentage of the state's high school graduates enrolled as first-time degree-seeking students who need any remedial courses at a state college or university. The state does not report data on math and English remediation needs.
CT	For 2011-12, Connecticut reports the percentage of students enrolled in math, English, or any remedial courses. The data specify first-time community college students and all Connecticut State University first-time, full-time, degree-seeking students. The data do not specify how many of the state's high school graduates required remediation.
DE	For the class of 2012, Delaware reports the percentage of the state's high school graduates attending Delaware two- and four-year colleges who need any remedial courses. The state does not report data on math and English remediation needs.
FL	For 2011-12, Florida reports the percentage of all undergraduates enrolled in the Florida College System who need any remedial courses. The state does not report data on math and English remediation needs.
HI	Hawaii reports the percentage of the state's class of 2014 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 2010, Idaho reports the percentage of the state's high school graduates enrolled as first-time, full-time freshmen who have been out of secondary school for less than 12 months and need any remedial courses. The state does not report data on math and English remediation needs.
IL	Illinois reports the percentage of the state's class of 2013 graduates who attended a state community college and enrolled in math, reading, or any remedial courses. Illinois reports the percentage of undergraduates at four-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 2013 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	For 2013-14, Kansas reports the percentage of first-time, degree-seeking students who enroll in math, English, or any remedial courses at the state's two- and four-year institutions. The data do not specify how many high school graduates from the state required remediation upon matriculation.
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.

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

STATE	POSTSECONDARY REMEDIATION DEFINITION
MD	Maryland reports the percentage of the state's class of 2011 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.
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.
MN	Minnesota reports the percentage of the state's class of 2013 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	For 2012-13, Mississippi reports the percentage of first-time, full-time students attending the state's two- and four-year institutions who enroll in math, English, or any remedial courses. The data do not specify how many high school graduates from the state required remediation upon matriculation.
MO	Missouri reports the percentage of the state's class of 2014 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.
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.
NV	Nevada reports the percentage of the state's class of 2013 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 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.
NY	For 2013-14, New York reports the percentage of first-time, full-time students enrolled 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 and does not specify how many of the state's high school graduates required remediation.
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.
ND	North Dakota reports the average remediation rate across the high school graduates in the classes of 2008-13 who entered a North Dakota University System school, notwithstanding whether the student enrolled in postsecondary immediately after high school. The state does not report data on math and English remediation needs.
OH	Ohio reports the percentage of the state's class of 2013 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 2012 high school graduates attending 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
OR	Oregon reports the percentage of the state's class of 2013 high school graduates attending two- and four-year institutions who enroll in any remedial courses. The state does not report data on math and English remediation needs.
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.
SD	South Dakota reports the percentage of the state's class of 2013 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 the state's class of 2014 high school graduates enrolled as first-time freshmen in a Tennessee community college who enroll in any remedial course. 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 2013 high school graduates enrolled in Texas Public Higher Education System who do not meet the Texas Success Initiative standards in math or English.
UT	For 2010-11, Utah reports the percentage of full-time Utah System of Higher Education students who enroll in any remedial courses. The state does not report data on math and English remediation needs and does not specify how many high school graduates from the state required remediation upon matriculation.
VA	Virginia 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. There is no remediation at four-year public institutions.
WA	For the class of 2013, 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 2013 high school graduates enrolled as first-time, full-time students who enroll in math, English, or any remedial courses.
WI	For 2010, Wisconsin reports the percentage of first-time freshmen students who place into math or English remedial courses. The state does not specify how many high school graduates from the state required remediation upon matriculation.

# POSTSECONDARY PERSISTENCE

## WHAT THE INDICATOR IS

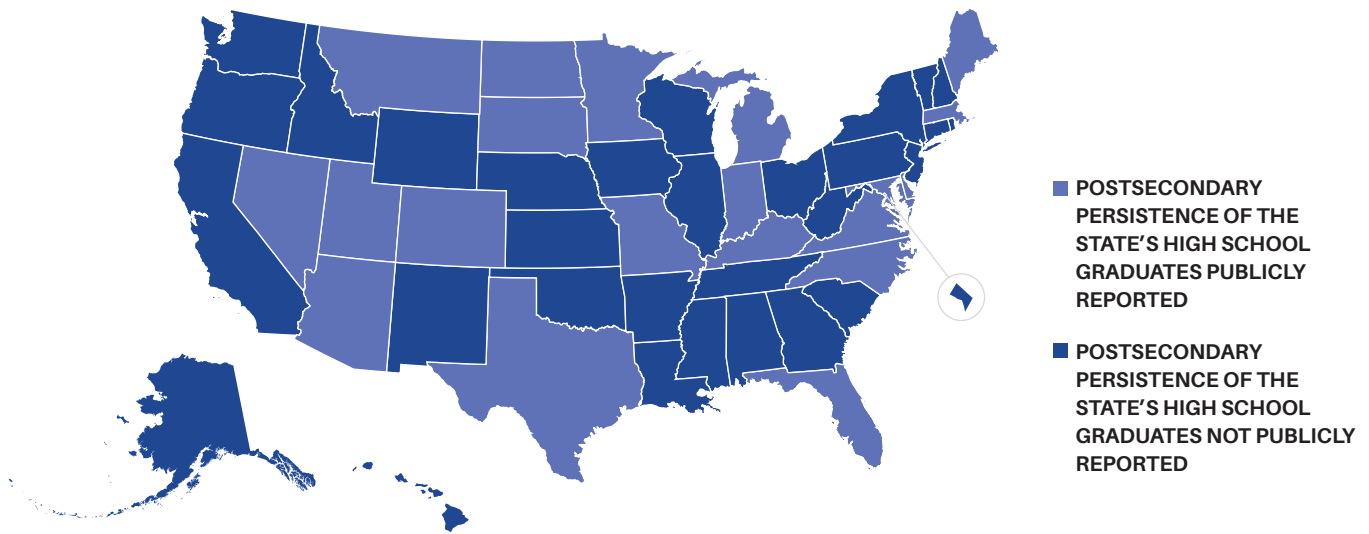
This indicator reports the percentage of the state’s high school graduates who enroll in a postsecondary institution and either complete at least one year of postsecondary education in a designated amount of time or return to postsecondary education for a consecutive year (or term). This percentage may 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 should also report data disaggregated by subgroup; these data were found to be sparingly reported by states and do not appear in this report.



**Postsecondary Persistence (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, IN STATE	PUBLIC, IN STATE	PUBLIC & PRIVATE, IN & OUT OF STATE	PUBLIC, IN STATE	PUBLIC & PRIVATE, IN & OUT OF STATE
AZ	2009		33%						
CO	2012						87%		62%
DE	2008-10 (average)						90%		59%
FL	2010	64%							
IN	2011					86%		54%	
KY	2012	78%							
ME	2012	83%							
MD	2012		51%						
MA	2012	53%							
MI	2013						73%		25%
MN	2013	76%							
MO	2013					87%		66%	
MT	2012						82%		67%
NV	2010		67%						
NC	2011					74%			
ND	2010		78%						
SD	2013		91%						
TX	2012			87%		87%		64%	
UT	2007		54%						
VA	2012				63%				



## Postsecondary Persistence, Definitions

STATE	POSTSECONDARY PERSISTENCE DEFINITION
AZ	Arizona 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's worth of college credit within two years of enrollment. This excludes any students enrolled in private and out-of-state institutions.
CO	Colorado 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.
DE	Delaware 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. The persistence data are aggregated from three graduating cohorts: the classes of 2008, 2009, and 2010.
FL	Florida 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 within 16 months of graduation and completing one year's worth of college credit within two years of enrollment.
IN	Indiana reports the percentage of high school graduates in an Indiana public college who were still enrolled in an Indiana public college the following year. This excludes any students enrolled in private and 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.
ME	Maine 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 in the first year after high school who were retained for a second year of college.
MD	Maryland 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 (30 credits) within 24 months of enrollment. This excludes any students enrolled in private and out-of-state institutions.
MA	The state reports the percentage of the 2012 graduation cohort (or first-time 9th graders in 2007-08) who graduated high school within 5 years; enrolled a 2- or 4-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 high school graduates enrolling in two- and four-year, public and private institutions of higher education both in state and out of state who complete 24 credits within 12 months of college enrollment.
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.
MO	Missouri reports the percentage of high school graduates in two- and four-year, in-state, public institutions of higher education enrolling 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 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 were retained 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.

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

STATE	POSTSECONDARY PERSISTENCE DEFINITION
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 third year of postsecondary studies. This excludes any students enrolled in the state's two-year public institutions of higher education or 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.
SD	South Dakota reports the percentage of high school graduates in the fall term in two- and four-year, in-state, public institutions of higher education enrolling for a second term of college the following spring. This excludes any students enrolled in private and out-of-state institutions.
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.
UT	Utah 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's worth of college credit within two years of enrollment. This excludes any students enrolled in private and out-of-state institutions.
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.