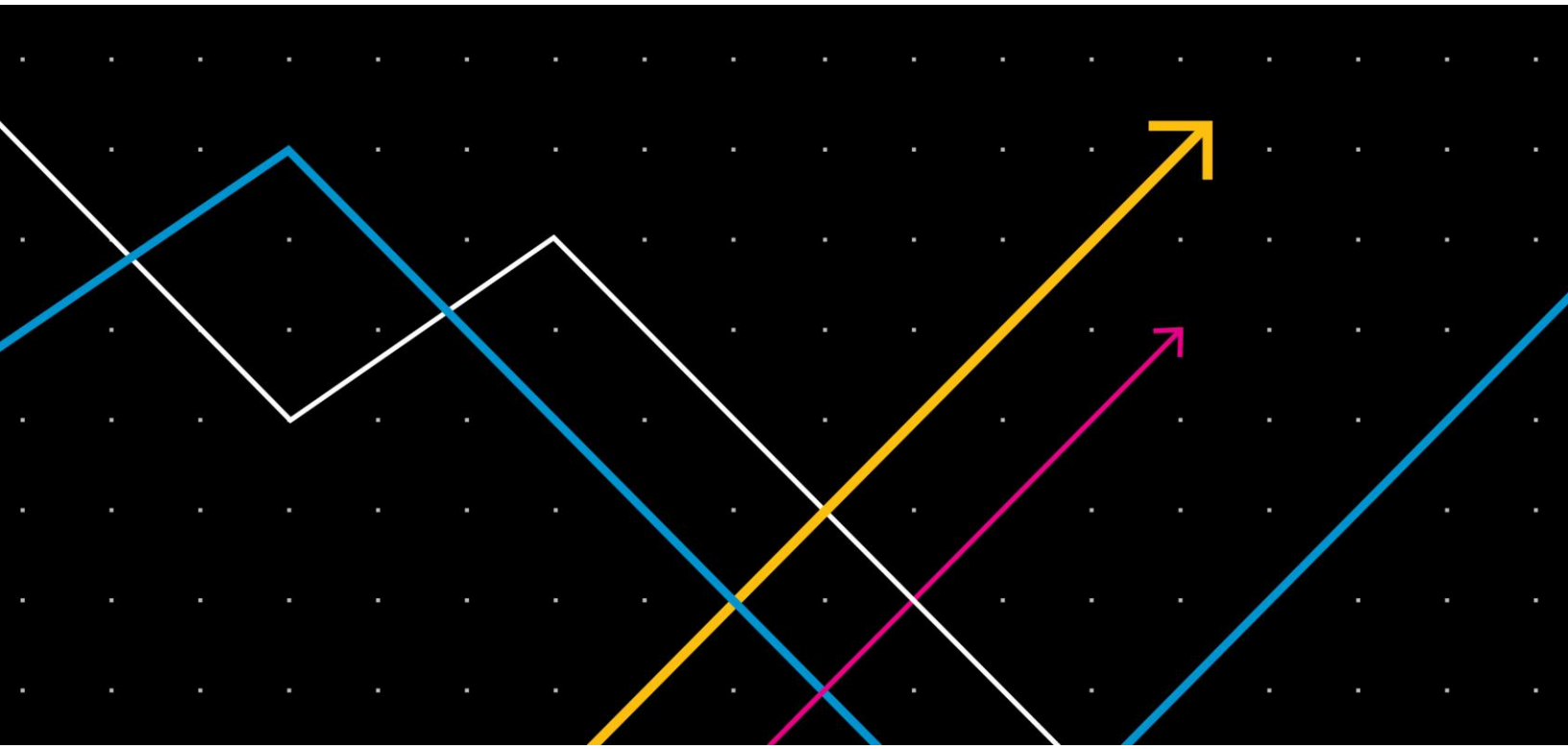

RESEARCH REPORT

Let's Measure Ready

A 50-State Analysis of College, Career, Military, and Civic Readiness Indicators

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ALL4ED

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Executive Summary

Governors and other state leaders know that the future economic competitiveness of their state depends on the strength of their education system. As Colorado governor Jared Polis made clear in announcing the Let's Get Ready initiative, graduating students equipped with the knowledge and skills they need for lifelong success is imperative for all state leaders.[1] But how are states measuring whether their high school graduates are ready for what comes next?

For years, college and career readiness (CCR) has been the mantra of many education leaders. States adopted higher standards, aligning expectations in K–12 schools with what their public colleges require incoming first-year students to know (Level Up 2019). States developed new "portraits of a graduate" to articulate the skills, competencies, and knowledge today's students need to thrive (Atwell and Tucker 2024). States broke down silos and linked their education and workforce data to better understand students' pathways to postsecondary education and careers—and where they faced roadblocks and barriers.[2] And using these data, states began not only *measuring* whether their high school students graduated ready for college or a career but also holding their high schools *accountable* for it. The adoption of CCR indicators in states' school accountability systems sends a strong signal to district and school leaders that their focus should be on preparing students for postsecondary success (Council of Chief State School Officers and Education Strategy Group 2017; Zhou 2023).

Forty-two states currently use at least one CCR indicator for federal or state high school accountability requirements, and 16 states have multiple indicators. (Alaska, Illinois, Kansas, Maine, Minnesota, Nebraska, New Jersey, Oregon, and Wisconsin do not use CCR indicators, though Illinois's indicator is in the final stages of development.) Although there are trends across states, state leaders continue to make distinct choices, based on their own priorities and goals, about how to design and deploy these indicators:

- **Thirty-six states design their indicators so that all the measures in the indicator are interchangeable,** even if they emphasize different areas of readiness or the measures are not equally predictive of long-term student success. Typically, in these states, students are considered ready or are given credit in the indicator by completing one of any number of state-selected college-ready or career-ready measures, even when those measures are dramatically different (e.g., earning college credit through dual or concurrent enrollment versus completing a work-based learning opportunity). On the other hand, six states use an index that weighs certain measures more heavily. And in eight states, CCR indicators are based on a single

measure, so there is no debate over which measures are prioritized or whether different measures are interchangeable.

- **Thirty-nine of the 42 states include both college and career readiness measures**, and 20 of these states also measure military or civic readiness. That said, only North Dakota requires students to be ready in multiple areas (i.e., college *and* career ready or career *and* military ready).

Advanced Placement (AP) and International Baccalaureate (IB) coursework and exams are the most common college readiness measures (used by 35 states), followed by dual or concurrent enrollment (34 states). There is more variance in career-ready measures, but the most popular option is student attainment of industry-recognized credentials (23 states), despite evidence that the value of many of these credentials in the labor market might be limited (Schneider et al. 2025). And although fewer states measure military or civic readiness in their indicators (20 states), 13 states include student scores on the Armed Forces Qualification Test (AFQT) portion of the Armed Services Vocational Aptitude Battery (ASVAB). Civic readiness is the area where new CCR measures might be most needed.

- **Twenty-six states with CCR indicators exclusively rely on input measures** collected while students are in high school that predict future postsecondary success (e.g., ACT or SAT scores) rather than outcome measures (e.g., college enrollment or employment and earnings) that more directly measure whether students were ready.
- **Thirty of the 42 states use their CCR indicators to provide incentives for student *success* in activities related to postsecondary readiness** (e.g., earning college credit through dual or concurrent enrollment), while four states instead use indicators to promote student *access* to those activities (e.g., enrolling in dual credit); eight states do both.
- **Although many CCR measures are common across states, the benchmarks state leaders set on those measures vary**, particularly for measures based on state-determined course sequences or pathways as opposed to test-based measures or measures validated by external parties. That said, there is more variation in what score is considered "good enough" on tests used for military readiness (e.g., the AFQT) than for career or college readiness (e.g., ACT WorkKeys).
- **Just 12 states publicly report how students demonstrated readiness among the various CCR measures included in their states' indicators.** Although states have made progress disaggregating their CCR indicators by key student groups, most states do not break down

their CCR indicators to report *how* students achieved readiness among the various college-ready, career-ready, and military- or civic-ready measures.

The inclusion of CCR indicators in nearly every state's accountability system is worth celebrating, but our findings reveal there are still areas for growth and state leadership. These include publicly disaggregating CCR indicators by each specific measure through which readiness was demonstrated, for all students and for student groups, and building an integrated P-20W data system—including upgraded employment wage records and links to military enlistment data from the US Department of Defense—to report postsecondary retention, degree attainment, employment, earnings, and military outcomes. Enhanced data and reporting would enable governors and other policymakers to guide education and workforce investments. Throughout our analysis, we also provide key considerations for state leaders as they continue to improve and refine their CCR indicators, including trade-offs between various approaches and examples from innovative or leading states.

Let's Measure Ready

Analysis and Methodology

Since the Every Student Succeeds Act (ESSA) was enacted in 2015, most states have used at least one CCR indicator for high school accountability. But analyses of states' ESSA plans and accountability systems before the COVID-19 pandemic showed there is no standardized way by which states measured readiness (Graziano and Aldeman 2020; New Skills for Youth Initiative and Achieve 2019).

That continues to be the case today. We build on these prior findings to update the state landscape of CCR indicators following the resumption of accountability systems after schools fully reopened postpandemic.[3] Further, we analyze CCR indicators across four dimensions. (To understand keywords and terminology used throughout this analysis, see box 1.)

1. **Design.** Do states treat all measures of readiness interchangeably, and, if so, do those measures focus on similar areas of readiness? Are some measures required or encouraged by awarding extra credit in the accountability system to students (and schools) who complete them?
2. **Components.** Which measures of readiness do states most often include? Do states include postsecondary outcomes that consider student success after high school? And do states emphasize participation in postsecondary readiness activities, success in those activities, or both?
3. **Benchmarks.** What is "good enough" to be considered ready on the measures in the indicator? Are there consistent standards for readiness across states?
4. **Transparency.** Are indicators disaggregated by group? Are the individual measures in the indicator reported, or is just the overall indicator reported?

BOX 1

Key Terms in This Report

Is This an Indicator or Measure?

Accountability systems include both indicators and measures. **Indicators** provide information on a critical aspect of school performance. Under the Every Student Succeeds Act (ESSA), a state must include at least five indicators in its school accountability system: academic achievement, an "other

academic" indicator (non–high schools), graduation rate (high schools), progress in achieving English language proficiency, and one or more indicators of school quality or student success (SQSS). High school college and career readiness (CCR) indicators are classified as SQSS when used for federal accountability.

Measures are the data points used within an indicator to provide student-level information that enables a state to determine whether particular inputs or outcomes have been achieved or whether sufficient progress in those inputs or outcomes has been made. Student participation and performance in advanced courses, such as Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and dual or concurrent enrollment, for example, are measures that could inform a CCR indicator.

Does the Indicator Measure a Single Construct or Multiple Constructs of Readiness?

A state could choose just one measure to be a CCR indicator (e.g., the percentage of the graduating cohort enrolling in higher education within one year of leaving high school). More commonly, states use multiple measures within a CCR indicator, but they combine them in myriad ways.

- In some cases, the CCR measures in an indicator focus on a single construct or particular aspect of readiness. For example, states might use student participation in advanced coursework as a CCR indicator and rely on measures of participation in AP, IB, and dual or concurrent enrollment coursework to calculate the indicator. Participation in AP, IB, and dual or concurrent enrollment all capture the same concept or construct: access to early college-level coursework.
- Often, the measures in states' CCR indicators relate to multiple constructs. States might consider student scores on AP and IB exams, scores on the ACT and SAT, college credit attainment via dual or concurrent enrollment, acquisition of industry-recognized credentials, completion of work-based learning, and scores on the AFQT in a single indicator. These measures stress several aspects of readiness and do not capture similar experiences or criteria. For example, although the ACT and SAT measure roughly similar constructs, industry-recognized credentials emphasize very different skills and competencies.

What's the Benchmark Students Must Meet to Be Good Enough on Each Measure?

For each measure a state uses in its CCR indicators, it must determine the benchmark a student must meet to be considered ready or successful on that measure. For example, a composite score of 19 on the ACT exam versus certain scores on at least three of the four individual sections on the ACT (e.g., 18 in English, 22 in reading, 22 in mathematics, and 23 in science). In some states, there will be a single benchmark for each measure, as the state deems a student ready or not on that measure for accountability purposes. In others, the indicator is not a binary ready-or-not calculation. There might be multiple benchmarks on a single measure, with students who show greater readiness earning more credit toward the indicator (in a weighted index) than students demonstrating less readiness on that measure.

Using state educational agency websites, All4Ed documented the CCR indicators and measures in all 50 states and the District of Columbia (appendix A describes all indicators, by state, and data sources). We limited our scan to CCR indicators used for high school accountability rather than CCR data used for other purposes (e.g., public reporting or reports to state legislatures) to keep our research feasible and consistent across states. Several states are revising or developing new CCR indicators. To understand how we treated these states in our review, see box 2.

In this scan, we included CCR indicators used for either federal or state requirements, but the indicators had to be applied to high schools (i.e., a district-level CCR indicator did not count unless it was also used at the school level). We excluded indicators related to postsecondary readiness but that were measured in earlier grades (e.g., the number of credits students accumulate in grade 9). The CCR indicators and measures in this scan focus on data where the students included are in grades 11 or 12 or have recently completed high school. We also excluded graduation rates and dropout rates as CCR measures because graduation rates are required to be a stand-alone indicator under federal law, apart from CCR, and because both measures are used mostly to emphasize the importance of high school completion, not readiness for further education and work after high school.

Because state leaders developed CCR indicators to use, primarily, for school accountability, they weighed various legal, political, and design factors in deciding which measures to include. For example, designing CCR indicators to use for school accountability means states tend to do the following:

- use measures that schools and school districts can control and directly influence (e.g., access to early postsecondary opportunities and pathways during high school) over longer-term outcomes such as persistence in higher education or job earnings
- look for measures that can be measured consistently for all schools, are valid and reliable (and, often, verified by external parties for quality and accuracy, such as an SAT or ACT score), and can be disaggregated for groups of students (these features are also required by ESSA if states want to use a CCR indicator to meet federal requirements)
- only consider measures that can be available quickly (i.e., within one year of high school graduation) and can provide timely feedback to school and district leaders (e.g., industry-recognized credentials students earn in high school versus employment outcomes five years after graduation)
- include measures that represent both college *and* career readiness, recognizing the diversity of pathways students might take beyond high school (e.g., community college, four-year college,

the military, trade schools, and apprenticeships) and balancing political considerations to not show a bias or preference for one path over another

- face pressure from stakeholders, such as principals, superintendents, and other practitioners, to give "credit" to as many students as possible so that schools earn satisfactory ratings in the overall system and avoid being identified as low performing, even if some readiness measures are less rigorous or less associated with long-term success than others

State leaders might have chosen different data to measure students' preparedness if, for example, they were developing CCR indicators to inform counselors who help students navigate postsecondary pathways, or to provide feedback and information for state policymakers to inform budgets and determine returns on investments.

BOX 2

State CCR Indicators in Flux

Several states are updating their CCR indicators or are developing new ones to use in the future, including Arkansas, Colorado, Illinois, Indiana, Louisiana, Ohio, and Virginia. For Arkansas, Ohio, and Virginia, our analysis includes these new indicators, given that they are operational in the current school year.[a] But for Colorado, Indiana, and Louisiana, our analysis reflects their legacy CCR indicators because the new CCR indicators will not be fully implemented for several years. We have excluded Illinois from our analysis because it is adopting a CCR indicator for the first time; the data collection processes for Illinois's CCR indicator are still being validated and finalized. We describe the new CCR indicators in Colorado, Indiana, Illinois, and Louisiana below.

In Colorado, the general assembly passed a bill[b] to modify the state's accountability system, including its Postsecondary Workforce Readiness measures, for the 2027–28 school year. Under the legislation, SAT Reading and Writing and SAT Math (two of the current Postsecondary Workforce Readiness indicators) will move into the academic achievement indicator, as the SAT is used as the statewide English language arts (ELA) and math assessment for high school students. Further, the current Matriculation indicator will become the Postsecondary Progression indicator, and a new indicator—College and Career Readiness Before Graduation—will be added. Postsecondary Progression will measure postsecondary enrollment (including in CTE programs, community colleges, four-year higher education institutions, or registered apprenticeships), military enlistment, and enrollment in concurrent or early college programs that result in students earning at least 12 college credits. College and Career Readiness Before Graduation will measure students earning college credit in high school through AP, IB, or concurrent enrollment in a Guaranteed Tansfer (GT)[c] pathway (including CTE courses); success in state-defined work-based learning experiences; and acquisition of industry-recognized credentials and postsecondary certificates recognized in the state's Quality and In-Demand Nondegree Credentials framework.[d]

Indiana lawmakers recently passed legislation[e] requiring the state board to establish a new methodology by the end of 2025 for its state accountability system, which rates schools using A through F grades. The legislation also requires the state to assign schools new A through F grades no later than the end of 2026 and specifies that the new school grades' methodology must be based on data from the Graduates Prepared to Succeed (GPS) dashboard,[f] as well as prioritize the attainment of a diploma seal.[g] Indiana's current high school diploma options and designations (which form the basis for its federal accountability CCR indicator described in this report) are set to sunset October 1, 2028. Beginning with the class of 2029, Indiana will have a new base diploma with minimum requirements for every student, as well as opportunities for students to earn readiness seals aligned with their unique pathway. The completion of a readiness seal in enrollment, employment, or enlistment and service will likely be the primary CCR indicator in the state's new accountability model, which is in development in collaboration with stakeholders. Once the state model is finalized, Indiana would need to update its ESSA state plan to also use the new CCR indicator for federal accountability.

Illinois has been developing its CCR indicator since the passage of the Postsecondary and Workforce Readiness Act in 2018 and began reporting the components of its CCR indicator on its state report card in 2022.[h] According to the state board's latest college and career readiness guidance, students will be deemed ready on the CCR indicator if they (1) meet grade point average (GPA) requirements (a cumulative GPA of 3.75 to be a distinguished scholar or a GPA of 2.8 to be a college and career ready scholar); (2) attain 95 percent attendance; (3) earn an ACT composite score of 30 or an SAT composite score of 1400; and (4) earn a College and Career Pathway Endorsement[i] or meet the following criteria: identify a career area of interest by the end of sophomore year, fulfill one academic measure in ELA and one in math, and fulfill three career-ready measures.

- **Academic measures** include (1) earning a score of 3 or 4 on an ELA or math AP or IB exam, respectively; (2) passing an ELA or math AP or IB course (earning a C or higher); (3) passing an ELA or math dual credit course; (4) passing a transitional ELA or math course; (5) passing Algebra II; (6) earning an 18 in English and a 22 in reading on the ACT; (7) earning a 22 in math on the ACT and taking a math course in senior year; (8) earning a 540 in Evidence-Based Reading and Writing on the SAT; and (9) earning a 540 in Math on the SAT and taking a math course in senior year.
- **Career-ready measures** include (1) completing a career development experience; (2) earning an industry credential; (3) scoring a 31 on the ASVAB AFQT; (4) earning college credit through a dual credit career pathway course; (5) completing a CTE program of study; (6) maintaining consistent employment for at least 12 months; (7) having consecutive summer employment; (8) performing 25 hours of community service; and (9) completing two organized cocurricular activities.[j]

Louisiana's updated accountability system will replace the ACT index and Strength of Diploma index (described in this report) with two new indicators: (1) Nationally Recognized Assessment and (2) Acceleration.[k]

- To be included on the Nationally Recognized Assessment indicator, students will need to meet one of the following benchmarks: (1) a composite score of 20 on the ACT; (2) a composite score of 1040 on the SAT; (3) a score of 67 on the Classic Learning Test, a newer and less common college entrance exam; (4) a Gold on the ACT WorkKeys test; or (5) a 59 on the ASVAB AFQT.
- In the Acceleration indicator, schools will receive points for students who are a university accelerator, career accelerator, or service accelerator and will be eligible for bonus points if 25 percent of the students who earn an Advanced industry-based credential or Basic Bundle of credentials (defined by the state) also complete work-based learning.
    - **University accelerators** will be students who earn a composite score of 20 on the ACT, 1040 on the SAT, or 67 on the Classic Learning Test and (1) earn a 3 or 4 on an AP or IB exam, respectively; (2) earn six dual enrollment credits with a grade of C; (3) earn a 25 in math or a 26 in English on the ACT; (4) earn a score of 590 in Math and 33 in Writing and Language on the SAT; or (5) pass three College-Level Examination Program (CLEP) exams with course enrollment recognized by the Board of Regents Flagship.
    - **Career accelerators** are students who (1) earn a Basic Bundle of credentials, (2) earn an Advanced industry-based credential, (3) complete two years of a Fast-Forward Aligned registered apprenticeship, or (4) earn a certificate of technical studies in a high-wage, high-demand industry.
    - **Service accelerators** will include students who sign a military acceptance letter or receive service academy acceptance.

[a] "School Ratings," Arkansas Division of Elementary and Secondary Education, accessed June 30, 2025, https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/school-ratings; ODEW (Ohio Department of Education and Workforce),"College, Career, Workforce, and Military Readiness" (Columbus: ODEW, 2024); and "3E Readiness High School," Virginia Department of Education, accessed June 30, 2025, https://www.doe.virginia.gov/state-board-data-funding/accreditation-accountability/school-performance-and-support-framework/supporting-virginia-learners/educator-supports/high-school-readiness.

[b] HB25-1278, 75th Gen. Assemb., Reg. Sess. (Colo. 2025).

[c] "Guaranteed Transfer (GT) Pathways General Education Curriculum," Colorado Department of Higher Education, accessed June 30, 2025, https://cdhe.colorado.gov/guaranteed-transfer-pathways-general-education-curriculum.

[d] "State Releases Framework to Support Quality Non-degree Credential Pathways to the Workforce," Colorado Workforce Development Council, October 10, 2023, https://cwdc.colorado.gov/blog-post/state-releases-framework-to-support-quality-non-degree-credential-pathways-to-the.

[e] HB 1498, 124th Gen. Assemb., Reg. Sess. (Ind. 2025).

[f] "Indiana Graduates Prepared to Succeed," Indiana Department of Education, accessed June 30, 2025, https://indianagps.doe.in.gov/.

[g] Indiana State Board of Education, Title 511, https://www.in.gov/doe/files/LSA24-220_FINAL-Rule.pdf.

[h] "Postsecondary and Workforce Readiness," Illinois State Board of Education, accessed June 30, 2025, https://www.isbe.net/pwr.

[i] "College and Career Pathway Endorsement," Illinois State Board of Education, accessed June 30, 2025, https://www.isbe.net/pathwayendorsements.

[j] Illinois State Board of Education, "ISBE College and Career Readiness Guidance" (Springfield: Illinois State Board of Education, 2025).

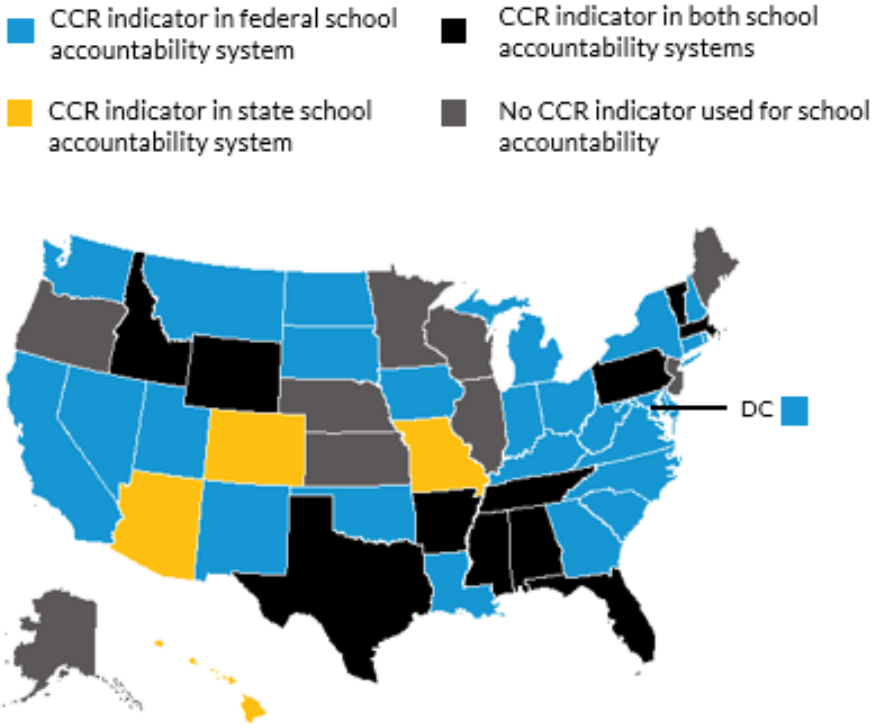
[k] Louisiana Department of Education, *Grow. Achieve. Thrive. Louisiana's Revised Accountability System* (Baton Rouge: Louisiana Department of Education, 2024).

Findings

Forty-two states, including the District of Columbia, currently use at least one CCR indicator in their school accountability systems (figure 1).[4] In 27 states, a CCR indicator is used for federal accountability, while in 4 states, an indicator is present only in a state system. The remaining 11 states use CCR indicators in both a federal and state system.

FIGURE 1

Which States Have CCR Indicators in Their Accountability Systems?



Source: State education agency websites; see appendix A.
Notes: CCR = college and career readiness. Kansas uses a CCR indicator in its state accountability system, but that system is used to hold school districts, not high schools, accountable. Illinois's CCR indicator is in development, and Nebraska officials indicate they might adopt a CCR indicator in the future.

Design

CCR indicators take different forms across states. Some states group all their CCR measures into a single indicator, while others group different sets of measures into multiple indicators. Some states focus narrowly on one, two, or three measures of readiness, and others include dozens. Some states also emphasize or weight different CCR measures more, providing schools extra incentives to achieve

certain measures over others. We explore these design considerations and their implications in this section. See appendix table B.1 for a state-by-state breakdown.

MULTIPLE CCR INDICATORS

Twenty-five states use a single indicator of readiness, while 17 states have multiple CCR indicators (table 1). Most of these states incorporate multiple CCR indicators when differentiating schools, but Tennessee has multiple indicators because it uses one version of its CCR indicator for federal accountability and a different version for state accountability.

Key consideration. Using multiple CCR indicators allows for more nuanced accounting of how students are ready, such as by separating student participation in postsecondary readiness activities in one indicator from student success in those activities in another indicator so both participation and success are recognized, such as in New Mexico. But simplicity also has its merits, as states such as Alabama (with one CCR indicator) might be able to more easily set goals and targets for increasing student readiness because their CCR indicator produces a single percentage of ready students.

TABLE 1

Which States Have Multiple CCR Accountability Indicators?

States with one CCR indicator	States with multiple CCR indicators	States with no CCR indicator currently in use
25 states: Alabama, Arizona, Arkansas, California, Delaware, Florida, Hawaii, Idaho, Indiana, Kentucky, Massachusetts, Montana, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Texas, Virginia, Washington, West Virginia, Wyoming	**17 states:** Colorado, Connecticut, District of Columbia, Georgia, Iowa, Louisiana, Maryland, Michigan, Mississippi, Missouri, Nevada, New Mexico, Pennsylvania, Rhode Island, Tennessee, Utah, Vermont	**9 states:** Alaska, Illinois, Kansas, Maine, Minnesota, Nebraska, New Jersey, Oregon, Wisconsin

Source: State education agency websites; see appendix A.

Notes: CCR = college and career readiness. Some states might use a single label to describe multiple indicators as we classify them here. For example, Mississippi's Acceleration indicator has two components: one that measures participation in postsecondary preparatory experiences and another that measures performance in those experiences. We consider Acceleration to be two indicators in this scan. Tennessee is listed as having two indicators because one indicator is used for federal accountability and a different indicator is used for state accountability. Pennsylvania uses one indicator for federal purposes but adds a second indicator for state purposes.

INTERCHANGEABLE-MEASURE DESIGNS

Thirty-six states use a CCR indicator that treats all measures of readiness in the indicator as interchangeable. Typically, these indicators produce the percentage of students who are considered ready by completing one of multiple measures. For example, in North Carolina's ACT/ACT WorkKeys

indicator, students must either earn an ACT composite score of at least 19 or earn a Silver, Gold, or Platinum certificate on the ACT WorkKeys test as a CTE concentrator.

In North Carolina and 31 other states, the measures in at least one of their CCR indicators evaluate multiple constructs of readiness (table 2). A student's ACT score is a gauge of their readiness for college-level coursework, while ACT WorkKeys is meant to show students' readiness for the workforce, not college. Although North Carolina combines only two different measures in its indicator, other states include many more measures. For example, in Texas, the College, Career, and Military Readiness indicator expects students to complete one of 10 options. These options run the gamut from statewide tests based on college and career readiness standards to military enlistment to industry certifications, and there are special options for students with disabilities.

Contrast North Carolina and Texas with Iowa. Although Iowa also treats its readiness measures interchangeably, all its measures focus on a similar, singular construct: advanced coursework associated with postsecondary course credit. To be deemed ready, Iowa students must either earn credit through dual or concurrent enrollment or take AP courses and earn at least a 3 on an AP exam. Seven states that consider the measures in their CCR indicators as interchangeable use an indicator that evaluates only a single construct of readiness in the indicator. These indicators often include only college-ready measures (e.g., earning college credit through performance on AP or IB exams).

Key consideration. Recognizing many CCR measures across multiple constructs of readiness allows the indicator to be inclusive of different postsecondary pathways, but that nuance can get lost in the final result or percentage of students who are considered ready. Because the indicator treats completion of each option the same, the overall indicator paints an incomplete picture. Students are likely ready for very different opportunities beyond high school, depending on which option applied to those students. That said, producing a single rate of students who are prepared creates a tool for state leaders to set clear public goals for improving readiness and to use the bully pulpit to create momentum and buy-in for meeting those goals.

In states that treat all measures of readiness interchangeably, it is important to report how students demonstrate readiness, in addition to producing an overall success rate on the CCR indicator. The overall indicator can mask strengths and areas of growth for schools and school districts, which could matter enormously if some of these measures are more strongly associated with postsecondary success than others (Blagg 2025) and if there are gaps in which students or schools tend to do well on (or have access to) the stronger measures. Disaggregated data reporting, for example, can enable state leaders to know an overall readiness rate and the rate of students who are college ready versus career ready.

For more on the importance of detailed data reporting when using CCR indicators for interchangeable measures, see All4Ed's "College and Career Readiness Data Close-Up" case study on California.[5]

TABLE 2

How Do States Design Their CCR Indicators?

CCR measures interchangeable, multiple constructs	CCR measures interchangeable, single construct	CCR measures in weighted index	Single CCR measure
32 states: Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, West Virginia, Wyoming	**7 states:** District of Columbia, Georgia, Indiana, Iowa, Nevada, Rhode Island, Washington	**6 states:** Arizona, Louisiana, Missouri, New York, South Dakota, Virginia	**8 states:** Colorado, Connecticut, District of Columbia, Hawaii, Iowa, Michigan, Utah, Vermont

Source: State education agency websites; see appendix A.
Notes: CCR = college and career readiness. Because some states have multiple CCR indicators, these categories are not mutually exclusive.

SINGLE-MEASURE DESIGNS

There are other approaches to designing CCR indicators beyond treating all measures as interchangeable. Eight states use CCR indicators that include only a single measure (table 2). For example, Hawaii's indicator includes only the percentage of students who enroll in a higher education institution by the fall immediately after graduation.

Key consideration. A single-measure indicator is simple and avoids combining measures that evaluate different constructs or aspects of readiness. But it limits the number of measures a state can choose, which can be challenging if state leaders want to emphasize college, career, *and* military or civic readiness. Ultimately, this approach likely works best for states that want to prioritize a small number of CCR measures in their indicators.

CCR INDEX DESIGNS

In contrast, six states use a weighted index of CCR measures, where some measures, or combinations of measures, are worth more points in the accountability system (table 2). Missouri's Success-Ready Students indicator includes two components: one based on assessments and one based on coursework. For the assessment-based component, students are assigned between 0.25 and 1.25 points based on their scores on various college or career readiness tests, including the ACT, the SAT, the AFQT portion

of the ASVAB, the College Board's ACCUPLACER, and the ACT WorkKeys test. For the coursework component, students receive 1.0 point if they earn at least a B in an AP or IB course, at least a B in a dual credit course, an industry-recognized credential, two stackable credentials, or the Distinguished or Accomplished achievement level in Project Lead the Way. Students net 1.5 points for earning at least a 3 or 4 on an AP or IB exam, respectively. A high school's overall score is determined by the weighted average of the points its students accumulate.

A few states using indicators that treat their CCR measures interchangeably also use design features to reward students achieving particular measures. Delaware's College and/or Career Preparedness indicator gives students who demonstrate readiness for college *and* career bonus points in the final indicator calculation. Students who show readiness in either college or career are counted as 1 in the numerator of the calculation, while those meeting both kinds of readiness are counted as 1.1 (i.e., a 10 percent bonus). A school's score is determined by the weighted average.

Key consideration. Creating a CCR index can allow states to include multiple measures of readiness in their indicators without conflating them as equal. A CCR index allows a state to provide incentives for certain measures or reward students who go beyond a minimum level of readiness or demonstrate readiness in multiple ways or in multiple areas. That said, a weighted index can be complicated to explain to parents, educators, and the public. The simple bonus structure Delaware uses could be easier to understand than the more complicated indexes used in the six states with this approach.

Moreover, just like the states with multiple measures that are treated interchangeably in their CCR indicators, it is important for states using indexes or bonus points to report how many students overall, and in each group, achieved the different levels of readiness so that it is clear where schools are excelling and where they might be struggling. The total number of points a school in Missouri might earn, for example, is less useful for informing the public and for driving school improvement efforts than a detailed report showing which students earned points across each component.

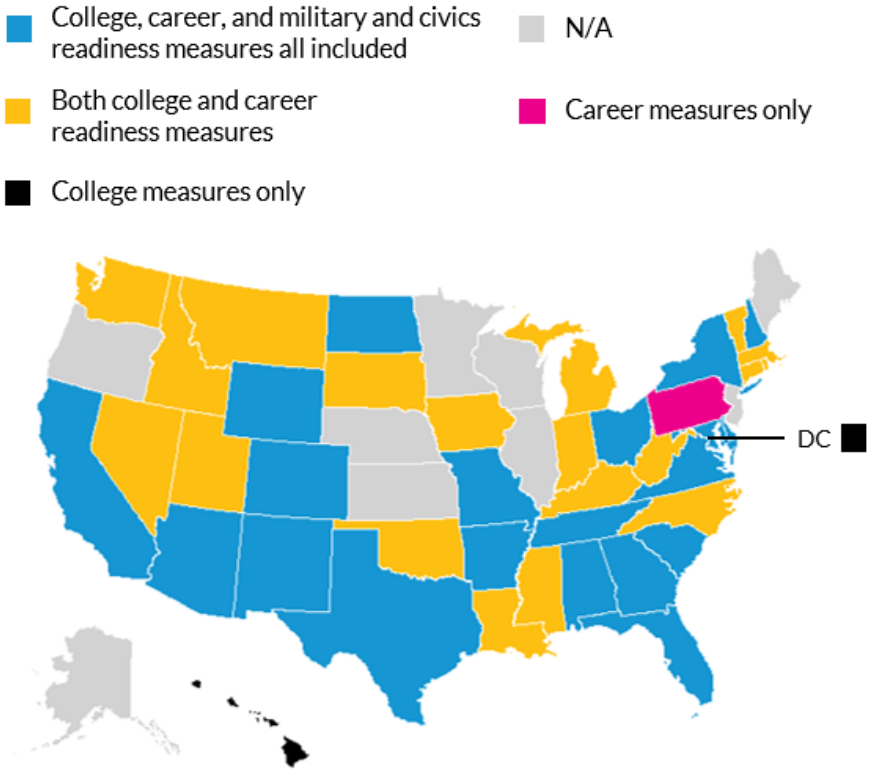
Components

In addition to these variations in CCR indicator design, states have made different choices regarding the readiness measures they include. At a basic level, most states choose measures that capture both college *and* career readiness (39 states), but 20 of these 39 states also include components that address military or civic readiness. But only North Dakota *requires* students to demonstrate readiness in multiple areas: college and career, college and military, or career and military. To learn more about North Dakota's indicator, see box 3.

Every state with a CCR indicator except Pennsylvania includes college readiness measures. And every state except Hawaii and the District of Columbia includes career readiness measures. But only 20 states include a military or civic readiness measure, and military readiness measures are more common than civic readiness measures among this group (figure 2).

FIGURE 2

Which States Measure College, Career, or Military and Civics Readiness in Their CCR Indicators?



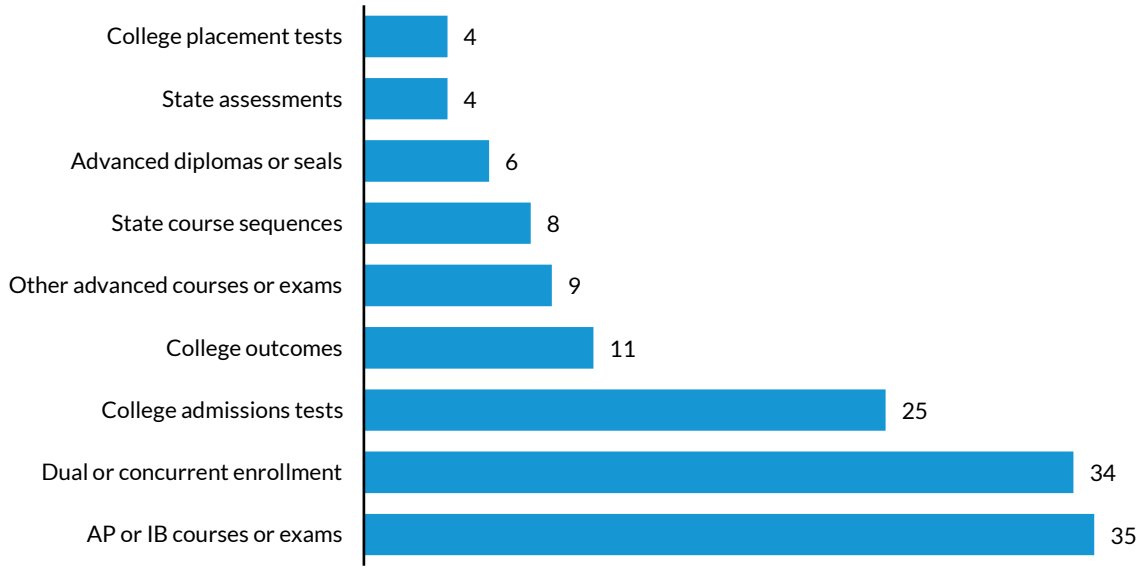
Source: State education agency websites; see appendix A.
Note: CCR = college and career readiness.

MOST COMMON MEASURES

The most common college readiness measures include AP or IB courses and exams (35 states); dual or concurrent enrollment coursework, including early college high schools (34 states); and college admissions test scores (25 states). College outcomes such as enrollment (11 states), other advanced coursework and exams associated with college credit outside AP and IB programs (9 states), completion of state-defined preparatory coursework (8 states), and advanced diplomas or diploma seals or endorsements (6 states) are less common (figure 3). A state-by-state breakdown of college readiness measures is in appendix table B.2.

FIGURE 3

Which College Readiness Measures Are Most Common across States?



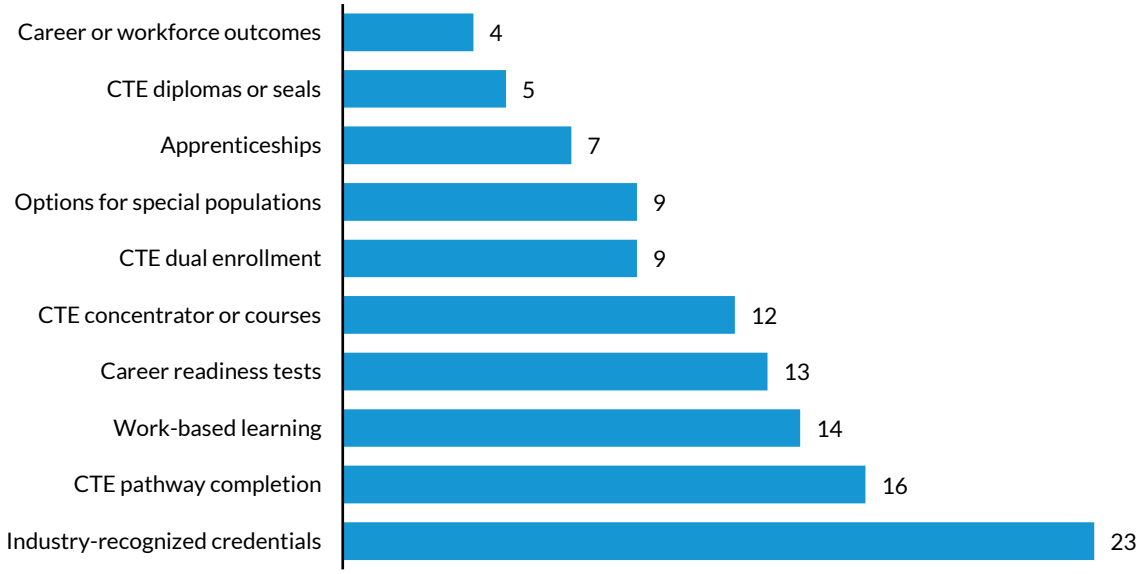
Source: State education agency websites; see appendix A.
Notes: AP = Advanced Placement; IB = International Baccalaureate. College outcomes include data gathered after students have completed high school (e.g., college enrollment) or acquisition of college credentials (e.g., an associate degree) during high school.

Compared with college readiness, there is more variance in measures states use to assess career readiness. The most common measures include earning industry-recognized credentials (23 states) and completion of a CTE pathway, which typically involves three CTE courses in a single program of study and, sometimes, a culminating assessment or capstone (16 states). Work-based learning or internships (14 states), ACT WorkKeys and career readiness assessments (13 states), and either taking or completing one or two CTE courses (i.e., to become a CTE concentrator) but short of an entire pathway (12 states) are the next-most-common choices (figure 4). Nine states include readiness measures that

are applicable only to certain groups, typically students with disabilities (some states explicitly limit this option to students with significant cognitive disabilities only). A deeper analysis of career readiness measures, by state, is in appendix table B.3.

FIGURE 4

Which Career Readiness Measures Are Most Common across States?

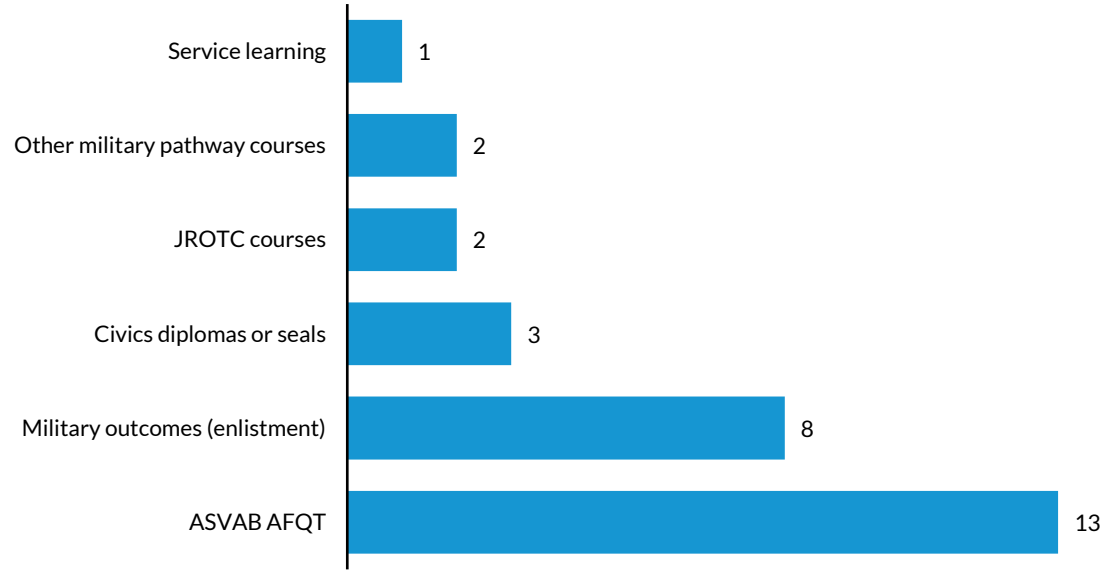


Source: State education agency websites; see appendix A.
Notes: CTE = career and technical education. Career or workforce outcomes include data gathered after students have completed high school (e.g., employment) or acquisition of credentials (e.g., credentials awarded by a state's postsecondary institutions) during high school. Options for special populations include measures that are applicable only for groups of students, such as English learners or students with disabilities.

Finally, although military and civic readiness measures are less ubiquitous as a component across states' CCR indicators, one measure is nearly always included when it is measured: student performance on the AFQT. The AFQT consists of 4 of the 10 subtests on the ASVAB: Arithmetic Reasoning, Mathematics Knowledge, Paragraph Comprehension, and Word Knowledge.[6] Thirteen of the 20 states with a military or civics component in their CCR indicators measure student performance on the AFQT. Military enlistment (or acceptance for enlistment) after high school is the second-most-common measure and used in eight states (figure 5), a postsecondary *outcome* as opposed to the other more typical college and career readiness measures gathered while students are in high school. But these data appear to be self-reported by districts; state longitudinal data systems (SLDSs) do not link directly to enlistment data maintained by the Department of Defense at this time (Data Quality Campaign 2024). See appendix table B.4 for additional state-by-state data on these measures.

FIGURE 5

Which Military and Civic Readiness Measures Are Most Common across States?



Source: State education agency websites; see appendix A.
Note: ASVAB AFQT = Armed Services Vocational Aptitude Battery Armed Forces Qualification Test; JROTC = Junior Reserve Officer's Training Corps.

Key consideration. States use many potential college and career readiness measures, and most of these appear to be at least somewhat associated with success after high school (Blagg 2025). That said, measures of military readiness and, particularly, civic readiness are less developed and varied. State leaders who would like to emphasize civic readiness could consider learning from states that have already included these measures in their CCR indicators, such as North Dakota (measuring completion of community service), North Dakota and Illinois (measuring, or will be measuring, students' participation in extracurricular activities), and Missouri (measuring students' acceptance into the Peace Corps, AmeriCorps, and other service programs after high school). North Dakota's Choice Ready indicator stands out among states for the variety of unique measures included relative to other states, including its definition of Essential Skills that are competencies required of all students, whether they choose college, career, or military pathways. North Dakota is also the only state that requires students to be ready in multiple areas: college *and* career, college *and* military, or career *and* military (box 3).

Civic readiness is an area where research could be most helpful to develop and evaluate the viability, value, and potential unintended consequences of new measures that have yet to be deployed in accountability systems and that could capture important competencies related to civics and citizenship. That said, whenever state leaders are interested in exploring new CCR measures to

emphasize important student skills and attributes they feel are not reflected in their current measures, they should bear in mind that not all measures are well suited for accountability and might be better used for other purposes. As Campbell's Law warns, the more important a single measure is for decisionmaking, the more likely that measure is to be manipulated and corrupted.

BOX 3

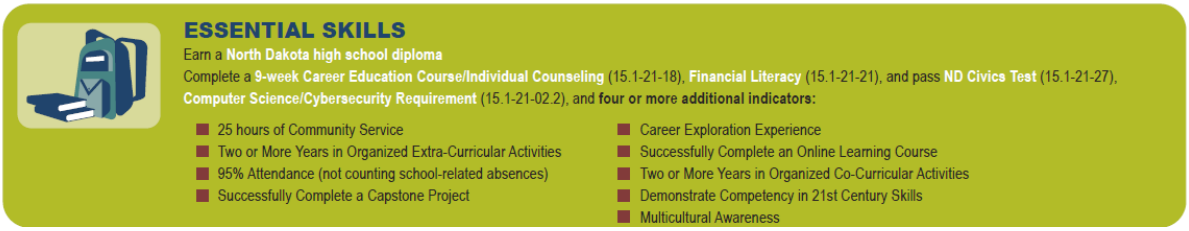
North Dakota's Choice Ready Framework

North Dakota's indicator, Choice Ready,[a] is notable both for its unique design and for its distinctive measures, some of which are not easily classified as college, career, or military readiness but that state leaders have identified as representing skills and competencies students need to thrive.

Specifically, the Choice Ready indicator starts with a list of Essential Skills required of all students (see the first figure below). Many of these measures are not commonly seen in other CCR indicators and are aligned with the state's graduation requirements. The measures include earning a diploma but also a nine-week career exploration course, financial literacy coursework, computer science coursework, and a passing grade on the state civics test.[b] Beyond that, students need to demonstrate other competencies by completing at least four of the following:

- completing at least 25 hours of community service
- participating for two years in an organized extracurricular activity (e.g., athletics)
- participating for two years in an organized cocurricular activity (e.g., school newspaper)
- attending school consistently (i.e., 95 percent attendance rate)
- completing a capstone project
- completing a career exploration experience (e.g., a career fair or industry presentation)
- completing an online learning course
- demonstrating competency in 21st-century skills (i.e., the 4 Cs: collaboration, creativity, communication, and critical thinking)
- demonstrating multicultural awareness (e.g., earning a Seal of Biliteracy or taking a course on tribal history or culture)[c]

North Dakota's Essential Skills

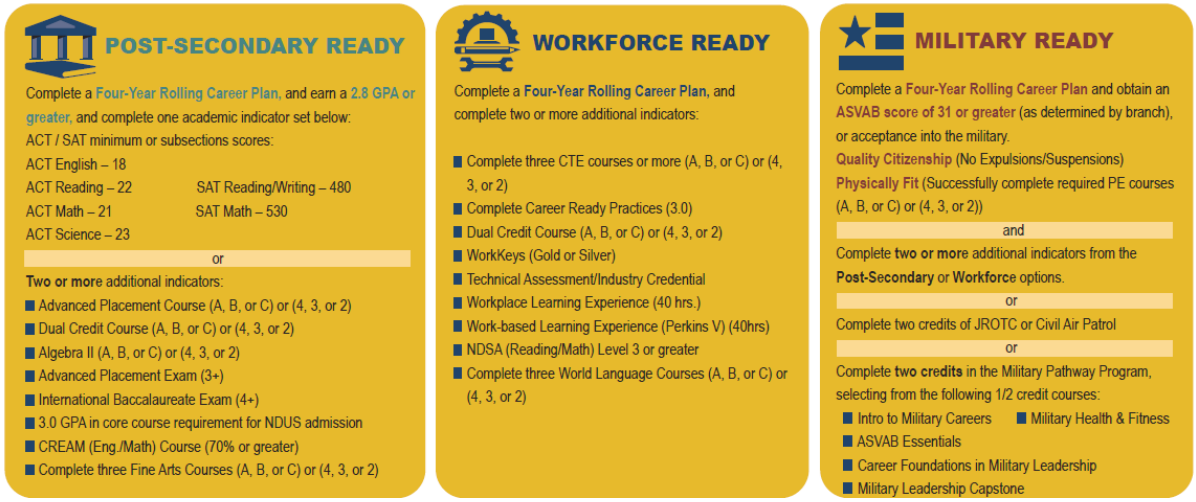


Source: North Dakota Department of Public Instruction, "North Dakota Choice Ready" (Bismarck: North Dakota Department of Public Instruction, 2025). Reprinted consistent with fair use guidelines from the North Dakota Division of Public Instruction.

Students who obtain the essential skills then need to show readiness in two of three areas to be deemed choice ready: Post-secondary Ready, Workforce Ready, or Military Ready (see the figure below).

The measures in these categories are similar to those used in other states but still include some less common measures (e.g., a GPA requirement for Post-secondary Ready and no expulsions or suspensions in Military Ready). Notably, North Dakota is the only state that includes measures across multiple areas in its CCR indicator (i.e., college, career, and military or civic options) where it is insufficient for students to show readiness for just one path. The indicator is deliberately designed to provide incentives for high schools to help students have meaningful choices for their futures and not be relegated to a single pathway.

Post-Secondary, Workforce, and Military Ready in North Dakota



Source: North Dakota Department of Public Instruction, "North Dakota Choice Ready" (Bismarck: North Dakota Department of Public Instruction, 2025). Reprinted consistent with fair use guidelines from the North Dakota Division of Public Instruction.

[a] "Choice Ready," North Dakota Department of Public Instruction, accessed June 30, 2025, https://www.nd.gov/dpi/districtsschools/essa/accountability-support-improvement/choice-ready.
[b] "North Dakota Civics Test," North Dakota Department of Public Instruction, accessed June 30, 2025, https://www.nd.gov/dpi/districtsschools/assessment/north-dakota-civics-test.

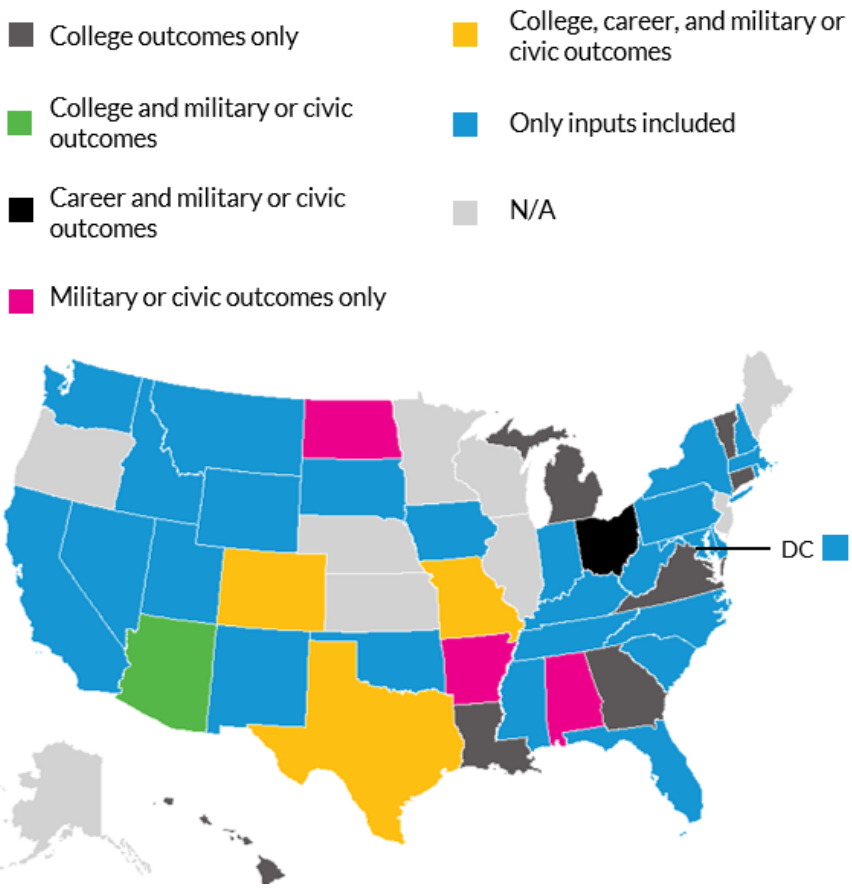
[c] North Dakota Department of Public Instruction, "North Dakota Choice Ready Guidance" (Bismarck: North Dakota Department of Public Instruction, 2025).

INPUTS VERSUS OUTCOMES

Although states have made progress linking their K–12 longitudinal data to data systems for higher education and workforce, most states avoid using postsecondary outcomes data in their CCR indicators, even though, arguably, these measures would provide a more accurate accounting of whether students were in fact ready for postsecondary education and the workforce. Twenty-seven of the 42 states using CCR indicators exclusively use input measures collected while students are in high school (figure 6).

FIGURE 6

Which States Include Student Postsecondary Outcome Measures in Their CCR Indicators?



Source: State education agency websites; see appendix A.
Notes: N/A = not applicable. Outcomes include data gathered after students have completed high school (e.g., college enrollment or employment) or acquisition of postsecondary credentials (e.g., associate degrees) during high school.

The reliance on proxy measures over outcomes is most pronounced among states' career readiness measures. Just four states include a career or workforce outcome in their CCR indicators. In Colorado, Missouri, and Ohio, the measures focus on acceptance and enrollment in programs for workforce training and apprenticeships after high school (akin to college enrollment measures). Missouri also includes employment within six months of high school graduation, though this measure (and its measure of student enrollment in further vocational training, the Peace Corps, or other national community service programs) are self-reported and not collected using the state's SLDS. Texas counts students who earn a Level I or II certificate from a Texas higher education institution in its CCR indicator. Although this measure is not collected after high school, we still deem it an outcome because acquisition of these certificates (similar to students earning associate degrees in high school) would be considered an outcome if the state extended the time frame over which students could acquire them (e.g., within a year or two of high school graduation).

On the college readiness side, 11 states include outcomes in their CCR indicators. Most use college enrollment within a certain period following graduation, though some states (e.g., Arizona and Missouri) appear to rely on self-reported data rather than data from the National Student Clearinghouse[7] or their SLDS. Louisiana, Texas, and Virginia are included here only because they consider students' acquisition of an associate degree *during* high school, but the states do not include any data collected on students beyond graduation. Georgia is the only state that measures college enrollment in credit-bearing coursework, even though entering college-level coursework without needing remediation is likely a better predictor of postsecondary success than college enrollment alone.[8]

Key consideration. If states rely on proxy measures in their CCR indicators and exclude any student outcomes, research has shown that the indicator might not fully reflect students' abilities to succeed after high school—and the indicator might be excluding many readiness measures more strongly associated with postsecondary success than the measures states currently value (Blagg 2025; Zhou 2023). Given that ESSA requires all states to report postsecondary enrollment data for recent high school students on state and district report cards, at least one outcome measure of college readiness is already widely available.

Workforce and military or civic outcomes for recent high school students are more challenging to come by, particularly if a state does not want to use less reliable, self-reported data. If state leaders are unwilling to include only *college* outcomes in their CCR indicators (which can be obtained through their SLDS or the National Student Clearinghouse) and would like to have an outcome from at least two, if not all three, areas of readiness, states should prioritize upgrading their SLDSs and building the data infrastructure to link their K–12 data with their workforce data systems, including enrollment in

vocational training programs and registered apprenticeships. Where employment wage records data are already integrated, states can also leverage those data to evaluate the strength of their CCR measures, for example, by examining median wages for students who met each benchmark, unpacking the relationship between readiness activities and real earnings. State leaders and their membership organizations could also work together to approach the Department of Defense to find solutions for accessing more accurate and secure military enlistment data for recent high school graduates (Data Quality Campaign 2024).

Further, state leaders should engage with district and school leaders as they consider using outcomes data to discuss any concerns they might have using these data for accountability, which might feel less in their direct control than the proxy measures states have tended to emphasize. One solution, for example, might be to initially give outcomes-based measures a lower weight in the overall accountability system than input-based measures, or use them exclusively for reporting purposes for a few years. State leaders could also learn from their peers in states already using outcomes-based measures to discuss how they worked with their communities to secure buy-in for using postsecondary outcomes in their CCR indicators.

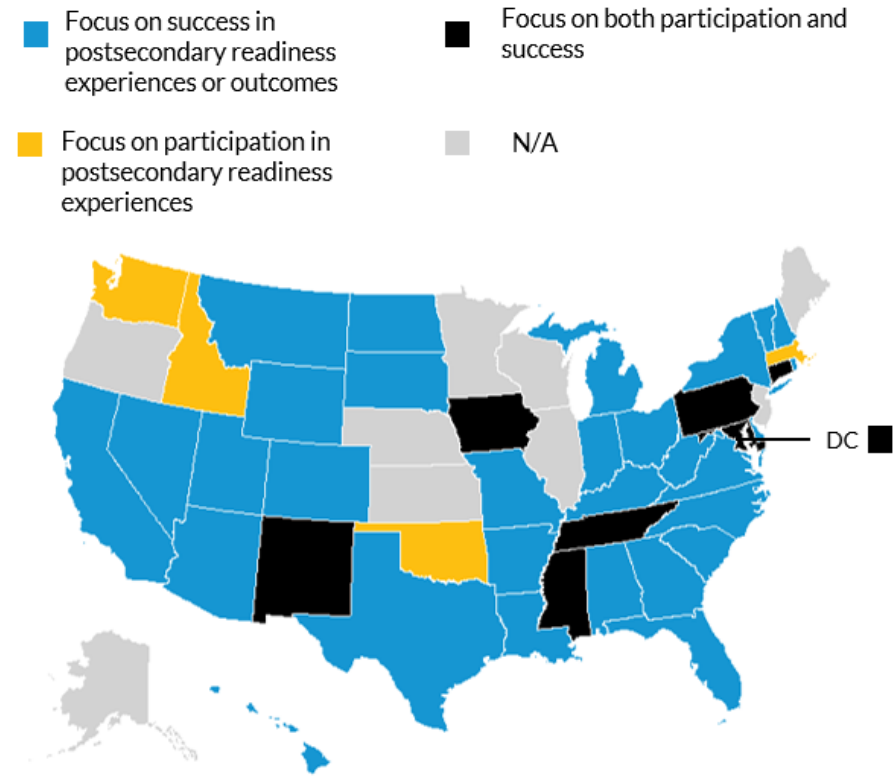
ACCESS VERSUS SUCCESS

States include indicators in their accountability systems to send a signal to district and school leaders about the measures that matter—and, subsequently, encourage those leaders to focus on improving student performance on certain measures. In the case of CCR indicators, it is clear some state leaders mostly want to prioritize *access*. In four states, the CCR indicators send a signal to practitioners that they should focus on expanding student participation and enrollment in experiences that prepare them for future education and work. For example, Oklahoma measures the rate of students who participate in advanced courses such as AP, IB, dual and concurrent enrollment, internships, or Career Tech coursework leading to industry certification.

On the other hand, in 30 states, state leaders use their CCR indicators to send a signal to focus on improving student *success* in postsecondary readiness experiences. Rhode Island's Postsecondary Success indicator counts students who earn at least three college credits through dual or concurrent enrollment, a 3 on an AP exam, a 5 on an IB exam, or an industry-recognized credential. Eight states use indicators that send both signals, emphasizing access *and* success concurrently. For example, 70 percent of New Mexico's CCR indicator considers student success in readiness activities, while 30 percent considers participation in those activities (figure 7).

FIGURE 7

Which States Focus on Student Participation, and Which Focus on Student Success in Their CCR Indicators?



Source: State education agency websites; see appendix A.
Notes: N/A = not applicable. Success means passing a course (i.e., a benchmark where students could be counted in the indicator by earning a D or by attending 50 percent of the course would be classified as focusing on access rather than on success).

Key consideration. When measuring student access or student success on CCR measures, states might not need to be either/or but rather both/and. Given known disparities across geographies and demographics in access (ExcelinEd 2018, National Center for Education Statistics 2024, Patrick, Socol, and Morgan 2020), using CCR indicators to encourage increasing participation in experiences that prepare high school students for further education, training, and careers is worthwhile for state leaders to pursue. And given the research showing that student success on the measures in CCR indicators tends to be more strongly associated with positive postsecondary outcomes (e.g., a credit-bearing score on an AP exam is linked with better outcomes than enrollment in an AP course) (Blagg 2025), it makes sense for state leaders to focus on successful completion in their indicators if those long-term outcomes are important to them. Ultimately, choosing to focus on success or access (or both) boils down to the goals state leaders want these indicators to accomplish.

Benchmarks

Although there is much consensus around the measures states include in their CCR indicators, states have taken more varied approaches to setting benchmarks on those measures and determining what is good enough for a student to be considered ready or, for states that use a CCR index design, to net the most points for their high school. These variations in setting benchmarks manifest in three ways:

1. The score (for test-based measures), grade (for course-based measures), or other standards a state determines are needed to show sufficient completion of the measure
2. The number of pieces of evidence required (e.g., one dual or concurrent enrollment course versus multiple courses) to show sufficient completion of the measure
3. Whether completion of a measure is sufficient on its own or if it must be combined with another measure

Rather than an exhaustive discussion, we provide examples of each kind of variation here (for information about a state's particular benchmarks, see appendix A).

DIFFERENT STANDARDS OF SUCCESS

One of the clearest examples of this trend within CCR indicators is how states incorporate AP and IB coursework and exams. Some states focus on *access* to advanced courses such as AP and IB courses, while other states measure *success* in these courses. Across the latter group, however, there are also various standards for what success means (table 3). In 10 states, it is sufficient (or at least worth partial credit) for students to complete or pass AP or IB courses. These benchmarks do not consider

performance on associated AP or IB exams, which has a stronger correlation with positive postsecondary outcomes than AP or IB enrollment or AP or IB course grades (Blagg 2025).

That said, in seven of these states (Georgia, Louisiana, Missouri, Nevada, New York, North Dakota, Tennessee, and Virginia), meeting a college-ready benchmark on an AP or IB exam is also considered, either by being included in another indicator (for states using multiple CCR indicators) or by being worth more points than passing the course (in a CCR index). Twenty-eight states consider student performance on AP exams in a CCR indicator. AP exams stand out for being one of the only measures with a consistent benchmark across states' CCR indicators: each of the 28 states requires a student to earn a 3 or better on at least one AP exam. With IB exams, there is almost a similar level of consensus, with 22 (of 26) states accepting exam scores of 4 or better in some fashion. (Kentucky, Rhode Island, and Virginia stand apart for requiring a 5 or better, at least on certain IB exams.)

TABLE 3

What Benchmarks Do States Use Related to AP and IB Coursework in Their CCR Indicators?

Participation in AP or IB courses	Successful completion of AP or IB courses (i.e., course grades)	Scores on AP or IB exams
10 states: Connecticut, District of Columbia, Idaho, Maryland, Massachusetts, Mississippi, New Mexico, Oklahoma, Tennessee, Washington	**10 states:** Arkansas, Georgia, Louisiana, Michigan, Missouri, Nevada, New York, North Dakota, Utah, Virginia	**28 states:** Alabama, Arizona, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Iowa, Kentucky, Louisiana, Maryland, Mississippi, Missouri, Nevada, New Hampshire, New Mexico, New York, North Dakota, Ohio, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, West Virginia, Wyoming

Source: State education agency websites; see appendix A.
Notes: AP = Advanced Placement; CCR = college and career readiness; IB = International Baccalaureate. Because some states have multiple CCR indicators, these categories are not mutually exclusive.

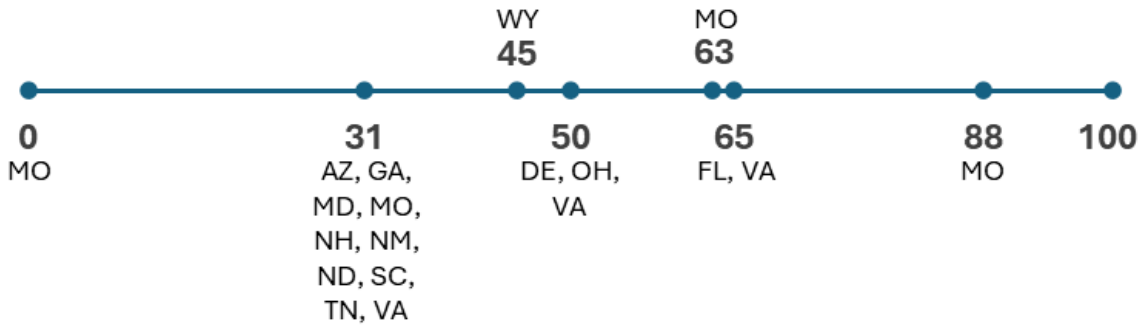
That consensus breaks down as we explore other CCR measures, particularly states' career readiness measures. For example, one of the most common measures is successful completion of a CTE course pathway (which typically requires at least three courses in the same program of study and can include a capstone course or an end-of-pathway assessment). Unlike AP exam scores, end-of-pathway assessments and capstone experiences vary across states (and tests and capstones are not always a pathway completion requirement in the indicator). Some states also specify the specific course grades a student needs in their CTE pathway, while other states do not. Alabama, for example, expects students to earn at least a C in each of the CTE courses within an approved program of study, including at least one credit in a CTE program foundation course, a CTE program concentrator course, and a CTE

program capstone (which could include work-based learning). To be deemed ready in Kentucky, students must pass a state-developed CTE end-of-program assessment that aligns with a CTE career pathway and statewide articulation agreements and is based on standards state employers identified. In contrast, some states have set a less rigorous benchmark and consider students ready for being a CTE concentrator (which typically requires only two CTE courses in a program of study) or earning credit for completing a single CTE course. Montana students are included in the state's indicator by achieving CTE concentrator status: completing at least two credits or four semesters of CTE coursework in an approved Montana pathway.

It might be unsurprising for states to use different benchmarks and standards when determining whether students are ready based on course pathways (given that curriculum and instructional choices are state-specific), but test-based CCR benchmarks also vary. This is particularly true for states using the ASVAB AFQT as a measure of military readiness. Ten of the 13 states using the AFQT give full (or partial) credit in their CCR indicator to students who score a 31 out of 100 (i.e., the 31st percentile). A 31 is the minimum score to enlist in any branch of the military but will generally not lead to recruits having a wide range of military job choices, nor being eligible for enlistment incentives.[9] Other states use dramatically different AFQT thresholds (figure 8). In Missouri, students earn a quarter-point bonus (i.e., 1.25 points) in the index for scoring at or above the 88th percentile, but taking the ASVAB, regardless of score, earns a student 0.25 points. Other states choose benchmarks of 45, 50, 63, and 65, though these scores sometimes equate to partial credit or a bonus if the state is using a CCR index. Florida and Virginia set the highest bar (65) for full credit on the AFQT.

FIGURE 8

What Benchmark Scores Do States Use on the AFQT in Their CCR Indicators?



Source: State education agency websites; see appendix A.
Notes: AFQT = Armed forces Qualification Test. Missouri and Virginia are associated with multiple benchmarks because they use an index design that awards partial credit, full credit, or bonus points based on various AFQT scores. Full credit, or 1 point, in Missouri is awarded for a score of 63, while it takes a 65 to earn a full point in Virginia.

DIFFERENT DOSAGE LEVELS

States also expect students to participate or succeed a varying number of times on the same measures. Participation or successful completion of dual or concurrent enrollment is another common CCR measure. In most states, a single dual or concurrent enrollment course experience is sufficient to get credit on a state's CCR indicator. But some states will not deem a student ready without them completing two, three, or even four dual credit courses (i.e., at least 12 credit hours) (table 4). For example, Ohio expects students to earn at least 12 college credits through dual enrollment, early college high school, or CTE courses in its College, Career, Workforce, and Military Readiness indicator; this is aligned with the state's College Credit Plus program, which allows students to access dual credit from a public college or university for free.[10]

TABLE 4

How Much Dual or Concurrent Enrollment Is Enough to Be Included in the State's CCR Indicator?

One course	Two courses	Three or more courses
27 states: Alabama, Arizona, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Mexico, New York, North Dakota, Oklahoma, Rhode Island, Texas, Utah, Vermont, Washington, West Virginia, Wyoming	**5 states:** California, Connecticut, Nevada, New Hampshire, South Carolina	**5 states:** Arkansas, Nevada, Ohio, Tennessee, Virginia

Source: State education agency websites; see appendix A.

Notes: CCR = college and career readiness. Connecticut requires one course in its Readiness indicator (based on earning course credit) but requires two courses in its Preparation indicator that measures course enrollment. Nevada requires two courses in its Preparation indicator (based on earning course credit) and requires four courses in its Completion indicator (which is also based on earning course credit). Arizona and Missouri allow students to accumulate additional points in their CCR index if students complete multiple dual credit courses, and Mississippi and Rhode Island include a bonus if students complete more than one course. Similarly, Virginia requires three dual credit courses with a C grade to earn a full point in its CCR index but awards partial credit for one to two dual credit courses. In California, New Hampshire, and Tennessee, if a student shows their readiness only via dual enrollment, multiple dual enrollment courses are required. But students in these states can combine a single dual credit course with another measure to be deemed ready. In Louisiana, New York, North Dakota, and Wyoming, completion of dual and concurrent enrollment courses must be coupled with another CCR measure.

DIFFERENT COMBINATIONS OF MEASURES

States also make various choices regarding whether a CCR measure can stand alone to determine students' readiness or whether it must be completed in combination with another measure (table 5). Recall, some states *provide incentives for* completion of multiple measures through bonus points or by using a CCR index, but other states *require* multiple measures. California's College/Career Indicator requires "Prepared" students to complete experiences from a list of college or career readiness options, but several options have multiple components. For example, students who complete the A through G

course sequence required for admission to a University of California or California State University institution[11] must also show proficiency (level 3) in ELA or math on state assessments and score level 2 in the other area, complete one semester of academic or CTE dual credit courses with a grade of at least a C–, earn a 3 or higher on an AP exam (or 4 or higher on an IB exam), or complete a CTE pathway.

Wyoming uses a Post-Secondary Readiness Indicator with separate college, career, and military measures, each of which requires students to meet multiple metrics. In the military-ready option, students must earn an AFQT score of 45 and complete a college preparatory curriculum that meets either the Opportunity, Performance, or Honor success curriculum for the state's Hathaway Scholarship program or complete two concentrator courses in a single CTE program of study.[12] In the career-ready option, students must complete two CTE concentrator courses within a CTE program of study and earn a state-approved industry-recognized certification in that area.

TABLE 5

Which States Require Students to Meet Benchmarks across Multiple Measures in Their CCR Indicators?

All options for showing readiness require meeting benchmarks across multiple measures	Some options for showing readiness require meeting benchmarks across multiple measures	Provide incentives for showing readiness by meeting benchmarks across multiple measures through an index or with bonus points	All options require meeting benchmarks in a single measure
2 states: North Dakota, Wyoming	**10 states:** California, Florida, Georgia, Mississippi, New Hampshire, North Carolina, Ohio, South Carolina, Tennessee, West Virginia	**7 states**: Arizona, Delaware, Louisiana, Missouri, New York, Rhode Island, Virginia	**23 states:** Alabama, Arkansas, Colorado, Connecticut, District of Columbia, Hawaii, Idaho, Indiana, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Montana, Nevada, New Mexico, Oklahoma, Pennsylvania, South Dakota, Texas, Utah, Vermont, Washington

Source: State education agency websites; see appendix A.
Note: CCR = college and career readiness.

Key consideration. State leaders need additional research (and more guidance based on existing research) to explore whether different standards of preparedness on a CCR measure are correlated with stronger postsecondary outcomes. Equitable access to AP courses remains a challenge, but because of the relatively strong research base behind the AP program (College Board 2023) and the buy-in of colleges and universities to accept certain scores for course credit, it is hardly surprising to see

so many state leaders coalesce around using a 3 or higher on an AP exam as the standard for readiness in their CCR indicators.

But most CCR measures currently in use lack (or would benefit from more) robust research, external validation, and policy guidance, particularly in the career readiness space (e.g., to support decisions about which industry-recognized credentials to include, evaluation standards for work-based learning experiences, and CTE pathway completion standards) (Education Strategy Group 2019). For example, we know many industry-recognized credentials have little value in the labor market, but states need support sifting through which credentials are in demand by employers and which are not (Schneider et al. 2025). An AFQT score of 31 precludes new recruits from many of the highest-paid and most sought-after military career tracks, but it is sufficient to enlist.[13] This is a clear rationale for states to use a 31 as the AFQT standard for a CCR indicator, and it is hard for those without context or firsthand military experience to understand the distinction between a Category II (65+) score and a Category III (31+) score on the AFQT. More research and guidance need to be available to state leaders to help them evaluate the merits of various benchmarks on different measures.

Research and evaluation of CCR measures should also explore how a particular dosage of a CCR activity (e.g., earning 3 dual or concurrent enrollment credits versus 12 credits) is related to postsecondary outcomes, as well as how students who complete combinations of measures fare beyond high school compared with those who complete a single measure (e.g., is completing a college-ready measure and a career-ready measure associated with better outcomes than doing one or the other?). Such studies could help state leaders refine their CCR benchmarks to emphasize the measures that are shown to be particularly effective at predicting future student success.

To build on the current research base and to address potential gaps, state leaders should also consider using their state SLDS and investing in their own evaluations of existing CCR measures—particularly those that are unique to their state (e.g., earning an advanced diploma or diploma seal or completing CTE pathways)—to determine whether the standards associated with each measure are in fact predictive of success after high school. The data would be even richer if a state SLDS could be connected to labor market information that allows state leaders to see the wages students earned (Hanson 2025). In addition, particularly for CCR measures that are not unique to one state and are evaluated externally (e.g., the AFQT), state leaders should collaborate with one another to share research, discuss best practices and pitfalls, and work toward a consensus regarding shared definitions of success. This could help state leaders determine which industry-recognized credentials, for example, should and should not be considered credentials of value that are worth prioritizing in their CCR indicators.

Transparency

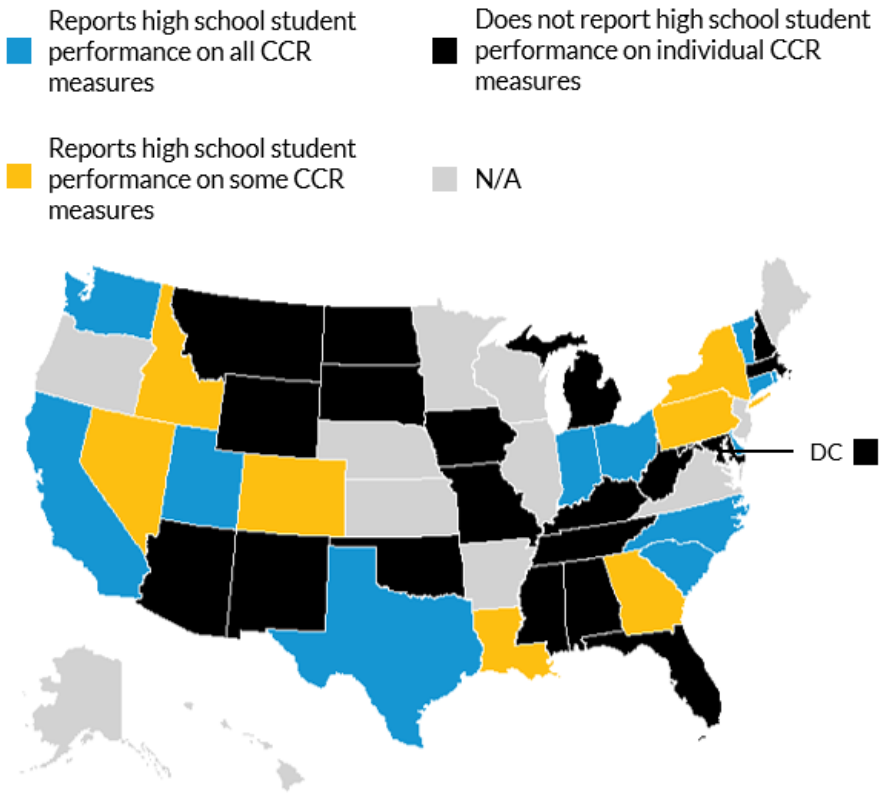
State accountability systems serve two purposes: (1) to identify schools where students are struggling to meet state expectations and where additional resources, interventions, and supports should be provided by the state and the school district; and (2) to inform parents, policymakers, and the public about school quality. How CCR indicators are reported affects how well those indicators can support both of these broader purposes.

Given that there are well-documented disparities in student access to postsecondary preparatory activities—and students' performance in those activities (ExcelinEd 2018, National Center for Education Statistics 2024, Patrick, Socol, and Morgan 2020; Zhou 2023)—across different demographic groups, disaggregating CCR indicators is essential to ensure these data can provide sufficient resources and target supports where they are most needed. All but eight states (Arizona, Colorado, Louisiana, Missouri, Montana, New York, Ohio, and South Carolina) report their overall CCR indicator disaggregated by all federally required racial and ethnic groups, sociodemographic status, disability status, and English learner status in a school. But seven additional states fully disaggregate their high school CCR indicators only when they report school-level data. Fifteen states do not fully disaggregate their CCR indicators by student group for district- or state-level reporting (the eight states above, plus Maryland, Michigan, Nevada, New Hampshire, Pennsylvania, Rhode Island, and Texas).

Disaggregating CCR indicators across key student demographics is not the only way the data need to be broken down to maximize their utility for school and district improvement and public transparency. Because states include so many different measures in their CCR indicators, it is also instructive to report which options students achieved to be counted as ready (or, in CCR index states, how many students completed each option associated with each point level). Publicly reporting disaggregated student performance on each component in CCR indicators is an area where state leaders could significantly improve. Just 12 of the 42 states with CCR indicators report data on each CCR measure in their indicators (figure 9). But 4 of these states (Delaware, Ohio, Texas, and Washington) do not report the individual CCR measure data disaggregated for each individual group of students (and in South Carolina, individual student group data are available only by downloading a separate Excel file).

FIGURE 9

Which States Report Student Data on Each of the CCR Measures in Their Indicators Individually, as Well as the Indicator as a Whole?



Source: State education agency websites; see appendix A.
Notes: CCR = college and career readiness; N/A = not applicable. Hawaii's sole CCR indicator includes one measure, so there is no need to disaggregate further. Arkansas's and Virginia's CCR indicators cannot be evaluated, as they will be reported for the first time in fall 2025.

Key consideration. Updating public report cards to show not only overall readiness rates but also data on students completing each readiness measure within a state's CCR indicator would enable state education leaders to better understand differences in access and success across districts, communities, and student groups within each measure. It would also enable more detailed analysis than an overall readiness rate. State leaders could know the percentage of students who are college ready versus career ready, as well as the rate of students who are ready for both (as students might demonstrate readiness on multiple measures but be counted only once in the state's CCR indicator). This kind of analysis could then enable districts and schools to provide better resources and student support. If the predominant way students in one of a district's high schools demonstrates readiness is through dual or concurrent enrollment, while another high school's students are mostly earning industry-recognized

credentials, it opens the door for conversations to be sure students in both those schools have equal access to all college and career readiness opportunities.

All4Ed provides examples of this in its close-up on California's detailed CCR reporting. We show two high schools where similar performance on the overall CCR indicator masks stark differences. One school excels at supporting students to take and pass dual credit courses, while another excels in ensuring students meet the course requirements to enter the state's university system (two possible college-readiness measures in California). We also show how, within one of those high schools, two student groups with the same readiness rate overall got that result through two different approaches. "Without this nuanced readiness data, parents, educators, school and district leaders, and policymakers would be left in the dark about the differences in performance between student groups on various readiness measures."[14]

Conclusion

Our education system faces not only an economic imperative to deliver for employers but also a much greater moral imperative to prepare our students for lifelong learning, meaningful careers, and fulfilling lives. When measuring whether the education system is meeting the mark, governors and other state leaders have a starting place in the data 42 states are using to hold high schools accountable for college, career, military, and civic readiness.

In general, the measures in these CCR indicators are predictive of positive student outcomes (Blagg 2025), inclusive of multiple postsecondary pathways, and collected consistently and uniformly across districts thanks to investments in SLDS infrastructure—though they are not collected consistently and uniformly across states. Career and military or civic readiness measures are less established (in terms of the consistency of states' benchmarks for career readiness and the number of measures in use), but states have come a long way in developing high-quality CCR indicators to use for school accountability over the past decade. At this point, states' CCR indicators no longer need to be designed from scratch. The work is to refine and strengthen them. For example, All4Ed found that many states' CCR indicators might be undermeasuring how well students are prepared for postsecondary education (Zhou 2023).

Given their near-universal reach, federal policymakers should consider (1) requiring all states to include at least one CCR indicator in their accountability systems in the future, (2) better aligning and connecting the indicators and data used in ESSA (which includes requirements for public school accountability and report cards) and the Carl D. Perkins Career and Technical Education Act (which

includes requirements specific to secondary and postsecondary CTE programs), and (3) updating federal report card guidance to encourage better disaggregation of CCR indicator data, in particular, and investing in these links through the SLDS grants program and the Workforce Data Quality Initiative grants program.

These CCR accountability indicators, however, only scratch the surface and were not necessarily designed to support governors in using data holistically to evaluate whether their state's education system leads to successful long-term outcomes and upward mobility. First, CCR accountability indicators are feedback tools for high schools to aid in continuous improvement and planning, to help school districts in school improvement efforts, and to help families understand differences in school quality (including student access to, and success in, postsecondary preparatory activities). The indicators were not designed to include the long-term outcomes a governor needs to truly understand whether a state's education system is serving workforce needs or preparing students for success. A CCR accountability indicator is a snapshot of students' progress at a critical juncture—the transition from high school to postsecondary education—but it does not follow students to their final destinations. A governor would especially want to consider long-term outcomes such as postsecondary retention and degree attainment and consistent employment and earnings, which are less practical for high school accountability but essential for determining state investments and priorities. These data are already collected by various actors in states, including employment and earnings, and just need to be integrated into one data system or linked together with the student records (Hanson 2025).

Moving forward, governors should work together to leverage the strongest data points collected in their high school CCR indicators that are predictive of postsecondary success, alongside actual postsecondary outcomes, to develop key metrics that can be used to evaluate the entire education system, from cradle to career. These system-level metrics would enable state leaders to set statewide goals; shape priorities for funding, policy, and programs; and communicate to stakeholders about the effectiveness of the state education system.

State leaders are already holding high schools accountable for graduating ready students. It is time for them to hold the system accountable for creating economic mobility and sustainability.

Appendix A. College and Career Readiness Indicators Used in This Analysis, by State

Alabama

- To be considered ready on the College and Career Readiness indicator, students must earn a benchmark score on any ACT section (18 in English, 22 in reading, 22 in math, or 23 in science); earn a 3 or 4 on an AP or IB exam, respectively; earn approved transcripted college credit while in high school; earn a Silver on the ACT WorkKeys test; earn an approved career technical credential, career technical education completer, or CTE apprenticeship; or receive an acceptance for military enlistment.

  Sources: "School Data: Business Rules," Alabama State Department of Education (ASDE), accessed July 10, 2025, https://www.alabamaachieves.org/reports-data/school-data/business-rules/; "School Data: Federal Glossary of Terms," ASDE, accessed July 10, 2025, https://www.alabamaachieves.org/reports-data/school-data/glossary-of-terms/; and "Alabama State Department of Education Report Card," ASDE, accessed July 10, 2025, https://reportcard.alsde.edu/selectschool.aspx.

Arizona

- For the College and Career Readiness Indicator (CCRI), students earn "blue" points for college-ready measures and "red" points for career-ready measures. Students who receive 1 CCRI point net 10 points toward the school score, students who receive 2 CCRI points net 20 points, and students who receive 1 blue and 1 red CCRI point net 22 points toward the school score (a school's CCRI score is the average number of points earned per student). Schools can earn 1 bonus point if 85 percent or more of their graduates enroll in postsecondary education or enlist in the military (or if the school makes progress year over year in this area). Alternative high schools, however, are held accountable for a different set of criteria.
  - » **Blue points** (college-ready measures):
    - **1.25 points**: Receive a Grand Canyon Diploma or IB Diploma
    - **1 point**: Earn at least a C in all 16 core courses of the Arizona Board of Regents program of study requirements

- **0.5 points per exam or course**: Score at least a 19 in English language arts or math on the ACT; score at least a 25 in English language arts or math or 20 in science on the ACT; meet the cut score in English or math on the SAT; meet the cut score on an AP exam; earn college credit by passing a 100-level English, math, science, social studies, or foreign language dual credit course with at least a C; meet cut scores on CLEP, Cambridge A or AS Level tests, or IB English, math, science, social studies, or foreign language exams
- **0.35 points per exam:** Meet the cut score on any nationally recognized college placement exam currently used by an Arizona institution, or meet cut scores on Cambridge IGCSE English, math, science, social studies, or foreign language exams

» **Red points** (career-ready measures):

- **1.25 points**: Complete a career and technical education (CTE) sequence and pass the Arizona Technical Skills Assessment for the sequence
- **1 point**: Complete 120 hours of work-based learning
- **0.5 points**: Meet benchmarks on the ASVAB, meet benchmarks on the ACT WorkKeys test; earn Arizona Career Readiness Credentials, earn an industry-recognized credential (0.5 per credential, capped at 1 point), or earn college credit by passing a 100-level CTE dual credit course with at least a C
- **0.25 points per course:** complete a CTE course (outside the CTE sequence above) and earn at least a C

» **Blue or red points:**

- **0.5 points:** Earn an Arizona diploma seal (0.5 per seal, capped at 1 point) or complete the Free Application for Federal Student Aid

Sources: Arizona Department of Education (ADOE), *2023-2024 A-F Letter Grade Accountability System* (Phoenix: ADOE, 2024); and "AZ School Report Cards," ADOE, accessed July 10, 2025, https://azreportcards.azed.gov/Home.

Arkansas

- In the state school rating index, high schools can earn up to 100 points (out of 900 overall points) for students graduating with a diploma with merit or distinction, as outlined in the state's Success-Ready Pathways Guide. These diplomas recognize students who have successfully completed postsecondary coursework or industry-recognized credentials that lead

to enlistment, enrollment, or employment. Until Success-Ready Pathways are fully implemented with the graduating class of 2027, Arkansas is using transitional measures for the indicator. On-time graduates are counted in the transitional indicator if they also

- » complete three or more Concurrent Credit courses,
- » become a CTE concentrator in High Demand and High Wage (H2) Pathway,
- » complete three or more AP or IB courses,
- » complete a Seal of Biliteracy, or
- » enlist in the military.

- Arkansas will be submitting the new Diploma with Merit or Distinction indicator in a revised ESSA state plan so the indicator will be used for federal accountability as part of the School Quality and Student Success indicator.

Sources: Public School Accountability School Performance Unit (PSA), *2024 Draft Business Rules for Calculating Arkansas Simulated School Ratings* (Little Rock: Arkansas Division of Elementary and Secondary Education, PSA, 2025); and "Success-Ready Pathways," Arkansas Division of Career and Technical Education, accessed July 10, 2025, https://dcte.ade.arkansas.gov/Page/CareerReadiness.

California

- To be considered "Prepared" on the College/Career Indicator, students must meet one measure from college or career readiness.
  - » **College readiness:** (1) Receive at least a Level 3 on both English language arts and literacy and math on the Smarter Balanced Summative Assessments (SBSA); (2) earn at least a 3 or 4 on two AP or IB exams, respectively; (3) complete two semesters of academic or career and technical education (CTE) college credit courses and earn at least a C−; (4) receive the State Seal of Biliteracy and at least a Level 3 in English language arts on the SBSA; or (5) meet all A through G requirements for admission to a University of California or California State University campus and meet one of the following criteria: receive at least a Level 3 in either English language arts or math and at least a Level 2 in the other area on the SBSA; complete one semester of academic or CTE college credit courses and earn at least a C−; earn at least a 3 or 4 on an AP or IB exam, respectively; or complete a CTE pathway.
  - » **Career readiness:** Complete two years of Leadership/Military Science and receive at least a Level 3 in either English language arts or math and at least a Level 2 in the other area on the SBSA; or complete a CTE pathway and earn at least a C− in the capstone course and meet one of the following criteria: receive at least a Level 3 in either English language arts or

math and at least a Level 2 in the other area on the SBSA; complete one semester of academic or CTE college credit courses and earn at least a C–; or complete a registered pre-apprenticeship.

- Students in Dashboard Alternative School Status schools can show career readiness by completing one semester of a CTE course and earn at least a C– and a predetermined state or federal job program.
- Students with Individualized Education Plans (IEPs) who earn a special education Certificate of Completion can demonstrate career readiness by completing 100 hours of work experience and the equivalent of four semester courses of college and career exploration or preparation designed to prepare a student with an IEP for employment and independent living.

Sources: California Department of Education (CDOE), "College/Career Indicator" (Sacramento: CDOE, n.d.); and the website for the California School Dashboard at https://www.caschooldashboard.org/.

Colorado

- The Postsecondary Workforce Readiness indicator currently has five subindicators, including three related to college and career readiness: (1) CO SAT Reading and Writing, (2) CO SAT Math, and (3) Matriculation.
  - » **CO SAT Reading and Writing:** Schools receive maximum points (4 points for all students and 1 point for each disaggregated group) if the mean scale score in Evidence-Based Reading and Writing on the SAT is at least 554.7. Schools receive fewer points when the mean score is below this threshold.
  - » **CO SAT Math**: Schools receive maximum points (4 points for all students and 1 point for each disaggregated group) if the mean scale score in SAT Math is at least 544.6. Schools receive fewer points when the mean score is below this threshold.
  - » **Matriculation:** Students must receive a CTE credential; receive a higher education diploma, such as an associate or bachelor's degree, while in high school; enlist in the military; enroll in ASCENT, P-TECH, or the Teacher Recruitment Education and Preparation program during their fifth year of high school; or enroll in a CTE program or a higher education institution by the fall following high school graduation.
- 2025 legislation will update the Postsecondary Workforce Readiness measures for 2027–28 (box 2).

Sources: Colorado Department of Education (CDOE), "Postsecondary Workforce Readiness: Performance Frameworks Indicator Overview" (Denver: CDOE, 2024); and "SchoolView: School and District Data," CDOE, accessed July 11, 2025, https://www.cde.state.co.us/schoolview/explore/welcome.

Connecticut

- Connecticut has three college and career readiness indicators.
- To be included in the Postsecondary Preparation indicator, students in grades 11 and 12 must have participated in one of the following during high school: two AP, IB, or dual credit courses; two career and technical education courses in one career cluster; or two workplace experience courses.
- To be included in the Postsecondary Readiness indicator, students in grades 11 and 12 must have completed one of the following during high school: earn at least a 480 in Evidence-Based Reading and Writing and a 530 in Math on the SAT, achieve benchmarks in three ACT sections (18 in English, 22 in reading, 22 in math, and 23 in science), earn a 3 or higher an AP exam; earn a 4 or higher on an IB exam, or earn three college credits with at least a C through dual credit courses.
- To be included in the Postsecondary Entrance Rate indicator, high school graduates must enroll in a postsecondary institution during the first year after high school graduation.

Sources: Connecticut State Department of Education (CSDE), *Using Accountability Results Guide Improvement* (Hartford: CSDE, 2024); and "Next Generation Accountability Dashboard," EdSight, accessed July 14, 2025, https://public-edsight.ct.gov/overview/next-generation-accountability-dashboard?language=en_US.

Delaware

- To be deemed ready on the College and/or Career Preparedness indicator, students must complete one measure from either the college or career metrics. Students who demonstrate readiness in either college or career receive a score of 1; those who meet both college and career readiness criteria receive a score of 1.1. A school's score on this indicator is determined by the weighted average of the scores its students earn.
  - » **College metrics:** Earn a combined score of 13 on the SAT Essay; earn at least a 3 or 4 on an AP or IB exam, respectively; and earn at least a B in an academic dual enrollment course.
  - » **Career metrics:** Earn an Armed Forces Qualification Test score of at least 50, earn at least a B in a state-approved career and technical education dual enrollment course, earn an industry-recognized credential through a state-approved career and technical education

program, obtain a Certificate of Multi-literacy, or earn at least a B within an approved co-op education or work-based learning course.

Sources: Delaware Department of Education (DDOE), *Delaware Accountability: Delaware School Success Framework (DSSF) Technical and Operational Manual for 2022–2023* (Dover: DDOE, 2022); and "Delaware Report Card: Educational Data for Delaware Citizens," Delaware.gov, accessed July 14, 2025, https://reportcard.doe.k12.de.us/index.html.

District of Columbia

- DC has three career and college readiness indicators. To be counted in the Participation indicator, students must participate in a dual enrollment course or take an AP or IB exam. To be deemed ready on the Performance indicator, students must earn at least a 3 or 4 on an AP or IB exam, respectively. To be deemed ready on the SAT College Ready indicator, students must earn at least a 480 in Evidence-Based Reading and Writing and a 530 in Math on the SAT.

  Sources: DC Office of the State Superintendent of Education (OSSE), *2024 DC School Report Card Technical Guide* (Washington, DC: OSSE, 2024); and "College and Career Readiness," DC Report Card, accessed July 14, 2025, https://schoolreportcard.dc.gov/lea/1/report/explore/103.

Florida

- To be deemed ready on the College and Career Acceleration indicator, students must earn at least a 3 or 4 on an AP or IB exam, respectively; earn at least a 3 on the Cambridge Advanced International Certificate of Education exam; earn at least a C– in an approved dual enrollment course; earn a CAPE industry certification or a CAPE acceleration industry certification in the Industry Certification Funding List; complete 300 clock hours in the same program through career dual enrollment courses from an approved program; or earn an Armed Services Qualification Test score of at least 65 on the Armed Services Vocational Aptitude Battery and earn two credits in Junior Reserve Officers' Training Corps courses from the same branch of the armed forces.

  Sources: Division of Accountability, Research, and Measurement, *2023–24 Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index* (Tallahassee: Florida Department of Education, Bureau of Accountability Reporting, Division of Accountability, Research, and Measurement); and "Report Cards," Florida Department of Education, accessed July 14, 2025, https://edudata.fldoe.org/ReportCards/Schools.html.

Georgia

- Georgia has three career and college readiness indicators.

- To be counted in the Accelerated Enrollment indicator, students must earn at least one full credit in an AP or IB, dual enrollment, or Cambridge course.
- To be counted in the Pathway Completion indicator, students must complete three mandatory state-funded courses in one of the following pathways: advanced academic; career, technical, and agricultural education; fine arts; or world language.
- To be counted in the College and Career Readiness indicator, students must enter the Technical College System of Georgia or the University System of Georgia without needing remediation; earn an ACT composite score of 22; earn at least a 480 in Evidence-Based Reading and Writing and a 530 in Math on the SAT; earn at least a 3 or 4 on two AP or IB exams, respectively; pass a pathway-aligned end-of-pathway assessment resulting in a national or state credential; earn one work-based learning credit and one additional credit that is not a work-based learning course in the same major; or earn at least a 31 on the Armed Services Vocational Aptitude Battery.

  Source: Georgia Department of Education (GDOE), *2024 CCRIP Calculation Guide: High School* (Atlanta: GDOE, 2024); and "2024 College and Career Ready Performance Index (CCRPI): Overview," Georgia Department of Education, accessed July 14, 2025, https://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html.

Hawaii

- To be deemed ready on the Graduate Enrolling in Postsecondary Education indicator, students must enroll in a postsecondary educational institution by the fall immediately after graduation.

  Sources: Hawaii Public Schools, "2023–2029 Strategic Plan Key Performance Indicators (KPIs)" (Honolulu: Hawaii Public Schools, n.d.); "Every Student Succeeds Act (Report Cards Prior to 2017, Go to Strive HI Accountability)," Hawaii Department of Education, accessed July 14, 2025, https://arch.k12.hi.us/reports/essa; and "School KPI Strategic Plan Dashboard: Tracking Strategic Plan Key Performance Indicator (KPI) Measures," Strive HI, accessed July 14, 2025, https://adc.hidoe.us/dashboard/school-kpi.

Idaho

- To be included in the College and Career Readiness Course Participation indicator, students must enroll in an AP or IB course, enroll in a dual credit course, enroll in a Technical Competency Credit course or a career and technical education capstone course, earn an industry-recognized certification, or participate in a recognized high school apprenticeship program.

Sources: Assessment and Accountability (AA), *2024 Accountability and Reporting* (Boise: Idaho Department of Education, AA, 2024); and the website for the Idaho Report Card at https://www.idahoreportcard.org/.

Indiana

- The Strength of Diploma indicator measures the percentage of students earning a nonwaiver diploma with a Core 40 designation, Academic Honors designation, or Technical Honors designation. It is used for federal accountability.
- Indiana lawmakers recently passed legislation that sunsets the state's current diploma and designations effective October 1, 2028. Beginning with the class of 2029, Indiana will have one base diploma with minimum requirements for every student, as well as opportunities for students to earn readiness seals aligned with their unique goals. The completion of a readiness seal in enrollment, employment, or enlistment and service will be the leading college and career readiness indicator under the state's accountability model, which is in development. Specifically, 2025 legislation requires the state board to update the college and career readiness indicator used in the separate state accountability system (box 2).

  Sources: US Department of Education, *Amendment to Indiana's Consolidated State Plan under the Every Student Succeeds Act* (Washington, DC: US Department of Education, 2019); Indiana Department of Education, "Indiana Core 40" (Indianapolis: Indiana Department of Education, n.d.); "Accountability," Indiana Federal Report Card, accessed July 15, 2025, https://indianafederalreportcard.doe.in.gov/accountability/indianafederalreportcard.doe.in.gov/; and "Redesigning the Indiana Diploma," Indiana Department of Education, accessed July 15, 2025, https://www.in.gov/doe/diplomas/.

Iowa

- The Postsecondary Readiness indicator has two submeasures. To be counted in the College Credit submeasure, students must earn credit through dual enrollment or take AP courses and earn at least a 3 on an AP exam. To be counted in the Work-Based Learning submeasure, students must participate in a high-quality work-based learning experience.
- The Iowa Department of Education is also planning to phase in a measure that includes the percentage of students obtaining industry-recognized credentials as a third indicator.

  Sources: See the website for the Iowa School Performance Profiles at https://www.iaschoolperformance.gov/ECP/Home/Index; and *Iowa Department of Education, Iowa School Performance Profiles: Technical Guide* (Des Moines: Iowa Department of Education, 2024).

Kentucky

- To be deemed ready on the Postsecondary Readiness indicator, students must complete one of the criteria in either academic readiness or career readiness. There are unique criteria for students with disabilities who take alternate assessments.
  - » **Academic readiness:** Earn at least a 3 or 5 on an AP or IB exam, respectively; or earn a score of E on a Cambridge Advanced International exam.
  - » **Career readiness:** Earn an industry certification, pass a career and technical education end-of-program assessment, earn at least a C in an approved career and technical education dual credit course, complete a youth apprenticeship or pre-apprenticeship program, or complete a co-op education, internship, or work-based learning experience.

Sources: "Accountability: Postsecondary Readiness," Kentucky Department of Education, accessed July 15, 2025, https://www.education.ky.gov/AA/Acct/Pages/Postsecondary-Readiness.aspx; and the website for the Kentucky School Report Card Dashboards at https://reportcard.kyschools.us/.

Louisiana

- Louisiana has multiple college and career readiness indicators. The ACT index assigns points to students based on their composite ACT scores or ACT WorkKeys scores. For example, 70 points are awarded for an ACT composite score of 18 or ACT WorkKeys Silver level, 100 points are awarded for an ACT composite score of 21, and 103.4 points are awarded for ACT WorkKeys Gold level.
- The Strength of Diploma index assigns points to students based on the quality of their diploma. Students receive the following points totals:
  - » 160 points: Earn a high school diploma in four years and one of the following:
    - an associate degree
    - a 3, 4, or 50 on an AP, IB, or College-Level Examination Program (CLEP) exam, respectively, and an advanced statewide Jump Start credential
  - » 150 points:
    - (1) Earn a high school diploma in four years and
      - » a 3, 4, or 50 on an AP, IB, or CLEP exam, respectively, or
      - » an advanced statewide Jump Start credential

        - (2) Graduate within five years with any diploma and earn an associate degree
    - 140 points: Graduate in five years with any diploma and
        - a 3, 4, or 50 on an AP, IB, or CLEP exam, respectively, or
        - an advanced statewide Jump Start credential
    - 115 points: Graduate in four years and receive both
        - a passing course grade for Taylor Opportunity Program (TOPS) core curriculum credit (AP, IB, college credit, or dual enrollment) and
        - a basic statewide Jump Start credential
    - 110 points: Graduate in four years and complete one of the following:
        - a passing course grade for TOPS core curriculum credit
        - a basic statewide Jump Start credential
    - 100 points: Graduate in four years (includes students with disabilities who take LEAP Connect and graduate with the appropriate Jump Start diploma in their required timeline)
    - 75 points: Graduate in five years with any diploma
    - 50 points: Graduate in six years with any diploma
    - 40 points: HiSET and earn a Jump Start credential
    - 25 points: HiSET
- The state board is updating these CCR indicators (box 2).

  Sources: "Louisiana Defines a Stronger Diploma," All4Ed, accessed July 15, 2025, https://all4ed.org/publication/louisiana-defines-a-stronger-diploma/; https://go.boarddocs.com/la/bese/Board.nsf/files/CH92FV02070F/$file/AGII_B111_Accountability_Aug2022.pdf; and the website for the Louisiana Department of Education school report cards at https://www.louisianabelieves.com/data/reportcards/.

Maryland

- Maryland has two college and career readiness indicators.
- To be counted in the Credit for Completion of a Well-Rounded Curriculum indicator (which is embedded in the Readiness for Post-Secondary Success component), students must (1) earn at least a 3 or 4 on an AP or IB exam, respectively; (2) earn at least a 530 in math and 480 in reading on the SAT; (3) earn a composite score of 21 on the ACT; (4) earn credit for dual enrollment; (5) complete the University System of Maryland entry requirements; (6) complete a

youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council; (7) earn an industry certification aligned with an approved career and technical education (CTE) program as a CTE concentrator; (8) complete an approved CTE program; (9) earn at least a 31 on the ASVAB; or (10) earn a Seal of Biliteracy. Students with disabilities who receive certificates of completion can be included based on unique criteria.

- Schools also earn points on the Access to a Well-Rounded Curriculum indicator (which is embedded in the School Quality and Student Success component) if students enroll in an AP or IB course, participate in dual enrollment, enroll in a CTE program at the CTE concentrator level, earn a Certificate of Program Completion, or enroll in a general education core academic or elective course.
- Maryland has also adopted a separate standard defining college and career readiness outside its accountability indicators.

  Sources: Maryland State Department of Education (MSDE), *Guide to Understanding Your Maryland School Report Card* (Baltimore: MSDE, 2024); "2024 Maryland School Report Card," Maryland State Department of Education, accessed July 15, 2025, https://reportcard.msde.maryland.gov/; and Carey M. Wright, "Proposed Revised College and Career Readiness (CCR) Standard and Policy Document," letter to members of the state board of education, March 25, 2025, https://marylandpublicschools.org/stateboard/Documents/2025/0325/College-and-Career-Readiness-Standard-Policy-A.pdf.

Massachusetts

- To be deemed ready on the Advanced Coursework Completion indicator, students must complete one of the following advanced courses: an AP or IB course, Project Lead the Way, a dual enrollment course taken for postsecondary credit, Chapter 74–approved vocational or technical secondary cooperative education programs and articulation agreement courses, or other Department of Elementary and Secondary Education–selected rigorous courses.

  Sources: Massachusetts Department of Elementary and Secondary Education (DESE), *School Leader's Guide to the 2024 Accountability Determinations* (Boston: DESE, 2024); DESE, "2025 District and School Accountability Reporting: Advanced Courses" (Boston: DESE, 2024); and "School and District Report Cards," DESE, accessed July 15, 2025, https://reportcards.doe.mass.edu/.

Michigan

- Michigan has two college and career readiness indicators.

- To be deemed ready on the 11-12 Advanced Coursework indicator, students must become a career and technical education (CTE) completer or complete an AP or IB course, a dual enrollment or concurrent enrollment course, or an early middle college course.
- To be deemed ready on the Postsecondary Enrollment indicator, students must enroll in higher education within 12 months of graduation.

Sources: Michigan Department of Education, *Michigan School Index System Business Rules* (Lansing: Michigan Department of Education, 2024); and "School Accountability: School Index," MI School Data, accessed July 15, 2025, https://www.mischooldata.org/school-index/.

Mississippi

- Mississippi has two college and career readiness indicators, each with two components.
- To be counted in the College and Career Readiness indicator for English language arts, students must earn at least an 18 in English on the ACT, earn at least an 22 in reading on the ACT, earn a Silver on the ACT WorkKeys test and complete a career and technical education pathway or industry certification, or earn a Gold on the ACT WorkKeys test. The math component uses the same calculation, except the benchmark for the ACT is a 22 on the math section.
- The Acceleration indicator measures both Participation and Performance, with each accounting for 50 percent of the indicator. To be counted in the Performance component, students must earn at least a C in a dual credit or dual enrollment course; earn a 3 or 4 on an AP or IB exam, respectively; pass a Cambridge AICE course; or pass the industry certification course exam. Students' participation in these courses counts toward the Participation component. Students participating in or passing multiple accelerated courses are given additional weighting: 1.1 for two courses, 1.2 for three courses, 1.3 for four courses, and 1.4 weight for five courses.

Sources: Mississippi Department of Education (MDE), *Mississippi Public School Accountability Standards 2024* (Jackson: MDE, 2025); "Mississippi Succeeds Report Card," MDE, accessed July 15, 2025, https://msrc.mdek12.org/.

Missouri

- The Missouri School Improvement Program has two college and career readiness (CCR) indicators.
- The Success-Ready Students indicator has two components. For the CCR Assessment component, students are assigned a weighted point value (between 0.25 and 1.25 points) based on their scores on CCR exams. A school's score on this measure is determined by the weighted

average of the points its students earn. The CCR exams are the ACT, SAT, Armed Services Vocational Aptitude Battery, ACCUPLACER, and the ACT WorkKeys test. For the Advanced Coursework component, students are assigned 1 point if they earn at least a B in an AP or IB course, earn an achievement level of "Distinguished" or "Accomplished" on Project Lead the Way, earn an industry-recognized credential, earn two stackable credentials, or earn at least a B on a dual credit or dual enrollment course. Students are assigned 1.5 points if they earn a 3 or 4 on an AP or IB exam, respectively. A school's score on this measure is determined by the weighted average of the points its students earn.

- To be counted in the Graduate Follow-Up indicator, students must complete one of the following within six months of graduation: attend postsecondary education or training, join the military, become employed, or serve in national or community service or the Peace Corps. A school's score on this indicator is determined by the percentage of students meeting one of the criteria.

  Sources: Missouri Department of Elementary and Secondary Education (MDESE), *MSIP6: Comprehensive Guide to the Missouri School Improvement Program* (Jackson City: MDESE, n.d.); and "State of Missouri Districts, Charters, and Schools," MDESE, accessed July 15, 2025, https://apps.dese.mo.gov/MCDS/home.aspx.

Montana

- To be deemed ready on the College and Career Ready indicator, students must either meet the ACT composite score benchmark used by the Montana University System or be a career and technical education concentrator.

  Sources: "Report Card Definitions," Montana Office of Public Instruction (OPI), accessed July 15, 2025, https://opi.mt.gov/Leadership/Academic-Success/Every-Student-Succeeds-Act-ESSA/Report-Card/Report-Card-Definitions#10909812761-student-achievement-definitions; OPI, "Accreditation Status Criteria Reference guide FY2024" (Helena: OPI, 2024); and "2023-2024 Report Card Update," OPI, accessed July 15, 2025, https://opi.mt.gov/Leadership/Academic-Success/Every-Student-Succeeds-Act-ESSA/Report-Card.

Nevada

- The College and Career Readiness (CCR) indicator has three components: (1) Post-Secondary Preparation, (2) Post-Secondary Completion, and (3) Advanced Diploma or CCR Diploma. A school can earn up to 25 points on the CCR indicator: 10 points each for the first two components and 5 points for the third.

- **Post-Secondary Preparation:** Students who pass an AP course, pass an IB course, pass two dual credit or dual enrollment courses and earn six college credits, or are a career and technical education (CTE) concentrator
- **Post-Secondary Completion:** Students who earn at least a 3 on an AP exam, pass an IB course and earn at least a 4 on an IB exam, pass four dual credit or dual enrollment courses and earn 12 college credits, or are a CTE completer
- **Advanced Diploma or CCR Diploma:** Students who graduate with an Advanced Diploma or a CCR Diploma

Sources: Office of Assessment, Data, and Accountability Management (ADAM), *Nevada School Performance Framework Manual: 2023–24 School Year* (Paradise: Nevada Department of Education, ADAM, 2024); "Chapter 390—Testing of Pupils and Graduation," Nevada State Legislature, accessed July 15, 2025, https://www.leg.state.nv.us/NAC/NAC-390.html#NAC390Sec430; and the website for the Nevada Accountability Portal at https://nevadareportcard.nv.gov/di/.

New Hampshire

- To be deemed ready on the College and Career Readiness indicator, students must complete two of the following (they can be in the same category): (1) complete the NH Scholars program of study; (2) earn at least a C in a dual or concurrent enrollment course; (3) earn benchmark scores on the ACT or SAT; (4) earn at least a 3 or 4 on an AP or IB exam, respectively; (5) earn a career and technical education or industry-recognized credential; (6) complete a career pathway program of study; (7) score Level III on the Armed Services Vocational Aptitude Battery Armed Forces Qualification Test; (8) complete the ACT WorkKeys National Career Readiness Certificate; (9) complete an approved apprenticeship; or (10) obtain the Seal of Biliteracy.

Sources: New Hampshire Department of Education (NHDE), *Consolidated State Plan: The Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act* (Concord: NHDE, 2023); and "iAchieve: Student Achievement and Academic Growth Portal," NHDE, accessed July 15, 2025, https://dashboard.nh.gov/t/DOE/views/iAchieve/AssessmentParticipation?%3AisGuestRedirectFromVizportal=y&%3Aembed=y.

New Mexico

- The College and Career Readiness indicator measures both participation and success in a list of college and career readiness activities. Participation is 30 percent of the possible indicator points (1.5 points), and success is 70 percent (3.5 points).

- To be counted toward success, students must complete one of the following: earn a benchmark score on the ACCUPLACER, ACT, ACT Aspire, Compass, PSAT, SAT, SAT subject area test, ACT WorkKeys, or TABE; earn at least a 3 or 4 on and AP or IB exam, respectively; earn an IB diploma; earn at least a C in a CTE pathway; earn at least a C in a dual credit course; or earn an Armed Forces Qualification Test score of at least 31 on the Armed Services Vocational Aptitude Battery.
- To be counted toward participation, students need to attempt one or more of the above-mentioned college and career readiness activities.

Sources: Lynn Vásquez, David Winjum, Steven Heil, et al., *2023–24 ESSA Accountability Cycle Technical Manual* (Santa Fe: New Mexico Public Education Department, n.d.); and the website for New Mexico Vistas at https://www.nmvistas.org/.

New York

- For the College, Career, and Civic Readiness (CCCR) indicator, each student is assigned a weight from 0.0 to 2.0 based on the student's readiness. A school's CCCR index score is calculated by aggregating the weighted scores of its students, ranging from 0 to 200.
  - » **2.0 weight:** Regents diploma and one of the following: an advanced designation; CTE endorsement (local diploma is sufficient); Seal of Biliteracy; Seal of Civic Readiness; at least a 3 on an AP exam or 4 on an IB exam, respectively; P-Tech, Smart Scholars, or Smart Transfer early college high school programs; or high school credit through dual enrollment
    - 2.0 weight (for English learners only): Annual Regents diploma and Seal of Biliteracy
    - 2.0 weight (for students with severe disabilities only): Skills and Achievement Commencement Credential (SACC) and an average score of 4 on alternate assessments
  - » **1.5 weight:** Regents diploma and one of the following: high school credit through participation in an AP or IB course or a Career Development and Occupational Studies (CDOS) Commencement Credential
    - 1.5 weight (for students with severe disabilities only): SACC and an average score of 3 on alternate assessments
  - » **1.0 weight:** Regents diploma or local diploma
    - 1.0 weight (for students with severe disabilities only): SACC and an average score of 2 on alternate assessments

» **0.5 weight:** High school equivalency diploma or CDOS Commencement Credential

North Carolina

- To be deemed ready on the ACT/ACT WorkKeys indicator, students must earn a composite score of at least 19 on the ACT or earn a Silver, Gold, or Platinum certificate on the ACT WorkKeys test as a career and technical education concentrator.

  Sources: Accountability and Reporting Section (ARS), *2023–24 Technical Guide for Accountability and Testing Results* (Raleigh: North Carolina Department of Public Instruction, Office of Accountability and Testing, ARS); and the website for the North Carolina School Report Cards at https://ncreports.ondemand.sas.com/src/.

North Dakota

- Choice Ready has multiple parts. To be Choice Ready, students must acquire Essential Skills; meet criteria in at least two of three pathways (i.e., Post-secondary Ready, Workforce Ready, and Military Ready); and complete, annually review, and update a four-year rolling career plan. Students with significant cognitive disabilities, however, have different criteria.
- **Essential Skills:** Earn a high school diploma, complete four required measures, such as a financial literacy course, and complete four of nine other measures (box 3).
- **Post-secondary Ready:** Complete a career plan, earn a GPA of at least a 2.8, and either meet ACT or SAT benchmark scores or complete two of the following measures: pass an AP, dual credit, or Algebra II course; earn a 3 or 4 on an AP or IB exam, respectively; earn a GPA of at least 3.0 in core course requirement for North Dakota University System admission; pass developmental English language arts or math; or pass three fine arts courses.
- **Workforce Ready:** Complete a career plan and two of the following measures: pass three career and technical education courses, complete career-ready practices with a score of 3.0, pass a dual credit course, earn a Silver on the ACT WorkKeys test, pass a technical assessment or earn an industry credential, complete 40 hours of work-based learning, achieve Level 3 on state assessments in reading or math, or pass three world language courses.
- **Military Ready:** Complete a career plan, earn an Armed Services Vocational Aptitude Battery score of 31 (or military enlistment), have no expulsions or suspensions, pass required physical education courses, and meet one the following: complete two measures from Post-secondary Ready or Workforce Ready measures, complete two credits of Junior Reserve Officers' Training Corps or Civil Air Patrol, or complete two credits in the Military Pathway Program (choose from five 0.5 credit courses).

Sources: North Dakota Department of Public Instruction (NDDPI), "North Dakota Choice Ready Guidance" (Bismarck: NDDPI, 2025); and the website for Insights at https://insights.nd.gov/.

Ohio

- To be counted in the College, Career, Workforce, and Military Readiness indicator, students must (1) earn a remediation-free score in English, reading, and math on the ACT or SAT; (2) earn one of the six honors diplomas; (3) earn a qualifying score on at least three AP or IB exams (at least a 3 on an AP test and at least a 4 on an IB test); (4) earn 12 industry credential points in a single career field or a state-recognized license; (5) earn 12 college credits through dual enrollment, early college high school, or career and technical education courses; (6) enlist in the military; (7) complete a pre-apprenticeship; (8) get accepted into an apprenticeship after high school; (9) complete an apprenticeship; (10) achieve proficiency on three technical assessments in a single career pathway; or (11) earn the OhioMeansJobs Readiness Seal and complete 250 hours of internship or work-based learning.

  Sources: Ohio Department of Education and Workforce (ODEW), "Traditional District and School Report Cards: 2024–2025 School Year" (Columbus: ODEW, 2025); "Honors Diplomas," ODEW, last updated May 7, 2025, https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Contacts-and-Resources/Honors-Diplomas; and the website for Ohio School Report Cards at https://reportcard.education.ohio.gov/.

Oklahoma

- To be included in the Postsecondary Opportunities indicator, students must participate in an AP or IB course, a concurrent or dual enrollment course, a work-based internship, or Career Tech coursework leading to an industry certification.

  Sources: Office of Accountability, "Postsecondary Opportunities Guidance" (Oklahoma City: Oklahoma State Department of Education, Office of Accountability, 2025); and the website for Oklahoma school report cards at https://oklaschools.com/.

Pennsylvania

- Pennsylvania has two college and career readiness indicators in its state accountability system.
- The Career Standards Benchmark indicator, which is also used for federal accountability, measures the percentage of students who demonstrate engagement in instruction and activities to satisfy the Career Education and Work Academic Standards. To be counted in this indicator, students must produce eight pieces of evidence in grades 9 through 11, and at least two of these pieces must demonstrate implementation of the student's individualized career plan.

- The Industry-Based Learning indicator measures the percentage of students who complete one of the following by grade 12: score competent or advanced on industry standards-based competency assessments (NOCTI/NIMS), earn one industry-recognized credential, or complete a work-based learning experience.

  Sources: "Glossary: College and Career Measures Definitions and Calculations," Future Ready PA Index, accessed July 15, 2025, https://futurereadypa.org/home/glossary?accordion=college-career&definition=standards-benchmark#; and the website for the Future Ready PA Index at https://futurereadypa.org/.

Rhode Island

- Rhode Island has two college and career readiness indicators.
- To be included on the Commissioner's Seal indicator, students must meet the benchmark in English language arts and in math on any of the approved assessments, including state tests, AP tests, and the ACT, SAT, and PSAT.
- To be included in the Postsecondary Success indicator, students must meet at least one of the following: earn three transcripted college credits through a dual or concurrent enrollment course, earn at least a 3 on an AP exam, earn a 5 on an IB higher-level exam, or earn an industry-recognized credential. Students who achieve one, two, or three or more measures are assigned 1.0, 1.1, and 1.2 points, respectively. A school's Postsecondary Success index is the total of all students' points divided by the number of students.

  Sources: Rhode Island Department of Education (RIDE), *2019 RI School Accountability Technical Report* (Providence: RIDE, 2019); and "Rhode Island, 2023–24 Report Card," RIDE, accessed July 15, 2025, https://reportcard.ride.ri.gov/202324/StateAccountability.

South Carolina

- To be deemed ready on the College & Career Readiness indicator, students must demonstrate college or career readiness by completing one of the following measures in either category.
  - » **College ready:** Earn a composite score of at least 20 on the ACT, earn a total score of 1020 or higher on the SAT, earn at least a 3 on an AP exam, earn a C or higher on a Cambridge International Exam, earn at least a 4 on an IB higher-level exam, or complete at least six credit hours of dual enrollment courses with at least a C
  - » **Career ready:** Earn a national or state industry credential as a career and technical education (CTE) completer, earn a Silver or higher on the ACT WorkKeys test or a Level 3 credential or above on the WIN SC Career Ready Test, earn a 31 or higher on the Armed Services Vocational Aptitude Battery, complete a state-approved work-based learning

experience, or complete the South Carolina High School Employability Credential (students with disabilities only)

- Beginning with students in grade 10 in 2025–26, the first career-ready option will change to emphasize CTE completers earning industry credentials that are aligned with labor market demands and workforce priorities. Under the new expectations, CTE completers will need to earn at least 3 points through one of the following options:
  - » one Tier 3 credential aligned with their career cluster
  - » a combination of a Tier 2 and Tier 1 credential within the same career pathway
  - » a "universal" credential (e.g., OSHA 10) with a Tier 2 or higher credential within the student's career cluster

Sources: South Carolina Department of Education Oversight Committee, *2024–2025 Accountability Manual* (Columbia: South Carolina Department of Education Oversight Committee, 2025); and the website for South Carolina school report cards at https://screportcards.com/.

South Dakota

- The College and Career Readiness indicator has two parts: (1) Assessment Readiness and (2) Coursework Readiness. Students who meet criteria for either part are assigned 0.5 points; those who meet criteria for both are assigned 1 point. A school's score for this indicator (up to 25 points) is calculated using a weighted average, based on the number of students who meet the criteria for none, one, and both parts of the indicator.
- Assessment Readiness considers students' readiness for both college English and college math. Students must complete one of the following to demonstrate readiness in college English: achieve level 3 on South Dakota state assessments in English language arts, score at least an 18 in English on the ACT, score at least a 263 in NextGen-Writing on the ACCUPLACER, or earn a Silver or better on the ACT WorkKeys test (National Career Readiness Certificate). Students must complete one of the following to demonstrate college math readiness: achieve level 3 on South Dakota state assessments in math, score at least a 20 in math on the ACT, score at least a 255 in NextGen-Quantitative Reasoning or 300 on Algebra and Statistics on the ACCUPLACER, or (4) earn a Silver or better on the ACT WorkKeys test (National Career Readiness Certificate). ACT WorkKeys can count for both college English and math readiness.
- To be deemed ready on Coursework Readiness, students must earn a high school graduation advanced endorsement.

Sources: South Dakota Department of Education (SDOE), *Accountability and School Performance Index Technical Manual: 2023–24 School Year* (Pierre: SDOE, 2024); SDOE, "Advanced Endorsements on Transcripts" (Pierre: SDOE, n.d.); and "2023–24 Public School Information," SDOE, accessed July 15, 2025, https://sdschools.sd.gov/#/home.

Tennessee

- To be considered a Ready Graduate for federal accountability, students must earn at least a composite score of 21 on the ACT or 1060 on the SAT, complete four Early Postsecondary Opportunities (EPSOs), complete two EPSOs and earn an industry credential, or complete two EPSOs and earn at least an Armed Forces Qualification Test (AFQT) score of 31 on the Armed Services Vocational Aptitude Battery (ASVAB).
- EPSOs AP tests, Cambridge International Examinations, the College-Level Examination Program (CLEP), dual enrollment, IB tests, local dual credit, statewide dual credit, and industry certification. For EPSOs to count toward the Ready Graduate metric for federal accountability, students must be enrolled for at least 50 percent of the school year and complete course requirements. Students who withdraw from the course will not have their EPSO considered for the Ready Graduate metric, even if they meet the 50 percent enrollment rule. Additionally, for EPSOs that award college credit through exams, students must sit for the aligned exam, except for dual enrollment courses, where only course completion is required. For CLEP courses, students must score 50 or higher on the exam to count toward the Ready Graduate metric.
- To be counted in the college and career readiness indicator for state accountability (used for A through F school letter grades), students must earn at least a composite score of 21 on the ACT or 1060 on the SAT, earn a qualifying ASVAB AFQT score, earn a Tier 3 (preferred) industry credential, earn a Tier 2 (valued) industry credential and any other industry credential, or earn one "postsecondary credit" via meeting cut scores on AP, Cambridge, CLEP, IB, and statewide dual credit tests, as well as earning eligible postsecondary credit through dual enrollment and local dual credit programs.

Sources: Tennessee Department of Education (TDE), "2023–24 *Ready Graduate* Appeals Guide" (Nashville: TDE, 2024); TDE, "Early Postsecondary Opportunities in Tennessee" (Nashville: TDE, n.d.); TDE, *2024–25 College and Career Readiness (CCR) Data Verification Guide: Phase I* (Nashville: TDE, 2025); and "2023–24 Report Card," TDE, accessed July 15, 2025, https://tdepublicschools.ondemand.sas.com/.

Texas

- To be deemed ready on the College, Career, and Military Readiness indicator, students must (1) meet Texas Success Initiative Assessment criteria in both reading language arts and math; (2)

earn at least three college credit hours in reading language arts or math (or at least nine credit hours in any subject) through dual credit courses; (3) earn at least a 3 or higher or 4 or higher on an AP or IB exam, respectively; (4) earn an associate degree; (5) complete an OnRamps dual enrollment course and qualify for three college credit hours; (6) earn an industry-based certification; (7) enlist in the armed forces or the Texas Army National Guard; (8) earn a Level I or Level II certificate; (9) graduate with completed Individualized Education Plan and Workforce Readiness (students with disabilities only); or (10) graduate under an Advanced Diploma Plan (students with disabilities only).

Sources: Texas Education Agency, *2024 Accountability Manual for Texas Public School Districts and Campuses* (Austin: Texas Education Agency, n.d.); and the website for Texas school report cards at https://txschools.gov/?lng=en.

Utah

- The Postsecondary Readiness indicator has three subindicators, two of which measure college and career readiness. To be counted in the ACT subindicator, students must earn a composite score of 18 on the ACT. To be counted in the readiness coursework subindicator, students must earn at least a C and at least 0.5 credits in AP or IB courses, concurrent enrollment courses, or all courses required in a career and technical education pathway.

  Sources: Utah State Board of Education (USBE), *Utah Accountability Technical Manual* (Salt Lake City: USBE, 2024); and the website for Utah school report cards at https://reportcard.schools.utah.gov/.

Vermont

- Vermont has two college and career readiness indicators.
- To be counted in the Performance on CCR Assessments indicator, students must earn at least a C on an accredited college course, earn a composite score of 21 on the ACT, earn a Reading/Writing score of at least 480 and a Math score of at least 530 on the SAT, earn at least a 3 on an AP exam, earn an approved industry-recognized credential, or meet benchmarks on the ACT WorkKeys test.
- To be included in the CCR Outcomes within 16 Months of Graduation indicator, students must enroll in college within 16 months after high school graduation (Vermont lists other possible outcomes but has never reported data for military enlistment, employment, or enrollment in training or vocational programs).

  Sources: US Department of Education, *Revised State Template for the Consolidated State Plan: The Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act*

(Washington, DC: US Department of Education, 2017); and "Vermont Annual Snapshot," Vermont Agency of Education, accessed July 15, 2025, https://schoolsnapshot.vermont.gov/.

Virginia

- The 3E Readiness Framework measures students' readiness for enrollment, employment, and enlistment. Students receive points based on their readiness in the three areas.
  - » Enrollment
    - **1.25 points:** Receive an associate degree in high school
    - **1 point**: Earn three credit-bearing, college-ready scores on the following exams: AP (a score of 3), IB (a score of 4 on higher level or a score of 5 on standard level), Cambridge A/AS (a score of E), or CLEP (a score of 50); earn at least a B in three dual credit courses; or earn an Early College Scholar certificate
    - **0.75 points**: Earn one or two credit-bearing, college-ready scores on AP, IB, Cambridge A/AS, or CLEP exams or earn at least a B in one or two dual credit courses
    - **0.5 points**: Complete an AP, IB, Cambridge A/AS, or CLEP exam or earn at least a C in a dual credit course
  - » Employment
    - **1.25 points:** Become a career and technical education (CTE) completer, earn a state-approved industry-recognized credential in a high-demand field as defined by the Virginia Office of Education Economics, and complete a high-quality work-based learning experience as defined by the State Board of Education
    - **1 point**: Become a CTE completer and earn a state-approved industry-recognized credential in a high-demand field or complete a high-quality work-based learning experience
    - **0.75 points**: Become a CTE completer and earn a state-approved industry-recognized credential as defined by the board
    - **0.5 points**: Become a CTE completer and complete a high-quality work-based learning experience
  - » Enlistment
    - **1 point**: Earn an AFQT score of 65 on the ASVAB

- **0.75 points**: Earn an AFQT score from 50 to 64 on the ASVAB
- **0.5 points**: Earn an AFQT score from 31 to 49 on the ASVAB

- A CTE completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation or an approved alternative education program.

  Sources: Virginia Department of Education (VDOE), "3E Readiness Framework Overview" (Richmond: VDOE, n.d.); VDOE, "Virginia School Performance and Support Framework High School Calculation Guide (Grades 9–12)" (Richmond: VDOE, 2024); and "Virginia School Quality Profiles," VDOE, accessed July 15, 2025, https://schoolquality.virginia.gov/.

Washington

- Washington's School Quality and Student Success (SQSS) indicator has three measures: the Regular Attendance measure, the Ninth Grade on Track measure, and the Dual Credit measure. A school's SQSS score is the average of its scores on the three measures.
- To be counted in the Dual Credit measure, students must complete one of the following dual credit courses: AP or IB courses, College in the High School courses, Cambridge International courses, Running Start courses, or career and technical education dual credit courses. The indicator does not consider a student's final grade in the course or actual attainment of college credits. The indicator is based on enrollments and completions.

  Sources: Washington Office of Superintendent of Public Instruction (OPI), "Washington School Improvement Framework: Dual Credit Participation" (Olympia: OPI, n.d.); OPI, "Washington School Improvement Framework: Business Rules" (Olympia: OPI, 2024); and the website for the Washington state report card at https://reportcard.ospi.k12.wa.us/.

West Virginia

- To be deemed ready on the Post-Secondary Achievement indicator, students must meet one college readiness benchmark through an AP or IB exam, pass a college-credit-bearing dual credit course, or complete a career and technical education program of study approved by the West Virginia Board of Education and receive a workforce entry score on the applicable technical assessment.

  Sources: West Virginia Department of Education (WVDOE), *West Virginia's Statewide Accountability System: Methodology* (Charleston: WVDOE, 2022); and "West Virginia Balance Scorecard Dashboard School Year 2023–2024," WVDOE, accessed July 15, 2025, https://wveis.k12.wv.us/essa/dashboard.html.

Wyoming

- The Post-Secondary Readiness indicator includes college-ready, career-ready, and military-ready measures. Students are deemed ready if they meet the criteria in any of the three areas.
  - » **College ready**: Complete a college preparatory curriculum that meets either the Opportunity, Performance, or Honor success curriculum for the Hathaway Scholarship Program and complete one of the following: earn a composite score of 19 on the ACT; earn at least a 3 on an AP exam or 4 on an IB exam; or pass a 1000-level or higher dual or concurrent course.
  - » **Career ready:** Complete two career and technical education (CTE) concentrator courses for a CTE program of study and earn a state-approved industry-recognized certification for the same program of study.
  - » **Military ready:** Earn an Armed Forces Qualification Test score of 45 on the Armed Services Vocational Aptitude Battery and complete one of the following: complete a college preparatory curriculum that meets either the Opportunity, Performance, or Honor success curriculum for the Hathaway Scholarship Program; or complete two concentrator courses in a single CTE program of study.

Sources: Wyoming Department of Education (WDE), *2023–24 Wyoming School Accountability Performance Rating Models Implementation Handbook* (Cheyenne: WDE, 2024); and the website for Wyoming Measures Up at https://wyomingmeasuresup.com/.

Appendix B. State Tables

TABLE B.1

CCR Indicator Design Features, by State

State	Number of CCR indicators analyzed	Used for state or federal purposes	Indicator designs	Career measures	College measures	Military or civics measures	Incentives for more rigorous measures	Incentives for multiple measures	Requires readiness in multiple areas for all students
AL	1	Both	Interchangeable measures, multiple constructs	X	X	X	-	-	-
AZ	1	State	Weighted index of measures	X	X	X	X bonus points for postsecondary outcomes	-	-
AK	1	Both	Interchangeable measures, multiple constructs (1 indicator)	X	X	X	-	-	-
CA	1	Federal	Interchangeable measures, multiple constructs	X	X	X	-	-	-
CO	3	State	Single measure (2 indicators) Interchangeable measures, multiple constructs (1 indicator)	X	X	X	-	-	-
CT	3	Federal	Interchangeable measures, multiple constructs (2 indicators) Single measure (1 indicator)	X	X	-	-	-	-
DE	1	Federal	Interchangeable measures, multiple constructs	X	X	X	-	X bonus points for college and career readiness	-
DC	3	Federal	Interchangeable measures, single construct (2 indicators) Single measure (1 indicator)	-	X	-	-	-	-
FL	1	Both	Interchangeable measures, multiple constructs	X	X	X	-	-	-

State	Number of CCR indicators analyzed	Used for state or federal purposes	Indicator designs	Career measures	College measures	Military or civics measures	Incentives for more rigorous measures	Incentives for multiple measures	Requires readiness in multiple areas for all students
GA	3	Federal	Interchangeable measures, single construct (2 indicators) Interchangeable measures, multiple constructs (1 indicator)	X	X	X	-	-	-
HI	1	State	Single measure		X	-	-	-	-
ID	1	Both	Interchangeable measures, multiple constructs	X	X	-	-	-	-
IN	1	Federal	Interchangeable measures, single construct	X	X	-	-	-	-
IA	2	Federal	Interchangeable measures, single construct (1 indicator) Single measure (1 indicator)	X	X	-	-	-	-
KY	1	Federal	Interchangeable measures, multiple constructs	X	X	-	-	-	-
LA	2	Federal	Weighted index of measures (2 indicators)	X	X	-	X weighted index	X weighted index	-
MD	2	Federal	Interchangeable measures, multiple constructs (2 indicators)	X	X	X	-	-	-
MA	1	Both	Interchangeable measures, multiple constructs	X	X	-	-	-	-
MI	2	Federal	Interchangeable measures, multiple constructs (1 indicator) Single measure (1 indicator)	X	X	-	-	-	-
MS	4	Both	Interchangeable measures, multiple constructs (4 indicators)	X	X	-	-	X bonus points for multiple advanced courses	-
MO	3	State	Weighted index of measures (2 indicators) Interchangeable measures, multiple constructs (1 indicator)	X	X	X	X weighted index	X weighted index	-

State	Number of CCR indicators analyzed	Used for state or federal purposes	Indicator designs	Career measures	College measures	Military or civics measures	Incentives for more rigorous measures	Incentives for multiple measures	Requires readiness in multiple areas for all students
MT	1	Federal	Interchangeable measures, multiple constructs	X	X	-	-	-	-
NV	3	Federal	Interchangeable measures, multiple constructs (2 indicators) Interchangeable measures, single construct (1 indicator)	X	X	-	-	-	-
NH	1	Federal	Interchangeable measures, multiple constructs	X	X	X	-	-	-
NM	2	Federal	Interchangeable measures, multiple constructs (2 indicators)	X	X	X	-	-	-
NY	1	Federal	Weighted index of measures	X	X	X	X weighted index	-	-
NC	1	Federal	Interchangeable measures, multiple constructs	X	X	-	-	-	-
ND	1	Federal	Interchangeable measures, multiple constructs	X	X	X	-	-	X college and career, college and military, or career and military
OH	1	Federal	Interchangeable measures, multiple constructs	X	X	X	-	-	-
OK	1	Federal	Interchangeable measures, multiple constructs	X	X	-	-	-	-
PA	2	Both	Interchangeable measures, multiple constructs (2 indicators)	X		-	-	-	-
RI	2	Federal	Interchangeable measures, single constructs (1 indicator) Interchangeable measures, multiple constructs (1 indicator)	X	X	-	-	X bonus points for multiple advanced courses	-
SC	1	Federal	Interchangeable measures, multiple constructs	X	X	X	-	-	-
SD	1	Federal	Weighted index of measures	X	X		-	X weighted index	-

State	Number of CCR indicators analyzed	Used for state or federal purposes	Indicator designs	Career measures	College measures	Military or civics measures	Incentives for more rigorous measures	Incentives for multiple measures	Requires readiness in multiple areas for all students
TN	2	Both	Interchangeable measures, multiple constructs (2 indicators)	X	X	X	-	-	-
TX	1	Both	Interchangeable measures, multiple constructs	X	X	X	-	-	-
UT	2	Federal	Interchangeable measures, multiple constructs (1 indicator) Single measure (1 indicator)	X	X		-	-	-
VT	2	Both	Interchangeable measures, multiple constructs (1 indicator) Single measure (1 indicator)	X	X	-	-	-	-
VA	1	Federal	Weighted index of measures	X	X	X	X weighted index	X weighted index	-
WA	1	Federal	Interchangeable measures, single construct	X	X	-	-	-	-
WV	1	Federal	Interchangeable measures, multiple constructs	X	X	-	-	-	-
WY	1	Both	Interchangeable measures, multiple constructs	X	X	X	-	-	-

Source: State education agency websites; see appendix A.

Note: CCR = college and career readiness.

TABLE B.2

College Readiness Measures, by State

States	College outcomes	Dual or concurrent enrollment or early college	AP or IB	Other advanced courses and exams for college credit	College admissions tests	College placement tests	State assessments	Advanced diplomas or diploma seals	Specific state college-ready coursework	Unique measure
AL	-	X credit	X exams	-	X section	-	-	-	-	-
AZ	X enrollment	X credit	X exams	X exams	X section	X	-	X	X	FAFSA, Seal of Biliteracy
AK	-	X credit	X credit	-	-	-	-	-	-	Seal of Biliteracy
CA	-	X credit	X exams	-	-	-	X	-	X	Seal of Biliteracy
CO	X degrees in HS	-	-	-	X section	-	-	-	-	ASCENT and TREP program
CT	X enrollment	X access and credit	X access and exams	-	X section	-	-	-	-	-
DE	-	X credit	X exams	-	X section	-	-	-	-	-
DC	-	X access	X access and exams	-	X section	-	-	-	-	-
FL	-	X credit	X exams	X exams	-	-	-	-	-	-
GA	X remediation	X credit	X credit and exams	X credit	X section and composite	-	-	--	X	-
HI	X enrollment	-	-	-	-	-	-	-	-	-
ID	-	X access	X access	-	-		-	-	-	-

States	College outcomes	Dual or concurrent enrollment or early college	AP or IB	Other advanced courses and exams for college credit	College admissions tests	College placement tests	State assessments	Advanced diplomas or diploma seals	Specific state college-ready coursework	Unique measure
IN	-	-	-	-	-	-	-	X	-	-
IA	-	X credit	X exams	-	-	-	-	-	-	-
KY	-	-	X exams	X exams	-	-	-	-	-	-
LA	X degrees in HS	X credit	X credit and exams	X exams	X composite	-	-	-	-	-
MD	-	X access and credit	X access and exams	-	X section and composite	-	-	-	X	X Seal of Biliteracy
MA	-	X access	X access	-	-	-	-	-	X	X Project Lead the Way
MI	X enrollment	X credit	X credit	-	-	-	-	-	-	-
MS	-	X access and credit	X access and exams	-	X section	-	-	-	-	-
MO	X enrollment	X credit	X credit and exams	-	X composite	X	-	-	-	X Project Lead the Way
MT	-	-	-	-	X composite	-	-	-	-	-
NV	-	X credit	X credit and exams	-	-	-	-	X	-	-
NH	-	X credit	X exams	-	X section	-	-	-	X	-
NM	-	X	X	-	X	X	-	-	-	-

States	College outcomes	Dual or concurrent enrollment or early college	AP or IB	Other advanced courses and exams for college credit	College admissions tests	College placement tests	State assessments	Advanced diplomas or diploma seals	Specific state college-ready coursework	Unique measure
		access and credit	access and exams		participation and section					
NY	-	X credit	X credit and exams	-		-	-	X	-	X Seal of Biliteracy
NC	-	-		-	X composite	-	-	-	-	-
ND	-	X credit	X credit and exams	-	X section	-	-	-	X	GPA
OH	-	X credit	X exams	-	X section	-	-	X	-	-
OK	-	X access	X access	-		-	-	-	-	-
PA	-	-	-	-		-	-	-	-	-
RI	-	X credit	X exams	-	X section	-	X	-	-	-
SC	-	X credit	X exams	X exams	X composite	-	-	-	-	-
SD	-	-	-	-	X section	X	X	X	-	-
TN	-	X access and credit	X access and exams	X access and exams	X composite	-	-	-	-	-
TX	X degrees in HS	X credit	X exams	-	X section	-	X	-	-	-
UT	-	X credit	X credit	-	X composite	-	-	-	-	-
VT	X enrollment	X credit	X exams	-	X	-	-	-	-	-

States	College outcomes	Dual or concurrent enrollment or early college	AP or IB	Other advanced courses and exams for college credit	College admissions tests	College placement tests	State assessments	Advanced diplomas or diploma seals	Specific state college-ready coursework	Unique measure
					sections and composite					
VA	X degrees in HS	X credit	X credit and exams	X credit and exams	-	-	-	-	-	-
WA	-	X access	X access	X access	-	-	-	-	-	-
WV	-	X credit	X exams	-	-	-	-	-	-	-
WY	-	X credit	X exams	-	X composite	-	-	-	X	-

Source: State education agency websites; see appendix A.
Note: AP = Advanced Placement; FAFSA = Free Application for Federal Student Aid; GPA = grade point average; HS = high school; TREP = Teacher Recruitment Education and Preparation.

TABLE B.3

Career Readiness Measures, by State

State	Career or workforce outcome	CTE dual enrollment	CTE pathway	CTE courses	CTE diploma or endorsement	WorkKeys or other assessment	Industry-recognized credentials	Work-based learning	Apprentice-ships	Measures for specific groups	Unique measures
AL	-	-	X capstone	-	-	X WorkKeys	X state approved	X course	X	-	-
AZ	-	X credit	X assessment	X	-	X WorkKeys	X state approved	X 120 hours	-	X alternative schools	Seal of Biliteracy, state credentials
AK	-	-	-	X	-	-	-	-	-	-	-

State	Career or workforce outcome	CTE dual enrollment	CTE pathway	CTE courses	CTE diploma or endorsement	WorkKeys or other assessment	Industry-recognized credentials	Work-based learning	Apprentice-ships	Measures for specific groups	Unique measures
				concentrator high-demand, high-wage pathway							
CA	-	X credit	X capstone	-	-	-	-	-	X	X disabilities	State reading and math tests
CO	X enrollment in training	-	-	-	-	-	X district submitted	-	-	-	-
CT	-	-	-	X access	-	-	-	X course	-	-	ASCENT, P-TECH, TREP programs
DE	-	X credit	-	-	-	-	X state approved	X course	-	-	Certificate of Multi-Literacy
DC	-	-	-	-	-	-	-	-	-	-	-
FL	-	X credit	-	-	-	-	X state approved	-	-	-	-
GA	-	-	X assessment	-	-	-	X	X course	-	-	State credentials
HI	-	-	-	-	-	-	-	-	-	-	-
ID	-	-	X capstone	-	-	-	X state approved	-	X	-	-
IN	-	-	-	-	X	-	-	-	-	-	-
IA	-	-	-	-	-	-	-	X	-	-	-
KY	-	X credit	X assessment	-	-	-	X state approved	X	X	X disabilities	-

State	Career or workforce outcome	CTE dual enrollment	CTE pathway	CTE courses	CTE diploma or endorsement	WorkKeys or other assessment	Industry-recognized credentials	Work-based learning	Apprentice-ships	Measures for specific groups	Unique measures
LA	-	-	-	-	-	X WorkKeys	X state approved	-	-	X disabilities	-
MD	-	-	X completer	X access and concentrator	-	-	X state approved	-	X	X disabilities	Seal of Biliteracy
MA	-	X credit	-	-	-	-	-	X	-	-	-
MI	-	-	X completer	-	-	-	-	-	-	-	-
MS	-	-	X completer	X access and assessment	-	X WorkKeys	X state approved	-	-	-	-
MO	X employment and enrollment in training	-	-	-	-	X WorkKeys	X	-	-	-	Stackable credentials
MT	-	-		X concentrator	-	-	-	-	-	-	-
NV	-	-	X completer	X concentrator	X	-	-	-	-	-	-
NH	-	-	X completer	-	-	X WorkKeys	X	-	X	-	Seal of Biliteracy
NM	-	-	X access and completer	-	-	X WorkKeys	-	-	-	-	-
NY	-	-	-	-	X	-	-	-	-	X disabilities, ELs	Seal of Biliteracy, P-TECH
NC	-	-	-	X concentrator	-	X WorkKeys	-	-	-	-	-

State	Career or workforce outcome	CTE dual enrollment	CTE pathway	CTE courses	CTE diploma or endorsement	WorkKeys or other assessment	Industry-recognized credentials	Work-based learning	Apprentice-ships	Measures for specific groups	Unique measures
ND	-	X credit	-	X	-	X WorkKeys	X	X 40 hours	-	X disabilities	Career plan, state reading and math tests, world language courses
OH	X apprenticeship	X credit	X assessment	-	X	-	X state approved	X 250 hours	X	-	State-recognized license
OK	-	-	-	X access	-	-		X	-	-	
PA	-	-	-	-	-	X NOCTI and NIMS	X	X	-	-	Portfolio of Evidence
RI	-	-	-	-	-	-	X		-	-	
SC	-	-	X completer	-	-	X WorkKeys and WIN SC Career Ready Test	X	X	-	X disabilities	State credentials
SD	-	-	-	-	X	X WorkKeys	-	-	-	-	-
TN	-	-	-	-	-	-	X state approved	-	-	-	-
TX	X Level I or II certificate in HS	-	-	-	-	-	X	-	-	X disabilities	-
UT	-	-	X completer	-	-	-	-	-	-	-	-
VT	-	-	-	-	-	X WorkKeys	X state approved	-	-	-	-

State	Career or workforce outcome	CTE dual enrollment	CTE pathway	CTE courses	CTE diploma or endorsement	WorkKeys or other assessment	Industry-recognized credentials	Work-based learning	Apprentice-ships	Measures for specific groups	Unique measures
VA	-	-	-	X concentrator	-	-	X state approved	X	-	-	-
WA	-	X access	-	-	-	-	-	-	-	-	-
WV	-	-	X completer and assessment	-	-	-	-	-	-	-	-
WY	-	-	-	X concentrator	-	-	X state approved	-	-	-	-

Source: State education agency websites; see appendix A.
Note: CTE = career and technical education; ELs = English learners; HS = high school; TREP = Teacher Recruitment Education and Preparation.

TABLE B.4

Military and Civic Readiness Measures, by State

State	Military outcome	ASVAB AFQT	JROTC	Course pathway	Civics diploma or endorsement	Service learning	Unique measures
AL	X enlistment	-	-	-	-	-	-
AZ	X enlistment	X 31	-	-	X	-	Diploma Seal of Personal Finance
AK	X enlistment	-	-	-	-	-	-
CA	-	-	-	X credit	-	-	State reading and math tests
CO	X enlistment	-	-	-	-	-	-
CT	-	-	-	-	-	-	-

State	Military outcome	ASVAB AFQT	JROTC	Course pathway	Civics diploma or endorsement	Service learning	Unique measures
DE	-	X 50	-	-	-	-	-
DC	-	-	-	-	-	-	-
FL	-	X 65	X credit	-	-	-	-
GA	-	X 31	-	-	-	-	-
HI	-	-	-	-	-	-	-
ID	-	-	-	-	-	-	-
IN	-	-	-	-	-	-	-
IA	-	-	-	-	-	-	-
KY	-	-	-	-	-	-	-
LA	-	-	-	-	-	-	-
MD	-	X 31	-	-	-	-	-
MA	-	-	-	-	-	-	-
MI	-	-	-	-	-	-	-
MS	-	-	-	-	-	-	-
MO	X enlistment	X index (attempt-88)	-	-	-	-	National service programs or Peace Corps
MT	-	-	-	-	-	-	
NV	-	-	-	-	-	-	
NH	-	X 31	-	-	-	-	Must be coupled with college or career measure
NM	-	X 31	-	-	-	-	-
NY	-	-	-	-	X	-	-

State	Military outcome	ASVAB AFQT	JROTC	Course pathway	Civics diploma or endorsement	Service learning	Unique measures
NC	-	-	-	-	-	-	-
ND	X enlistment	X 31	X credit	X credit	-	X 25 hours	Civics test, discipline, physical education courses
OH	X enlistment	-	-	-	X	-	-
OK	-	-	-	-	-	-	-
PA	-	-	-	-	-	-	-
RI	-	-	-	-	-	-	-
SC	-	X 31	-	-	-	-	-
SD	-	-	-	-	-	-	-
TN	-	X 31	-	-	-	-	Must be coupled with college or career measures
TX	X enlistment	-	-	-	-	-	-
UT	-	-	-	-	-	-	-
VT	-	-	-	-	-	-	-
VA	-	X index (31–65)	-	-	-	-	-
WA	-	-	-	-	-	-	-
WV	-	-	-	-	-	-	-
WY	-	X 45	-	-	-	-	Must be coupled with college or career measures

Source: State education agency websites; see appendix A.

Note: ASVAB AFQT = Armed Services Vocational Aptitude Battery Armed Forces Qualification Test; JROTC = Junior Reserve Officers' Training Corps.

Notes

[1] National Governors Association, "Colorado Governor Jared Polis Elected Chair of National Governors Association, Launches 'Educating All Americans for Success' Initiative," press release, July 12, 2024, https://www.nga.org/news/press-releases/colorado-governor-jared-polis-elected-chair-of-national-governors-association-launches-educating-all-americans-for-success-initiative/; and "Let's Get Ready," National Governors Association, accessed June 30, 2025, https://www.nga.org/letsgetready/.

[2] "From Education to Workforce," Data Quality Campaign, accessed June 30, 2025, https://dataqualitycampaign.org/our-work/policy-areas/from-education-to-workforce/.

[3] Patrick Wall, "How to Grade Schools Post-Pandemic? States Must Decide," Chalkbeat, February 1, 2023, https://www.chalkbeat.org/2023/2/1/23580461/school-accountability-covid-grades-pandemic-essa/.

[4] Multiple states are in various stages of changing their CCR indicators. For Arkansas, Ohio, and Virginia, the analysis includes their new CCR indicators, as they will be operational this year. For Indiana and Louisiana, my analysis reflects their legacy indicators, as new CCR indicators will not be implemented for several years. Illinois is excluded because it is adopting a CCR indicator for the first time. New York's CCR indicator is temporarily being used for informational purposes because of the pandemic's impact on data collection, but I include it in the analysis, as it will be reintroduced for accountability in the 2025–26 school year. Finally, Kansas has a CCR indicator for state accountability, but it is applied only to school districts, not high schools.

[5] "College and Career Readiness Data Close-Up," All4Ed, accessed June 30, 2025, https://all4ed.org/publication/ccr-close-up/.

[6] "Understanding ASVAB Scores," Armed Services Vocational Aptitude Battery, accessed June 30, 2025, https://www.officialasvab.com/applicants/scores/.

[7] See the website for the National Student Clearinghouse at https://www.studentclearinghouse.org/.

[8] "College and Career Readiness Data Close-Up," All4Ed.

[9] "Military Jobs," Armed Services Vocational Aptitude Battery, accessed June 30, 2025, https://www.officialasvab.com/applicants/military-jobs/.

[10] "College Credit Plus," Ohio Department of Education and Workforce, accessed June 30, 2025, https://education.ohio.gov/topics/ohio-education-options/college-credit-plus.

[11] "Courses Required for California Public University," California Department of Education, last updated August 21, 2024, https://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp.

[12] See the website for the Wyoming Department of Education's Hathaway Scholarship at https://hathawayscholarship.org/.

[13] "Enlistment Eligibility," Armed Services Vocational Aptitude Battery, accessed June 30, 2025, https://www.officialasvab.com/applicants/enlistment-eligibility/.

[14] "California Leads in Disaggregating Readiness Data," All4Ed, accessed July 16, 2025, https://all4ed.org/publication/california-leads-in-disaggregating-readiness-data/.

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