



October 2016

Making the Case for Why States Need to Count All Kids

Rather than relying on graduation rate alone, states should report multiple indicators that reflect students' readiness for college and career. While the selection of indicators typically garners the most attention when creating a public reporting and accountability system, *how* student outcomes are calculated and publicly reported is equally important. States should include all students in an adjusted 9th grade cohort in the denominator when reporting key college and career readiness indicators, just as they have calculated their graduation rates since 2012.

The purpose of [this new brief](#) is to examine how states could provide a more accurate picture of the college and career readiness of their high school students that sends the message that *all* students need to graduate college and career ready and incentivizes schools and districts to focus on that goal. Make sure to also check out [Education Week coverage](#) of this report and how states can report college readiness more honestly.

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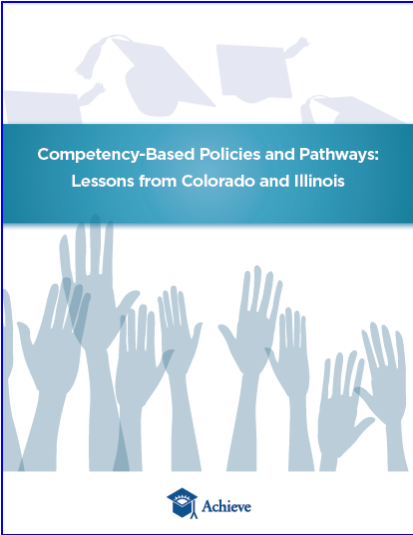
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Competency-Based Policies and Pathways: Lessons from Colorado and Illinois

Through the state engagement and development of recommendations, Achieve has identified [early lessons learned](#) in Colorado and Illinois that will be of interest to other states exploring competency-based pathways (CBP).

Leaders and educators in a select number of states have begun to recognize that the traditional educational system - in which students move ahead, year after year, as long as they attain minimal proficiency on basic academic standards - can perpetuate learning gaps for students that grow over time. To address these gaps and inequities, some states have turned toward a CBP approach to advance true college and career readiness for their students. These states are using CBP to address persistent inequities caused by students progressing through a course of study without mastering essential knowledge and skills, lift the ceiling for students who want to progress at a faster pace, and provide flexibility and opportunity to accelerate learning.

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Data Quality Campaign Releases Summary of 2016 State Student Data Privacy Legislation

Data Quality Campaign recently released [a resource](#) that summarizes 2016 student data privacy legislation across states. Student data privacy was a priority issue in state legislatures in 2016, though as expected, states passed fewer student data privacy bills into law than they did in 2014 and 2015. The report examines ways in which states are borrowing from one another and building upon prior student data privacy efforts.



Remedial Education: The Cost of Catching Up

The Center for American Progress has released a new study analyzing the costs of remedial college coursework in the United States. Across the country, millions of students enroll in college every year only to learn that they need to take classes that will not count toward their degrees because they cover material that they should have learned in high school. According to the authors' analysis for this report, these remedial courses cost students and their families serious money—about \$1.3 billion across the 50 states and the District of Columbia every year. What is more, students who take these classes are less likely to graduate. Simply put, remedial education is a systemic black hole from which students are unlikely to emerge.



Remedial Education

The Cost of Catching Up

By Laura Aronson, Scott Sargrad, Jessica Morales, and Maggie Thompson September 2016

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ICYMI: High School Assessment in a New Era: What Policymakers Need to Know

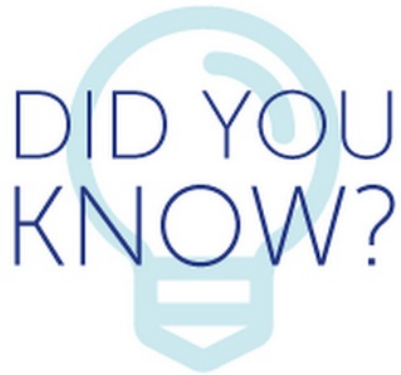
With the passage of the Every Student Succeeds Act (ESSA), states now face important decisions about which high school assessments to use and for what purposes. In order to approach these decisions in a thoughtful manner and find the best solution for their state, there are several critical issues that policymakers need to understand.

Achieve and the National Center for the Improvement of Educational Assessment have partnered to develop [this brief](#) to help state policymakers make sense of these issues and identify key action steps to consider as they make decisions about high school assessments.



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According to Achieve's new report on "Counting All Kids,"

0 states

publicly report the percentage of the adjusted 9th grade cohort scoring college ready on a CCR assessment.

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All students should graduate from high school ready for college, careers, and citizenship.

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