



Achieve

Perspective Newsletter

April 2016

Dear Reader,

For the past decade, Achieve has released an annual report on college- and career-ready policies in every state. While adopting strong policies is a critical first step, we thought it was time to start examining high school grads' readiness for life after high school. This year, we gathered publicly available data from every state to try to understand how students are doing. Our findings were sobering. Not only are student outcomes not where they need to be, but the data we need to understand these outcomes are reported inconsistently or not at all. States can - and must - be far better about transparently reporting results so that educators and policymakers can take action to better prepare kids. Only by understanding where they are can we hope to improve outcomes. I encourage you to take a look at your state's performance profile as well as the cross-state comparison reports to see how your state's graduates are doing.

Michael Cohen, *President, Achieve*

New Report Shows Far Too Few U.S. High School Graduates Academically Prepared

Last month, Achieve released [the newest edition of its annual report](#) on the college and career readiness of U.S. high school graduates. Rather than examining which college- and career-ready (CCR) policies states have in place, this year's report looked at states' progress in *achieving* college and career readiness for all students in the form of 51 individual state profiles and two cross-state reports that look at actual student performance against CCR measures.

This report represents the first time that these data, from publicly

available sources, have been compiled to paint a picture of academic readiness in every state. For the most part, it shows that too few high school graduates are prepared to succeed in two- and four-year postsecondary institutions or the military. The report also highlights significant limitations in the availability of data and inconsistencies in how they are reported across states. Collecting and reporting data to ensure transparency, setting the right expectations, and adopting policy and practices to get better results is a challenge that every state and local policy leader, educator, family, and community should embrace if they seek to make high school graduates college and career ready. We encourage you to take a look at your state's individual performance profile as well as both comparison reports.

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New Report Examines Oklahoma's Academic Standards

Achieve released [a report](#) outlining its review of Oklahoma's January 2016 Academic Standards for English language arts (ELA) and mathematics. As described in detail in this report, in both content areas Oklahoma's new standards fail to serve students, teachers, or parents well. The standards cover a lot of content, but with very little depth; a phenomenon sometimes referred to as "a mile wide and an inch deep" in standards language.



For example, the ELA standards will likely cause confusion for Oklahoma's teachers because they aren't sufficiently clear, specific, and/or consistent enough to guide their teaching. In mathematics, key concepts are missing across grades and the standards do not provide an adequate foundation in early grades to ensure students are prepared to study advanced math in high school.

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Creating Course Pathways for Advanced Students: An Example from the Next Generation Science Standards

Join us on April 21st from 3:00-4:00 p.m. EDT for a webinar to learn about the Accelerated NGSS Model Course Pathways and how educators can think about and develop pathways that allow gifted students to go beyond the foundational standards in any content area.



Click [here](#) to register now. After registering, you will receive a confirmation email containing information about joining the webinar.

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Meandering Toward Graduation: Transcript Outcomes of High School Graduates

A [recent report](#) from the Education Trust found that too many students leave high school with a diploma in hand but no clear path forward. The report finds that 47 percent, or almost half, of American high school graduates complete neither a college- nor career-ready course of study - defined here as the standard 15-course sequence required for entry at many public colleges, along with three or more credits in a broad career field such as health science or business.



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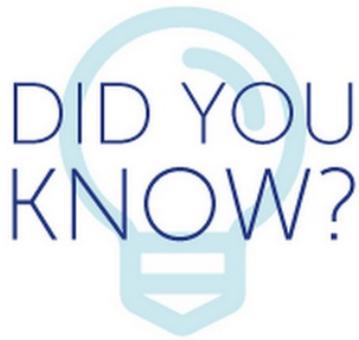
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Civic Entrepreneur and Education Innovator Chris Gabrieli Joins Achieve Board

Achieve is pleased to announce that Chris Gabrieli, Partner Emeritus at Bessemer Venture Partners and co-founder of three education innovation and reform organizations, has joined its board of directors. By joining the board, he will help to guide Achieve's work to lead and support state efforts to improve systems of standards, assessment, accountability, and graduation requirements so that all students are prepared for postsecondary education, work, and citizenship.

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Achieve's annual report on college and career readiness found that just

15 states

publicly report how many students take and complete a college- and career-ready course of study in high school.

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

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