



October 2018

High School to College Mathematics Pathways: Preparing Students for the Future

Achieve is excited to partner with The Conference Board of the Mathematical Sciences (CBMS) and the Charles A. Dana Center at the University of Texas, Austin to hold a [Forum](#) in May 2019 to initiate a multi-state effort directed at bridging the gaps between high school and



college mathematics. The Forum is designed to develop and support state-based task forces working to coordinate efforts across grades 11-14 in an effort to help states create policies and practices for mathematics instruction that contribute to successful completion without reducing quality. Forum participants will be teams of six to eight individuals who will provide the leadership for the development of a state task force, which will eventually represent all interests across the state - including high school and postsecondary policymakers as well as business and industry leaders.

Teams are asked to apply to participate in the Forum. Please indicate potential interest [here](#). CBMS will let you know who else from your state is interested in participating. Full application forms will be due by November 1, 2018, with notice of acceptance sent in early December. Application forms and full details on the Forum are available [here](#).

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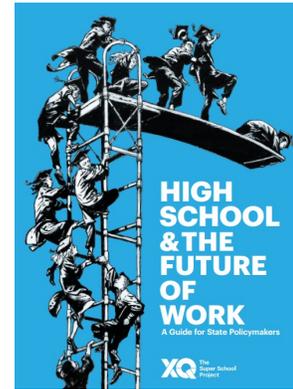
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High School & The Future of Work: A Guide for State Policymakers from XQ

XQ, a network working to reimagine high school in the U.S., recently released a [comprehensive guide](#) to help state policymakers understand what they can do to ensure that every high school better prepares students for the future of work. The guide includes detailed state-by-state workforce and education data, strategies for transforming high school by making diplomas meaningful and empowering teachers, and much more. [Check it out.](#)

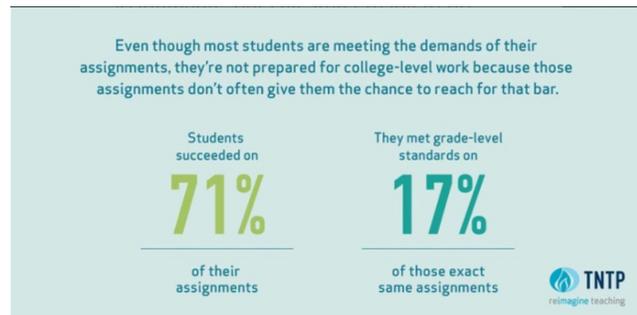


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The Opportunity Myth

[The Opportunity Myth](#), a new resource from TNTP, presents the results of TNTP's research partnership with five school systems and analysis of 30,000 student surveys, 5,000 student assignments, and more than 20,000 individual student work samples to understand gaps in student readiness after high school. Among other alarming results, TNTP found that though students met the demands of their assignments 71 percent of the time (bringing home As and Bs in more than half of cases), they only demonstrated mastery of grade-level standards 17 percent of the time. Explore many more findings and recommendations on TNTP's [interactive website](#).

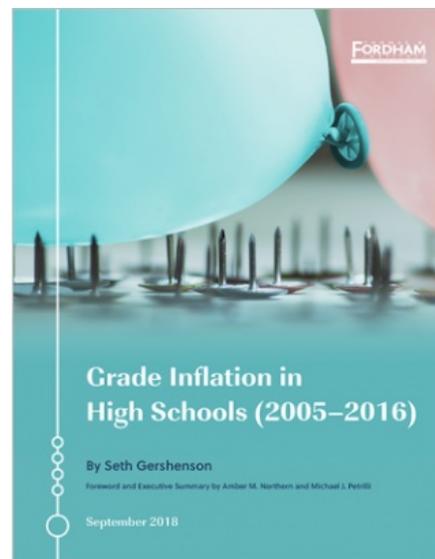


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Grade Inflation in High Schools

A [new report](#) from the Fordham Institute dives into grade inflation in American high schools between 2005 and 2016, seeking answers to the question of why such an enormous disconnect exists between the majority of parents who believe their child is performing at or above grade level and the two-thirds of students who are ill-prepared for college when they leave high school. The report finds that although many students get good grades, few earn top marks on the statewide end-of-course exams for those same classes. Although course grades and test scores each provide valuable information, parents don't seem to value both equally. Read more in the [full report](#).

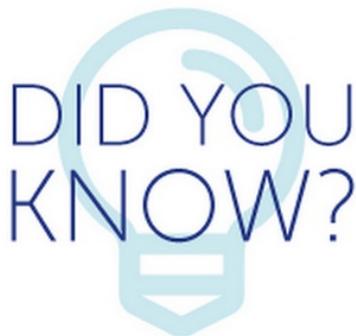


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October Reading List

- From the Data Quality Campaign: [What Parents and Teachers Think About Education Data](#)
- From the Alliance for Excellent Education: [Too Many States Minimize Student Subgroup Performance in ESSA Accountability Systems](#)
- From the Hunt Institute: [Pathways to a High School Diploma in NC](#)



New *Opportunity Myth* research released by

TNTP found that

40%

of classrooms where students of color were the majority never received any grade-level assignments.

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

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