



Achieve

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

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News Clips

Common Core Coming to Arkansas Schools

KTHV reports students in Arkansas classrooms will have new learning standards than they have had in previous years. The Common Core State Standards Initiative is being implemented in schools across the state; its goal is to get students ready for college and their future professions. Read the article and watch the video.

[More...](#)

Perspective Newsletter Sept. 2012

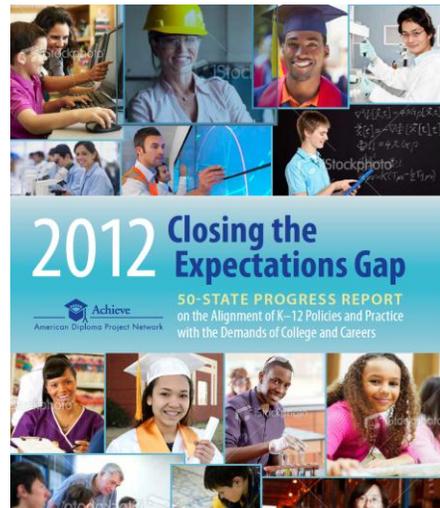
Commentary

New 50-State Report From Achieve Details States' Commitment to College and Career Readiness

With all 50 states and the District of Columbia having adopted college- and career-ready standards in English and mathematics, Achieve's seventh annual "[Closing the Expectations Gap](#)" report shows how states are aligning those standards with policies to send clear signals to students about what it means to be academically prepared for college and careers after high school graduation. And, for the first time, the report details not only states' progress in adopting the college- and career-ready agenda but also their efforts to implement those policies since only faithful implementation will positively impact student achievement.

Achieve conducts an annual survey that asks all 50 states and the District of Columbia whether they have adopted standards, graduation requirements, assessments, and accountability systems aligned to the expectations of two- and four-year colleges and employers. The national survey of state education leaders has measured the same areas of reform each year since the National Governors Association and Achieve co-sponsored the National Education Summit in 2005.

Today, every state has taken the critical first step towards reorienting the mission of their K-12 systems to reflect the demands of the 21st century by adopting college- and career-ready standards in the core content areas of mathematics and English/Literacy. The report shows that states generally are making



Education Nation: Common Core a Blueprint for Success

NBC News education summit in New York - Education Nation - has been placing the spotlight on education this week. Utah's KSL reports that in an effort to improve our nation's education system and make students better prepared for college and careers, Common Core State Standards are now being implemented. "I'm excited that I'm going to be teaching my sixth graders the same things they are going to be learning in New York, in Florida in California," said Mary Jo Naylor, a 6th grade teacher at Eagle Bay Elementary. "The critical thing is today they need more math and science skills and they need to know how to think critically," said Tom Luce, Chairman of the National Math and Science Initiative.

[More...](#)

To watch Education Nation's various panel discussions, interviews, and town hall meetings on key issues in education, go [here](#).

some movement toward fulfilling the college- and career-ready agenda by putting policies in place to support this new mission, but there are a number of areas where much more progress can be, and needs to be, made.

The major findings from the survey include:

- **Standards:** All 50 states and the District of Columbia have adopted standards aligned to the expectations of college and careers. Forty-six states and DC have adopted the Common Core State Standards, while four have state-developed CCR standards. By 2015-16, all English language arts and mathematics instruction should reflect CCR expectations.
- **Graduation Requirements:** Today, 23 states and the District of Columbia have adopted college- and career-ready graduation requirements that mandate all students to meet the full set of expectations defined in the CCSS or state-developed CCR standards. Hawaii, Iowa, and Washington raised their graduation requirements to the college- and career-ready level in 2011.
- **Assessments:** Eighteen states currently administer high school assessments capable of producing a readiness score that postsecondary institutions use to make placement decisions. Four new states - Florida, North Carolina, Oregon, and Wyoming - joined this list in 2011 by adopting a policy to administer a college- and career-ready test to its high school students. It is expected that 44 states and the District of Columbia participating in one or both Race to the Top assessment consortia will meet these criteria when the next generation assessments are administered for the first time in 2014-2015.
- **Accountability:** A majority of states, 32, have now incorporated at least one of four accountability indicators that Achieve has identified as critical to promoting college and career readiness. As in last year's report, only Texas meets Achieve's criteria regarding the use of all indicators in its college- and career-ready accountability system. Additionally, four states - Florida, Georgia, Indiana, and Kentucky - have included the use of multiple college- and career-ready indicators in their accountability systems in multiple ways.

Since last year, states have made important gains on the college- and career-ready agenda with all adopting college- and career-ready standards and additional states moving toward more assessments, graduation requirements, and accountability. Even as additional progress is made, however, states have further to go to ensure a successful implementation of standards and related policies. States and the broader group of stakeholders must make sure educators have access to resources like quality instructional materials and effective professional development through the transition to the new standards and beyond. Success is going to take the combined effort of all

Arizona District Ready for Common Core

Marana School District has made an early jump on standardizing their curriculum by implementing the Common Core, which they hope will improve the quality of education.

Parent Deleo Goodman, whose husband is in the military, says a program that can standardize curriculum across state lines would be comforting to her. "Something like that sounds wonderful for us, especially military families or families that have to move frequently," Deleo Goodman told News 4 Tucson. [More...](#)

Common Core in Arkansas

Paragould Daily Press reports that new standards have been introduced to Arkansas schools that leaders, both in government and in education, believe will bring Arkansas students to the same academic standard as students across the country. [More...](#)

education stakeholders - students, teachers, principals, K-12 leaders, school board members, superintendents, administrators, policymakers, postsecondary education leaders, the business community, and parents.

The sharing of a common set of standards by 46 states and the District of Columbia has produced unprecedented cross-state collaboration around common assessments and gauging the quality of instructional products. The next few years will be challenging for the college- and career-ready agenda but we must stay the course. Individually, states have made tremendous progress toward college and career readiness for all, but progress has also been made because of their willingness to stand together en route to that goal. Because of this commitment by all 50 states and the District of Columbia, college and career readiness is the expectation for our students no matter where they live.

To see a full copy of the report, go to www.achieve.org/ClosingtheExpectationsGap2012.

News

8th Annual American Diploma Project Network Leadership Team Meeting

["Closing the Expectation Gap 2012"](#) was released at the opening session of Achieve's eighth annual American Diploma Project Leadership Team Meeting in Alexandria, Va. Over 300 leaders from Achieve's 35-state American Diploma Project (ADP) Network convened at this meeting - including K-12 chief state school officers, governor's education policy advisors, postsecondary leaders, state board members, state legislators and representatives from third-party organizations and national education organizations. From an interactive workshop on implementing transitional change with Dan Heath, the bestselling author of *Switch: How to Change Things When Change is Hard* and a series of roundtable discussions on high-interest and high-priority topics related to advancing the college- and career-ready agenda, to role-alike sessions with colleagues from across the ADP Network and dedicated time to meet in state teams, this year's meeting afforded participants a tremendous opportunity to advance the college- and career-policy agenda in their states, with an eye toward coherence and alignment.

Topics discussed included the economic and equity imperatives for the college- and career-ready agenda; transitioning state assessment systems; innovations in remedial education; college- and career-ready goals and public reporting; competency-based education systems;



ensuring quality curricular materials; bridging the divide between career and technical education and college and career readiness; and standards, accountability and instructional improvement. For more information on ADP Network and this year's annual Leadership Team Meeting, including the agenda and photos, visit <http://www.achieve.org/adp-network-2012-leadership-team-meeting>.

Achieve Resources Handout

Achieve e-publishes a variety of reports as well as policy briefs and white papers that focus on preparing all students for college and careers. An overview of Achieve's major resources has recently been updated to reflect our most current reports, resources and tools. [More...](#)

Public Review of Draft CCR Determination Policy

The Partnership for Assessment of Readiness for College and Careers (PARCC) is seeking feedback from the public on a draft policy for making College- and Career-Ready (CCR) determinations in English language arts/literacy and mathematics. PARCC has been actively engaging leaders and educators from technical colleges, secondary and postsecondary Career and Technical Education (CTE), and the business community around this new draft CCR Determination. PARCC is seeking feedback from members of the public on the CCR policy language through October 3, 2012. To provide your feedback, please go to <http://www.parcconline.org/CCRD>.

Webinar on the Two Comprehensive Assessment Consortia: A Progress Update

Achieve's Laura Slover, Senior Vice President, PARCC, will join a panel during a webinar on Tuesday, October 2, from 1:30 to 3 PM EDT, hosted by the Alliance for Excellent Education, with participation from the K-12 Center at ETS. The two state consortia - PARCC and the Smarter Balanced Assessment Consortium - have made great strides to develop new assessment systems that will launch within the next two years. Over the summer, both consortia released sample items and tasks and began putting together teams of educators to help prepare districts and states for the new assessments. The webinar will provide an update on their activities. Pat Forgione, a former state and district superintendent, will

join Bob Wise, president of the Alliance and former governor of West Virginia, to discuss the consortia's work in a policy context. Webinar panelists will also address questions submitted by viewers from across the country. Register and submit questions for the webinar at <http://media.all4ed.org/registration-oct-2-2012>. Please direct questions concerning the webinar to alliance@all4ed.org.

New Resources

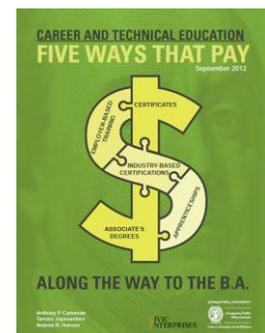
Education at a Glance 2012

The recently released "[Education at a Glance 2012](#)" by the Organisation of Economic Co-Operation and Development (OECD) reveals stark differences between the opportunities countries offer young people, most notably for children of poor families or whose parents have had a limited education. Education at a Glance provides comparable national statistics about education for the 34 OECD member countries. New data reinforce the importance of a good education for social mobility and access to good, well-paid jobs. The earnings gap and employment rate between people with higher education and the less educated continued to rise during the global recession. A 25-64 year-old man with higher education earned 67% more in 2010 than one with just a high school diploma, up from 58% in 2008. For women, the earnings premium grew to 59% in 2010 from 54% in 2008. The unemployment rate in 2010 was roughly one-third less for men with higher education than for men who stopped after high school. For women, it was two-fifths less. Countries gain long-term economic and social benefits from investing more in education.



Career and Technical Education: Five Ways That Pay Along the Way to the B.A.

There are 29 million jobs that pay middle-class wages (between \$35,000 and \$75,000 annually), nearly 40 percent of which pay more than \$50,000 a year, according to the [new study](#) released jointly by the Georgetown University



Center on Education and the Workforce and Civic Enterprises. There are five common pathways that provide career and technical training that lead to these jobs: associate's degrees, postsecondary certificates, registered apprenticeships, industry-based certificates, and employer-based training. Altogether, these Career and Technical Education (CTE) pathways account for \$524 billion of investment in postsecondary education and training each year.

At a time when four out of five postsecondary students are working, these pathways provide students with good jobs that can pay the way to further education. The CTE system is the missing middle ground in American education and workforce preparation. Among students who graduated with a Bachelor's degree in 2008, 28 percent started at a community college. Similarly, 23 percent of postsecondary certificate holders go on to earn at least a two-year degree, the study finds. The study also finds that, in the post-industrial economy, CTE jobs have shifted from blue-collar jobs (now about one-third of CTE jobs) to white-collar office jobs (about one-half of CTE jobs) and healthcare (about 15 percent of CTE jobs). The report contends that the best jobs are in sub-baccalaureate STEM and healthcare, where over 80 percent of jobs pay middle-class wages.

State High School Exit Exams: A Policy in Transition

After more than a decade of growing reliance on high school exit exams, states are rethinking how they use these popular assessments, a new Center on Education Policy (CEP) report finds. Eight of the 26 states with exit exams have aligned those assessments to the Common Core State Standards (CCSS) or other college- and career-ready standards, and 10 more states plan to do so in the near future, according to "[State High School Exit Exams: A Policy in Transition](#)," the 11th annual report on high school exit exams by CEP.

Aligning exit exam policies to more rigorous standards will almost certainly impact the performance of students taking the exams, the report notes. Passing rates on exit exams already vary widely across states, and these rates tend to be lower for minority and poor students, students with disabilities, and English language learners. The report also highlights that despite potential concerns regarding the impact of more rigorous high school exit exams on student performance, very few postsecondary education institutions pay attention to exit exam results when making decisions about student admissions, course placement, or awarding scholarships. At least 14 CCSS-adopting states intend to maintain a requirement for high school students to pass an exam to graduate. This report provides good insights into states plans for transitioning their assessment systems to incorporate the CCSS or the common assessments currently under development.



P-20/Workforce Data Governance

DQC's new report, "[Pivotal Role of Policymakers as Leaders of P-20/Workforce Data Governance](#)," outlines the actions policymakers can take to effectively develop and lead P-20W data governance that meets stakeholder needs. While most states have established data governance processes that span the P-20W spectrum, the majority of states' data governance structures lack executive-level policymaker oversight. Policymaker leadership is also critical to garner the political will and resources to address the barriers of turf, trust, technical issues, and time.



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