

June 2019

Graduating Ready: New Data and Briefs

With graduation season upon us, we're excited to announce several new updates to our [Graduating Ready](#) website! Here's what's new:

- The details of the [options and requirements for graduation](#) in every state, now updated for the Class of 2019
- A NEW [data explorer](#) offering a state-by-state look at **high school assessments** and how they matter (or don't) for both students and schools, plus a [new brief](#) analyzing the trends in assessments across states
- An additional [new brief](#) examining the different STEM graduation pathways that states are offering students

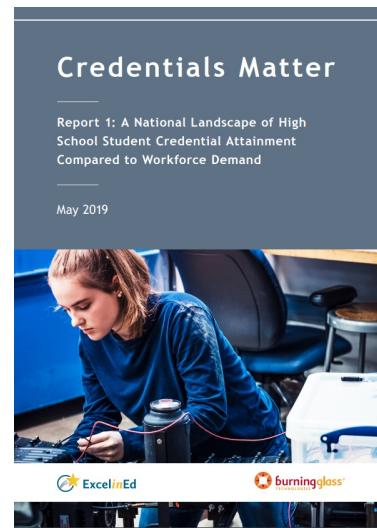


We encourage you to [use the site and share it](#); we hope it leads to useful conversations about the connections between graduation options, testing, accountability, and college and career readiness. Join the conversation [on Twitter](#) using #GraduatingReady to tell us how your state, district, or school is working to make high school graduation meaningful for all students.

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States offer a wide range of career and technical education programs and credentials intended to prepare high school students for success, but how effective are these programs and the credentials students are earning? A [new research project](#) from ExcelinEd and Burning Glass Technologies examines how the credentials students earn align with real-world employer demand. The project includes an [online tool](#) presenting analysis of supply, demand, and alignment data of industry-recognized credentials earned in states as well as an [extensive report](#).

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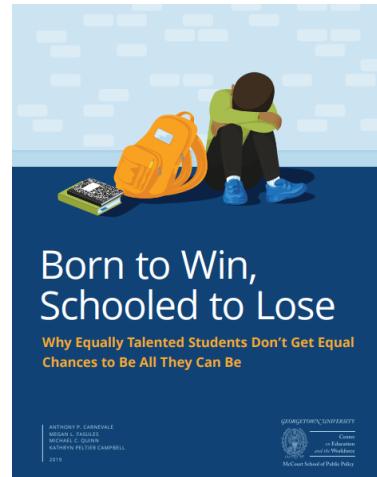


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From the Georgetown University Center on Education and the Workforce: Born to Win, Schooled to Lose: Why Equally Talented Students Don't Get Equal Chances to Be All They Can Be

A [study](#) from the Georgetown University Center on Education and the Workforce tests the idea that demonstrated achievement is a perfect reflection of innate ability by tracing children's journeys through and beyond the educational system, from their academic performance in childhood to their early career outcomes as young adults. The report finds that there is substantial churn in children's demonstrated abilities as they travel through the K-12 system and onward to college and careers. These findings suggest that talent isn't fixed: innate ability can be nurtured over time, or it can remain underdeveloped. The education system can play a role in whether children reach their full potential.

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From the Alliance for Excellent Education: #OurChallengeOurHope

The Alliance for Excellent Education has announced a [yearlong equity campaign](#) to focus on meeting the needs of our most underserved students and honoring the intent of the Brown vs. Board decision. Each month, the Alliance and its partners will share issues and resources related to the unfulfilled promise of the landmark court case.

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What We Read in May

- From the Atlantic: [The Other Segregation](#)
- From the Data Quality Campaign: [School Spending Data Enables Better Decisions, Better Results](#)
- From Education Week: [65 Years After 'Brown v. Board,' Where Are All the Black Educators?](#)
- From Educators for High Standards: ["Why Do I Have to Take This Test?"](#)
- From EdSource: [Don't use the SAT or ACT to undermine education accountability](#)
- From the Fordham Institute: [Good Jobs Don't Always Require College](#)
- From NGSS Now: [May 2019 NGSS Now Newsletter](#)



Let's Partner

Is your district or state looking for support in the design, selection, and implementation of science tasks for instruction and assessment?

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

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