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2017 was a year that brought about significant shifts in many spheres of policy — and education was no exception. We saw intense debate at the federal, state, and local levels about the best ways to provide all students with a high-quality education. Now that college- and career-ready standards are firmly in place across the country, many state and local education leaders are doubling down on their efforts to support educators in their implementation and to provide students with what’s needed on a day-to-day basis to help them reach those standards.

Achieve continued the work we have historically done to support states in increasing college and career readiness throughout 2017, but we, too, are beginning to shift. As we look forward to 2018 and beyond, we at Achieve recognize the increased importance of coherent state college- and career-ready policies and strategies and strong support for their implementation at the local level. This emphasis applies not only to the traditional academic cornerstones of English language arts and mathematics, but to science and STEM education as well, as many states bring new science standards to the classroom.

We are committed to providing educators and district leaders with the tools they need to help every student reach his or her full potential, and to facilitate a strong and supportive policy environment throughout each state. Together with education professionals at all levels, we can reach the goal of ensuring every American high school graduate is ready for the college or career of their choosing.

Michael Cohen
President, Achieve
Achieve is proud to be the leading voice for the college- and career-ready agenda, and has helped transform the concept of “college and career readiness for all students” into a national priority.

Achieve is an independent, nonpartisan, 501(c) (3) nonprofit education reform organization dedicated to working with states, districts, and partners on policies and practices to raise academic standards and graduation requirements, improve assessments, and strengthen accountability. Created in 1996 by a bipartisan group of governors and business leaders, Achieve is leading the effort to make college and career readiness a priority across the country so that students graduating from high school are academically prepared for postsecondary success.

When states want to collaborate on education policy or practice, they come to Achieve. Starting with the landmark American Diploma Project, Achieve has worked with nearly every state and their higher education and employer communities to make college and career readiness a national priority and close the expectations gap — the gap between what a state expects of all high school graduates and what it actually takes to succeed after graduating. Achieve designed the criteria that states and others use to develop high-quality standards in English language arts (ELA)/literacy, mathematics, and other subjects, and developed tools for states, districts, and teachers to use in determining the quality and alignment of instructional materials. Achieve has also leveraged its expertise in assessments to help states develop high-quality assessments and ensure they are aligned with the state’s academic standards.

Over the past 20 years, Achieve has worked with state teams, educators, postsecondary leaders, grassroots and civil rights organizations, coalition partners, the business community, and many others to improve student readiness for life after high school by aligning key policies with the demands of the real world.
Achieve’s 2017 Strategic Priorities

In 2016, Achieve created a new strategic plan comprised of four priorities to drive our work.

**Priority One**

 Keeping the Focus on All Students in All States

Achieve will continue to be the nation’s leading voice for college and career readiness for all students. We will take that leadership role a step further by working with states to commit to — and report on — that readiness.

We will continue our research, digging into the data to make sure states are being transparent and ensuring we fully understand what makes the numbers move. We will work with states, districts, and partners to share this information broadly, always mindful to disaggregate it by subgroups of students so that special attention can be paid to closing persistent achievement gaps. We will work to paint a full, nationwide picture of how all students are doing, supporting states and districts as they work to improve student performance closer to home.

**Priority Two**

 Supporting Comprehensive Approaches in States

Ensuring all high school graduates are ready for college, careers, and life requires more than standards alone. College and career readiness policies must include high-quality assessments, coherent graduation pathways, transparent outcome (and system) information, and equitable accountability systems in order to be fully effective.

We will be reviewing, analyzing, and sharing the work we do in these areas. Our deep content knowledge and expertise in ELA/literacy, mathematics, and science positions us as the reliable source to conduct this work and to provide state and district education leaders with the tools, resources, and strategic advice — rooted in data and research — that will help them make informed decisions.

**Priority Three**

 Building and Expanding Partnerships

We cannot achieve our mission and succeed without help. It is a point of pride that we have strong partnerships across and within states — gathering stakeholders from the education, policy, business, and civil rights worlds who are committed to adopting and sustaining college and career readiness policies and practices.

We are committed to providing counsel, expertise, advocacy, and communications support to expand the number of advocates calling for college- and career-ready policies and practices. We have a solid coalition-building strategy that we will expand and refine to empower local voices of support. We will also broadly share lessons learned from this work to boost advocacy efforts among our national and state partners.

**Priority Four**

 Strengthening Our Foundation

Accomplishing our mission depends on a strong organizational foundation from which to launch our work. Achieve is committed to developing our outstanding staff and maximizing the use of smart internal controls to keep us at peak efficiency. We will ensure our financial sustainability and strength by deepening relationships with traditional funders as well as cultivating new funding relationships — and we will continue to rely on our impressive Board to advance our work.
College- and Career-Ready Policy Research and Analysis

Since 1996, Achieve has served as a leader in the research and analysis of states’ policies around college and career readiness. In 2017, Achieve issued the following research and reports:

The College and Career Readiness of U.S. High School Graduates
February 2017

In 2016, Achieve released its first set of 51 state profiles containing publicly-reported data on different indicators of college and career readiness. This year, Achieve released updated versions of these state data profiles, along with an updated cross-state comparison report, containing a new year’s worth of data. The reports illustrate that there are still significant limitations in the availability of state-reported data and inconsistencies in how those data are reported. Where data are available, they show that far too many high school graduates are unprepared to succeed in college or a career.

State Transparency on College and Career Readiness
June 2017

Before we can improve high school graduates’ readiness for success, educators, parents, and states must have a complete picture of how students are actually doing. This set of reports evaluates the transparency of every state’s public reporting on eight indicators of college and career readiness — and awards each state a transparency score out of 32 possible points. Achieve also released a quiz to accompany the reports and give users the chance to test their knowledge.

Strong Standards: A Review of Changes to State Standards Since the Common Core
November 2017

Achieve analyzed the English language arts (ELA)/literacy and mathematics standards of the 24 states that have reviewed and revised these standards after initially adopting the Common Core State Standards (CCSS). The report found most states kept their standards rigorous and maintained college- and career-ready expectations for students.

Technology Jobs in Massachusetts: The Demand for a Massachusetts Technology Workforce
July 2017

Massachusetts is a hotbed of demand for technology jobs. Achieve partnered with Burning Glass Technologies to take a closer look at this demand in the Commonwealth, focusing on educational and skills requirements as well as common industry-recognized credentials for computer science, information technology (IT), and IT-adjacent jobs.
THE EVERY STUDENT SUCCEEDS ACT

In late 2015, President Obama signed the Every Student Succeeds Act (ESSA) into law. As states have worked to develop new plans for ESSA implementation, Achieve has tracked and analyzed their progress.

Accountability in State ESSA Plans: Online Tracker

ESSA provided an opportunity for states to rethink their accountability systems and redesign them to emphasize multiple measures of student and school performance, including academic achievement, student growth, graduation rates, improving the English language proficiency of English learners, and other indicators of school quality and student success. States took different approaches to developing their state plans under ESSA, and so Achieve created an online tracker summarizing states’ long-term goals for student achievement and graduation rates, along with the accountability indicators and weighting included in states’ plans. Users can dive into an individual state’s plan or compare the elements of two states’ plans side by side.

Leveraging ESSA to Promote Science and STEM Education in States

July 2017

The passage of ESSA provided states the opportunity to craft new goals and strategies for science education. By setting clear goals for science achievement, states can leverage existing policies, including assessments and graduation requirements, to help drive toward set goals. This brief provided a landscape analysis of all states’ assessment and graduation requirements in science, and then took an early look at the first 16 submitted ESSA plans to analyze those states’ proposed goals and approaches to science.

Forthcoming ESSA Briefs

In 2018, Achieve plans to release new analysis of state ESSA plans, including states’ use of on track to graduate and other college and career readiness indicators for accountability, their long-term goals, and more.
Instructional Materials

EDUCATORS EVALUATING THE QUALITY OF INSTRUCTIONAL PRODUCTS (EQuIP)

EQuIP is an initiative designed to identify high-quality materials aligned to the Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS). Its objectives are to increase the supply of high-quality lessons and units aligned to the CCSS or NGSS that are available to teachers, to give publishers examples of what quality lessons look like, and to build the capacity of educators to evaluate and improve the quality of instructional materials for use in their classrooms and schools.

EQuIP Student Work Samples

January 2017

In January, Achieve published annotated student work samples to complement and enhance the usefulness of the EQuIP initiative. Student work samples provide additional indicators of the alignment and quality of instructional materials. As such, this initiative is designed to add annotated student work samples to the existing collection of example units for each content area and grade band. Samples of student work in ELA and mathematics in the elementary, middle, and high school grade bands are available on Achieve’s website with coded annotations for CCSS alignment, understanding, support materials, comprehension and application, and language challenges.

EQuIP Summits

June 2017

In May and June, Achieve hosted a total of 107 educators during two EQuIP Summits (EQuIP Summit East in Orlando, Florida and EQuIP Summit West in San Diego, CA). Participants at the summits learned how to use the EQuIP Task Rubrics for mathematics and ELA/ literacy and the Student Work Analysis Tool in content-specific settings, enabling them to implement the tools immediately or provide trainings for members of their communities. Due to the success and number of applicants for the first two summits, Achieve planned a third summit in Minneapolis in January 2018.

In addition to the Summits, Achieve also conducted numerous other EQuIP trainings across the country, training dozens of educators to use the EQuIP rubric, student work protocol, and the rest of the EQuIP suite of tools.

EQuIP Trainings

ELA and Mathematics

- EQuIP student work protocol, Orlando, FL
- EQuIP Summit East, Orlando, FL
- EQuIP Summit West, Orlando, FL

Mathematics only

- EQuIP Rubric, Spokane, WA
- EQuIP Rubric, Pasco County, FL

ELA only

- EQuIP Rubric, Hartford, CT
- EQuIP Rubric K-3, Mt. Pleasant, MI
- EQuIP Rubric 4-11, Mt. Pleasant, MI
Instructional Materials

EQUIP FOR SCIENCE INSTRUCTIONAL MATERIALS

Achieve held seven trainings and trained 199 people on the EQuIP Rubric for Science and other associated tools in 2017. This included a pilot training on the Primary Evaluation of Essential Criteria (PEEC) that Achieve is using to develop a PEEC Professional Learning Guide, which will be released in early 2018 (for additional details on PEEC, see page 14).

Website Updates
Achieve publicly posts instructional materials that receive the top three designations based on their Science PRP rating: Example of High Quality NGSS Design, Example of High Quality NGSS Design If Improved, and Quality Work in Progress. Achieve recently upgraded the website on which high-quality units are posted, enabling users to interact with each other, Achieve staff, and materials developers, as well as easily share materials on social media. Specifically, these website changes, which were incrementally published in summer and fall of 2017, include opportunities for users to either leave reviews or ask questions about the materials. Users leaving a review of the materials are also asked to:

• identify the context in which the materials were taught: class size, grade level, and school setting (urban, suburban, rural);
• rank the materials for 1) ease of implementation, 2) student engagement, and 3) diverse learner supports; and
• share the classroom and prep time the unit required.

Collecting this additional information allows other users to note when a reviewer’s classroom context is similar to their own, thus making the review more meaningful.

Increasing Submissions to the Science Peer Review Panel (PRP)
Throughout the year, Achieve made several changes to increase the number of high-quality submissions to the Science PRP, including:

• Broadening our scope. We added a category to our online library called Quality Works in Progress. This category does not represent a rating on the EQuIP Rubric for Science, but will include lessons and units identified by reviewers as having strongly addressed at least one of the EQuIP Rubric criteria. This should encourage developers to consider submitting current versions of instructional materials while they are in development; they will then have the option to share a lesson or unit as a Quality Work in Progress online or revise it and resubmit to the panel in the hopes of earning a higher rating, or both. As developers revise and resubmit these materials, we will be able to show over time how the EQuIP feedback led to improvement in the materials.
**Instructional Materials**

**EQUIP FOR SCIENCE INSTRUCTIONAL MATERIALS (continued)**

- **Allowing submissions with Intellectual Property Constraints.** Materials reviewed by the Science PRP must be free and publicly available, but now the materials no longer have to be “open.” For developers of lessons and units who are restricted from submitting lessons or units under one of the Creative Commons licenses, there is now a way to have materials reviewed and recognized by the Science PRP. Instead of being hosted on the Science PRP website under a Creative Commons license, these materials can be posted alongside the materials on the developer’s website (as long as it is open and free to educators) with the Science PRP’s EQuIP feedback.

- **Offering a Digital Badge.** To support the visibility of high-quality materials designed for the NGSS, units identified by the Science PRP as Examples of High Quality NGSS Design — the highest rating of the EQuIP Rubric for Science — will not only be shared online, but will also be awarded a digital badge that can be displayed on the website of the individual, group, school, district, or organization that developed the lesson or unit. We hope this digital badge will both provide incentive for developers to revise and resubmit lessons and units to the Science PRP after receiving a lower rating and provide an easy way for educators and other consumers to be assured that a lesson or unit is high-quality. No materials have been rated highly enough to earn the badge yet, but several of the units that are currently posted on the website are revising and resubmitting to the Science PRP in order to earn it.

**Hewlett Instructional Materials Cluster Marketing Campaign**

Over the summer, Achieve, along with Student Achievement Partners, EdReports, Open Up Resources, and UnboundEd, spearheaded an email and Facebook campaign intended to reach educators and curricular decisionmakers and inform them about the unique, free resources that each organization offers. The campaign reached thousands of educators and prompted significant spikes in traffic to the EQuIP website.
Assessment Work

Student Assessment Inventory
Assessment Inventory National Network
Convening, Orlando, FL, Feb 1-2

Arkansas Assessment Inventory Training,
Little Rock, AR, Jan 27

Overall, Achieve trained 24 districts to use the assessment inventory process, representing over a million students, and directly supported 12 districts in the National Network to create coherent and streamlined local assessment systems.

State Assessment Reviews
Achieve has been working to develop and deliver high quality state assessment reviews to ensure assessments are aligned to state standards. Our review of state assessments utilize a methodology based on CCSSO’s Criteria for Procuring and Evaluating High Quality Assessments and builds on the important studies of next-generation assessments conducted by the Thomas B. Fordham Institute and HumRRO. Achieve made significant improvements to the methodology based on recommendations from Fordham, HumRRO, other external content experts, and our Technical Advisory Committee. These changes have allowed for more nuanced scoring and provide additional information that can be used to improve summative assessments. One of the most significant pieces of work in 2017 was an alignment study of the ACT. Achieve signed an agreement with the Wisconsin Department of Public Instruction and ACT to review the test, along with its writing component, to analyze alignment to the state standards. This report will be released in 2018 alongside a brief that highlights the drawbacks to using college entrance assessments as a state’s sole high school accountability test.
Science Tools and Resources

After serving as the facilitator for the state-led development of the 2013 Next Generation Science Standards (NGSS), Achieve continued its work to support states in their implementation of the NGSS and other science standards influenced by the *Framework for K-12 Science Education* throughout 2017, developing new tools and resources for science educators and district leaders.

**NGSS Parent Guides**
*April 2017*

Achieve released a suite of NGSS Parent Guides to help parents gain a better understanding of what the instructional shifts required by new science standards look like. They were developed and designed based on feedback from parents and educators in NGSS-adopted states and districts, and are now available for Grades K-2, Grades 3–5, Grades 6–8, and Grades 9–12.

**Spanish Language NGSS Parent Guides**
*September 2017*

Building on the success of the NGSS Parent Guides for Grades K–2, 3–5, 6–8, and 9–12, new versions are now also available for Spanish-speaking parents. The suite of guides illustrates how the standards are a powerful foundation to help students build a cohesive understanding of science over time. See the Spanish language parent guides here: K–2, 3–5, 6–8, and 9–12.

**Last Set of Example Bundles Released**
*January 2017*

“Bundles” are groups of standards arranged together as endpoints for units of instruction. Bundling is a helpful step in implementing standards because it helps students see connections between concepts and can allow more efficient use of instructional time. The full suite of NGSS example bundles now covers all grade levels and is designed to help ensure that curriculum developers for science have a broad set of NGSS-aligned examples to consider. Curriculum developers can use these example bundles when considering how to create and arrange bundles in a way that coherently builds student proficiency in all three dimensions of the standards. The bundles released in January 2017 include:

- **2nd Grade Bundles** (Thematic Model and Topics Model)
- **5th Grade Bundles** (Thematic Model and Topics Model)
- **Middle School Course III Models** (Phenomenon Model and Topics Model)
Science Tools and Resources

Professional Learning Facilitator’s Guide for the EQuIP Rubric for Science Version 3.0
April 2017

In April, the EQuIP Facilitator’s Guide was updated to support professional learning designed for the updated EQuIP Rubric for Science. The guide is a ten-module series designed to support service providers who are designing professional learning to support use of the EQuIP Rubric for Science. It provides a complete presentation slide deck as well as tips and guidance for designing a professional learning experience tailored to a given audience. The updated version of the Facilitator’s Guide supports the use of the updated version of the EQuIP Rubric, including the use of the scoring guide, and lessons learned from the professional learning process garnered from facilitating the professional learning for thousands of teachers for the previous version of EQuIP. This version of the Facilitator’s Guide builds in a specific common lesson and incorporates an optional means by which facilitators can incorporate review of student work as a part of professional learning.

Next Generation Science Standards District Implementation Indicators
March 2017

This document provides some key common indicators of successful NGSS implementation at the district level, identifying 13 categories that illustrate what successful implementation looks like and providing concrete end goals that districts can work toward. While the path to implementation may take several forms, this document points to some common indicators or metrics of successful implementation that a district can use to monitor their progress toward implementation goals.

District Implementation Workbook
May 2017

The District Implementation Workbook is designed to help district leaders think more comprehensively and concretely about improving science education in their own contexts. A combination of self-assessments and exercises, this workbook describes the common issues and challenges associated with standards implementation and presents key questions, timelines, decisions, and considerations for implementation leaders.

The Lessons Learned from the California NGSS Early Implementer Districts describe some of the initial experiences of nine K–8 CA Early Implementation Initiative districts in California working to implement the new standards with the K–12 Alliance. Achieve interviewed nine of the ten districts participating in the California K–8 Early Implementation Initiative and wrote about their experience transitioning to the NGSS in two critical implementation areas: professional learning and instructional materials. To learn more about the interviews, district
Science Tools and Resources
demographics, and methodology, please read the Methodology. These overviews are not intended to value one strategy over another in these areas of implementation, but rather, they’re meant to illustrate the different ways districts are handling these tough issues during their transition to the standards.

• Professional Learning for NGSS Lessons
Learned addresses the different formats and audiences for professional learning districts used, the content and design of the professional learning for both teachers and administrators, and criteria for selecting or designing professional learning programs.

• Instructional Materials for NGSS Lessons
Learned addresses the different approaches to transitioning instructional materials while implementing the NGSS, criteria for instructional materials, and includes example materials and student work.

Primary Evaluation of Essential Criteria for NGSS Instructional Materials Design (PEEC)
June 2017

PEEC highlights what is truly innovative about the NGSS and includes a set of tools and processes developed to help the field determine how well full-year instructional materials programs have been designed for the NGSS. PEEC uses the well-established EQuIP Rubric for Science as a unit-level evaluation tool and also supports reviewers to look for evidence of NGSS design across a full program. Even during its development, public drafts of PEEC influenced state level adoption processes. Since its release, PEEC was field tested in Clark County School District, the fifth largest school district in the U.S. A revised version of PEEC (Version 1.1) and a Professional Learning Facilitator’s guide developed from this field test will be released in early 2018.

California Science Teachers Association Award
October 2017

Achieve was honored to receive the 2017 California Science Teachers Association Distinguished Contributions Award for significant impact on science education in California. Achieve has partnered with CSTA to offer training and support for California’s NGSS early implementer districts and other science educators and advocates in the state.
Coalition Support Network
Achieve’s Coalition Support Network (CSN) is a network of coalitions in states across the country committed to advocating for comparable college- and career-ready standards, high-quality assessments aligned to those standards, and increased transparency of student outcomes. This network builds on Achieve’s existing partnership efforts with state-based education advocacy coalitions. Achieve provides backbone support to the network by:

• directly funding, in part, state-based coalition operations;
• serving as the network manager;
• providing strategic communications and messaging support;
• advising coalitions on CCR best practices and policies; and
• connecting coalitions with Achieve and partner research resources, and tactical technical assistance.

Achieve also supported the following activities through the CSN:

• **Network Convenings:** Coalition leaders came together in April to share challenges and successes surrounding the coalitions’ work to improve equitable outcomes for all students, engaged in a summer planning retreat in August, and met in December to discuss the future of their coalitions and the network as a whole. Notable speakers joined the CSN to share their valuable insights, including Kentucky state commissioner Dr. Stephen Pruitt, Louisiana state superintendent John White, and San Diego Unified District superintendent Cindy Marten. Each convening incorporated conversations with current students by means of a panel or school visit.

• **Innovation Funds:** Achieve continued to provide targeted funding for creative, short-term projects tied to coalitions’ advocacy goals, via an innovation fund open exclusively to CSN members called Innovate to Achieve. High Achievement New York used these funds to study the impacts of implementing college and career ready standards in one New York district for elementary school boys and teachers in the district. Ready Washington convened a working group of Spanish-speaking parents to promote high-quality aligned assessments and find ways to better communicate about student outcomes with parents.

• **Advocacy Communications Master Classes:** Achieve also hosted interactive one-day workshops to increase advocates’ confidence in communicating messages in support of the CCR agenda. These occurred in California, New Hampshire, and Washington in 2017. As an example of impact, Lisa Gonzales, the president of the Association of California School Administrators attended a training and subsequently wrote an op-ed in support of more transparently sharing data about how well schools are preparing students for college and careers with Shelly Masur, the CEO of the Californians Dedicated to Education Foundation.

Three Coalition Support Network states partnered with Achieve to hold Advocacy Communications Master Classes.
Advocating for College- and Career-Ready Policies

Achieve convened the full CSN three times in 2017, with 50 participants at each meeting.

Science Communications and Advocacy Workshops
Achieve hosted three communications and advocacy workshops throughout 2017 to prepare attendees to communicate about improving science education. These workshops trained 90 participants at conferences where attendees included educators, administrators, district leaders, and advocates. Workshop participants learned about identifying target audiences and effective advocacy practices to build community support for high-quality science education.

National and State Public Opinion Research on Perceptions in Education
Achieve has historically conducted traditional polling over the years on public perceptions on different aspects of the CCR agenda. However, this year, Achieve approached its public opinion research in a slightly different way that surveyed voters’ opinions on public education topics both nationally and in the twelve individual CSN states. These polls surveyed over 1,000 voters in the national poll and 300 voters in each of the 12 state-specific polls. Questions across the state and national polls were the same, to allow comparisons between states and between the national results and state results. Findings from the poll included strong support for the value of providing high-quality public education, annual testing, and high expectations.

Eighteen new advocacy and communications projects were provided $537,100 in total funding through Innovate to Achieve in 2017 across 10 states. Some of these projects adapted or replicated previous Innovate to Achieve projects conducted by other coalitions.

Coalition Support Network
A Leading Voice for the College- and Career-Ready Agenda

Achieve’s diverse and experienced staff have many years of experience in teaching, school and district leadership, policy, advocacy, communications, government, and more. The Achieve team delivered presentations, spoke on panels, and provided trainings across the country during 2017. Highlights from the year include:

• “Open Mikes: Historical and Contemporary Issues in American Education Policy” presentation by Michael Cohen at the Federal Policy Institute at the Teachers College education policy graduate course in January

• Presentation by Michael Gilligan at the California NGSS Early Implementers meeting in January

• “Shifts and Influences in K-12 Mathematics” presentation by Ted Coe at the Urban Mathematics Leadership Network Retreat in February

• “Reflecting Upon and Improving Implementation of State Standards and Assessments: Hearing Educator Voices from the American Teacher and School Leader Panels” presentation by Michael Cohen at the AEFP Annual Conference in March

• High-Quality Mathematics Materials panelist and Math Content Break-Out presentation by Ted Coe at the TNTP Pathways to Adoption Summit in March

• “Questions Boards Should Ask about their ESSA State Plans” panel moderation by Sandy Boyd at the NASBE Legislative Conference in March

• “Too Many Tests! Minimizing the Number of Tests for the Maximum Impact on Learning Through the Student Assessment Inventory for School Districts” and “The Role of School Boards in Supporting High-Quality Assessment Systems” presentations by Jacob Mishook at the NASBE Annual Meeting in March

• Presentation giving perspective on state efforts in standards, curriculum, formative assessment, and instruction by Michael Cohen at the ANET Board Meeting in April

• “Mathematics Education: Issues and Trends Across the States” presentation by Ted Coe at the Arizona State University School of Mathematics and Statistical Sciences in April

• Presentation by Michael Gilligan at the Flamboyan Foundation National Fellows Strategic Planning Meeting in May

• “What Does ‘Out of Proportion’ Really Mean?” presentation by Ted Coe at the Student Achievement Partners’ Core Advocates Meeting in May

• Presentation on state ESSA plans with regard to science and STEM by Michael Cohen at a BOSE meeting in June

• “Measuring and Evaluating Deeper Learning in Large-Scale Assessments: New Approaches” presentation by Ted Coe at the CCSSO National Conference on Student Assessment in June

• “Issues and Implications of Incorporating Nationally-Recognized High School Assessments into State Systems” and “Why Less is More: Working with Districts and States to Reduce Redundant and Unnecessary Assessments” presentations by Jacob Mishook at the CCSSO National Conference on Student Assessment in June

• Presentation by Michael Gilligan at the GE Foundation’s Leadership for the Future conference in July

• Presentation by Michael Gilligan on 2017 Achieve Poll results, both national and New York-specific results, in New York in July
A Leading Voice for the College- and Career-Ready Agenda

• “Education Policy & Practices Panel Discussion” by Michael Cohen at the MCEC National Training Seminar in August

• “Support from In-State Advocates: PTAs & Parents, Civil Rights Groups, Etc.” with Sandy Boyd as a panelist at the CCSSO Instructional Materials and Professional Development Network in August

• Recommendations for graduation pathways before Indiana’s Graduation Pathways Panel by Michael Cohen in September

• Presentation by Michael Gilligan at the Donnell-Kay Foundation conference in September

• Communications training and office hours by Chad Colby and Michael Gilligan at the California Science Teachers Association meeting in October

• Presentation by Michael Gilligan at the Joyce Foundation ESSA Meeting in October

• “Mathematics Education: Issues and Trends Across the States” keynote presentation by Ted Coe at the ArizMATYC Fall Conference in October

• “Better Science for All” presentation by Michael Lach at the NGSS@NSTA Forum in November

• Presentation by Michael Gilligan at the Georgia PEE Critical Issues Forum in November

• “Understanding Prowess — Making Sense of Proficiency” presentation by Ted Coe at the American Mathematical Association of Two-Year Colleges National Conference in November

• “Complexity and Rigor: New Lenses for Thinking About Assessment” presentation by Ted Coe at Arizona Math Leaders in November

• Presentation by Michael Gilligan at the California STEAM Symposium in December

Contributors

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Spreading the Message

WEBSITES

Achieve.org

446,577
PAGE VIEWS

211,868
UNIQUE USERS

NextGenScience.org

7,228,953
PAGE VIEWS

1,118,625
UNIQUE USERS

Monthly Newsletters
Achieve published its monthly newsletters both from the organization generally (Perspective) and about the NGSS specifically (NGSS Now) throughout 2017. Perspective was sent to 7,000 subscribers each month while the NGSS Now subscriber list approached 28,000 individuals.

Social Media
Achieve continued its active Twitter presence this year, sharing resources, news articles, tools, and more with our audience and partners. The @AchieveInc Twitter account topped 9,500 followers this year, while the @OfficialNGSS Twitter account neared 15,000 followers.

#ClassesCount: A Social Media Campaign
February 2017
In February, Achieve carried out a social media campaign that aimed to encourage high school students to sign up for more challenging classes to prepare them for life after graduation. Using the hashtag #ClassesCount, the campaign earned 1.5 million impressions across Twitter, Facebook, and Instagram.

DON’T WAIT UNTIL YOU GRADUATE
All students should graduate from high school ready for college, careers, and citizenship.