



July 2015

Dear Reader,

Though virtually every state has provided robust support for the implementation of college- and career- ready (CCR) standards, few states have systematic, comprehensive data that tracks progress toward their implementation and identifies challenges and opportunities to strengthen or redesign support to schools and districts. New CCR standards implementation indicators from Achieve and the Aspen Institute offer leaders openly-licensed tools to support the monitoring of standards implementation. We hope that these and other tools on our website (see [Achieving the Common Core](#) for many more) assist states and districts in their critical mission to implement higher standards for all students.

Mike Cohen, President, Achieve

College- and Career-Ready Standards: Implementation Indicators



Achieve and the Aspen Institute have developed a toolkit for state and district leaders who have adopted college- and career-ready (CCR) standards and want direct feedback related to the status of CCR standards implementation statewide in order to better understand the needs of schools and districts. The toolkit includes four openly-

licensed tools to support state and district leaders in monitoring implementation of CCR standards. States, districts, and schools are encouraged to modify these tools to reflect local context and needs.

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NGSS K-8 Evidence Statements Now Available



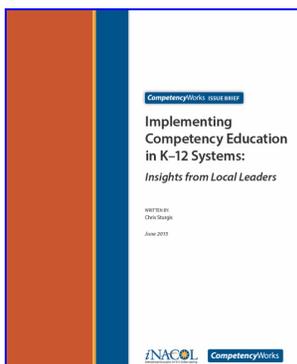
The NGSS Evidence Statements for [elementary grades](#) (K-5) and [middle grades](#) (6-8) are now available. These statements were developed and reviewed by educators and scientists, including many members of the NGSS writing team. The evidence statements are intended to identify clear, measurable components that, if met, fully satisfy each performance expectation (PE) described within the NGSS.

Given that each PE is three-dimensional, the statements describe how students can use the practices, crosscutting concepts, and disciplinary core ideas together to demonstrate proficiency on the PEs by the end of instruction. For more information, see the Introduction and Overview, which applies to the evidence statements for all grade levels. Additional materials, including appendices for K-2, 3-5, and middle school are coming soon.

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Implementing Competency Education in K-12 Systems: Insights from Local Leaders



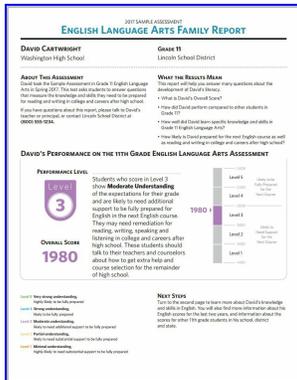
CompetencyWorks recently released an issue brief titled "Implementing Competency Education in K-12 Systems: Insights from Local Leaders." This brief focuses on district implementation strategies currently being used to convert traditional systems into personalized, competency-based ones. The report is broken down into four sections, based on stage of implementation: ramping up for transformation; designing the infrastructure for learning; transitioning to a competency-based system; and embracing continuous improvement. Each section articulates the major activities required to promote school and district transformation as well as lessons learned from site visits, observations, and

discussions with leaders in the competency-based movement. Among others, key themes that emerge include creating a shared vision, designing a supportive infrastructure for learning, promoting student agency, empowering teachers, and building feedback loops to continually improve instruction.

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Communicating Assessment Results to Families and Educators



Have you checked out Achieve's sample student assessment reports? Achieve partnered with Tembo, Inc. to develop the reports with the goal of enabling states, districts, and schools to better communicate student assessment results to teachers, school leaders, and families. Sample reports for families (along with communications material to accompany them) are available in both English language arts (ELA)/literacy and mathematics for grades 5, 8 and 11. There are also sample reports specifically developed for use by educators and by schools.

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