



August 2019

How can a partnership with Achieve work for you?

As we head toward a new school year, it's the perfect time for district leaders to reflect on goals for professional development, instructional materials, systems of assessment, and more. Building on more than two decades of working with states, educators, policymakers, and other



experts, the Achieve team brings a wide range of expertise to create tailored services for partners working to advance college and career readiness for all students. It's now easier than ever to learn about the different types of partnership that Achieve offers. Take a look at the new [Services section of our website](#) to see what a partnership with your school, district, or state can look like.

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Checking in: State reporting of progress toward ESSA goals

Our recent review of states' report cards found that more than half of states reported progress against the goals they set under their [ESSA accountability systems](#) for a variety of measures (including math and ELA achievement and growth, graduation rate, and English learner progress). We were most impressed when states translated state goals into district- and school-level goals (which makes them more real and meaningful), disaggregated data by subgroup and grade level (since students are starting at different places), and reported goals

and performance in an accessible, seamless, and understandable way.

There is room for improvement, but take note of:

- Washington's [reporting against state-level goals](#);
- Arizona's [reporting by subgroup and grade level](#);
- West Virginia's [school-level goals reporting](#) for all ESSA measures; and
- Iowa's [approach to reporting subgroup and state progress](#).

And don't forget to check out our [briefs on states' graduation rate goals, math and ELA achievement goals](#), and [English learner goals](#) for more details.

From Bellwether Education Partners: The State of Assessment: A Look Forward on Innovation in State Testing Systems

A [new report](#) from Bellwether Education Partners explores assessment improvement opportunities within reach for states and highlights promising work already underway, including interim assessments for accountability; formative assessments to support instruction; shared item banks and new collaborations among states; and social studies and science assessments. The report finds that states are responding to pushback on testing by thinking about ways to build more comprehensive assessment systems to provide educators with information that can truly inform teaching and learning, and also serve the accountability, equity, and transparency purposes for tests required by law. It offers opportunities, benefits, and risks for states to consider as they continue to iterate and innovate.

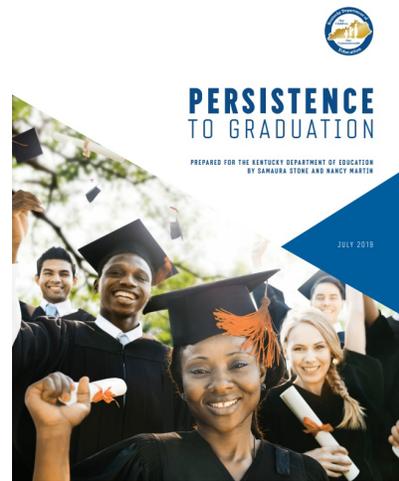


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From the Kentucky Department of Education and AYPF: Persistence to Graduation

The Kentucky Department of Education and the American Youth Policy Forum recently released [a publication](#) examining the progress of Kentucky's Persistence to Graduation initiative. The publication consists of [a full report](#) and four individual practice briefs in the areas of: [Alternative Education](#), [Community Partnerships](#), [Culture and Climate](#), and [Student Transitions and Reengagement](#). The briefs highlight successful schools and programs throughout Kentucky that promote high school graduation, identify key strategies being used by the highlighted schools and programs, and provide questions for district leaders and educators to consider.



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From DQC: CTE Data Puts Meaningful Information about Student Pathways in the Hands of Policymakers

The recent reauthorization of the Carl D. Perkins Career and Technical Education Act is an opportunity for states to provide students, families, and policymakers with the information they need and can trust to make informed decisions that lead to better outcomes. A new [fact sheet](#) from The Data Quality Campaign offers guidance for policymakers on creating the linkages necessary to collect CTE data and publicly reporting this information in actionable ways.

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What We Read in July

- From Education Next: [An Integrated Approach Fosters Student Success](#)
- From ExcelinEd: [#AskExcelinEd: How Can States Create College & Career Pathways for Students?](#)
- From Educators for High Standards: [My kids, your kids, our kids: As educators, we're all advocates for high-quality education for every single kid in America](#)

- From EdSource: [Plan to expose all students to physics missing one element - teachers](#)
- From the Fordham Institute: [A rising economic tide + reform + resources = better results for kids](#)
- From Getting Smart: [Professional Development: What Do Educators Really Need?](#)
- From NGSS Now: [July 2019 NGSS Now Newsletter](#)
- From The 74: [What's an Emotion Scientist? Inside the New Concept Shaping Social-Emotional Learning](#)



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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