

September 2019

NEW Briefs: What Do (and Don't) We Know About Outcomes for English Learners and Students with Disabilities?

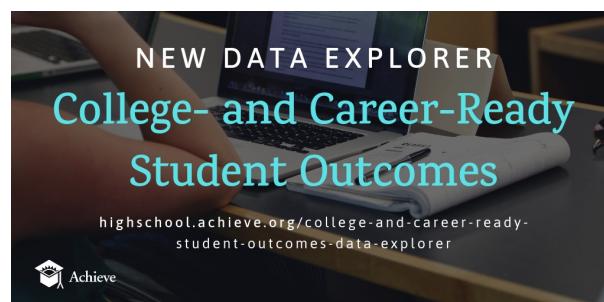
Achieve is excited to release two new briefs that take deep dives into current data reporting on educational outcomes for two key populations: English learners and students with disabilities. In these briefs, we examine the types of information states are reporting on these students' achievement, who is counted, whether and how states are reporting progress toward ESSA goals, and more. Parents, educators, and state and district leaders need high-quality public reporting on a variety of measures of student achievement in order to understand how well states are serving these students and where gaps in achievement and readiness persist.

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Are Students #GraduatingReady? Dig into Our NEW Student Outcomes Data Explorer

Last week, we released our [newest data explorer](#) on the [Graduating Ready high school website](#). The Student Outcomes Data Explorer is a one-stop shop for publicly-reported data on eight indicators of college and career readiness in every state.

Check it out to see what your state reports and how students are doing as measured by graduation rate, college- and career-ready course of study completion, college- and career-ready assessment results, 9th graders on track



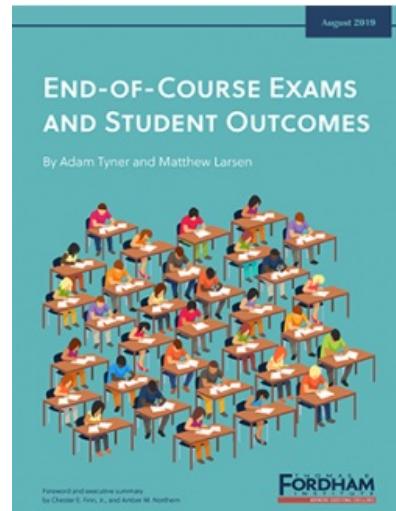
to graduate, earning college credit in high school (via AP and dual enrollment), postsecondary enrollment, and state-defined college and career readiness measures.

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From the Fordham Institute: End-Of-Course Exams and Student Outcomes

A [new report](#) from the Fordham Institute provides a longitudinal look at state policies related to end-of-course exams (EOCs) over the past 20 years and the effects of administering EOCs in different subjects on high school graduation rates and college entrance exam scores. The report includes recommendations for state policymakers to encourage greater use of high-quality, content-linked external assessments to help push our education system toward mastery rather than seat time.



As you dig into the report, make sure to take a look at our [high school assessments data explorer](#) to see which assessments (including EOCs) states require of all students.

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OpenSciEd Releases Three High-Quality Middle School Science Units

[OpenSciEd](#), which works to ensure that any science teacher can access and download freely available, high-quality, locally adaptable full-course materials, has released its first three units for middle school science. All three of these units were independently reviewed by [Achieve's Science Peer Review Panel](#) and are listed as examples of quality materials on the [nextgenscience.org](#) website. Two units earned the [NGSS Design Badge](#). Each unit is approximately six weeks of class time and all teacher and student materials are free and openly-licensed.



See the unit materials and corresponding EQuIP Rubric for Science reviews here:

- [Middle School: OpenSciEd Unit 6.2: How can containers keep stuff from warming up or cooling down?](#)
- [Middle School: OpenSciEd Unit 7.3: How Do Things Inside Our Bodies Work Together to Make Us Feel the Way We Do?](#)
- [Middle School: OpenSciEd Unit 8.2: How Can Sound Make Something Move?](#)

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What We Read in August

- From the Atlantic: [The Whiter, Richer School District Right Next Door](#)
- From the Center for American Progress: [How Delaware Aims to Improve College Readiness](#)
- From the Data Quality Campaign: [How Effective Data Use Fuels District Turnarounds](#)
- From ExcellnEd: [How Can States Make Students the Center of School Funding?](#)
- From Education Week: [New 50-State Data Tool Exposes College and Career "Readiness Gap"](#)
- From Educators for High Standards: [Taking Materials for a Test Drive](#)
- From EdSource: [No Seniors Took Advanced Math at 40 Percent of California High Schools](#)
- From the Fordham Institute: [The "left behind" kids made incredible progress from the late 1990s until the Great Recession. Here are key lessons for ed reform.](#)
- From Getting Smart: [What I Learned When I Studied Six Chicago Schools Transforming to Personalized Learning Environments](#)
- From NGSS Now: [August 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.