Achieve Announces New Members on Science Peer Review Panel

Achieve is excited to underline announce the addition of 11 new members to its Science Peer Review Panel for its third year to expand its work evaluating lesson sequences and units designed for the Next Generation Science Standards (NGSS) and sharing high-quality examples online. One of the biggest challenges to NGSS implementation around the country is a lack of high-quality instructional materials designed for the NGSS. The Science PRP addresses the problem of the insufficient examples of science materials by evaluating free and publicly available materials with the nationally-respected EQuIP Rubric for Science, identifying high quality examples, and posting them publicly for the education community to see what materials faithfully designed for the NGSS look like.

New peer reviewers will join a network of passionate educators on the Science PRP with whom they can build a powerful community and share ideas and resources. The 11 new peer reviewers selected to join the Science PRP are from nine states; with rural, urban, and suburban school communities and all grade bands represented. New members join a network of 43 peer reviewers remaining on the panel for another year-long term. Peer reviewers receive free and meaningful professional learning experiences run by experts in the field and designed to deepen understanding of the NGSS and the EQuIP Rubric for Science evaluation process for instructional materials. To learn more, visit the Science Peer Review Panel website.

Aiming for Equity: A Guide to Statewide Attainment Goals for Racial Equity Advocates

A new guide *Aiming for Equity: A Guide to Statewide Attainment Goals for Racial Equity Advocates* from The Education Trust offers a primer on statewide college degree attainment goals and ideas for what to demand from policymakers to ensure students of color are prioritized as part of statewide higher education strategies.

A college education has never been more important. Over 99 percent of all jobs created during the recovery from the 2008 recession went to workers with at least some college experience. Nearly two-thirds of all jobs in the United States now require some form of postsecondary education. For most Americans, in most communities, a high school diploma is no longer enough to access the middle class.
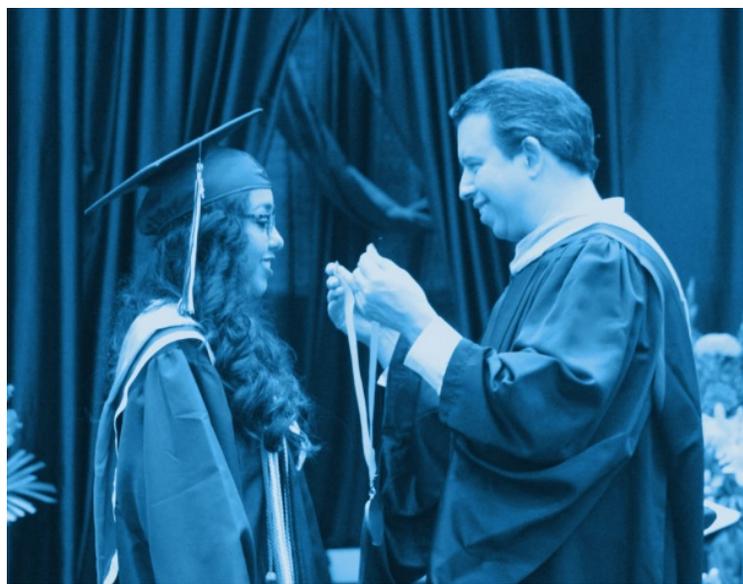
However, as a college degree has become increasingly essential, getting one remains decidedly unequal. This guide offers a primer on statewide college degree attainment goals and ideas for what to demand from policymakers to ensure students of color are prioritized as part of statewide higher education strategies.

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Statement Outlining a New Blueprint for Postsecondary Success

In this statement by Chiefs for Change, the authors outline a blueprint for postsecondary success. Today's high school graduates enter a world of decreasing economic mobility that disproportionately affects low-income students. A college education can play an essential role in reversing this trend. It can give young people the knowledge and skills they need to get jobs in high-growth, high-demand fields-jobs with salaries that allow them to support their families. However, while K-12 education leaders and policymakers have spent decades building classrooms, curricula, counseling programs, and financial aid systems that elevate four-year degree attainment as a critical, if not singular, pathway to a successful life, the most recent data paints a stark picture: Only 40 percent of working-age Americans have earned an associate's degree or higher, leaving a "neglected majority" of Americans disconnected from systems of higher education and in danger of falling further behind.

Chiefs for Change outlines a blueprint for postsecondary success that includes:

1. A call on federal and state lawmakers to require a public, transparent acknowledgement of basic postsecondary enrollment, persistence, completion, employment, and earnings data disaggregated by key demographics and tied to individual secondary schools, school districts, and institutions of higher education across all 50 states.
2. A call for better postsecondary options for every graduate.
3. A call for every postsecondary provider and institution of higher education to have a sustained focus on degree completion and successful transition to meaningful work.

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Growth Data: It Matters, and It's Complicated

A new brief by the Data Quality Campaign explores the different ways states have committed to

Growth Data: It Matters, and It's Complicated

measuring student growth and what that means for education stakeholders and their understanding of student success. Measures of student growth offer a richer understanding of student performance than a moment-in-time test score alone, but measures of student growth are not created equal. In their accountability plans for implementing the Every Student Succeeds Act (ESSA), some states are using a sophisticated analysis of multiple data points that evaluate the impact of schools on student learning, while others are using simpler measures of change in student assessment results year to year. These different approaches to measurement answer different questions and tell different stories about what is happening in schools and classrooms.

Forty-eight states and the District of Columbia have committed to measuring and reporting individual student growth under ESSA. This means everyone in those states - from parents to policymakers - will have more information than before on student performance and school quality. But the questions they'll be able to answer depend on how states measure growth. Explore the brief.

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January Reading List

- From NGSS: January 2019 NGSS Now Newsletter
- From Chalkbeat: Across U.S., graduation rates are rising, with little connection to test scores
- From Education Week: Thousands of Copyrighted Works Will Now Be Freely Available to Teachers
- From Learning Forward: Step by Step: Preparation and professional learning support implementation of quality materials
- From EdReports: Mathematics for All: How Modeling Transforms Student Learning
- From TNTP: They Said I Was Ready for College. I Wasn't.
- From The 74: Analysis: With New ESSA Data, States Can Track How Well Schools Are Serving All Students. New Report Shows How They're Doing - And Why

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We're Hiring!

Join our incredible team of diverse and talented professionals who are passionate about our mission and believe that they can make a difference for today's students and tomorrow's leaders.

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

Forward to a Friend