

VOICES FROM THE CLASSROOM

2023

EXPECTATIONS REPORT CARD



Our students, their needs, and the world they live and learn in have changed rapidly in the past few decades, and even in the past few pandemic-impacted years. The internet, social media, virtual learning, and, on the horizon, artificial intelligence have altered—or will alter—every aspect of K-12 education, and the students served by our K-12 system have diversified dramatically.




























Teachers report that they do not have the materials or structures they need to keep pace with this evolving environment. For example, only one-third of teachers report that they have the curricular materials needed for effective instruction, that they have received training to effectively implement their materials, or that they receive aligned formative assessments.

Teachers can't be successful in the same outdated system they've worked in for decades. **States and districts must implement the evidence-based materials and practices that teachers are calling for. The following checklist assesses to what extent each of E4E's chapter districts and states already have externally facing policies or practices that do this.** However, it does not assess *implementation* of these policies: just because a state or district receives a green rating in a particular area does not necessarily mean it does not still have more work to do.

ASSESSMENTS AND ACCOUNTABILITY

Ninety percent of teachers believe students should have a summative measure of learning from the beginning to the end of the year, but only 38% say they receive training on how to use that data to inform their work and only 60% say they use the data to inform parents of student progress.

HOW DOES YOUR DISTRICT MEASURE UP?

POLICY THAT SUPPORTS IT	CHICAGO, IL	BOSTON, MA	NEW YORK, NY	LOS ANGELES, CA	MINNEAPOLIS, MN	ST. PAUL, MN	HARTFORD, CT	BRIDGEPORT, CT	NEW HAVEN, CT
District publishes assessment data by school in an interactive dashboard or series of school profiles <i>green = fully up-to-date and easily accessible interactive dashboard or series of school profiles</i> <i>yellow = data available but not in an easily accessible dashboard or series of school profiles, OR not up to date</i> <i>red = no data available online</i>	 Source 1 Source 2 Source 3	 Source	 Source	 Source	 Source	 Source	 Source	 Source	 Source
District requires curriculum-aligned assessments <i>green = comprehensive vision available online</i> <i>yellow = some scattered evidence available online</i> <i>red = no evidence available online</i>	 Source	 Source	 No sources available	 Source	 Source	 Source	 Source	 No sources available	 Source
District uses assessment data to inform strategic planning at the district level <i>green = comprehensive vision</i> <i>yellow = some scattered evidence</i> <i>red = no evidence</i>	 Source	 Source	 No sources available	 Source	 Source	 Source	 Source	 No sources available	 Source



















The federal government can support this effort by leveraging federal resources to provide funding to states and districts to fund and scale what works.

[Click HERE](#) to call on your own legislators to do this

CAREER PATHWAYS

Teachers are split on the central purpose of K-12 education, indicating that it must serve multiple ends and provide students with options when they graduate from high school.

HOW DOES YOUR DISTRICT MEASURE UP?

POLICY THAT SUPPORTS IT	CHICAGO, IL	BOSTON, MA	NEW YORK, NY	LOS ANGELES, CA	MINNEAPOLIS, MN	ST. PAUL, MN	HARTFORD, CT	BRIDGEPORT, CT	NEW HAVEN, CT
District publishes college and career readiness data by school in an interactive dashboard or series of school profiles	 Source	 Source	 Source	 Source	 Source	 Source	 Source 1 Source 2	 Source	 Source
District offers a variety of career readiness options, such as dual enrollment programming and the ability to obtain career credentials through CTE programming	 Source 1 Source 2	 Source 1 Source 2 Source 3	 Source 1 Source 2 Source 3	 Source 1 Source 2	 Source	 Source 1 Source 2 Source 3 Source 4	 Source	 Source	 Source 1 Source 2 Source 3



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NOTES

CHICAGO

- **Assessment data:** Chicago Public Schools has a [series of school profiles](#) containing assessment information, but many of the schools ratings say “No data available.” It does have an [interactive data center](#) with other metrics, but it only drills down to the neighborhood level. The [district has also adopted and is currently working towards implementation on an entirely new way of assessing school quality](#), which, when implemented in 2025-2026, will provide much more data available to families.
- **Curriculum-aligned assessments:** Chicago’s [Skyline curriculum](#) contains aligned assessments for every grade-level in every subject. The webpage also notes that the curriculum was designed with this explicitly in mind.
- **Data informing practice:** Chicago has a robust [strategic plan](#) that uses data to inform practice.
- **College and career-readiness data:** Chicago publishes college and career readiness data in [this series of school profiles](#).
- **Career readiness options:** Chicago has [multiple avenues](#) through which students can earn college credit while in high school and plan for post-secondary success.

BOSTON

- **Assessment data:** Boston Public Schools has [assessment data by school](#) available online, but it hasn’t been updated since 2018. It’s unclear whether they’re just a few years behind, or if they stopped publishing. They do not have an interactive dashboard.
- **Curriculum-aligned assessments:** Boston worked with an external partner to audit and redesign its approach to interim assessment for ELA and Math for grades 2–11, resulting in [common assessments aligned to vetted curricular options](#). A case study covering how they did this is [here](#). However, a [2022 survey](#) of Boston teachers found that only 31% said that their curricula included high-quality formative assessments to measure student learning.
- **Data informing practice:** Boston’s current [strategic plan](#) is data-rich, includes indicators for moving toward anchor goals, and details a plan for monitoring implementation.
- **Career readiness options:** Boston Public Schools has a clear [“college, career, and life readiness” definition](#), a robust [dual enrollment program](#) with 6 participating colleges, and an [initiative](#) by which they connect students to college coaching.

NEW YORK

- **Curriculum-aligned assessments:** Given New York does not currently require schools to use any particular curriculum, requiring curriculum-aligned assessments would be difficult. Additionally, there does not seem to be any requirement that districts align assessments with their own curriculum. A [2022 survey](#) of New York City teachers found that only 30% said that their curricula included high-quality formative assessments to measure student learning.
- **Data informing practice:** The District does not seem to have a publicly accessible strategic plan or any other type of strategic planning and implementation monitoring process.
- **Career readiness options:** Career pathways is a central component of Chancellor Banks’ [four pillars for building trust](#). This school year, they [launched two pilot career-focused programs](#): FutureReadyNYC and Career Readiness and Modern Youth Apprenticeship. Additionally, they partner with CUNY for its dual enrollment [College Now](#) program.

LOS ANGELES

- **Curriculum-aligned assessments:** Evidence of aligned assessments is present in Los Angeles Unified School District’s (LAUSD) pacing guides and digital libraries, as well as in a [centralized assessment hub](#). The hub, however, doesn’t cover elementary math. A [2022 survey](#) of LA teachers found that only 39% said that their curricula included high-quality formative assessments to measure student learning.
- **Data informing practice:** LAUSD’s [strategic plan](#) includes a specific focus on data-driven decision making at both the school and district level.
- **Career readiness options:** College and career readiness is a priority in LAUSD’s [strategic plan](#), and 10K+ students participate in their [Linked Learning](#) initiative each year.

MINNEAPOLIS	<ul style="list-style-type: none"> • Curriculum-aligned assessments: Minneapolis Public Schools seems to have assessments embedded in all of its curriculum guides and explicitly notes the need for it in its “Read Well by Third Grade” guide. • Data informing practice: Minneapolis Public Schools has a robust strategic plan that uses data to inform practice. • College and career readiness data: Minneapolis’ interactive data dashboard only includes graduation rates. • Career readiness options: Minneapolis offers dual enrollment, CTE, and other college and career readiness programming but the information available online is limited and they do not mention it in their strategic plan.
ST. PAUL	<ul style="list-style-type: none"> • Assessment data: St. Paul does not publish its assessment data by school, but the state does, and it does have an interactive data center with other metrics. • Curriculum-aligned assessments: All elementary curriculum guides include the same blurb about formative assessments and include aligned assessments, but these aren’t available at the high school level. • Data informing practice: St. Paul seems to have had a robust strategic planning process with regular progress monitoring, but they don’t have established metrics and nothing has been published on the website since 2021. • Career readiness options: St. Paul’s strategic plan includes a focus on college and career readiness, and they have extensive information about internships, dual enrollment, CTE, and mentoring online.
HARTFORD	<ul style="list-style-type: none"> • Assessment data: Hartford has an interactive dashboard but it is only available to employees. However, the state has a dashboard that drills down to the school level. • Curriculum-aligned assessments: Hartford’s instructional vision talks about the importance of data-driven instruction and the strategic plan notes the need to create curriculum-driven data teams, but current curriculum units do not include embedded assessments. • Data informing practice: Hartford’s strategic plan includes performance indicators and implementation measures. • College and career readiness data: Hartford’s interactive dashboard includes this but it is not available to the public. However, the state has a dashboard that drills down to the school level. • Career readiness options: Hartford has a career readiness webpage but the dual enrollment and internship sections say “Coming soon!”
BRIDGEPORT	<ul style="list-style-type: none"> • Assessment and college and career readiness data: While the district does not have its own dashboard, the state has a dashboard that drills down to the school level.
NEW HAVEN	<ul style="list-style-type: none"> • Assessment and college and career readiness data: While the district does not have its own dashboard, the state has a dashboard that drills down to the school level. • Curriculum-aligned assessments: New Haven mentions the need for curriculum-aligned assessments in its strategic plan, but no evidence exists that they have implemented them. • Data informing practice: New Haven’s strategic plan includes outcome metrics but does not include measurable implementation metrics. • Career readiness options: New Haven’s strategic plan includes a focus on college and career readiness, and they have a dual enrollment partnership with Yale.