

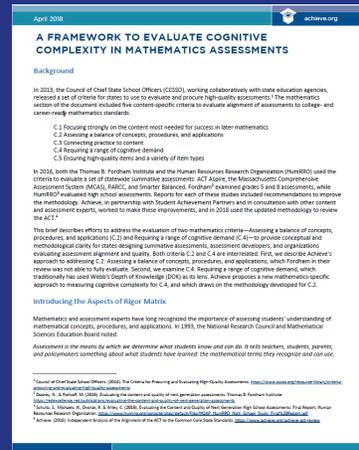


May 2018

# New brief from Achieve on evaluating cognitive complexity in mathematics assessments

Around the country, vendors are approaching states with claims that their summative mathematics assessments are aligned to state standards, such as the Common Core. These claims are easy to make, yet difficult for state employees to confirm. To assist states in their efforts to establish the accuracy of such claims, Achieve is developing a methodology and tools to evaluate cognitive complexity in assessments, building from the earlier review work of the Thomas B. Fordham Institute and the Human Resources Research Organization (HumRRO). Take a look at this new brief to explore the framework behind the methodology and tools.

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## Seizing the Moment: A District Guide to Advance Equity Through ESSA

To help district leaders take full advantage of the opportunity created by ESSA, the Aspen Institute Education & Society Program, Chiefs for Change, EducationCounsel, and Education First have partnered to produce [Seizing the Moment: A District Guide to Advance Equity Through ESSA](#). This suite of tools - including a series

of infographics to help inform and guide local conversations - identifies eight equity priorities many leaders are already pursuing and identifies potential barriers to equity, key decision points, and opportunities to braid and blend federal funds to strengthen local equity priorities.

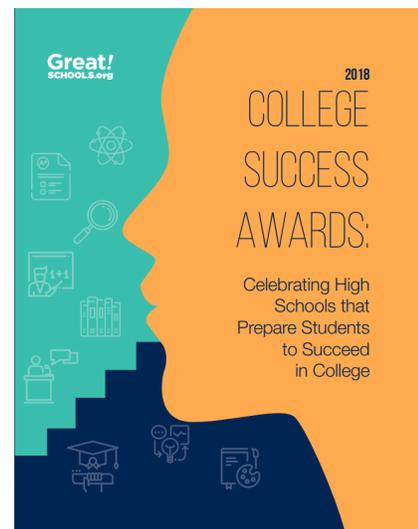
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## *College Success Awards: Celebrating High Schools that Prepare Students to Succeed in College*

GreatSchools' [new initiative](#) combines an analysis of postsecondary data, survey information, and on-site observations in an effort to better understand how some high schools support their students not only to enroll in college, but also to succeed once they get there. The project seeks to identify the educational supports, philosophies, and programs that yield strong results for students, to celebrate award-winning schools, and to encourage efforts to spread their success.



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## *Meeting Students Where They Are: A Look at K-12 Competency-Based Education Systems*

A [new paper](#) from iNACOL provides school and district leaders with an in-depth exploration of the relational, pedagogical and structural dimensions of meeting students where they are in K-12 competency-based education systems. The report provides strategies for practitioners in K-12 competency-based models to meet

students where they are on a variety of dimensions and maximize the potential of each student's unique skills and interests.



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## Rethinking Dual Enrollment to Reach More Students

A growing body of research indicates that, all other factors being equal, students who dually enroll are more likely than their non-dually-enrolling peers to finish high school, matriculate in a postsecondary institution and experience greater postsecondary success. This [new report](#) from Education Commission of the States discusses state approaches that systematically broaden dual enrollment access and provide pre-collegiate experiences to middle- and lower-achieving students.

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## From the Asbury Park Press: Standardized tests provide feedback needed to help students succeed

Don't miss this [great piece](#) from New Jersey PTA President Rose Acerra about why standardized tests matter for student success.

*"It takes hard work to achieve the academic standards we have in*

*place... The hard work of our dedicated teachers and school leaders, who come in each day giving their best to every student. The hard work of our parents and families who check homework, volunteer at school, or help the community in any number of ways. And of course, the hard work of our students, who are motivated by the promise of a future filled with opportunity.*

*"None of us can do this hard work without information. Just like any athlete, we need to understand our goals, track our progress and make adjustments along the way to ensure we can achieve what we set out to do. In education, sometimes that information seems negative or off-putting, like test scores, attendance and graduation rates, or the need for remediation in college. But the truth is, we need honest feedback to adjust course when needed and to keep ourselves committed to doing better for all our kids - especially those not performing as well as they can or should be."*

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

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