
Achieve recently released three new frameworks - one each for mathematics, reading, and science - for the educator community working on high-quality student assessments. The frameworks, which were developed by content experts and practitioners, can be used to evaluate the cognitive complexity of assessment items through a series of discipline-specific criteria and processes.

We’d like to invite you to learn more about the new frameworks and how to use them by joining one or more subject-specific webinars over the next few weeks. All webinars are free to attend will be recorded and posted online for those who cannot participate.

- **TODAY, November 6, 3:00 pm ET:** *A Framework to Evaluate Cognitive Complexity in Reading Assessments*, presented by Katie Keown, Senior ELA/Literacy Specialist at Student Achievement Partners. Register [here](#).
- **Wednesday, November 13, 3:00 pm ET:** *A Framework to Evaluate Cognitive Complexity in Mathematics Assessments*, presented by Dr. Ted Coe, Director of Mathematics at Achieve, and Dr. Shelbi Cole, Senior Mathematics Specialist at Student Achievement Partners. Register [here](#).
- **Thursday, November 21, 2:00 pm ET:** *A Framework to Evaluate Cognitive Complexity in Science Assessments*, presented by Aneesha Badrinarayan, Director of Special Projects & Initiatives at Achieve and Dr. Miray Tekkumru-Kisa, Associate Professor at Florida State University. Register [here](#).
Click here for an introduction to the cognitive complexity frameworks, and download the frameworks themselves here.

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**From Education Week: If States Are Missing Their Own ESSA Goals, What Comes Next?**

A recent Education Week article raises the question of how states are doing with respect to their long-term academic achievement goals set in their ESSA plans, and what it means if they aren't currently on track. After you read the article, make sure to check out our series of briefs on accountability in state ESSA plans (the brief on academic achievement goals in particular) to understand the full range of goals and timelines articulated in state plans.

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**From the Data Quality Campaign: Disaggregated Data: Not Just a Box Checking Exercise**

Families and communities deserve to know whether their local schools are serving the needs of every student. Without access to disaggregated data - information about student performance broken down by different student groups - that is easy to access and interpret, families and parents can’t understand how different groups of students are being served or act on that information. A new brief from DQC, Learning Heroes and National PTA underscores that disaggregated data is key to identifying opportunity gaps and confronting persistent barriers to student success - and provides information for state leaders as they make sure that families have the data they deserve to ensure that their students get a high-quality, equitable education.

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**From Tennessee SCORE: Sustaining Progress in Early Literacy**

A blog post from Tennessee SCORE describes progress made in English language arts (ELA)/literacy achievement following investment in high-quality instructional materials in Leading Innovation for Tennessee (LIFT) districts. LIFT is a group of dedicated district, school, and classroom leaders across Tennessee who have been working since the spring of 2016 to provide teachers with high-quality, aligned instructional materials in ELA classrooms. The 2018-19 TNReady ELA assessment showed that:

- Eight out of 12 LIFT districts saw increases in the number of third-grade students scoring on track or mastered;
- Every LIFT district had at least one school engaged in the LIFT literacy work that exceeded growth expectations;
- In five LIFT districts, every single school engaged in the LIFT literacy work exceeded growth expectations; and
- Twenty schools engaged in the LIFT literacy work were named by the state as reward schools, with four of those schools moving from a TVAAS score of 1 in 2017-18 to a TVAAS score of 5 in 2018-19.

For full details, check out LIFT's annual report highlighting lessons learned in the past year as they work to sustain their progress in early literacy.

**What We Read in October**

- From Education Post: [Why We’ve Got to Talk About Race If We Want to Achieve Education Equity](https://educationpost.org/2019/10/why-weve-got-to-talk-about-race-if-we-want-to-achieve-education-equity/)
- From Educators for High Standards: [Supporting the College and Career Development of Our Students](https://www.educatorsforhighstandards.org/2019/10/supporting-the-college-and-career-development-of-our-students/)
- From Getting Smart: [Moving Toward Mastery Learning: Practical Steps for Making Progress](https://www.gettingsmart.org/2019/10/moving-toward-mastery-learning-practical-steps-for-making-progress/)
- From NGSS Now: [October 2019 NGSS Now Newsletter](https://www.gettingsmart.org/2019/10/2019-ngss-now-newsletter/)

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