October 2019

NEW: Frameworks for Evaluating Cognitive Complexity in Mathematics, Reading, and Science Assessments

Achieve recently released three new frameworks - one each for <u>mathematics</u>, <u>reading</u>, and <u>science</u> - 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. Click <u>here</u> for an introduction to the cognitive complexity frameworks, and download the frameworks themselves <u>here</u>.

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From The Educational Opportunity Project at Stanford University: Ed Opportunity Data Explorer

The Educational Opportunity Project at Stanford University recently released <u>the first national database of academic performance</u>. The new data explorer can be used to explore average test scores, learning rates, and trends in test scores in schools and communities across the country. The project is also accompanied by "Discovery" deep dives into certain data trends, including *<u>What Explains White-Black Differences in Average Test Scores?</u>* and *<u>Affluent Schools Are Not Always the Best Schools</u>*.
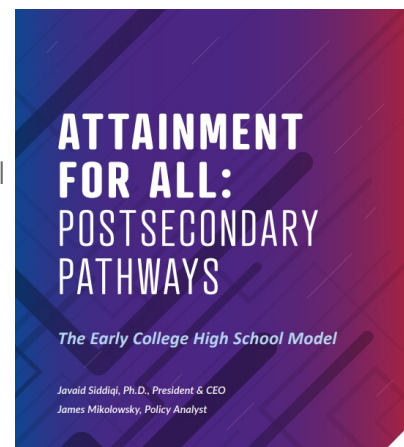
From the Data Quality Campaign: Parent and Teacher Opinions of Education Data

The Data Quality campaign released results from its second annual poll of teachers and fourth annual poll of parents about support for education data. The poll found that 90 percent of parents say they need data to understand their child's progress and help them do their best, and 86 percent of teachers believe that using data is an important part of being an effective teacher. DQC argues that these strong commitments to data are driving parents and teachers to want more information, and state policymakers and school leaders are responsible for acting quickly on this increased demand.

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From the Hunt Institute: "Attainment for All" Policy Brief Series

A new series of briefs from the Hunt Institute will highlight scalable state-level strategies to boost postsecondary attainment rates among specific student subpopulations, including recent high school graduates, first-generation students, and adult learners. The first of three briefs, released last month, is focused on the early college high school model, which allows students to earn a significant amount of college credit, and in some cases an associate degree or credential, by the time they graduate from high school. The brief provides policymakers with a roadmap for how they can identify aspects of their state's policy framework that may be preventing their state from adopting, strengthening, or scaling the early college high school model.

ATTAINMENT FOR ALL: POSTSECONDARY PATHWAYS
The Early College High School Model
Javaid Siddiqi, Ph.D., President & CEO
James Mikolowsky, Policy Analyst

hunt institute

What We Read in September

- From the Aspen Institute and The 74: [How the 1989 Education Summit Reshaped American Public Schools](#)
- From the Center for American Progress: [Successful Implementation of High-Quality Instructional Materials: 5 Case Studies](#)
- From the Data Quality Campaign: [Parents Deserve Clear Information About Student Growth in Schools](#)
- From Education Next: [A Digital Path to a Diploma: Online credit-recovery classes are a lifeline-and ripe for abuse](#)
- From ExcelInEd: [AP Computer Science participation on the rise - including for female and minority students](#)
- From Educators for High Standards: [State Assessment Data is a Tool to Help Educators Raise Student Achievement](#)
- From EdSource: [More California community college students entering, passing transfer-level math and English as result of landmark law](#)
- From the Fordham Institute: [Advanced coursework gets a needed boost](#)
- From Getting Smart: [The Key to Enabling Data Driven Instruction in the Classroom: Getting Teachers the Right Data](#)
- From NGSS Now: [September 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.