

MASSACHUSETTS CONSORTIUM FOR INNOVATIVE EDUCATION ASSESSMENT (MCIEA)

State House Legislative Briefing

January 30, 2017

Sponsored by Senator Patricia Jehlen and the 2015-2016 Senate Special
Committee on Innovative and Alternative Education



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Challenges in Accountability

- Standardized testing has done little to close achievement gaps, while narrowing curriculum
- Little info about school quality is available to the community



With a more global and technological world:

- There is a need to focus more on critical thinking and deeper learning
- New research highlights the importance of building skills and dispositions of an effective learner

What is College and Career Ready?

What should our high school graduates know and be able to do?

Type your answer here...

20 characters remaining

technology skills basic career skills politically active life skills leadership skills problem solving
job readiness know how to learn wellness high literacy skills
analytical skills
confident entrepreneurship curious creativity empowered
social intelligence think critically resilience empathy civic engagement
liberal arts content plan for the future
reasoning communication skills research skills responsibility
stem knowledge able to self-assess advocacy skills have choices
communication interpersonal skills
cultural competence financial literacy engaged citizen
stewardship passion for learning
exposure to the arts embrace diversity study skills practical skills social justice

What Needs to Change?

- We need to measure the things we care about
- We want students to demonstrate what they know and are able to do in real-world ways
- We need actionable information that identifies school strengths and gaps that can drive evidence-based solutions
- Local and state accountability systems need to be seamless and support the needed changes in schools and classrooms

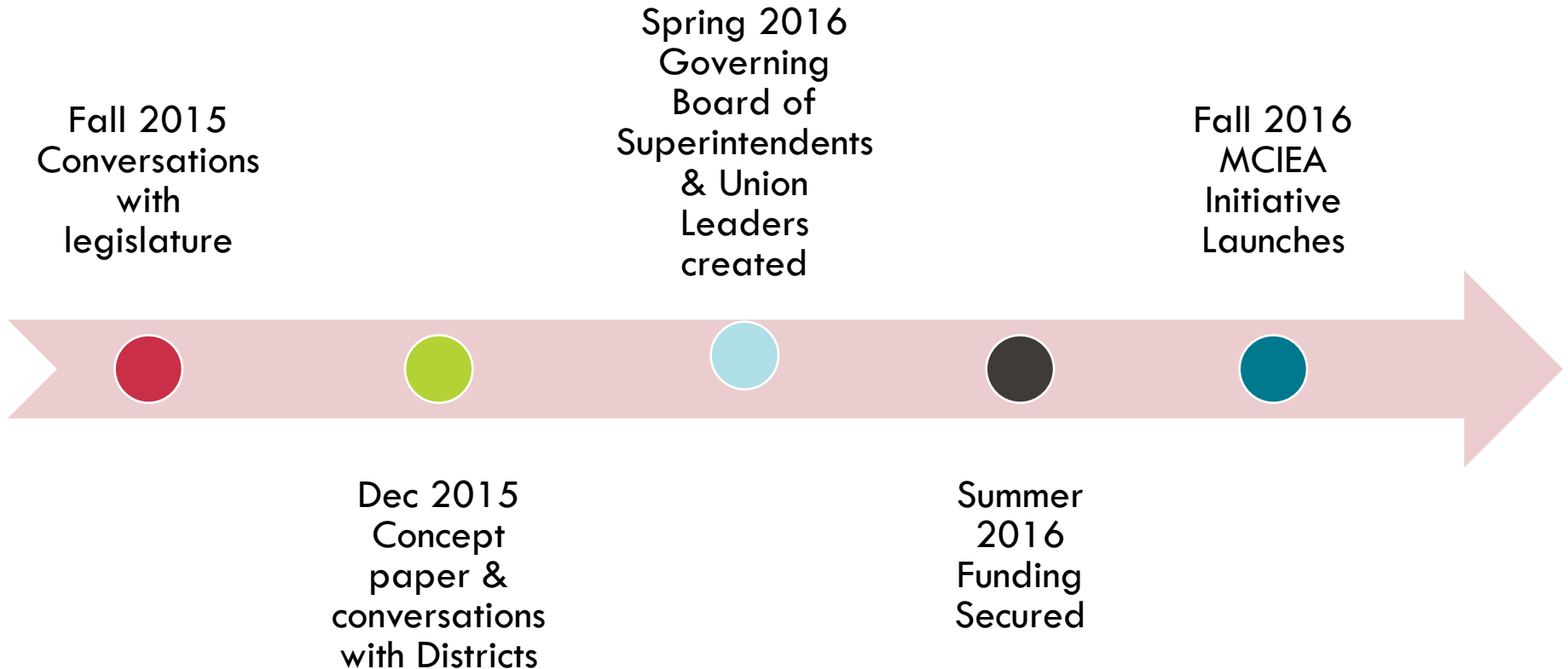


Even the CCSSO Accountability Advisory Committee (2013) Agrees!

Three recommendations:

- Accountability systems should include a broad range of indicators that better assess readiness for college, career, and citizenship
- Districts and schools should have flexibility to establish some priority outcomes for which they will be held accountable
- Accountability systems should permit flexible testing approaches

The History of MCIEA



MA Consortium for Innovative Education Assessment

MCIEA believes there are richer means of assessing student and school progress than established practices—proposing a move away from one, high-stakes standardized test towards a more robust system of multiple measures of school quality and student achievement.



MCIEA's Goals

- *Develop a new model of assessment and accountability that offers a more dynamic picture of student learning and school quality than a single standardized test:*
 - Multiple measures of school progress
 - Curriculum-embedded, standards-based performance assessments, measuring deeper mastery of content/skillsThat is presented to stakeholders in a clear, comprehensive dashboard in order to:
- *Prepare a diversity of students for college, career, and life*
- *Increase achievement for all students and close prevailing achievement gaps among subgroups*

MCIEA's Principles



Multiple measures provide a more robust picture of student achievement, student engagement, and school progress



Growth, rather than absolute score, is a fairer and more comprehensive indicator of student performance



Teachers lead the design of curriculum-embedded performance assessments and the scoring of student work



Students demonstrate what they know and can do through real-world application



Community members help identify what is most important to know about student learning and school quality



School progress is measured by performance benchmarks based upon the characteristics of a high-quality school



Data empowers local leaders to make decisions that fit the needs of their schools and communities

Governance

- MCIEA is practitioner-driven
- Our governing board is comprised of the superintendents and MTA/AFT union presidents from the following districts:
 - **Attleboro, Boston, Lowell, Revere, Somerville, and Winchester**
- MCIEA is partnering with the Center for Collaborative Education and the College of the Holy Cross



School Quality Measures

Focus Area 1: School Progress

Create a multiple measures school quality dashboard that provides a richer picture of school progress:

- Utilize research and engage communities to establish a consortium-wide school quality framework
- Develop measures for each indicator
- Field test the system
- Refine and validate the system based on field test results

Community Engagement

- **Public engagement in our accountability system is a priority**



- Families, community members, and the general public will identify what is most important to know about students and schools
- Provide more robust, rich data on student learning and school quality

Multiple Measures to Assess Progress

- Annual “**meaningful differentiation**” for all public schools will include multiple measures within each of five categories:
 - **Teaching** (*knowledge and skills, teaching environment*)
 - **School culture** (*safety, relationships, academic orientation*)
 - **Resources** (*facilities, personnel, curricular resources, community support*)
 - **Academic learning** (*performance, commitment to learning, critical thinking, college and career readiness*)
 - **Character and well-being** (*civic engagement, work ethic, artistic and creative traits, health*)
- Primarily the same across grade spans with some variation, such as dropout, graduation, college-going, and persistence for high school

Easy-to-interpret Data



John F. Kennedy Elementary School

Somerville's John F. Kennedy School is driven by the goal of providing all students with academic, social and emotional experiences necessary for future success. The school places a strong emphasis on inclusion, ensuring that all students with special needs can thrive in the general education setting. The Kennedy School is a MA Department of Elementary and Secondary Education Level 1 school, the highest rating in the state's 5-level accountability rating system. Service learning and History also play prominently in a Kennedy students' learning experience. Kennedy middle grades students regularly compete in regional, statewide and national History Day competitions, and students at all grade levels have opportunities to learn the value of making a positive difference in their community by engaging in service learning activities throughout the year.

Data for 2015-2016 school year.

Teachers and the Teaching Environment



Are skilled teachers working together with supportive administrators?

Indicators of Academic Learning



Are students developing academic dispositions and content knowledge?

School Culture



Is there a safe and nurturing academic environment?

Character and Wellbeing Outcomes



Are students healthy and well-rounded?

Resources



Are facilities and personnel adequate to support learning?

The Ability to Unpack Data

School Culture

This category measures the degree to which the school environment is safe, caring, and academically-oriented. It considers factors like bullying, student/teacher relationships, and regular attendance.

Total Responses: 4,492 Average Response: 3.9 (out of 5)



* Mouse-over each colored area for detailed description.

Academic Orientation



Do students consistently come to school ready to learn?

Safety



Do students feel physically and emotionally safe at school?

Relationships



Are students connected to the school and to their teachers?

Academic Orientation

This subcategory seeks to determine the degree to which a school encourages students to focus on meeting academic challenges. It includes measures of student attendance and graduation, as well as of academic emphasis.

Total Responses: 811 Average Response: 3.8 (out of 5)



* Mouse-over each colored area for detailed description.

Attendance and Graduation



This measure includes the percentage of students chronically absent (more than 10% of days) from school ...

Academic Press



This measure draws on anonymous student reports about the degree to which teachers push them to do their ...

Safety

This subcategory seeks to determine how safe the school environment is. It includes measures of physical safety, bullying, and trust.

Total Responses: 921 Average Response: 3.8 (out of 5)



* Mouse-over each colored area for detailed description.

Student Physical Safety



This measure draws on anonymous student reports about the degree to which they feel physically safe at sc...

Bullying/Trust



This measure draws on anonymous student reports about the nature and frequency of school bullying, as wel...

Relationships

This subcategory seeks to determine how welcoming and caring the school environment is. It includes measures of student sense of belonging and of student/teacher relationships.

Total Responses: 2,760 Average Response: 4.0 (out of 5)



* Mouse-over each colored area for detailed description.

Student/Teacher Relationships



This measure draws on anonymous student reports about the degree to which they feel respected and cared f...

Sense of Belonging



This measure draws on anonymous student reports about the degree to which they feel understood, supported...

II. Student Learning Measures

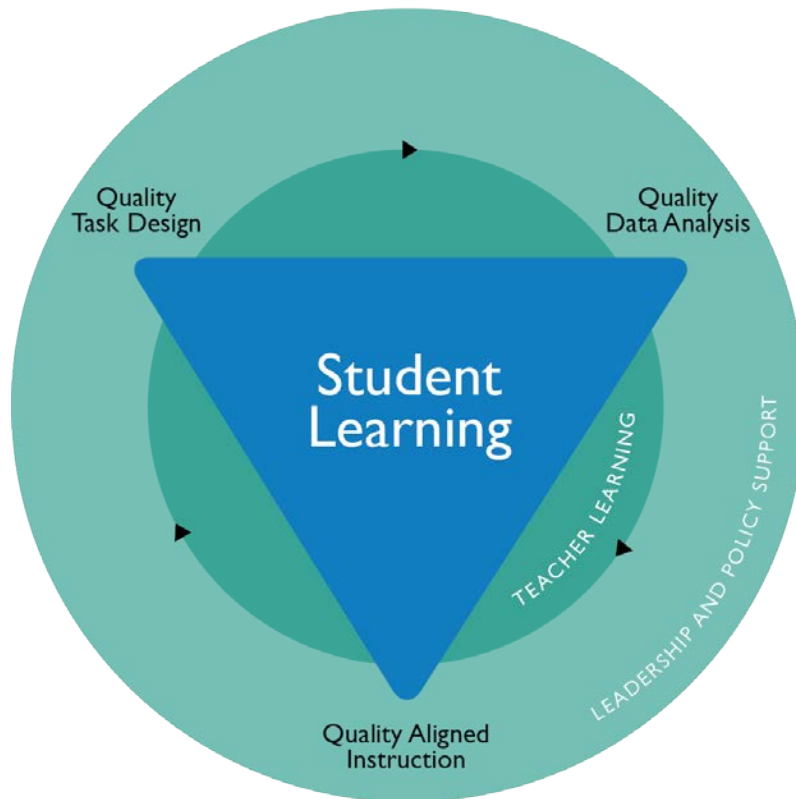
Focus Area 2: Performance Assessments

Build the capacity of all teachers in consortium schools to design robust teacher-generated, standards-aligned, and curriculum-embedded performance assessments that:

- Promote effective instruction
- Engage students
- Foster faculty consensus on high quality work
- Provide data on learning strengths & gaps
- Provide valid, reliable data on student learning and growth

What is Quality Performance Assessment?

CCE's Quality Performance Assessment Framework...



Results in a high-quality performance task that...

- **Aligns** to Academic and 21st Century Learning Targets
- Is **open-ended** and **relevant** to the real world
- Requires **application and transfer** using higher-order thinking (cognitive rigor)
- Is **fair** and **culturally responsive**
- Outlines clear **criteria for success** (Clear directions; rubrics)
- Results in **original products, performances, or solutions**

Teacher Engagement and Capacity Building

QPA Institutes

- 15-25 schools per year
- Performance Assessment Lead Teams
- Focus: task design, validation, scoring, anchor papers
- Support Performance Assessment Lead Teams to build capacity and systems school-wide

Common Assessment Working Groups

- Cross-district committees by discipline and grade to design common tasks
- Purpose: To ensure cross-district inter-rater reliability (teachers across all districts score student work the same)

Panel Discussion

- Adeline Bee
 - President, Attleboro Education Association
- Dianne Kelley
 - Superintendent, Revere Public Schools
- Mary Skipper
 - Superintendent, Somerville Public Schools
- Paul Tritter
 - Director of Professional Learning, Boston Teachers Union



- **Intro Question:** Why did your district join MCIEA? What do you hope to accomplish?

Thank You!

For more information visit our new website:

www.mciea.org