



Creating a new school accountability model in Massachusetts that champions students, educators, and families

Who We Are

The Massachusetts Consortium for Innovative Education Assessment (MCIEA) is a partnership of MA public school districts and their local teacher unions. The governing board is comprised of the superintendents and MTA/AFT union presidents from **Attleboro**, **Boston**, **Lowell**, **Revere**, **Somerville**, and **Winchester**. MCIEA is partnering with the Center for Collaborative Education and the College of the Holy Cross.



Our Vision

MCIEA believes there are richer means of assessing student and school progress than established practices, and proposes a move away from one high-stakes standardized test towards a more robust system of multiple measures. MCIEA's vision recognizes the multi-dimensionality of schools, the importance of collaboration, and the need for high-quality, actionable information that does not merely reflect student demography. In measuring student academic achievement, MCIEA's approach allows all students to demonstrate what they know and can do through teacher-generated performance assessments. MCIEA seeks to increase achievement for all students, close prevailing achievement gaps among subgroups, and prepare a diversity of students for college, career, and life.

Our Principles



Our 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
- Generate meaningful data about student and school progress that informs students, teachers, and families
- Create a comprehensive MCIEA **School Quality Measures** framework that incorporates input from community stakeholders
- Develop more robust means of assessing learning that serves an increasingly diverse student body through the **Quality Performance Assessment** model
- Present high-quality, actionable information about student learning and school quality to educators, parents, administrators, and community members

Quality Performance Assessment

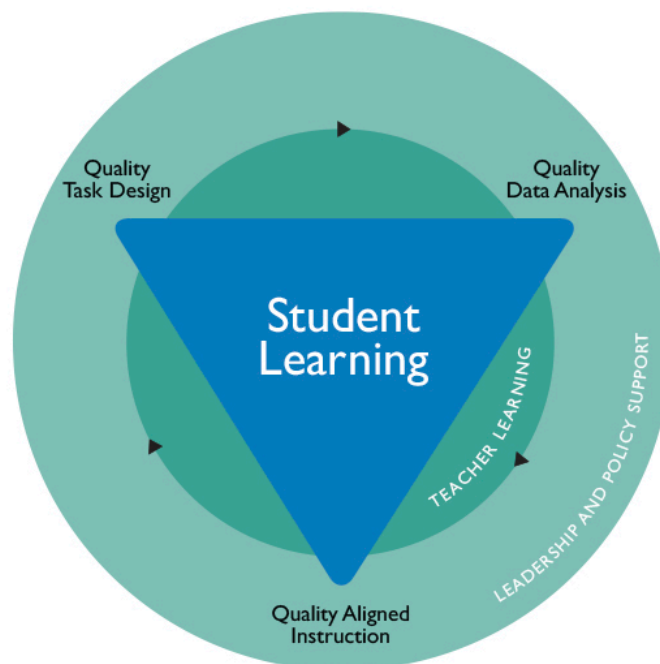


MCIEA's vision of quality schools allows all students to demonstrate what they know and can do through real-world application, preparing graduates for college, career, and beyond. **Teacher-generated, curriculum-embedded performance assessments** are a foundation for creating a richer means of assessing student achievement and serve as the primary student learning measure in MCIEA's school quality framework. Attaining this vision necessitates building the capacity of all consortium teachers to design, validate, and implement high-quality performance assessment tasks and reliably score resulting student work. Through a strand of work facilitated by the Center for Collaborative Education and its Quality Performance Assessment program, MCIEA educators will participate in a multi-faceted professional learning experience that includes:

Quality Performance Assessment Institutes

MCIEA will host Quality Performance Assessment institute workshops throughout the year. The QPA Framework (below) will serve as a guide as participants learn about performance assessment design and implementation. Each MCIEA school will select a team of 5-6 teachers and administrators to participate in the workshops. With school and district administrator support, institute teachers will serve as assessment leaders in their respective schools, sharing their knowledge and skills with their colleagues.

QPA FRAMEWORK



Professional Learning Communities

MCIEA will hold monthly online leadership professional learning communities for district and school leaders, providing opportunities to discuss their critical role in building an assessment-literate school.






In District Coaching and Support

Coaching support will be provided in between institute meetings to integrate performance assessment tools and collaborative processes into practice. A Center for Collaborative Education coach will be matched with each district and will work with central office leaders, participating principals, and the institute lead team to plan goals and activities.

School Quality Measures



Led by Dr. Jack Schneider, professor at the College of the Holy Cross, the MCIEA School Quality Measures project aims to describe the full measure of what makes a good school and then produce information that a range of stakeholders can use to support student learning. The framework is based on five categories of school quality:

ESSENTIAL INPUTS	KEY OUTCOMES
 Teachers and the Teaching Environment	 Indicators of Academic Learning
 School Culture	 Character and Wellbeing Outcomes
 Resources	

School Quality Measures activities include:

Focus Groups

Each MCIEA district will host focus groups to document what educators, parents, students, and community members want to know about their schools. These conversations will form the basis for the construction of a set of multiple indicators of school quality that will lead to a dashboard informing all stakeholders about the progress of MCIEA schools.

Data Dashboard

Every spring, MCIEA will engage in data collection which will include teacher perception surveys, student perception surveys (in grades 4-12), and selected state and district administrative data. A web-based data dashboard will be developed to better visualize individual schools' performance across all five categories and more than a dozen subcategories.

Research and Public Policy Advocacy

MCIEA will aim to communicate the principles underlying the work, glean insights about the factors that contribute to quality schools, and provide evidence that holistic measures of school quality can be both rigorous and relevant.

Learn more at www.mciea.org