



## 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 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. 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



Community members identify what is most important to know about school quality



Local leaders, teachers, parents, and students make decisions to fit the needs of their schools and communities



Multiple measures provide a robust picture of student learning and school progress



District, state, and federal leaders support and trust principals and teachers, and hold themselves reciprocally accountable for improving student learning



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



Support and resources, rather than sanctions, build the capacity of schools and leads to improvement



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



Benchmarks based upon the characteristics of a high-quality school establish a fair measure for school performance

## Our Goals

- ✔ Develop a new accountability model 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, educators, 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

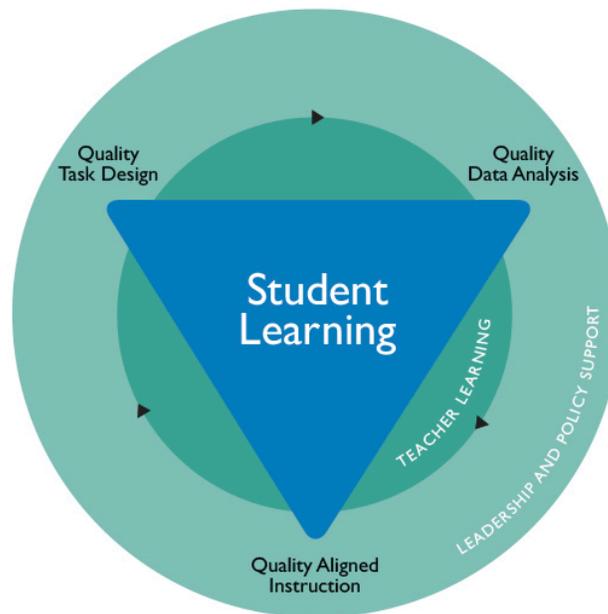


MCIEA's vision of quality schools allows all students to demonstrate what they know and can do through real-world application, preparing students with the academic knowledge and essential skills and dispositions needed for success in college, career, and civic life. **Teacher-generated, curriculum-embedded 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 Measures 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 participate in a multi-faceted professional learning experience that includes:

### Quality Performance Assessment Institutes

MCIEA hosts Quality Performance Assessment Institute workshops throughout the year. The QPA Framework (below) serves as a guide as participants learn about performance assessment design and implementation. Each MCIEA school selects a team of 4-6 teachers and administrators to participate in the Institute. With school and district administrator support, Institute teachers serve as assessment leaders in their respective schools, sharing their knowledge and skills with their colleagues.

QPA FRAMEWORK



### Professional Learning Communities

MCIEA holds monthly online leadership professional learning communities for school leaders including administrators and teachers, providing opportunities to discuss their critical role in building an assessment-literate school.

### Coaching and Support

Coaching support is provided in between institute meetings to integrate performance assessment tools and collaborative processes into practice school-wide. A Center for Collaborative Education coach is matched with each district and partners with central office leaders, participating principals, and the institute school team to establish goals, plan activities, and provide support for capacity building.

## School Quality Measures



Led by Dr. Jack Schneider of the College of the Holy Cross and a team of researchers, MCIEA's School Quality Measures aim 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. School Quality Measures offer a fair and comprehensive picture of school performance, building on the Quality Performance Assessment process that creates a school culture of teacher leadership, professional learning, and student-centered instruction and assessment.

After soliciting input from stakeholders in each consortium district, MCIEA has built a framework based on five categories of school quality—the first three being essential inputs and the last two being key outcomes:

| ESSENTIAL INPUTS   | KEY OUTCOMES   |
|--|--|
|  <b>Teachers and the Teaching Environment</b> |  <b>Academic Learning</b>         |
|  <b>School Culture</b>                        |  <b>Citizenship and Wellbeing</b> |
|  <b>Resources</b>                            |  |

School Quality Measures activities include:

### Focus Groups

MCIEA districts hosted focus groups to document what educators, parents, students, and community members want to know about their schools. These conversations have formed the basis for a set of multiple indicators of school quality.

### Data Dashboard

Every spring, MCIEA engages in data collection which includes 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 framework categories and more than a dozen subcategories.

### Research and Public Policy Advocacy

MCIEA aims 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](http://www.mciea.org)***