

**MA Consortium for Innovative Education Assessment
September 28, 2017 Meeting
Winchester Public Schools
Meeting Minutes**

Revisiting MCIEA’s original vision. Paul Tritter facilitated us through this discussion. Members read through the original MCIEA white paper and March 11, 2016 inaugural meeting minutes, then posted their individual strengths, questions, and concerns. Each category was grouped into themes.

Strengths

- Creating a multiple measures dashboard on school quality, academic and non-academic
- Building local teacher capacity in creating high quality performance assessments
- Developing an alternative model of accountability and assessment that emphasizes multiple measures and performance assessments instead of a single standardized test
- Having a governing board of superintendents and local teacher union presidents
- An emphasis on teachers and teacher voice

Questions and Concerns Grouped into Important and Urgent chart

I M P O R T A N T	<ul style="list-style-type: none"> ● DESE & politics: how do we deal with them? ● Long-term governance structure as we grow ● Is this a pilot initiative or a permanent consortium? ● How do we get a federal waiver? ● Ensuring teacher, parent, student, school committee voice and feedback 	<ul style="list-style-type: none"> ● Diversity of districts (urban, suburban, rural) ● Implementation timeline of full accountability model, including cross-district assessments ● Performance assessments – (1) cross-district assessments, (2) task bank, and (3) cross-district scoring – how will they work? ● Finances, including line item in state budget ● What does it mean to be a participating district, what are the expectations (e.g., participate in some activities but not all)? ● What are the guardrails and guidelines around use of data? – Data use, politics, & guardrails
	URGENT	

There was general consensus that the consortium still wanted to pursue the goal of a federal waiver to implement the MCIEA accountability system. To date, we are building a multiple measures data dashboard for assessing school quality, and have begun developing local school and teacher capacity to

create high quality, curriculum-embedded performance assessments. The third piece of an alternative accountability system is comparability, or do teachers across districts score student work and come to student proficiency determinations similarly. This is where scoring cross-district tasks fit into the accountability picture. In such a model, eventual student proficiency determinations would be made at the local level, using student work from 3-4 local performance tasks and from one cross-district task, and with no separate reporting of how students performed on the cross-district task (except for local school and district use).

Agreements: While there was general consensus to pursue our original vision of creating an alternative accountability system, the next step should be CCE, working with an ad hoc committee (Paul T., Adeline, Mary, Dianne, Judy), developing a document to present at the October governing board meeting on what a cross-district process of task design, scoring, and making proficiency determinations would look like. The governing board will consider and decide on it at that time.

School Quality Measures. District data is being uploaded onto a server, with the goal of providing district and school data to districts by early November. The benchmarking process, to create criterion-based benchmarks of progress for each School Quality Measures category is being undertaken, with surveys being sent out to districts to disseminate, with the goal of having parents, community folks, parents, and students completing it; this will be supplemented with focus groups. Once the data is released, James and Jack and team will begin analyzing the data for trends to report on.

Agreements: At the October board meeting, we will schedule a discussion on data use focused on the release of the multiple measures data dashboard in November.

Performance Assessment. The August Cohort 2 Quality Performance Assessment institutes went well. CCE is now implementing coaching in each Cohort 1 and 2 school to assist them in building faculty-wide performance assessment literacy. As well, nine performance assessment teacher leaders have been identified and participated in a day of professional development for their new roles. They will be assisting CCE in the fall and spring Cohort 1 and 2 institute days. Last, we are beginning a process of reviewing 20 performance tasks from Cohort 1 teachers in hopes of identifying the first batch of tasks to be loaded onto a MCIEA performance assessment task bank for access by all MCIEA educators. The teacher leaders will be engaged in the review process once we benchmark an initial batch of tasks.

Diversifying the governing board. The ad hoc committee on diversifying the governing board met, and recommended that instead of us making decisions about how to integrate folks from the field into MCIEA, that we instead talk to folks in the field about how they might want to be involved. Thus, we wanted to identify organizations in the field (local and state) to talk to, gather data, and then develop a recommendation on how diversify the governing board.

Agreements: The following organizations were suggested as folks to talk to: Boston Student Advisory Council, Youth on Board, Teen Empowerment, United Teen Alliance (Lowell), NAACP, Urban League, MA PTA, Citywide Parent Council (Boston), CPAC. Data will be brought back to the October or November board meeting for consideration.

Finance Committee. The House overwhelmingly overrode Governor Baker's veto of the MCIEA state line item of \$200,000; we are still waiting for the Senate vote.

Building Field Support. The Stone Foundation is poised to give MCIEA a small grant of \$20,000 to organize support in the field for a new accountability system – legislators, policymakers, local constituencies. They recommended a state public forum be conducted in January or February for policymakers, followed by spring performance assessment exhibitions in each MCIEA district to which local legislators and media are invited.

Agreements. The plan for a state forum and local exhibitions was approved, with an ad hoc committee (Dianne, Mary, Laurie R., Paul T.) appointed to work with CCE on developing a more concrete plan to present to the board.

School Year 2017-2018 Meeting Calendar (all meetings will be on Thursdays); please note that due to meeting in Marlborough for August, we shifted meeting locations for future meetings – use this list!!:

October 19	9:00 – 11:30 am	Boston Public Schools
November 16	2:00 – 4:30 pm	Somerville Public Schools
December 14	9:00 – 11:30 am	Lowell Public Schools
January 18	2:00 – 4:30 pm	Attleboro Public Schools
February 15	9:00 – 11:30 am	Revere Public Schools
March 15	2:00 – 4:30 pm	Winchester Public Schools
April 12	9:00 – 11:30 am	Boston Public Schools
May 17	2:00 – 4:30 pm	Somerville Public Schools
June 14	9:00 – 11:30 am	Lowell Public Schools