

WHAT'S POSSIBLE? ALTERNATIVE ASSESSMENT OPTIONS



Jack Schneider, Executive Director
Education Commonwealth Project

Let's start with what's wrong

For students:

- Impacts on what (and how) they're taught
- Inequitable barrier to graduation



Figure 4-D. Teacher-estimated time per year that students spend taking mandated tests

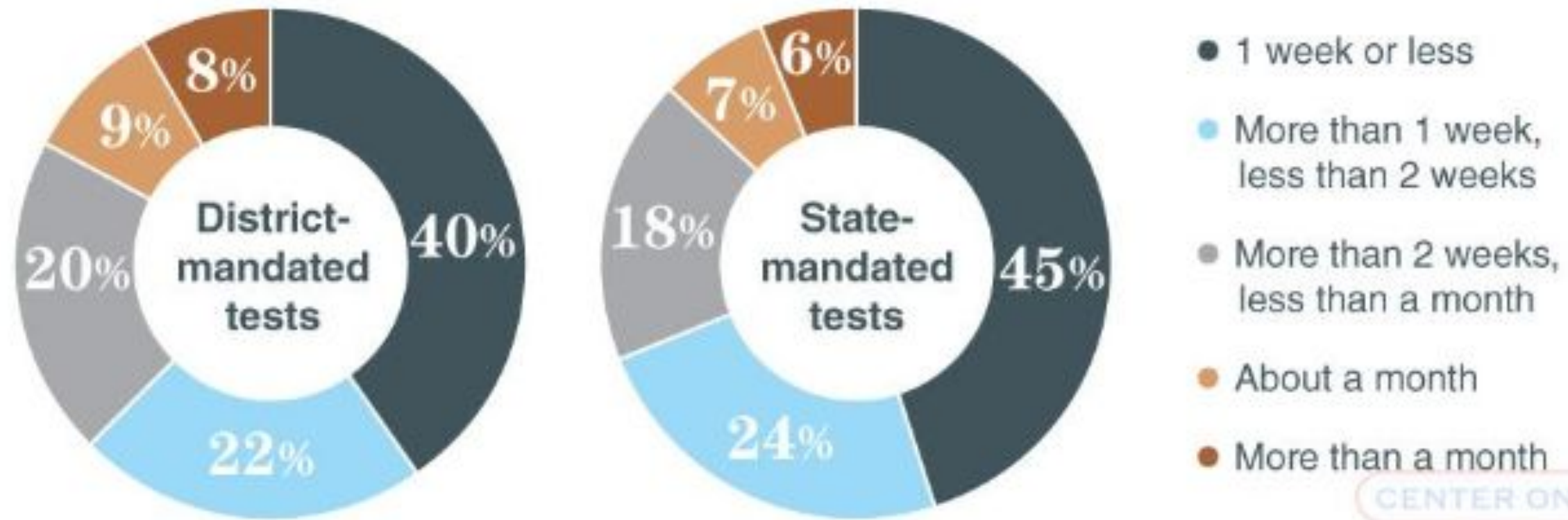
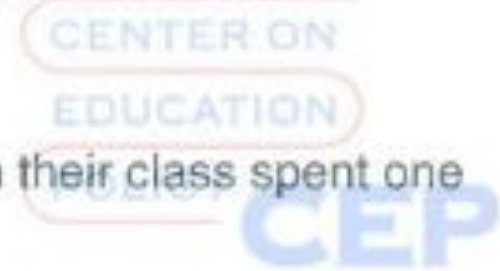


Figure reads: An estimated 40% of public school teachers reported that the average student in their class spent one week or less per year taking district-mandated tests.



Students with disabilities, English language learners, African American, Latinx, and low-income students are far more likely to be denied a diploma for not passing a test (Hyslop 2014; Papay, Murnane & Willet, 2010).



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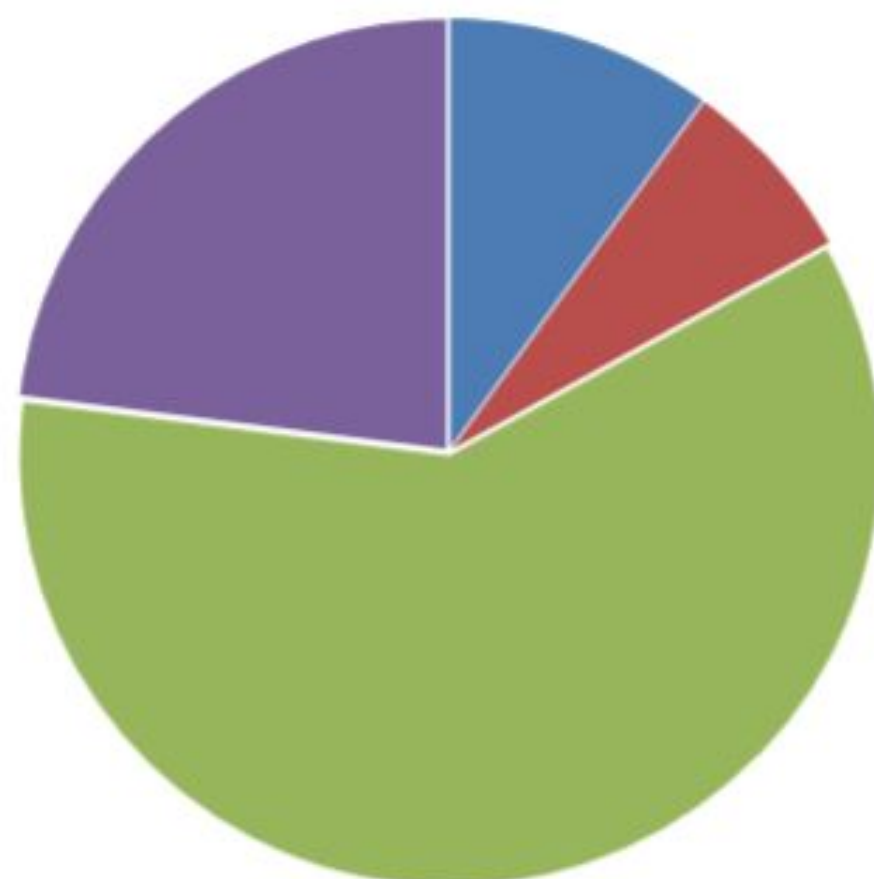
For schools:

- Blame and shame
- Pressure instead of support



Here are the school districts that scored the best — and worst — on the MCAS

By **Matt Rocheleau** Globe Staff, October 2, 2018, 12:49 p.m.



Influences on Student Test Scores

- Teacher
- Other School Factors
- Out-of-School Factors
- Unexplained Variation

🔒 Restricted access | Research article | First published online July 4, 2018

Principals' Working Conditions, Job Stress, and Turnover Behaviors Under NCLB Accountability Pressure

[Hajime Mitani](#) ✉ [View all authors and affiliations](#)

[Volume 54, Issue 5](#) | <https://doi.org/10.1177/0013161X18785874>

is a mediator of the relationship between NCLB sanctions and principal turnover. **Implications:** Sanction-based accountability pressure appears to make the principalship more stressful and lead to turnover. Policy makers currently redesigning state and local accountability systems under the Every



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For schools:

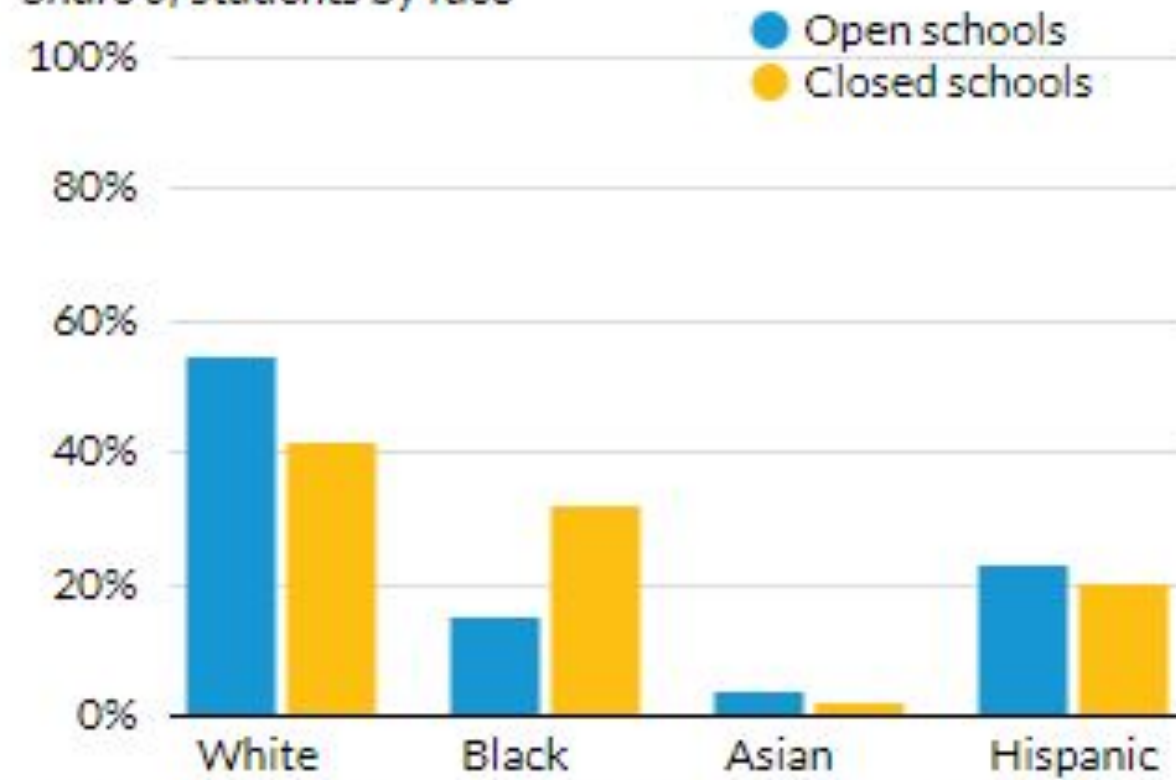
- Blame and shame
- Pressure instead of support

For communities:

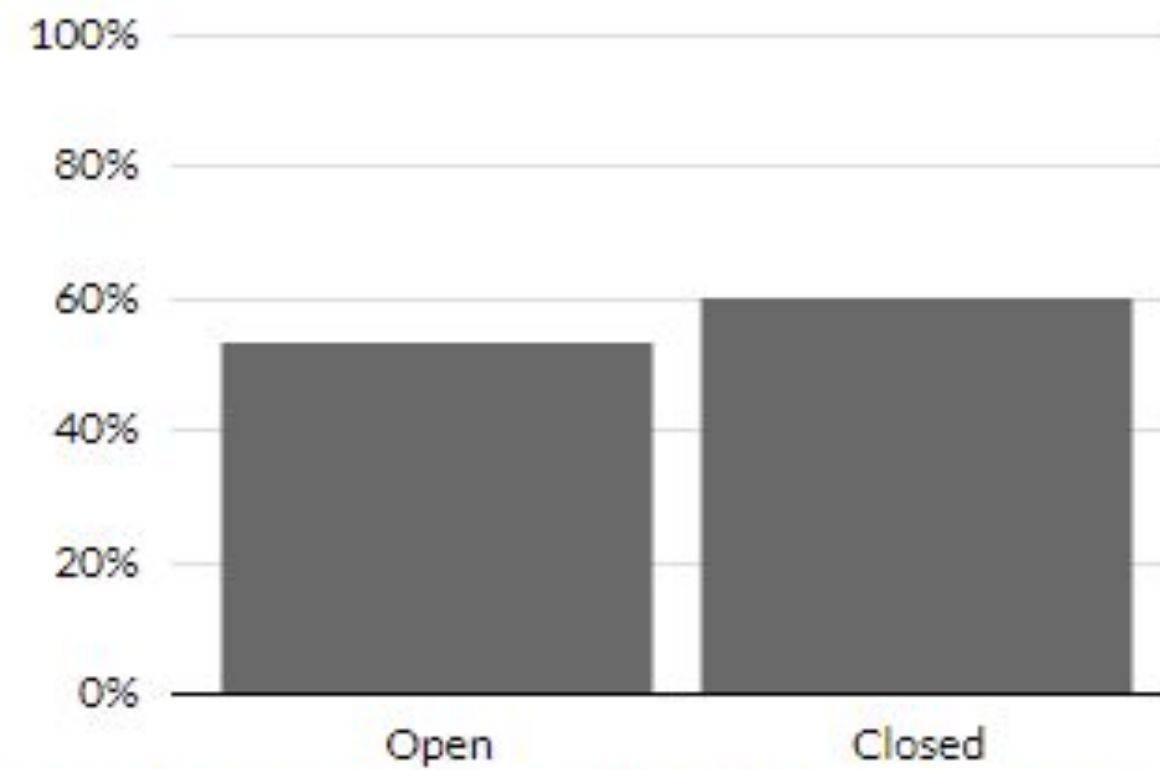
- Loss of control
- Increased segregation



Share of students by race



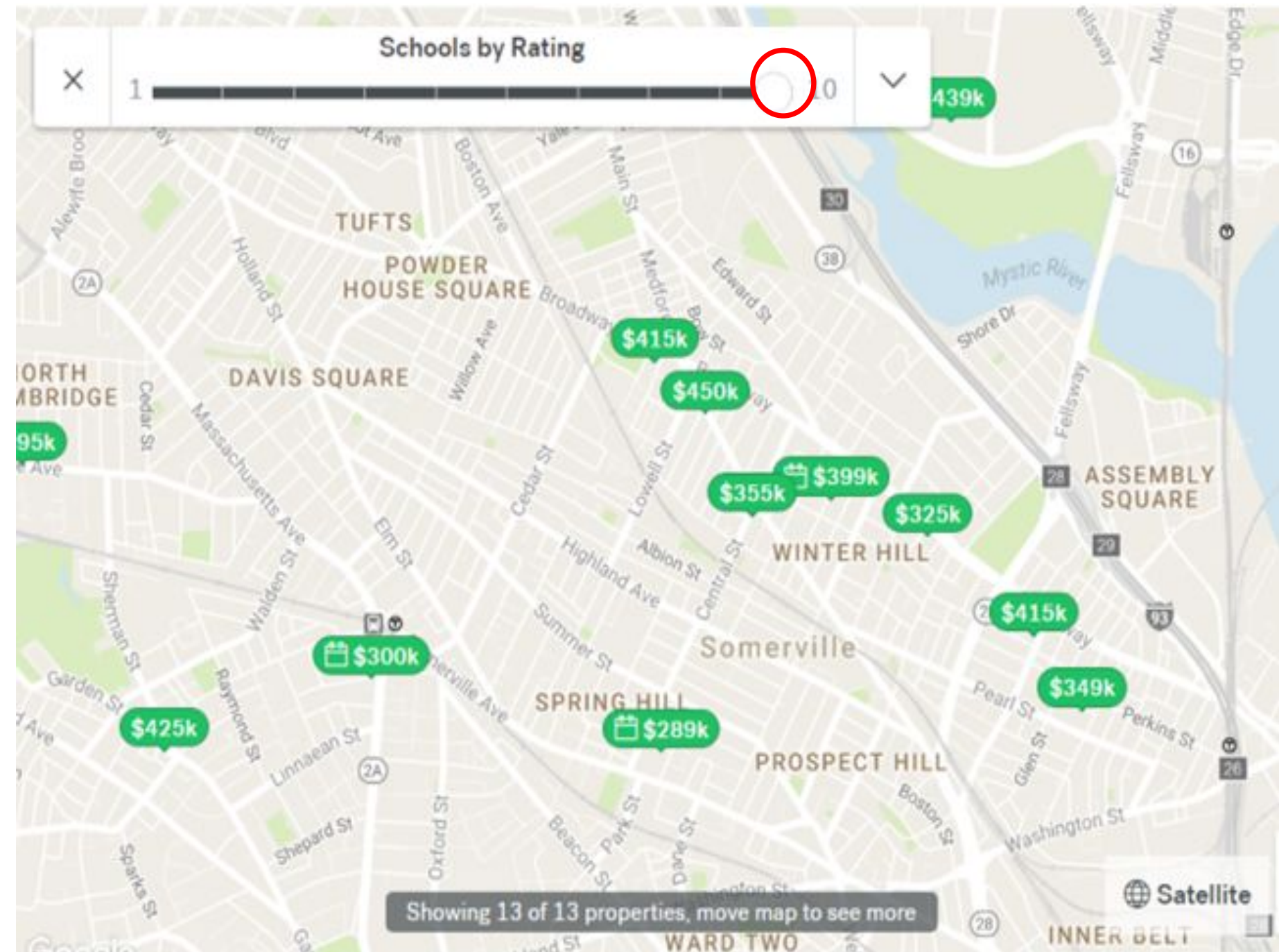
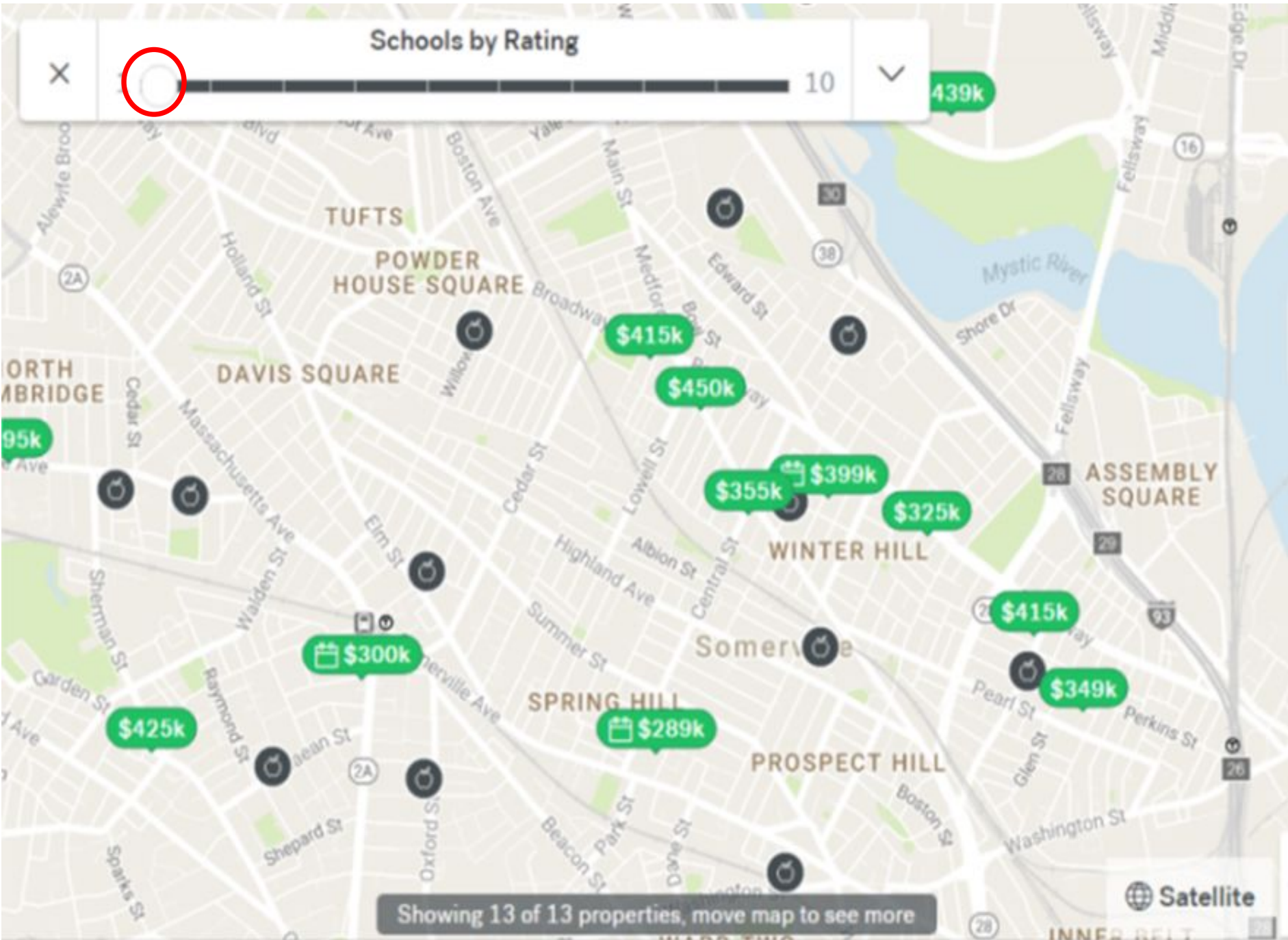
Student poverty rate



Sources: Urban Institute analysis of 2010–14 American Community Survey five-year estimates; Common Core of Data, National Center for Education Statistics, 2012–13 and 2013–14.

Note: All differences are statistically significant at the $p < 0.10$ level or higher with the exception that the shares of Asian and black students in rural schools that close and stay open are not different.





Let's start with what's wrong

For students:

- An emphasis on tests and narrowing of curriculum
- An inequitable diploma barrier

For schools:

- Blame and shame
- Pressure instead of support

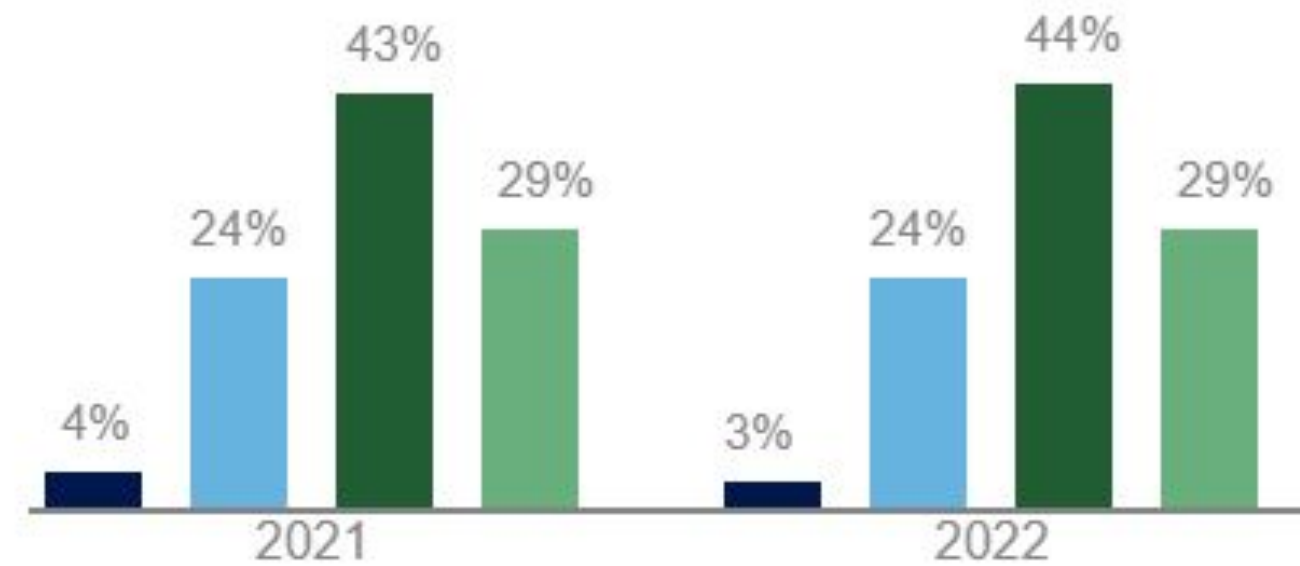
For communities:

- Loss of control
- Increased segregation

And also ...



How usable is this ...



Our District

■ Exceeding Expectations

■ Meeting Expectations

■ Partially Meeting Expectations

Or this?

- > [Accountability Report](#)
- > [2017 Report Card Overview](#)
- > [2017 Complete Report Card](#)

Related Links:
[Statewide Accountability Report](#)



2017 Official Accountability Data - Newton North High

Organization Information			
District:	Newton (02070000)	School type:	High School
School:	Newton North High (02070505)	Grades served:	09,10,11,12
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 1	Meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		
	Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				View Detailed 2017 Data
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			
	Less progress	More progress		
All students			94	Met Target
High needs			92	Met Target
Econ. Disadvantaged			-	-
ELL and Former ELL			-	-
Students w/disabilities			91	Met Target
Amer. Ind. or Alaska Nat.			-	-
Asian			96	Met Target
Afr. Amer./Black			-	-
Hispanic/Latino			84	Met Target
Multi-race, Non-Hisp./Lat.			-	-
Nat. Haw. or Pacif. Isl.			-	-
White			99	Met Target

If we want to do better, we must:

1. Support the full mission of public education
2. Allow all students to show what they know and can do
3. Distinguish between in-school and out-of-school effects
4. Build capacity rather than punch down
5. Empower communities
6. Advance racial and economic equity
7. Offer actionable information



Education Commonwealth Project



*Transforming how we assess
student learning & school quality*

The Education Commonwealth Project works to challenge and expand the way student learning and school quality are assessed, advancing an approach to measurement and accountability that is valid, democratic, and equitable. ECP supports schools and communities with free and open-source tools, and broadly seeks to foster state- and national-level change.



School Quality Measures

Stakeholders identify what is most important to know about school quality. Multiple measures provide a robust picture of school strengths and areas for improvement.



Performance Assessments

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.



How should we assess our schools?

Areas Of Interest

2018 – 2019 ▾

School Quality Framework Indicators

Warning      Ideal



Teachers & Leadership

Measures the relevant abilities of a school's teachers and the degree to which they are receiving the support they need to grow as professionals.

 [Teachers & The Teaching Environment](#)

 [Leadership](#)



School Culture

Measures the degree to which the school environment is safe, caring, and academically-oriented.

 [Safety](#)

 [Relationships](#)

 [Academic Orientation](#)



Resources

Measures the adequacy of a school's facility, personnel, and curriculum, as well as the degree to which it is supported by the community.

 [Facilities & Personnel](#)

 [Learning Resources](#)

 [Community Support](#)



Academic Learning

Measures how much students are learning core academic content, developing their own academic identities, and progressing along positive trajectories.

 [Performance](#)

 [Student Commitment To Learning](#)

 [Critical Thinking](#)

 [College & Career Readiness](#)



Community & Wellbeing

Measures the development of traits relevant for students leading full and rewarding lives—in society, the workplace, and their private lives.

 [Civic Engagement](#)

 [Work Ethic](#)

 [Creative & Performing Arts](#)

 [Health](#)

Reframing Quality as a Process

CATEGORY 2

School Culture

Measures the degree to which the school environment is safe, caring, and academically-oriented. It considers factors like bullying, student-teacher relationships, and student valuing of learning.

SUBCATEGORY 2A

Safety



Seeks to determine the degree to which school climate is a safe place for students to learn. It includes measures of student physical safety and student emotional safety.

0 / 2

school admin data
sources

53%

of students
responded

100%

of teachers
responded

Drawing on a Range of Data Sources

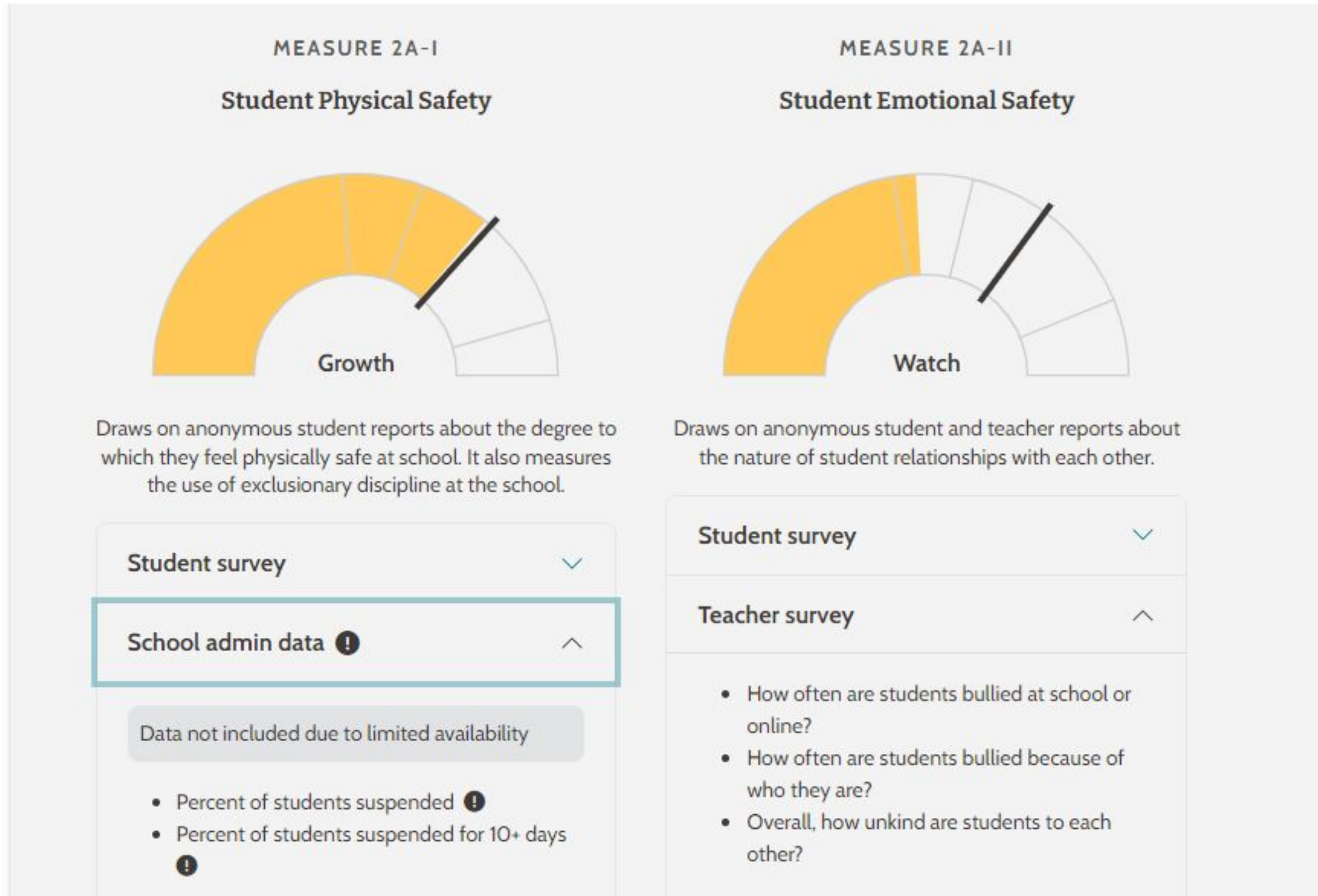


Table 5. Correlation, Student Subgroup Composition and Survey, Accountability Measures

Measure	% Economically disadvantaged	% Black/Latinx	% English learners
Survey Percentile	0.13	0.14	0.18
Achievement Percentile	-0.56	-0.57	-0.50
Absenteeism Percentile	-0.65	-0.56	-0.29
Accountability Percentile	-0.38	-0.34	-0.30

Fostering Reciprocal Accountability

Indicator
▼

Period: Current
(1) ▼

Approval

Warning
0

Watch
0

Growth
0

Approval
1

School Network

Indicator ① ② ▲	School
Academic Orientation	Greenlands Elementary School
Academic Orientation	Everglade Elementary School
Academic Orientation	Waterfall Elementary School
Academic Orientation	Blue Lake Elementary School
Academic Orientation	Pleasant Hill Elementary School
Academic Orientation	Red Hills Elementary School
Academic Orientation	Grapevine Elementary School
Academic Orientation	Wild Mountains Elementary School
Academic Orientation	Waterhill School
Academic Orientation	Pine Elementary School

↶
Internal / District Support
⋮

Indicator	Type	Support <small>families</small>
Students in Need	Non-PD Services	Home visit teams (evening)
Students in Need	Non-PD Services	Mentoring program for students
Students in Need	Non-PD Services	Equitable assignment of students
Teacher Retention	Staffing	Additional instructional coaches (who can also analyze data)
Teacher Retention	Professional Development	Coaching for teachers
Teacher Retention	Non-PD Services	Differentiated treatment in hiring

How should we assess student learning?

Elements of a Quality Performance Assessment



Allowing students to show what they know...

Pitching an Ad to Gatsby

GRADES :

9 10

MA STANDARDS :

RL.9-10.3 SL.11-12.5 W.9-10.1

SL.9-10.4

IB STANDARDS :

None

CONTENT AREAS :

English Language Arts

DESCRIPTION :

This is a performance task based on F. Scott Fitzgerald's novel, The Great Gatsby. Taking on the rol...



Storytelling in Music

GRADES :

6

MA STANDARDS :

W.6.2 W.6.4 5-6.M.Co.11

IB STANDARDS :

Year 1 Arts Criterion A

Year 1 Arts Criterion B

Year 1 Arts Criterion C

Year 1 Arts Criterion D

CONTENT AREAS :

Music English Language Arts

DESCRIPTION :

Students take on the role of a journalist writing about one of the most influential pieces of music ...



...and what they can do


<h2>Analyzing Molecular Properties to Improve Products</h2> <p>GRADES :</p> <p>10</p> <p>MA STANDARDS :</p> <p>HS.CHEM.2.6 SEP.4</p> <p>IB STANDARDS :</p> <p>None</p> <p>CONTENT AREAS :</p> <p>Science Chemistry</p> <p>DESCRIPTION :</p> <p>Students adopt the role of a consultant in a "think tank" firm, which are consultants to local busin...</p>	<h2>Mapping New England</h2> <p>GRADES :</p> <p>3</p> <p>MA STANDARDS :</p> <p>HSS.3.T1.01 HSS.3.T2.01 W.3.1 RI.3.7</p> <p>IB STANDARDS :</p> <p>None</p> <p>CONTENT AREAS :</p> <p>Social Studies</p> <p>DESCRIPTION :</p> <p>Students create a map with symbols of their home state (physical features, landmarks, major cities) ...</p>
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We can do assessment better

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Free, open-source, and supported

Who can use the resources? 

Why become an ECP partner? 

We will work with you to build relationships between teachers, administration, districts, and community. We will provide support to use and customize resources to measure school quality and student learning in ways that reflect the values of your community. We can consult on how to use data to make informed policy decisions and how to leverage data to advocate for student needs. Your partnership with ECP will help you build capacity to join MCIEA as a member district if that is a direction you choose to pursue.

How to become an ECP partner: 

Staying in Touch

Email: jack_schneider@uml.edu

Or: julie@edcommonwealth.org

