



March 22, 2021

Senator Jason Lewis, Chair
Joint Committee on Education
State House
24 Beacon Street, Room 511-B
Boston, MA 02133

Representative Alice Peisch, Chair
Joint Committee on Education
State House
24 Beacon Street, Room 473G
Boston, MA 02133

Dear Senator Lewis and Representative Peisch:

On behalf of the Massachusetts Consortium for Innovative Education Reform (MCIEA), I am pleased to provide you with a copy of MCIEA's 2021 Annual Report for the Massachusetts State Legislature.

The consortium and Center for Collaborative Education (CCE) are deeply grateful for the state legislature's continued support of MCIEA's work. The consortium has been building a new model of assessment and accountability that measures what our communities most value and that prepares students with the skills, knowledge, and mindsets to achieve their varied goals in today's changing world. Through this work, we seek to close historical opportunity gaps and thereby achievement differences by race, income, language, and disability.

The pandemic presented substantial challenges to MCIEA, much as it did to every district and school statewide. In-person professional development and cross-district network meetings could not be held. Teachers and administrators were overwhelmed with adapting to remote and hybrid learning. Yet, despite these struggles, significant progress was made toward actualizing the MCIEA model. The consortium continued to build capacity in each consortium district to use multiple data measures to drive school improvement and use teacher-generated, standards-based performance assessments to measure student learning. This coming summer, the consortium hopes to unveil a new online platform that will feature data dashboards for every school covering School Culture, Community & Wellness, Resources, Teachers & Leadership, and Academic Learning. The platform will also house a growing bank of consortium-created performance assessments available to every consortium teacher and enable teachers to virtually assign tasks to students and give students feedback.

Thank you again for your continued support, and please contact me if you have any questions.

Sincerely,

Oscar Santos
Executive Director

Cc: Members of the Joint Committee on Education
Senator Pat Jehlen
Commissioner Jeff Riley
Members of the Board of Elementary & Secondary Education



MCIEA Annual Report for the Massachusetts State Legislature

Submitted by the Center for Collaborative Education

March 2021

Introduction

The 1993 Massachusetts Education Reform Act (MERA) called for the state to create a multi-layered assessment system that included local as well as state assessments, including work samples, portfolios, exhibitions, and paper and pencil tests. Instead, the state developed a set of single, on demand, paper and pencil standardized tests in English language arts, math, and science, the Massachusetts Comprehensive Assessment System or MCAS. Yet, MCAS has done little to close persistent achievement differences by race, income, language, and disability. Massachusetts also has some of the widest differences in achievement by race, income, and language on the National Assessment for Educational Progress (NAEP) tests. These state differences persist in every other measurable indicator, including suspension, graduation, and four-year college-going rates. **These wide outcome gaps are even more concerning given that Massachusetts' student enrollment has increasingly greater percentages of low-income, Latinx, and English Learner students than in generations past. These are the students who have been historically underserved by our state's current accountability system.**

Research has shown time and again that standardized test scores are most strongly correlated with students' demographic characteristics (race, income, language, disability) rather than an accurate measure of what students are learning or the quality of their school experiences. **Rather than reveal an achievement gap, these test results merely reflect an immense opportunity and equity gap by race, income, language, and disability.** Districts serving percentages of historically underserved students are under-resourced while held to an accountability system that has historical roots in the eugenics movement, projects a too narrow vision of school quality, and provides districts with too little information too late to use in meaningful school and district improvement initiatives. Further, in these districts MCAS and the threat of state punitive sanctions due to low test scores and growth rates have pressured educators to teach to the test and narrow their classroom curriculum, sapping the engagement, interest, and curiosity from students and their learning.

Launched in spring 2016, the Massachusetts Consortium for Innovative Education Assessments (MCIEA) is a grassroots partnership of eight Massachusetts public school districts and their local teacher unions: Attleboro, Boston, Lowell, Milford, Revere, Somerville, Wareham, and Winchester. **MCIEA districts represent 94,585 students (~10% of state enrollment), 195 schools, and 7,512 teachers.** The combined student body reflects 74% students of color, 26% English language learners, 52% economically disadvantaged students, and 19% students with diagnosed learning differences. The eight MCIEA districts came together to address the problem of a substantial mismatch between the state's high-stakes MCAS test and the type of schools and education our students, and in particular high-need students, deserve. **MCIEA proposes a move away from one predominate, standardized test towards a more robust education accountability system of multiple measures of school quality, with teacher-created and curriculum-embedded performance assessments as the primary measure of student learning.**

MCIEA Governing Structure

MCIEA's Governing Board consists of the superintendent and local teacher union president of each member district. All consortium decisions are made by this body. A small Steering Committee, comprised of governing board members, meets in between governing board meetings to make decisions or provide input on immediate topics that need addressing, as well as plan upcoming governing board meetings. A Project Management Team consisting of district- and union-appointed representatives from each member district meets regularly with CCE to guide the operations and implementation of the performance assessment professional development and school quality measures data dashboard.

The Center for Collaborative Education (CCE), with consulting help from Professor Jack Schneider of the University of Massachusetts Lowell, serves as the consortium's coordinating organization. The Center for Assessment serves as the technical advisor to the project around measurement of student learning.

MCIEA Goal

MCIEA's goal is to build a new model of assessment and accountability that measures what our communities most value and that prepares students with the skills, knowledge, and mindsets to achieve their varied goals, while seeking to close historical opportunity gaps and thereby achievement differences by race, income, language, and disability. The MCIEA assessment system recognizes the multi-dimensionality of students and schools, increases teacher agency and student voice, and results in high-quality, actionable data to guide student learning and school improvement.

MCIEA Model

The MCIEA model consists of two primary components.

School Quality Measures Project

At the school and district levels, MCIEA has created a **holistic system for measuring school quality** that offers a range of information about the school experience that stakeholders can confidently use to make decisions that support student success. Unlike standardized assessment, research has recently shown that our School Quality Measure framework is not correlated with student demographic variables. MCIEA developed the School Quality Measures framework based on feedback from community focus groups in which more than 250 stakeholders reflected on what they most wanted to know about their schools. The framework identifies five key categories:

- Teachers & Leadership
- School Culture
- Resources
- Academic Learning
- Community & Wellbeing

Within each of the five categories, data is gathered on multiple measures of school quality through the administration of teacher and students surveys (grades 4-12) and collection of additional administrative data. We offer multiple platforms for school-level data analysis. Most notable, we've created an online data dashboard for each consortium school that is easily accessible and navigable by educators, parents, and community members. In an upcoming revision to the dashboard, users will be able to view administrative data disaggregated by student race, income, language, disability, and gender; as well as

student survey data by race, language, and gender. Users will be able to view multiple years of student data on one screen. Each school's dashboard will provide robust data that can be used to assess school and student progress, and identify strengths and challenges.

In addition to collecting and displaying data on our online dashboard, MCIEA staff work with district- and school-level staff throughout the year to utilize data for continuous school improvement. MCIEA staff review collected data alongside consortium partners, identifying key trends in school strengths and areas for improvement. We then offer our partners field-tested tools for building out school-based action plans and/or collecting more detailed data on a particular topic of interest. In the 2020-21 school year, MCIEA staff developed an action research guide that is currently being piloted in a partner district. Further, MCIEA staff have responded to increased interest in equity and antiracism work following the summer of Black Lives Matter protests. We are developing a tool that will enable school teams to use School Quality Measures data to understand and respond to examples of inequity across student experiences in their schools. Because the School Quality Measures framework is designed to be holistic, we are able to identify inequity in everything from students' experiences in the classroom (e.g., access to challenging coursework, access to diversity in curriculum), to extra-curricular experiences, school discipline and even physical and emotional health.

In this way, MCIEA has created a new framework by which schools can think about school improvement, one which aims to empower local communities with tools and supports to use data to drive meaningful school improvement initiatives.

Quality Performance Assessments

Curriculum-embedded performance assessments are the primary student learning measure in MCIEA's framework. MCIEA is building the capacity of teachers across the consortium's eight districts to design and administer high quality, standards-based, and curriculum-embedded performance assessments that enrich the curriculum and student learning experiences. Consortium teachers are being trained to lead the performance assessment movement in their schools; these teachers become resources for their colleagues as they build faculty-wide capacity in quality performance assessment design.

An online **MCIEA Performance Assessment Task Bank**, consisting of teacher-generated vetted and approved performance assessments across tested grades and subjects, is being created. Teachers from across the consortium submit to the task bank performance assessments they have created. A cadre of trained MCIEA teachers review each task submission to assess for standards alignment, fairness and bias, universal design, and student engagement, and then provide recommendations to teacher authors on how to improve the task. Upon revision, the performance task is then approved for entry into the task bank. The task bank will be sortable by grade, subject, district of origin, and Massachusetts standard. Any consortium teacher will be able to access and download for use any performance assessment in the MCIEA task bank.

Eventually, teachers will be trained to make determinations of **student learning progress and proficiency via scoring portfolios of selected student work within ELA, math, and science that are derived from MCIEA performance assessments.** Our goal is that this process becomes the predominant accountability and assessment model for consortium students.

MCIEA teachers will also be trained in how to conduct **annual double-blind scoring of randomly selected portfolios of student work to ensure interrater reliability** across classrooms, schools, and

districts. Annually, data from these double-blind scoring sessions will be provided to consortium schools on alignment and variation of individual teacher scores of student work versus those of double-blind scorers in order to spur greater consistency across consortium schools in scoring student work. This process will lead toward greater validity and reliability of teacher determinations of student learning progress.

MCIEA Progress in FY 2021

The pandemic presented substantial challenges to MCIEA, much as it did to every district and school statewide. In-person professional development and cross-district network meetings could not be held. Teachers and administrators were overwhelmed with adapting to remote and hybrid learning. Yet, despite the pandemic and resulting struggle for school districts to provide a quality education to students, significant progress was made toward actualizing the MCIEA model.

Four years in, MCIEA has evolved from an idea and commitment to create an assessment and accountability system founded in a commitment to equity of opportunity, to a model which is beginning to take root in many MCIEA districts. Districts have reported that MCIEA has resulted in “changing the culture of who we are,” with more schools, administrators, and teachers focused on integrating performance assessments and data dashboards into their daily practice.

1. Reaffirmed Vision

After four years, the governing board led an inclusive process to reassess and refine the consortium’s vision (see Appendix). MCIEA’s goal remains the same as when it started: to build a model of accountability and assessment that provides educators and the communities they serve with meaningful data that can be used for school improvement, with teacher-generated performance assessments as the primary means for assessing student learning. The consortium still seeks to influence state policymakers to transition from a single standardized test as the primary measure to assess students, educators, schools, and districts to a more holistic model focused on improvement and meaningful student assessment. **Equity has been brought more to the forefront.** As stated, “MCIEA believes that the state should replace its current system with one that is free of racial and socio-economic bias, approaches schools and students from an asset-based and culturally-affirming perspective, and promotes the full spectrum of qualities that make for a good school.”

2. MCIEA Mini-Grants

Many MCIEA districts have now built a foundation of teacher and administrator knowledge and skills in creating and administering quality performance assessments to students as well as using school quality measures data dashboards to engage in school improvement planning. Because in-person professional development could not be held, an MCIEA Mini-Grant Program was launched in response to the pandemic. The mini-grants have provided new opportunities for teacher teams during the pandemic to apply for up to \$5,000 to deepen work in their classrooms and schools within performance assessments and/or school quality measures. Funds for up to 30 school grants have been allocated. CCE staff work with grant-funded teacher teams to implement their approved projects. Examples of some of these teacher-led initiatives include the following:

- **Revere:** Lincoln School faculty have built an extensive bank of performance tasks as a school. In an effort to make the curriculum accessible to all, teachers are reviewing each produced assessment through an equity lens – are the tasks relevant to all students, including English Learners and students

with disabilities? As well, they are examining their school quality measures data to determine areas within their school culture that need to be strengthened to emphasize greater inclusiveness.

- **Boston:** The district has recruited six school and cross-school teams, representing eleven schools, spanning grade levels and core academic subjects, to create and implement standards-based performance assessments in their respective schools. Most of the participating teachers are newly exposed to MCIEA and performance assessments, so the mini-grants are being used as a vehicle to expand spread of performance assessments throughout the district. The project lead, Director of Assessment for Learning, envisioned this initiative as a launch pad to support the goal to create a healthy ecosystem of assessments that capture student learning that could lead to eventually integrating performance assessments into district assessment policy.
- **Milford:** The district has assembled a team of teachers to examine and determine the most effective practices for promoting and measuring student learning. They will use school quality measures data from school dashboards to examine factors in measuring student learning related to problem solving, cultural relevance, and social-emotional well-being. The result of teachers' investigation will shape future district professional development and policy in student assessment.
- **Attleboro:** High school teams of teachers, that include English Learner and special education teachers, are engaged in the design of interdisciplinary performance assessments that integrate two or more academic disciplines within one assessment.
- **Lowell:** Butler School faculty and administrators are engaged in professional development to develop an equity mindset for teaching and learning, with the goal of shifting educator discourse about gaps in student outcomes away from race and language-biased beliefs and towards a sustainable school-wide culture of equity. They will use School Quality Measures survey data to inform their work.
- **Wareham:** As the district is relatively new to MCIEA, teachers will engage in professional development on how to design, administer, and score high quality, standards-based, and culturally responsive performance assessments across all grades and subjects.

"I think...it's really opened the teachers' eyes for broadening their perception of what students can really achieve and do. They have been astounded, I think, in a sense, of how engaged students were in some of their assessments that they've done."

MCIEA School Administrator

This spring, virtual cross-network sharing sessions will be conducted for teachers and administrators to share their products and progress with one another.

3. MCIEA Online Platform

CCE and MCIEA have contracted with an online platform provider, Brightbytes, to build one integrated MCIEA platform. While the pandemic has delayed construction (due to difficulties in school capacity to pilot test elements of the platform), the platform is scheduled to be beta-tested by districts and schools by July 2021. The platform will have the following capabilities:

- *School Quality Measures (SQM) data dashboard* created for every MCIEA school, with data updated annually
 - An introductory section that explains the purpose of the dashboard, how to navigate it, and a "table of contents"
 - Summary of school's strengths and opportunities for improvement

- Disaggregated administrative data by student race, income, language, disability, and gender, as well as student survey data by race, language, and gender. Able to view multiple years of data side-by-side on one screen
- Accompanying data inquiry toolkit for use in data analysis and school improvement planning
- **Quality Performance Assessments**
 - Performance Assessment Task Bank of approved tasks created by consortium teachers, sortable by grade, subject, district, and standard
 - Teachers can assign performance tasks directly to students from the platform
 - Student work can be uploaded into password-protected folders to be used in teacher scoring
 - MCIEA can conduct double-blind scoring of portfolios of student work to assess and ensure interrater reliability of individual teacher scoring

4. School Quality Measures Project

While the permanent MCIEA online platform is being constructed, the consortium has continued to collect multiple data and post school quality data dashboards for every consortium school. **Annual MCIEA student and teacher perception surveys** are administered in every consortium school to all teachers and students in grades 4-12. Survey scales are adapted from empirically validated scales or developed by experts in the field. The reliability and validity of the surveys are assessed annually. Data from these surveys is invaluable in triangulating with administrative data to identify strengths and challenges within each school.

The survey data, along with administrative data in multiple categories (traditional data provided annually to DESE as well as additional data such as breadth of courses and electives offered, teacher retention, amount of funds spent per teacher on professional development, student to guidance counselor ratio) are loaded onto each consortium school's data dashboard. A suite of inquiry tools has been developed to assist schools and districts in using the SQM data in annual school improvement efforts. CCE staff work with schools and districts to use the data dashboards to identify strengths and gaps in the school, and to drive school improvement efforts to address the gaps.

Examples of district use of the SQM data dashboards include the following:

- Revere principals and school improvement councils are expected to use MCIEA's School Quality Data Dashboards to assess progress and develop annual school improvement plans
- Lowell central administration is exploring how to have the MCIEA School Quality Data Dashboards replace the district's School Report Card

5. Performance Assessment Design

Many MCIEA districts now have a large percentage of their teachers engaged in the cycle of performance assessment design, administering, and scoring student work. CCE staff held virtual summer "unWorkshops" for district and school teams to design and refine performance assessments for the coming virtual school year. Over multiple years, this work has led to further developments in improving teaching, learning, and assessment as well as cycles of continuous improvement:

- Attleboro has shifted to standards-based grading, that is, grading students based on their demonstration of proficiency of state academic standards, with these demonstrations occurring largely through performance assessments

- Winchester teachers created “power,” or the most essential, standards in every grade and core academic discipline, and then required every teacher to create and administer at least two standards-based performance assessments to students focused on their newly created power standards
- Revere High School teachers are transitioning to using performance assessments to assess students’ mastery of core competencies
- Milford grades K-2 teachers created learning progressions in English language arts and math, or the learning steps in between K, 1, and 2 standards that students move through to reach proficiency, then created performance assessments to administer and determine student learning progress along the learning progressions
- Wareham educators are exploring how to integrate performance assessments into their International Baccalaureate model throughout K-12

“In subject team meetings, I helped teachers to design rubric-based, student-led assessments and later normed student work from these assessments and collaborated using feedback protocols to enhance assessment design.”

“[MCIEA Teacher Leaders] gave whole group instruction at a principal’s meeting to the entire staff and then broke out into small groups and did validation protocols on already existing assessments using the QPA validation protocol.”

“I worked with our team to support a roll out of the concepts behind performance tasks. I helped facilitate a discussion in a small group that introduced and solicited participants in beginning the development of a school bank of tasks.”

MCIEA Teacher Leaders

The MCIEA Task Bank now contains almost 100 performance assessments across all grades and disciplines that have been designed by MCIEA teacher teams, vetted by trained MCIEA teacher reviewers, and undergone final reviews for approval and insertion into the task bank. Examples of approved task bank performance assessments include the following:

- ***The Untold Story, Boston, Social Studies & English Language Arts, Grade 4:*** Students take on the role of textbook authors who are writing a more holistic history of Native Americans. Students conduct research on Native Americans tribes in the New England region to learn about how they adapted to environments and the impact of that today. After gathering and organizing research, students are asked to write a section of a history textbook explaining how Native Americans contributed to the culture of their region and how their contributions are still impactful today. For the final component, students will prepare a presentation for their peers.
- ***Story of Life, Winchester, High School Biology:*** Students take on the role of artists submitting a piece of work and an artist statement that tells the story of life (grounded in concepts of evolution) for a contest for a natural history exhibition. In their art (or artist statement), students show their knowledge of the evolution of life forms from organic molecules to more complex structures.
- ***Gravity and the Universe, Milford, Grade 8 Science:*** “Many of the ideas for and inspiration behind space exploration come from science fiction writing. Your job as a science fiction writer is to write a short story that helps your science-fiction-enthusiast readers understand the scale of the universe, the

limitations of space travel, and the fundamentals of gravity. Through your story, you may either educate your readers on well-tested scientific theory or push the limits of current scientific theory to inspire the next wave of space exploration.”

- **Plane Crash in Yellowstone, Attleboro, Grades 11-12 Precalculus:** Each small group of students is a rescue team. A plane has crashed in a thickly wooded section of Yellowstone National Park. Each group positions the crash site “somewhere” northeast of the witness location. This makes each group’s map slightly different. A member of the team takes angular measurements. Once these are recorded on the rough draft, the team goes to work. Teams negotiate their way through each set of instructions as they calculate different measurements. There are multiple ways to arrive at the correct distance which affords flexibility and creativity to students. Students continue their work independently as a homework assignment. Teams share and inspect each other’s work in the next class and must show their mathematics and reasoning on a poster display.

6. Research on the Efficacy of the MCIEA Model

MCIEA continues to document the impact and value of its model on student learning and school quality. In February 2021, Professor Jack Schneider along with two other authors published the article, *Adding “Student Voice” to the Mix: Perception Surveys and State Accountability Systems*. Using MCIEA student survey data, the authors found that “student survey data shift school accountability ratings in small but meaningful ways and appear to enhance functional validity. Student survey results introduce information about school quality that is not captured by typical accountability metrics, correlate moderately with test score growth, and are not predicted by student demographic variables.”

Massachusetts State Funds

The state legislature approved \$200,000 in the FY 2021 state budget to support MCIEA. Funds have been used for the following purposes:

- CCE staffing of all MCIEA activities (governing board, project management team, performance assessment and school quality measures work, technical assistance to schools and districts)
- Consultants, including Professor Jack Schneider and Center for Assessment
- Mini-grants of \$5,000 each to support teacher teams to deepen performance assessment and school quality measures work in their schools and districts
- Website developer
- Evaluation and research

Next Steps in Building a Quality Accountability Model

MCIEA’s capacity to test out the full accountability model was hampered by the pandemic in FY 2021. Thus in FY 2022, we will accomplish the following:

- Complete the full build-out of the MCIEA model
 - Complete construction of the permanent online MCIEA platform, inclusive of a complete School Quality Measures data dashboard for every consortium school
 - A complete and searchable Performance Assessment Task Bank, and capacity for teachers to download and assign performance assessment tasks to students, for students to upload resulting student work, and for teachers to then score student work
 - Capacity to engage in double-blind scoring of student work to assess for interrater reliability

- Conduct a baseline year in selected schools within each consortium district to fully test the MCIEA assessment and accountability model
- All MCIEA schools will continue to use their school quality measures data dashboards to assess their strengths and gaps, and use this data to engage in school improvement planning
- All MCIEA schools will continue to submit new performance tasks for review and approval into the MCIEA performance assessment task bank, with the eventual goal of growing the task bank to 200 vetted and approved performance tasks sortable by grade, subject, interdisciplinary, and standard

Recommendations

Based on the progress of the Massachusetts Consortium for Innovative Education Assessments, the consortium and the Center for Collaborative Education offer the following recommendations:

- **Continued MCIEA Funding to Fully Build Out the Model.** Continue funding MCIEA to provide support to use in field testing and further refining the accountability model. Such funding will enable the state legislature to consider fully the benefits of a different type of state education accountability system that better reflects the original Education Reform Act of 1993 legislative wording.
- **Adopt the School Quality Measures Data Dashboard.** Consider adopting MCIEA's School Quality Measures (SQM) Data Dashboard, once fully built out, for all Massachusetts' public schools as a means to provide a more complete set of data and indicators for educators, parents, students, and community members to use in assessing school progress. Provide professional development to school districts on using the SQM dashboard for school improvement purposes. Pair schools that may be struggling in some categories with other schools that have made more progress in those same areas.
- **Provide Performance Assessment Professional Development.** Provide statewide professional development to educators on how to design, administer, and score high quality, teacher-generated, standards-based, curriculum-embedded, and culturally responsive performance assessments. Such assessments can drive more meaningful learning and curriculum in classrooms that surpasses that spawned by a state accountability system dominated by a single standardized test.
- **Support a Research Agenda on the Impact of MCIEA on Teacher Practice and Student Learning.** MCIEA should be further studied to assess its impact in whether and how its model promotes high quality instruction, meaningful curriculum, and student learning that encompasses critical thinking, problem solving, and cultural competency.

MCIEA Vision – Adopted December 2020

Preamble

MCIEA is a response to a narrow state measurement system focused chiefly on standardized tests. This system fails to accurately reflect school quality and student learning for all students and is especially unfair to English learner low-income students, students of color, and students with disabilities, and to schools that serve them.

Vision

MCIEA believes all students, particularly those who have been historically underserved, should have access to equitable and transparent education communities with authentic, fair, and responsive learning and assessment systems. Robust measures of accountability should highlight strengths and areas for growth of students and schools.

Who are we?

MCIEA is a collaborative community of eight school districts across Massachusetts, working to create a system of accountability and learning that is authentic and equitable. The work of MCIEA is carried out by classroom educators, administrators, and district leaders, working within and across schools and districts.

What do we believe?

The research base is clear: standardized testing in the form of MCAS reflects out-of-school factors (e.g., race, income, language, disability) more than it measures what students have learned in school. Most troubling, when anchored to standardized testing, education can become separated from students' real-life experiences. School ratings that rely heavily on standardized test results are inaccurate representations of the quality and breadth of teaching and learning within a school building, supporting the false notion that schools and students are either "good" or "bad." Instead, we firmly believe that all students have strengths and all have areas for growth, and that the same is true of the schools they attend.

MCIEA believes that the state should replace its current system with one that is free of racial and socio-economic bias, approaches schools and students from an asset-based and culturally-affirming perspective, and promotes the full spectrum of qualities that make for a good school. In addition, we seek a system which supports districts and schools to collaborate with their communities to measure progress and define next steps for improvement. We believe this system should be based on reciprocal accountability, with schools responsible to the students and communities they serve, and the state accountable for providing needed resources. Schools and districts should collaborate with families using holistic classroom and school-level assessments to hold themselves accountable and co-plan for continuous improvement.

How are we going to get there?

MCIEA supports the development of robust assessment systems and transformative learning through the interaction of two frameworks: School Quality Measures (SQM) and Quality Performance Assessment (QPA). Educators are supported in designing QPA systems, giving students the opportunity to show what they know through standards-aligned teaching opportunities and assessments that are authentic, culturally responsive, engaging, and fair. Using a variety of measurement data, SQM captures school strengths and areas of growth across multiple measures of student engagement, student learning, and school environment. Together, QPA and SQM make up a holistic form of student and school assessment that fosters a more accurate and nuanced understanding of strengths and areas for continuous improvement.