



Connecticut League of Innovative Schools

May 8, 2014

Learning Objectives



Participants will ...

... learn about the Center for Collaborative Education and Quality Performance Assessment (QPA).

... learn about the work we're doing at E.O Smith High School, in Storrs-Mansfield.

... consider the intersections between QPA and the League of Innovative Schools.

Building a Standards-Based Teaching and Learning System

E.O. Smith High School

Goals of E.O. Smith Work

- 1. To develop cross-curricular & content-area standards**
- 2. To develop quality performance assessments (QPA) using content-area rubrics to measure proficiency on these standards**
- 3. To ensure equity and consistency in grading practices and policies, maximizing student opportunity and performance**

E.O. Smith Teaching and Learning Structure

Graduation Standards for Cross-Curricular Skills

Drawn mainly from Common Core State Standards

REQUIRED for GRADUATION	REPORTING METHOD	ASSESSMENT METHOD
YES	Performance Growth Chart	Demonstration by Body of Evidence <i>Specific performance assessments are identified and reported</i>
YES	Transcript and Report Cards	Performance Assessments <i>Common summative assessments verify proficiency levels</i>
YES	Feedback to Student	Formative Assessments <i>Individual teacher and PLC</i>

Graduation Standards Cross-Curricular

Graduation Standards Content Area

Unit-Based Daily Learning Experiences

Equity in grading practices and policies that maximizes student opportunity and performance

Educator Evaluation and QPAs

One half (22.5%) of the indicators of academic growth and development used, as evidence of whether goals/objectives are met, shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time.

Common threads of mastery (performance-based) based learning systems

- 1. A mastery system encompasses curriculum, instruction, assessment, and reporting**
- 2. A mastery based system is based on the premise that learning is the constant and time is the variable- it allows opportunities for acceleration and remediation**
- 3. A mastery based system is based on the premise students who fail to demonstrate mastery will receive remediation and continue learning until mastery is reached.**
- 4. The purpose of a mastery-based system ensures equitable outcomes for students**
- 5. A mastery-based system enhances personalized learning for students and instruction for teachers**

Rational

- ❑ **Establishes graduation standards-** Student learning is focused and measured on identified cross-curricular and content area graduation standards.
- ❑ **Separates academic ability from behavior -** Student performance is measured by the demonstration of skills and not poor decision making.
- ❑ **Reduces the repeater effect-** Students are promoted based on mastery of identified common assessments and not reassigned to the same classes.
- ❑ **Monitors learning progress-** Measures progress on graduation standards over time and compared with aggregate scores.
- ❑ **Provides flexibility for advanced students-** Students are able to accelerate their learning if appropriate.

Rationale

- ❑ **Establishes consistent performance expectations for all-** Students in non-traditional programs such as Panther PM, Depot, summer school, credit recovery.
- ❑ **Remediation support-** provides timely remediation solution for students focused on identified skills and knowledge.
- ❑ **Focuses instruction-** Instruction is based around a set of skill-based standards that receive attention from all academic departments (cross curricular standards) and skills & knowledge identified by each content area.
- ❑ **Teacher evaluation-** Teacher Evaluation Model requires 22.5% of educator evaluation based on a *non-standardized* measure.

E.O. Smith Steps for Developing this System

- **Develop cross-curricular skills**
- **Develop content area learning standards**
- **Design common assessments of these standards**
- **Share and revise instructional practices**
- **Work out the logistics grading/credits/report learning**
- **Integration with the K-8 schools**
- **Revise district policies**
- **Inform the public**

**The Center for Collaborative Education,
Quality Performance Assessment,
And
E. O. Smith High School**

CCE's Vision for Schools

- Equity and data are embedded in all conversations and practices,
- Teaching and learning are purposeful, challenging, and have value beyond school,
- Assessment demonstrates the competence of students in multiple ways, and
- Collaborative practices improve teaching and learning.

About

Our Story

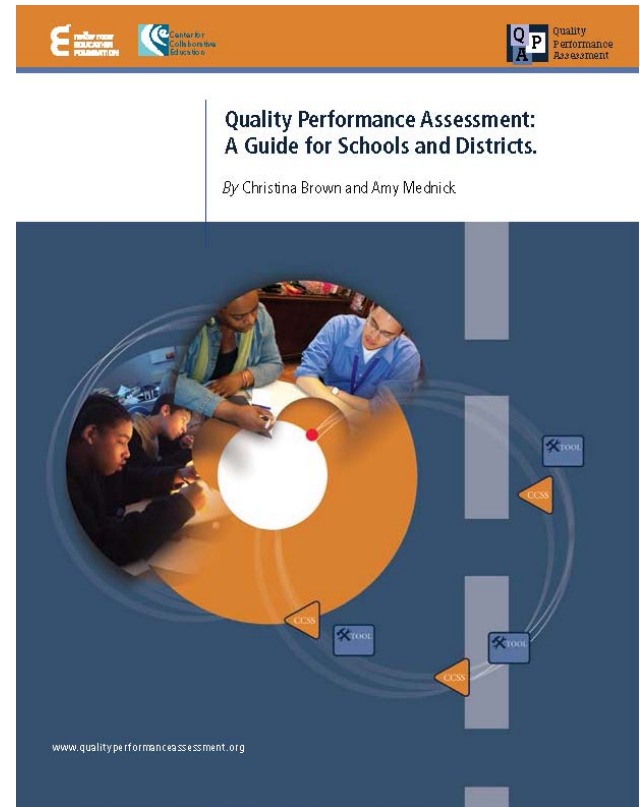
- Founded in Boston twenty years ago
- Began by working in urban areas focused heavily on equity
- Now doing work nationally with a particularly strong presence in New England
- Quality Performance Assessment was founded three years ago

QPA Story

- 2008-2009: Research year: Publications
 - *Including Performance Assessments in Accountability Systems: A Review of Scale-up Efforts*
 - *Ready for the Future: The Role of Performance Assessments in Shaping Graduates' Academic, Professional, and Personal Lives*
- 2009-2012: Worked with the original QPA Cohort Schools to build assessment literacy, develop the QPA framework, & field test tasks
- Feb 2012: Publication of white paper to share learning with the field: *Harnessing the Power of Teacher and Student Learning*
- Fall 2012-2013: QPA Guide is released, QPA begins work with Rhode Island and NH Departments of Education, CCSSO ILN, Maine & more...

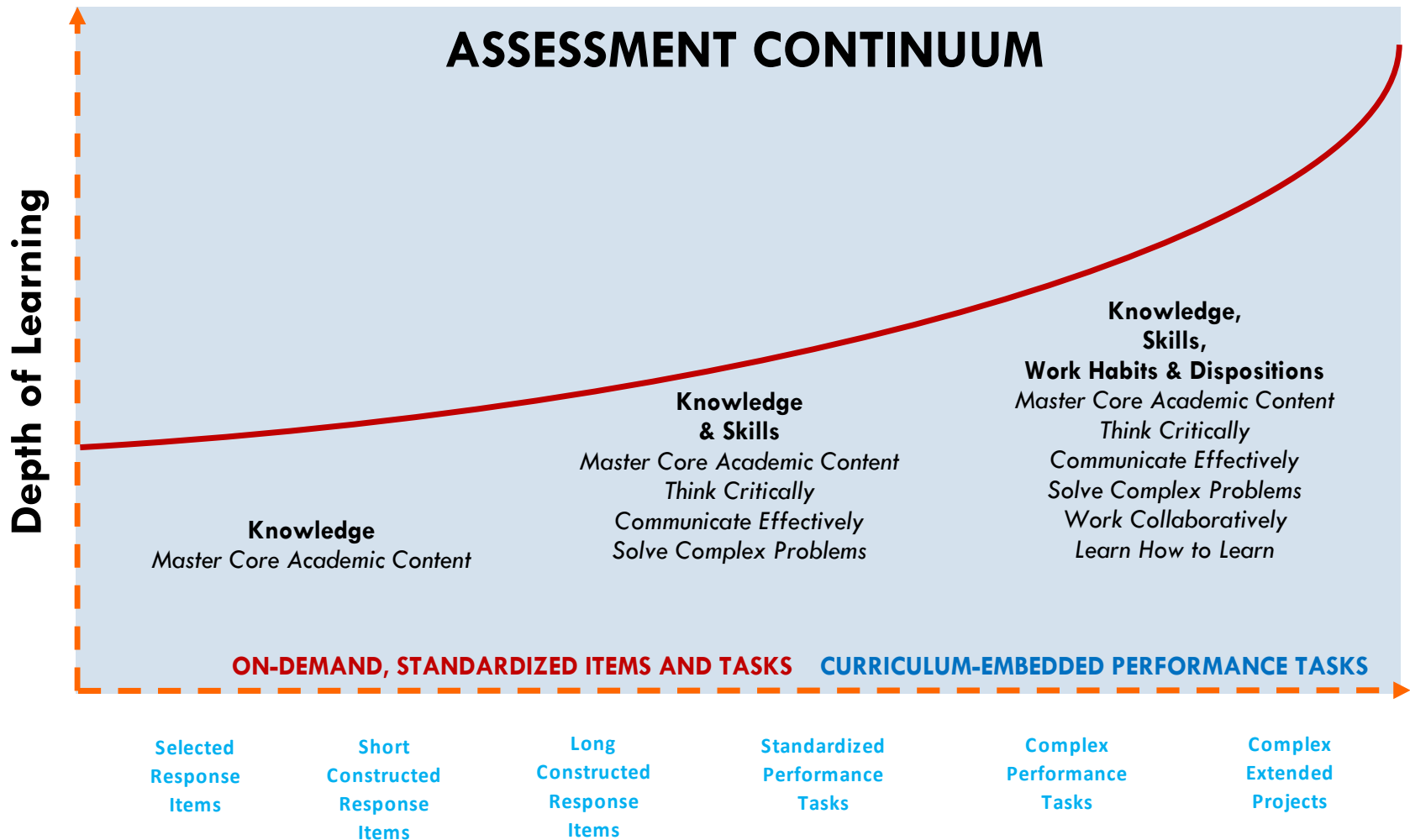
Our Approach & Our Role

- Building on current practice
- QPA Guide
- Leadership and collaboration
- Norms and protocols
- Technical and adaptive considerations



“Collaboration is good for humans.”

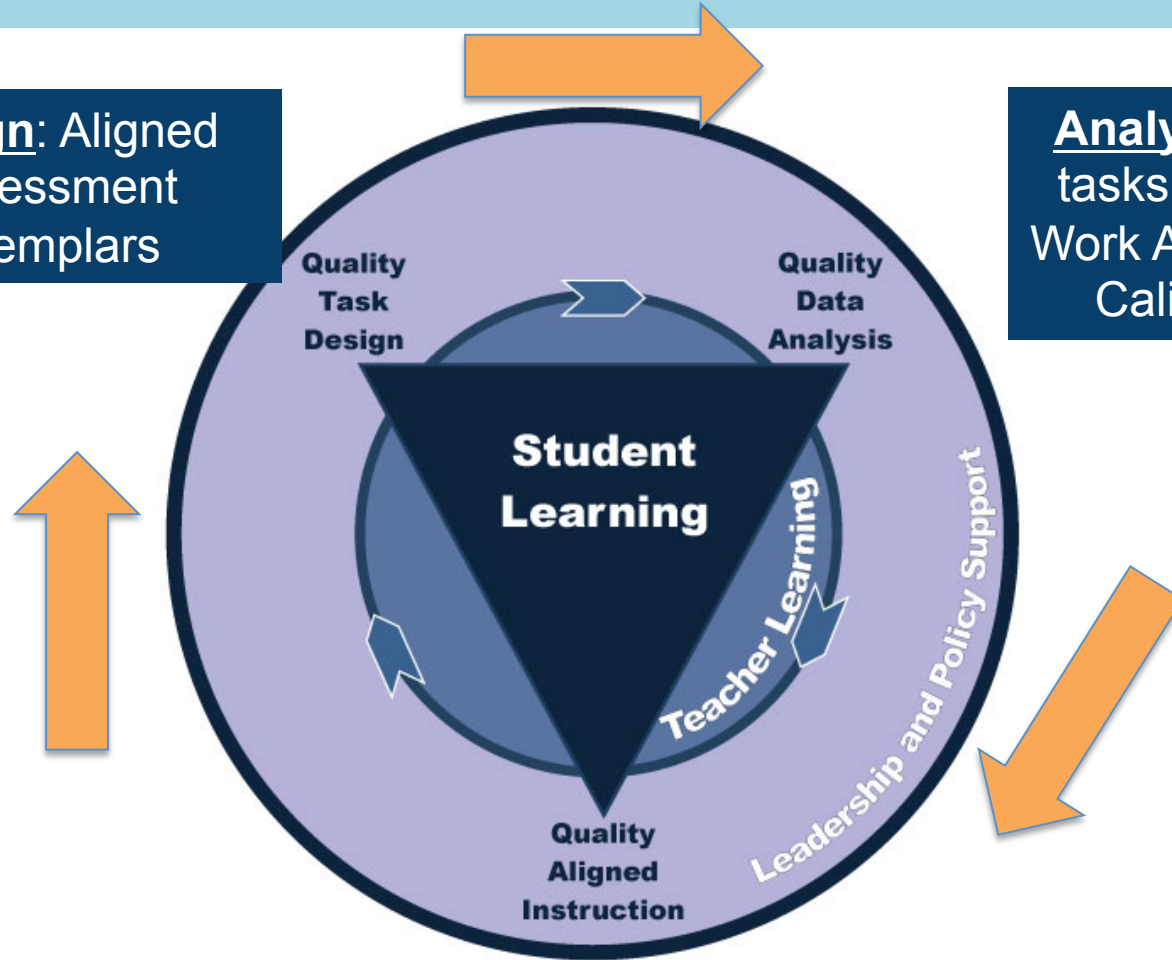
Making the Case for Performance Assessment



QPA Framework for Technical Quality

Design: Aligned Assessment Exemplars

Analyze: Valid tasks, Student Work Analysis, & Calibration



Align: to Designated Standards



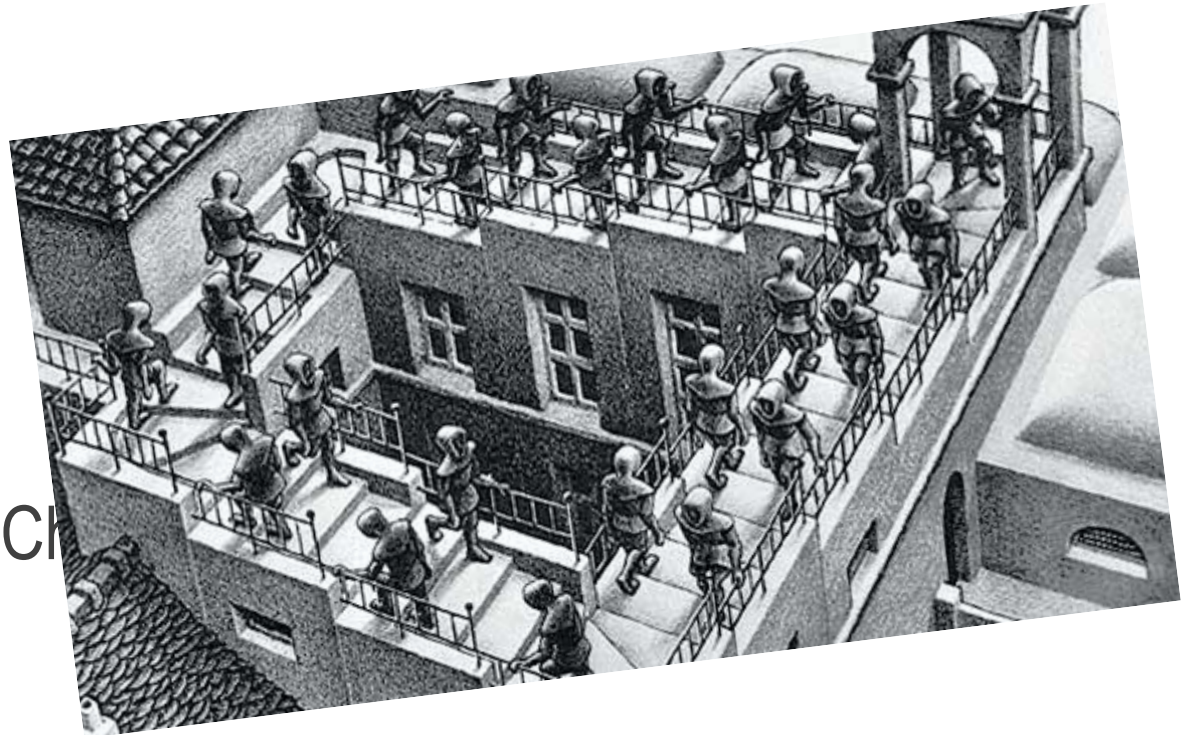
Definition of a QPA

A Quality Performance Assessment ...

- ... is open-ended
- ... is a multi-step process
- ... uses rubrics
- ... addresses content, skills, and/or habits
- ... requires higher-order thinking
- ... requires application and transfer
- ... results in original products or performances

Process Assures Quality

- Alignment
- Design
- Student Directions
- Rubric Design
- Alignment Check
- Student Directions Check
- Rubric Tuning
- Field Test



Roles

- CCE
 - Provide training and support
 - Provide models
 - Facilitate conversations around teacher and student work
- Leadership Team at E.O. Smith
 - Participate in trainings
 - Facilitate work of teachers
 - Provide feedback and support around tasks

Timeline and Outcomes for the Year

2/24/14
Full-Day
Facilitator
Training:
Validation,
Task-Design

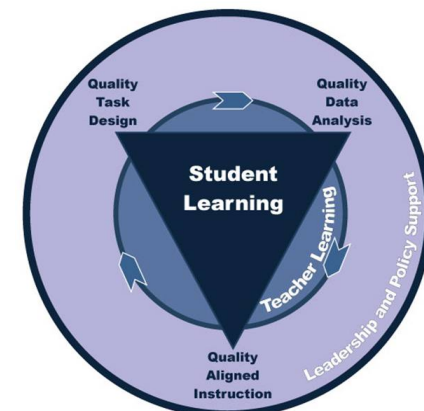
3/21/14
Full-Day
Facilitator
Training:
Rigor and
Alignment

3/7/14
Full-Day Facilitator
Training:
Feedback,
Facilitation, and
Design

3/10/14
2 Hour
Full Faculty
Task-Validation
Training

3/31/14
Full-Day
Validation
and
Calibration
Training

QPA Framework



Next Steps

- **Worked out in collaboration with E.O. Smith in a way that meets their goals.**
- **Involve technical considerations,**
- **Leadership and facilitation considerations, and**
- **Adaptive considerations.**

Upcoming



Quality Performance Assessment

Summer Institute 2014

July 14 – 17

Simmons College, Boston

Questions?

Thank you!

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