

**MCIEA began as 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 low-income students, English learners, students of color, and students with disabilities, as well as to the schools that serve them.**

## 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.

## Our 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.

