Application for Innovative Assessments Demonstration Authority

Massachusetts

January 27, 2020
Part 1: Preliminary Documents

☐ Application for Federal Assistance

This form requires basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

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Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

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<th>Lead Agency Authorized Representative (Printed Name):</th>
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<tr>
<td>Jeffrey C. Riley, Commissioner of Elementary and Secondary Education</td>
<td>Massachusetts Department of Elementary and Secondary Education</td>
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Signature of Lead Agency Authorized Representative:

[Signature]

Date:

1/24/2020
Assurances

This form assures that the lead SEA and each SEA applying as a consortium will:

(1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act--

   (i) In all non-participating schools; and

   (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;

(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;

(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

   (i) An update on implementation of the innovative assessment demonstration authority, including--

      (A) The SEA’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and

      (B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA’s progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.

   (ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.

   (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for
the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii).

(iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

(4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be--

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and

(iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and

(5) Coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.

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Part 2: ED Abstract

Thanks in large part to the systems and structures developed in the 1990s to fulfill the state’s Education Reform Act of 1993, Massachusetts has built a nation-leading education system. The successes of the past decades have been grounded in a commitment to high-quality teaching frameworks (standards) and use of the Massachusetts Comprehensive Assessment System (MCAS) to measure student and school progress and ensure resources and support go where they are needed most. While we are rightfully proud of our “first in the nation” status on many educational measures, our National Assessment of Educational Progress (NAEP) scores have been flat for years and, in some cases, even declined. Other states are catching up to us. More troubling is the fact that across virtually all metrics, large achievement gaps persist for our students of color, English learners, and students with disabilities.

Massachusetts is now at a turning point. We believe that the current system of high standards and rigorous assessments has paid off, but it has also had unintended consequences. Some teachers, parents and students perceive the state assessment as excessively focused on low-level thinking and therefore encouraging instruction overly focused on test preparation and short on deep learning. In classrooms with students who have a history of low performance on MCAS, many teachers feel pressure to improve MCAS scores and have often responded by centering their classroom instruction on shallow test-preparatory activities.

Massachusetts is applying for the Innovative Assessments Demonstration Authority (IADA) to build a new form of assessment incorporating technology-enhanced performance tasks that are more engaging for students and signal the state’s focus on deeper learning in classrooms. Building on existing research and the work of our own schools, we are defining deeper learning as the overlap of three areas: mastery of challenging standards, 21st century skills, and authentic, relevant work. Under the IADA, we will work with a vendor to develop new science assessments for Grades 5 and 8 initially (and other grades later), combining a shortened version of the existing MCAS with interactive, engaging, and authentic science performance tasks. Our objective is to show educators, schools, and districts examples of tasks that assess
mastery of standards while utilizing 21st-century skills in an authentic context, as a means to encourage the use of similarly deep and authentic tasks in classroom instruction.

Massachusetts is working on multiple fronts to promote deeper learning for all students; the change to assessments is coupled with new instructional and school leadership supports. We believe the IADA will be an essential tool, since we must change the existing structures that have incentivized low-level instruction in some places. We also recognize the need for additional support and resources for schools to create an experience that is more relevant to the real world and leads to deeper learning for students. In the fall of 2019 we launched the Kaleidoscope Collective for Learning (KCL), an intentionally diverse network of schools partnering with DESE to implement deeper learning. Schools in the network will receive professional development on implementing deeper learning tasks, coaching teachers to implement these tasks effectively, and creating schoolwide systems to support deeper learning. The Kaleidoscope network will serve as a hub of educators, schools, and districts focused on incubating and evaluating innovative approaches to deeper learning. It will model a new approach for how DESE can partner with the field to support the adoption of promising practices, especially those shown to close achievement gaps, while respecting and learning from each community’s context. Our work on redesigning the science assessments under IADA will be closely linked to the instructional work in KCL schools, with teachers in these schools utilizing deep learning classroom tasks modeled on the same principles as the innovative assessment’s tasks, and even contributing to the design of the state’s innovative assessment.

Massachusetts will initially use the innovative science assessment system in roughly 20 schools, including both Kaleidoscope schools and non-Kaleidoscope schools, serving approximately 1,400 students in each grade. The assessments in Grades 5 and 8 will be piloted in Spring 2021, while the Grade 10 assessments will launch in later years to allow for sufficient time to study issues of comparability and validity for determinations of graduation requirements for individual students. Throughout the IADA period, Massachusetts will evaluate the assessment and partner with the Institute of Education Sciences (IES) to support continuous improvement, while working toward statewide implementation.
Part 3: Project Narrative

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The function of education is to teach one to think intensively and to think critically.

- Martin Luther King Jr.

Current Context and Challenges

The Massachusetts Education Reform Act of 1993 ushered in an era largely focused on developing and refining a comprehensive system of standards, assessment, and accountability. With a goal to achieve equity for all learners, we established clear and rigorous expectations for what our students should know and be able to do, assessments to demonstrate how students perform against these standards, and a scorecard to evaluate school and district performance.

This system created alignment across state and district systems and helped our state surge to first place on various measures. Over the past 25 years, we have increased our graduation rates; consistently earned top scores on the National Assessment of Educational Progress (NAEP); and achieved results comparable to top nations around the world on the Programme for International Student Assessment (PISA).

While we are rightfully proud of our “first in the nation” status on many educational measures, our NAEP scores have stagnated for years and, in some cases, even declined. Other states are catching up to us. More troubling is the fact that across virtually all metrics, large achievement gaps persist for our students of color, English learners, and students with disabilities. A recent report – #1 For Some – highlights these disparities, many of which are stark.\(^1\)

For instance, while Massachusetts ranked 8\(^{th}\) in the country in 2016 for our four-year graduation rate for white students, we ranked 43\(^{rd}\) for Latinx and 19\(^{th}\) for black students. On the 2017 NAEP 8\(^{th}\) grade mathematics exam, 28\% of low-income students scored proficient or advanced compared to 58\% of their higher-income peers, 9\% of English learners (ELs) scored at these levels compared to 52\% of non-ELs, and 16\% of students with disabilities were proficient or advanced vs. 57\% of students without disabilities. The report also reveals gaps in access to opportunities, such as early childhood education programs, that could support our most vulnerable students.

At the same time, we must prepare students for a world that is changing at an accelerating rate. Our graduates will switch jobs—even careers—frequently throughout their lives, and many of those jobs have yet to be invented. The goal of education is no longer simply to possess knowledge; instead, leveraging ever-smarter technology, students must learn to access knowledge, mine it for relevance, and apply it in new ways. Employers are increasingly valuing skills and dispositions, which can be challenging to measure, on par with content expertise. And with soaring tuitions and an uncertain return on investment from the traditional college experience, students need additional options for pathways and credentials that bridge K-12, higher education, and employment.

Across the Commonwealth, there are examples of powerful teaching and rigorous deeper learning, where students are highly engaged in substantive tasks, thinking critically and creatively, and working collaboratively. We need to build upon these successes. There is evidence that deeper learning experiences are more common in affluent communities and honors-track classes—school settings to

\(^1\) The Massachusetts Education Equity Partnership (2018). #1 for Some: Opportunity and Achievement in Massachusetts
which our underprivileged students, English learners, and students with disabilities do not always have equitable access. We must work together to ensure these types of engaging deeper learning experiences are accessible to all students.

Massachusetts is now at a turning point. We believe that the current system of high standards and rigorous assessments has paid off, but has also had unintended consequences. As in many states, some teachers, parents and students have experienced the state assessment to be a “high-stakes test”. Many interpret the multiple-choice questions to be focused on low-level thinking (though we are confident that the MCAS features questions at a range of depths, from recall to analysis to critical thinking) and instruction has come to reflect that. In too many classrooms, especially in classrooms with disadvantaged students who may have a history of low performance on MCAS, many teachers feel pressure to improve MCAS scores and have responded by centering their classroom instruction on preparation for the MCAS.

In discussions with teachers, we learned that they have seen the curriculum narrowed to focus on assessed subjects or shallow coverage of content in a rush to cover all standards before MCAS testing. They reported instances of too much time spent drilling students on tested skills, divorced from a cumulative, meaningful learning context. The result is that students are often disengaged and unable to connect their daily lessons with their current or future lives.

There is growing awareness not just in our schools—but also in the research community—that we must more closely match students’ daily experience in school with the expectations they will encounter in college, in their careers, and as citizens navigating a complex world. This means asking students to work in ambiguous contexts, on meaningful projects with larger purpose, and both independently and in teams—all while connecting these activities to our state standards.

Preparing our students for their futures starts with ensuring a strong grasp of challenging, grade-appropriate academic content. The New Teacher Project’s (TNTP) Opportunity Myth report in 2018, an examination of the student experience in five diverse U.S. school districts, found that a significant percentage of assignments students were given were not up to grade-level standards. Moreover, TNTP found that increasing the rigor of classroom work, especially for students who started the school year behind, had significant positive effects on student achievement. We must do more to ensure that all students—especially those who are behind academically—have access to challenging, standards-aligned curricular materials and assignments.

But while ensuring equitable access to rigorous curricula is an important first step, our students will be asked to do more than demonstrate mastery of rigorous content. They will be asked to create, to invent, and to combine and apply concepts in new ways.

In their recent book, In Search of Deeper Learning, Jal Mehta and Sarah Fine describe their six-year survey of U.S. schools. They found that three primary attributes, “mastery, identity and creativity,” supported by a strong learning community, distinguish environments that ask students to think in deeper and inventive ways. In this model, students not only demonstrate fluency in a given academic domain, but also come to identify themselves as participants within, and contributors to, the domain. Through the skilled guidance of an expert teacher, students are not learning about history or mathematics, but instead taking on the roles of historians and mathematicians themselves. In action, this “apprenticeship model” of


teaching and learning asks students to assume increasing levels of responsibility, eventually making their own authentic contributions to the field.

Mehta and Fine also highlight research by Fred Newmann arguing that student engagement is core to achievement⁴—and yet engagement levels drop precipitously the longer students are in school; 75% of fifth graders say they feel engaged as compared to 41% of ninth graders and 32% of eleventh graders. And we also see that “engagement gaps” follow some familiar patterns: boys less engaged than girls, lower-income students less engaged than higher-income, and Latinx and black students less engaged than white and Asian students.⁵

Goals and Theory of Action

Our goals for the innovative assessment reflect our beliefs about how to improve learning outcomes for all students in the Commonwealth:

1. Promote deeper learning that goes beyond the level of learning assessed on existing MCAS.
2. Increase student engagement in their own learning by providing inspiring, authentic, relevant tasks.
3. Close achievement gaps by making deeper learning experiences available and culturally relevant to all students.

We believe that reshaping student instruction throughout the state will require a combination of incentives (changing what is rewarded via the state’s assessments) and supports (providing training and resources to schools in support of deeper learning). Our theory of action for this change can be described as follows.

IF DESE...

- Creates state assessments that focus on deeper learning and send a message about the importance of deeper learning, and
- Develops frameworks and resources based on the best practices for deeper learning already happening in some of our schools, and
- Provides models and examples of tasks that are more engaging and relevant to students, and
- Provides direct support on deeper learning via professional development and tools, and
- Aligns our state-level resources and policies toward deeper learning,

THEN...

- School and district leaders will reshape their systems in support of deeper learning, and
- Student engagement will increase and remain higher into middle and high school years, and
- Students will gain skills, knowledge and habits of mind that will prepare them for life beyond school in the 21st century, and
- Students who have not been fully served by our existing education systems will get more opportunities for deeper learning leading to reduced achievement gaps.


⁵ Mehta and Fine, p27-28
Through the introduction of innovative assessments, we hope to demonstrate to teachers what inspiring and authentic tasks look like. We hope to change students’ school experience so that there is less time and less emphasis spent on traditional testing, undoing the proliferation of standardized interim assessments multiple times throughout the year. We hope to show teachers that “using data” does not always mean looking at spreadsheets, and that deeply engaging with students’ work can be just as powerful as a way of understanding your students. And we hope to change the incentives at low-performing schools, so that when leaders create plans to “raise achievement”, they don’t feel that creating deeper learning opportunities is in tension with the need to prepare for MCAS.

The shifts required to support a statewide move to deeper learning are not trivial, and they will require partnerships across all levels of the education system:

**In the Classroom: Focusing on Deeper Learning Tasks.** As a state, we must intensify our focus on the tasks and activities that students are working on in the classroom. As Richard Elmore has stated, “task predicts performance”—that is, the quality of the activities students engage in will determine how well they learn the material. Every teacher should be equipped with a rigorous, coherent, cohesive curriculum that is aligned to state standards. After mastering that curriculum, teachers can innovate further. Leveraging our expert educators and vetted partner-created resources, we must develop statewide models of engaging tasks linked in a coherent sequence—activities that ask students to master content knowledge and life skills through the creation of meaningful, original work products. We must also ensure that our school communities hold high expectations that all students can effectively engage in higher-order tasks.

**At the School: Establishing Conditions for Deeper Learning.** Principals play a critical role in shaping school environments that promote deeper learning. The length of periods in the school schedule, how cross-teacher sharing and professional development are organized, the quality of curricular choices—all of these and more matter a great deal in this effort. Policies and practices established by superintendents and school committees—and the degree of autonomy they in turn provide to schools to meet student needs—also play a pivotal role. Beyond systems and structures, school and district leaders set the tone for education, projecting the norms and values that animate a learning community for children and adults.

**With the Community: Building Relevance and Connections.** We must also accelerate our efforts to connect students to relevant learning opportunities beyond the classroom, such as internships, community-based learning, innovation pathways, early college, and vocational education. These experiences break down the barriers separating education from work, enabling students to further build their skills and apply their growing expertise in real-world settings. And they support students in building their emerging identities, better preparing them to map their own pathways to higher education and employment.

**At DESE: Re-thinking Policy Conditions.** Finally, we must acknowledge that some state policies may pose real or perceived challenges to implementing deeper learning at scale. A serious effort to broaden deeper learning statewide will require us to examine the incentives and constraints within our systems and re-align these systems as needed to support deeper learning initiatives in schools. In particular, assessments play a crucial role in shaping the incentives and pressures on teachers, and we plan to use the IADA as a chance to reshape our assessments to promote deeper learning.

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The role of assessments: Standards-aligned instruction or teaching to the test?

Our existing assessments have had unintended consequences for classroom instruction. In some schools we see rote forms of test prep, in which teachers focus on test-taking strategies rather than content. In many more schools, the model that has been promoted for good standards-aligned instruction leads to heavy focus on MCAS prep. Teachers are encouraged to review released assessment items from past years to understand how a standard will be assessed, then design their own formative assessments and lessons aligned to that standard. This can indeed be the formula for high-quality standards-aligned instruction, and in some classrooms the result is an engaging, rigorous learning experience for students.

However, far too often, this formula results in lessons that largely address one standard at a time, in isolation, and consequently classrooms are filled with teacher lecture followed by worksheets for practice on MCAS-style questions. While there is a place for each of these strategies, when MCAS worksheets become the norm, this is a sign that conceptual understanding and student engagement have taken a back seat to test prep. Indeed, many teachers in these settings long to teach in more engaging ways, but believe that pressures from state, district, or school leadership require them to teach this way. While we may see improvements on MCAS in pockets, these improvements have sometimes come at the cost of student disengagement that increases with their time spent in school and persistent achievement gaps for black students, Latinx students, students in poverty, and students with disabilities.7

This proposal is based on a theory of action that state assessments featuring complex performance-based tasks will signal to educators the types of tasks they should be employing in classroom instruction. These performance assessments are intended to raise expectations for deep science learning and shift to more ambitious, engaging science teaching and student learning. If successful, we hope to see classroom instruction in schools piloting the innovative assessment shift away from rote, one-standard-per-day instruction toward authentic, deeper, more engaging learning experiences.

Our Way Forward

With the arrival in April 2018 of Commissioner Jeffrey Riley, we have embarked on a mission to improve and redesign the state’s approach to education, grounded in four major themes:

I. Deeper Learning for All
II. Holistic Support and Enrichment
III. Innovation and Evidence-Based Practices
IV. The State as a Partner

Our proposal for the Innovative Assessment Demonstration Authority stems directly from these themes, especially the theme of deeper learning for all. We propose to redesign the science assessments in the Commonwealth to balance the existing approach to MCAS with a new performance task component that pushes students and teachers toward deeper learning. Through these tasks, students will be able to apply their science knowledge and skills to meaningfully wrestle with authentic scientific phenomena.

The Kaleidoscope Collective for Learning

We recognize that achieving these goals will require more than simply changing the state assessments. In parallel with our work to redesign the MCAS for deeper learning, we have already begun to shift the state

towards implementing these themes and immediately impact schools and classrooms through a new pilot program at DESE called the Kaleidoscope Collective for Learning (KCL). The Kaleidoscope Collective is a separate initiative from the innovative assessments initiative, but both support the state’s shift toward deeper learning and there will be close partnership within DESE on these two initiatives.

Starting in fall 2019, school districts, individual schools, and educators applied to participate in this effort. Our initial goals are to:

- Create a research and development (R&D) hub of educators, schools, and districts focused on incubating and assessing innovative approaches to deeper learning, including standards-aligned instruction and assessment (Theme I)

- Form a highly engaged network of practitioners, through which holistic support (wraparound) and enrichment efforts and evidence-based practices can be identified and shared (Themes II and III)

- Model a new approach for how DESE can partner with the field to support the adoption of promising practices, especially those shown to close achievement gaps, while respecting and learning from each community’s context (Theme IV)

While the Kaleidoscope Collective for Learning addresses all four themes, the primary focus is on our central theme: Deeper Learning for All. Through this effort, we will gather the Massachusetts education community around this new vision for the student experience and take concrete steps to pilot new approaches. While this pilot is open to all schools and districts across the state and is intended to benefit all learners, the network will be committed to closing achievement gaps for underperforming subgroups through deeper learning efforts and the other themes outlined above.

The Kaleidoscope Collective is led at the state level by experienced school leaders who will draw on their own experiences, the established research on deeper learning, and ideas from the participating schools and districts. The state’s working definition of deeper learning is adapted from the definition from Mehta and Fine, incorporating the language and ideas that have already taken root in Massachusetts schools. For the work of the Kaleidoscope Collective, and throughout this application, “deeper learning” is defined as learning experiences at the intersection of standards mastery, 21st century skills, and authentic work. Not every lesson and task will be squarely in the intersection of these three, but we believe that after two decades with heavy focus on one of these circles (standards mastery), our schools and students will be more successful if we acknowledge the need for a “balanced diet” that promotes deep content mastery (standards), development of non-cognitive skills (21st century skills), and engaging tasks that are relevant to real-world contexts or the authentic work of the discipline.
Kaleidoscope Schools and Districts

Through the Kaleidoscope effort, we are creating opportunities and incentives for educators, school leaders, and superintendents to build upon successes and try out new approaches. To support this effort, we have created a new team within DESE focused on guiding and supporting KCL participants. This team is partnering closely with intermediaries that have a successful track record in creating the conditions for deeper learning in schools and districts, and is connecting educators and administrators who are pursuing similar strategies. Schools and districts taking part in the Kaleidoscope Collective for Learning were selected based on the following common commitments and opportunities:

- **Engaging performance tasks.** Kaleidoscope schools and districts will work to increase the time students spend learning and demonstrating their knowledge through highly engaging, applied, and relevant tasks and activities. These tasks must be rigorous, standards-aligned, and built on a foundational, high-quality curriculum that supports high expectations for all students. They must ask students to demonstrate essential skills, such as critical thinking and collaboration, in addition to mastery of content. Districts and schools will have the opportunity to pilot a priority set of “transformative tasks” developed by educators across the Commonwealth, adopt vetted partner-created tasks, and receive professional development to design their own high-quality tasks.

- **Innovative assessment design.** Kaleidoscope participants will be invited to pilot the state’s innovative science assessment to be developed under the IADA if approved, work with DESE on new performance-based classroom assessments, and pilot other ideas for broader and deeper measures of student learning and school outcomes. The NAEP, through its new Technology & Engineering Literacy Assessment, and PISA are already beginning to create forward-looking assessments that address deeper, applied learning and skills like empathy and creativity.
Kaleidoscope schools and districts will partner with DESE to help Massachusetts respond to this shift. We will also explore other important measures such as student engagement in school and the community, and student valuing of learning.

- **Increased district and school flexibilities.** DESE will support Kaleidoscope sites in navigating DESE regulations and policies, including creating new areas of flexibility to support the shift to deeper learning. As we learn what practitioners need to meet their objectives, DESE will make new approaches available statewide.

- **Resources and support.** DESE will provide funding and resources for Kaleidoscope sites as well as regular opportunities for network-wide sharing. Schools and districts can request grant funds to support their plans, including teacher planning stipends and technical assistance partners.

The first cohort of the KCL Schools and Districts Network began in Fall 2019. This pilot cohort serves diverse student populations and geographic regions, with traditional public schools, vocational technical and/or agricultural schools and charter schools all represented.

In the initial pilot group for the KCL, we have included schools that have already taken steps towards a deeper learning approach and a larger number of schools that have demonstrated readiness to move in this direction. Schools who are not part of KCL but who take part in the innovative assessment pilot will begin to develop their school’s work on deeper learning, which may strengthen their applications for future cohorts of the KCL. We plan to launch the next KCL cohort in fall 2021 and subsequent cohorts thereafter. In addition, we will find ways to regularly share the work of the KCL with the broader Massachusetts education community.

As part of the application process this fall, districts and schools were asked to collaborate with local stakeholders, such as school committees, parent organizations, student councils, teachers’ unions, and other partners, as they prepare their applications. DESE is providing training and materials to support districts and schools to communicate and engage with these stakeholders.

**Design and Rollout of the Innovative Assessment**

DESE proposes to develop an innovative science assessment to be piloted in a small group of schools for Grades 5 and 8, with roughly half consisting of items from the existing statewide MCAS for science (abbreviated summative) and half consisting of new, innovative performance tasks. The performance tasks will be technology-enhanced simulations that engage students in realistic science tasks that require the application of science skills, knowledge and practices in an authentic setting. Though the exact design will depend on the vendor selected to develop the performance tasks, our vision has been inspired by our review of existing technology-enabled science tasks (for example, the tasks created by the EcoLearn research group at Harvard illustrate one possible use of simulations of science tasks).

Throughout this document, “the innovative assessment” refers to the combination of the abbreviated summative section and the technology-enhanced performance task section. In initial years, student scores will be largely or entirely based on the abbreviated MCAS portion of the test, while we study and refine the performance tasks and scoring rules. The abbreviated summative will be designed to provide sufficient evidence of student achievement to be the sole basis for student scores in initial years. Once the validity, reliability and comparability of the performance tasks is established, the state may shift the

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design of the test to have more time on performance tasks and less time on traditional items, as deemed possible while ensuring valid and reliable scores.

The initial pilot group of schools for Grades 5 and 8 will be selected from the pool of Kaleidoscope Collective participants and applicants, based on their demonstrated commitment to deeper learning and the contribution to balanced demographic representation in the pilot. In spring 2021, these schools will take the innovative assessment in place of the statewide MCAS, with the expectation that performance tasks being piloted in this first year will not yet be incorporated into student scores. Over time, the pilot group will be scaled up, with the aim of being near to statewide implementation by the end of the IADA period. Because the high school tests in biology and physics are used for individual students’ graduation requirements, the state plans to address these tests only after DESE and US Department of Education have established confidence that the performance tasks at Grades 5 and 8 are generating usable data for student scores. DESE expects to begin developing and piloting performance tasks for the biology and physics tests in high school in SY2021-22, with the aim of launching a pilot group for high school tests in subsequent years, pending validation of the performance tasks at lower grades.
(a) Consultation. Evidence that the SEA or a consortium has developed an innovative assessment system in collaboration with—

(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and

(2) Affected stakeholders in the State, or in each State in the consortium, including—

   (i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;

   (ii) Teachers, principals, and other school leaders;

   (iii) Local educational agencies (LEAs);

   (iv) Representatives of Indian Tribes located in the State;

   (v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and

   (vi) Civil rights organizations.

Massachusetts has long believed in the state as a partner to districts, recognizing that the practitioners who serve students every day have important perspectives on what students need to be successful. The state has consistently engaged a wide range of stakeholders at major turning points: during the development and passage of the MERA in 1993, during the rollout of the first MCAS in the mid-90s and when creating the state’s approach to meet the requirements of No Child Left Behind and the Every Student Succeeds Act.

During the 1990s and No Child Left Behind, much of the state’s work was focused on strengthening the effective use of standards-based instruction and the systems that incentivize it. In recent years, stakeholder engagement has helped shine a light on the side effects of the standards regime and the groups left out of the improvements of past decades. Through our stakeholder engagement during ESSA planning, during the arrival of the new commissioner in 2018, and the application for IADA, much of the feedback has focused on the need for deeper learning and the importance of closing achievement gaps.

Stakeholder Engagement during ESSA Planning

In preparing its ESSA plan, DESE conducted an extensive outreach effort over the course of nearly a full year. From the beginning of the effort, it was our goal to hear from a broad range of stakeholders about Massachusetts’ state plan. ESSA provided us an opportunity to reconsider the strategies we use to improve student outcomes, the data we use to measure school and district progress, and the types of supports and assistance we make available. As such, we organized our work into four phases:

- Listening Phase 1 (April to June 2016): Where we asked broad questions of our stakeholder community about their thoughts on the purpose and design of the state’s accountability and assistance system, among other topics related to ESSA.
- Modeling (June to September 2016): Where we developed specific proposals based on the feedback we heard during the first listening phase.
- Listening Phase 2 (September 2016 to January 2017): Where we shared our draft proposals with stakeholders to further refine and improve them.
Revising (January to March 2017): Where we incorporated a wide variety of feedback into a proposed state plan, put the plan out for public comment, and finalized the plan based on the feedback we received during the public comment period.

Throughout the nearly 12-month process, we sought to gather feedback through a variety of mechanisms with the goal of maximizing stakeholder participation. We developed a master list and engaged nearly 200 stakeholder groups (advocacy organizations, civil rights organizations, affinity organizations, American Indian tribes, policy organizations, researchers, professional associations, special education organizations, community-based organizations, representatives from higher education, English Learner organizations, teachers unions, charter schools, governmental agencies, the business community, the Governor’s education secretariat, state legislators, our Board of Elementary and Secondary Education, and many more) along with hundreds of educators, parents, and students from our 409 school districts and nearly 2,000 schools.

We conducted several online surveys, which we and our contacts distributed widely, which allowed anyone in the public to submit their thoughts: as of January 2017, right before the state plan went out for public comment, we had well over 1,500 combined responses to our ESSA surveys. The Department held five public forums around the Commonwealth in the fall of 2016, where we gathered a variety of feedback using a process known as brain-swarming, where every piece of feedback is discussed and/or captured in some way. Over 250 people participated in these forums, and we were pleased by the wide variety of attendees (approximately 20% parents, 20% teachers, 20% administrators, 20% advocacy groups, 20% concerned citizens). The state also held a series of focus groups for representatives of stakeholder associations who wanted to provide more detailed feedback in a discussion format. Furthermore, the state participated in close to 100 different community meetings and presentations with associations and organizations who wanted to discuss the implications of ESSA with us.

We gathered formal input from others in the state’s education policy governance structure, such as the governor’s office, the legislature, the state Board of Elementary and Secondary Education, and many of the Board’s Advisory Councils, including the Accountability and Assistance Advisory Council, Gifted and Talented Advisory Council, Family and Community Engagement Advisory Council, State Student Advisory Council, and Arts Education Advisory Council.

Through this process, we heard key themes that informed the decision to apply for the IADA:

- **Importance of a well-rounded curriculum.** Respondents frequently and consistently expressed their strong desire for students to receive a well-rounded education. Because of concerns that existing assessment systems had led to a narrowing of the curriculum with a heavy focus on math and ELA, stakeholders hoped to see the state emphasize more areas of the curriculum so that the needs of the whole student are addressed. Whether through more holistic assessments, the inclusion of a metric in the accountability system or specific programming funded through federal entitlement grants, most respondents wanted the ESSA plan to direct attention, resources, and supports for all parts of a well-rounded curriculum.

- **Supports for students who have historically struggled to demonstrate proficiency on state assessments.** Respondents offered comments on behalf of a wide range of student groups, all of which have historically struggled to reach grade-level proficiency. Below is a summary of many of the concerns and comments the agency received on behalf of said groups:

  - **English Learners:** Some made the case that low-proficiency English Learners should be exempt from state testing. Others made the case that more weight should be placed on growth and progress and cautioned against putting too much weight on achievement.
- **Special Education**: Respondents voiced the importance of social-emotional development, especially for students with disabilities. Feedback was also nearly universal that the Commonwealth should continue to report on the special education subgroup and take advantage of the flexibility in ESSA that allows states to also report on those students who formerly qualified for special education services.

- **Minority populations**: All respondents were strong proponents that ESSA continue to report on proficiency and growth by racial and ethnic group so that a spotlight is shone on their progress. Representatives of the Hispanic/Latinx community expressed concerns about the needs of undocumented and first-generation families who hope ESSA will result in their receiving clearer and more digestible information about the quality of education their students are receiving. Representatives of the African-American community expressed support for the continuation of holding all students and educators to high standards. The Native American community expressed enthusiasm about new provisions in ESSA that enable closer partnerships between tribal education agencies and state education agencies, but representatives of that community also expressed concerns about the stresses of colliding cultures, inequities in the curriculum, and providing the right kinds of social/emotional/behavior supports for their student population.

- **Use of Assessment in the Accountability System.** Stakeholders strongly agreed that existing assessments should be only one part of the accountability system, and supported including measures that would incentivize broader curriculum and access to the arts. Overall, nearly 80% of respondents felt that the accountability system already had sufficient emphasis on academic achievement, but many hoped to see more holistic measures of school quality.

### Stakeholder Engagement Related to Deeper Learning

Most recently, the new Commissioner engaged in a thorough listening tour throughout the state upon taking office in 2018. The listening tour was a deliberate process to engage stakeholders from many roles to shape the future of education in Massachusetts. The listening tour included over 100 school visits across rural, urban, and suburban communities, observations of classroom instruction and conversations with students about their experiences in school. The tour included focus groups with educators, school leaders, and superintendents about their pain points and their hopes for their students, as well as meetings with families, community members, legislators, the business community, teachers’ unions, foundations, and non-profit partners to gather their ideas for improving K-12 public education. The Commissioner further engaged the associations for superintendents, school committees, principals, charter schools, and vocational schools in regular meetings throughout the year. A copy of the resulting report, *Our Way Forward*, is included in the appendix.

In March 2019, DESE convened a statewide education conference, *Kairos* (from the Greek, meaning “a propitious moment for action”), to bring together a wide array of individuals and organizations to learn together and coalesce around a way forward. The conference focused on the set of principles outlined in the *Our Way Forward* section of this application (provided in the appendix). These four principles are:

I. Deeper Learning for All

II. Holistic Support and Enrichment

III. Innovation and Evidence-Based Practices

IV. The State as a Partner
Massachusetts’s IADA application is intended to support these principles, by developing an assessment that measures deeper learning and promotes instruction focused on deeper learning in classrooms. This re-thinking of assessments is closely connected to the Kaleidoscope Collection for Learning initiative (KCL), a group of forward-thinking schools that have come together with a commitment to deeper learning experiences for their students. The stakeholders in KCL schools and communities are a key sounding board for the state as we develop our plan for the future of assessments.

Consultation with KCL Staff and Communities
Starting in Fall 2019, KCL schools came together for a training session on deeper learning. The focus of the session was on training school and district leaders to effectively engage their communities on the topic of deeper learning. The workshop included frameworks for change management, a model set of materials for community engagement meetings, protocols to structure community conversations, and time for each group to plan their own community engagement meeting. The workshop also included training on delivering the “pitch” for deeper learning in a way that is tailored to each community.

At the KCL convening, schools leaders were also asked about their interest in participating in a pilot of the state’s innovative science assessment under the IADA, and any concerns or questions. Comments and questions from participants (principals, district leaders, and teachers) centered on a few themes. For some, there was interest in “testing relief” or a hope that the state could reduce or streamline the amount of traditional testing. This is a reaction not only to the MCAS but also to the wide range of interim assessment systems that have been widely adopted in an effort to predict MCAS performance. Districts use these systems to gather formative data on students, reflecting an ongoing frustration about the slow timeline for current MCAS results (the results from the May or June assessment are typically not released until October). The result is that in many schools, students may take formal assessments four times per year, with fall, winter, and spring administration of interim assessments in addition to MCAS. In many cases, the spring interim assessment is taken within days or weeks of the MCAS, so that “testing season” begins in March or April in some schools. Educators expressed frustration that the last 2-3 months of the school year can feel completely given over to testing, applying even more pressure to “cover the standards” within an abbreviated timeframe.

Many also expressed uncertainty about how a new assessment would be used in the state’s accountability system. Some specifically asked about the state’s Composite Performance Index, an accountability measure of student proficiency on MCAS using a 100-point scale that was introduced under No Child Left Behind. For districts or schools under state monitoring for low performance on MCAS, the drive to improve MCAS performance has been a major source of pressure. Others asked about how an innovative assessment would be used to meet the competency determination in science required for high school graduation. The feedback and questions have informed the design of the proposed innovative assessment system.

Consultation with Stakeholders Throughout the State
DESE keeps open lines of communication and regularly gathers input from a wide range of stakeholder groups throughout the state. Each of these advisory groups is engaged regularly to provide feedback and input on important initiatives. The conversations with these groups about the innovative assessment are not one-off conversations; they are steps on a continuing plan of stakeholder input related to the state’s broader goals of deeper learning and equity, of which the innovative assessments are only one part. Many of these groups have informed past decisions about assessments (i.e. the switch to PARCC or Next-Gen MCAS), and DESE expects to continue seeking their input throughout the development of the innovative assessment.
The descriptions below in sections (b) and (c) about the state’s approach to provide for participation of all students were informed by the input gathered from these stakeholder groups.

Consultations with Experts in Assessment

DESE Student Assessments Team: This proposal was developed within DESE by a cross-functional team that included key leadership from the existing assessments function and outside experts from the Center For Assessment (see below). The rough design of the proposal was developed through meetings over the course of two months. The DESE assessments team drew on their expertise and experience from the implementation of PARCC in 2013 and the development and implementation of Next-Gen MCAS after the state’s decision not to use PARCC. This prior experience is detailed in section (c)(1)(b) on page 62.

DESE’s assessments experts provided critical input in developing the proposal’s timeline and the considerations for meeting the needs of students with disabilities and English learners. Resumes for leadership of the DESE Student Assessments team are included in the appendix.

Center For Assessment: The Center For Assessment (also known as the National Center for the Improvement of Educational Assessment, Inc.) has been a valued partner to Massachusetts throughout decades of assessment work. Senior Associate Charlie DePascale was involved in the development of the initial MCAS in the 1990s and provided valuable insight and perspective from that effort. DePascale took part in the early design meetings for this IADA planning, though he has now retired. Executive Director Scott Marion is a nationally recognized leader in designing innovative and comprehensive assessment systems, and advised on both the design of the assessment and the approaches other states have taken in pursuing the IADA. Associate Carla Evans has been a critical partner in the development of the application, drawing on her experience supporting New Hampshire’s IADA application. Associate Nathan Dadey has extensive experience with technology-based assessments and works with Louisiana on their IADA assessment. Resumes for Marion, Evans, and Dadey are all included in the appendix.

Consultations with Advisory Groups and Organizations

Special Education Advisory Council: The Special Education Advisory Council is composed of members appointed by the Commissioner on behalf of the Board of Elementary and Secondary Education. Appointment to the Council is for a three-year term, and no member may serve more than two terms. Over half of the voting members are individuals with a disability or parents of a child with a disability. Membership is presently comprised of local education officials, teachers, and representatives from higher education, charter schools, special education schools, and organizations that provide transition services to children with disabilities. A reasonable balance of business, civic, labor, and professional groups and geographic areas, is currently maintained.

English Learner/Bilingual Education Advisory Council: In accordance with state law, the ELBAC advises the BESE and meets regularly to review the results of the Department's monitoring of English learner programs in school districts; assess statewide trends and needs; seek public and professional input; analyze information regarding the education of ELs; advise and make recommendations regarding legislation, regulations, and program guidelines; and provide other programmatic recommendations. The ELBAC is made up of principals, teachers, parents and district leaders.

Influence 100: In mid-2019, DESE launched Influence 100 to increase the racial and ethnic diversity of superintendents in Massachusetts, create more culturally responsive districts and leaders across the state, and promote better outcomes for students. Influence 100 includes a fellowship program for qualified educators who desire to move into the superintendent role in the next five years, and support for school districts to become more culturally responsive and to engage in intentional strategy development and
execution around diversifying their educator workforce. This highly selective opportunity is for current educators with close connections to their school communities and for connecting with students in target districts to recruit the next generation of culturally responsive, diverse, and effective teachers. These connections may exist for a variety of reasons, including, for instance: growing up in the district, being a fluent speaker of the predominant in-home language of many of the students in that community, or being a first-generation college student.

**Racial Imbalance Advisory Council:** The Racial Imbalance Advisory Council (RIAC) advises the Commissioner of Education and the Board of Elementary and Secondary Education on matters pertinent to the development and maintenance of school desegregation/integration in public schools within the Commonwealth. The Council assesses statewide trends and needs in desegregation and integration patterns, seeks wide public and professional input, and disseminates information regarding racial balance, and access to effective educational programs for all the Commonwealth's children regardless of race or class. RIAC also advises and makes recommendations regarding legislation, regulations, and program guidelines, and provides other programmatic recommendations, as it deems necessary, to fulfill the goals established by the Board of Elementary and Secondary Education. Membership on the Council is representative of a broad base of individuals experienced in equity theory—its application and implementation at the district and school levels.

The primary goal of the Racial Imbalance Advisory Council (RIAC) is to: review the Racial Imbalance Law in order to respond to significant changing demographic needs, changing student needs, changing district needs, changing desegregation plans, and to ensure that districts adhere to the tenets of the Racial Imbalance Law. The Racial Imbalance Law was passed with the knowledge and understanding that the legacy of racial discrimination in our society carries long-term consequences.

Of primary concern to the RIAC are the integration of students in our public schools and improved student achievement for all. Both are still lacking in many urban Massachusetts schools and districts. There continues to be pronounced racial and cultural differences in student achievement, participation in special education, suspensions, and expulsions. The Council believes that school districts need to focus their efforts on adequate and appropriate staff development that prepares teachers to meet the needs of all students regardless of their racial heritage or socio-economic status. Of equal importance is the belief that districts should develop appropriate evaluation tools that will ensure timely identification of systemic strengths and weaknesses and, if necessary, develop and implement plans for appropriate improvement.

**Science & Technology/Engineering District Leaders Network** is a professional learning network run by the STEM office in DESE, in partnership with Massachusetts Science Education Leaders Association (MSELA), that includes science curriculum directors, coordinators, department heads, and lead teachers from around the Commonwealth. Participants engage in discussions and learning to improve science education and connect with other leaders to share resources and strategies for implementing the MA 2016 Science and Technology/Engineering (STE) standards in their districts. The network also provides input and guidance to the Department on STE plans and resources. STE Leaders have the option to join working groups focused on topics of interest to build additional resources including, but not limited to: instructional strategies for special populations (English Learners, students with disabilities, etc.), elementary science, phenomena-based instruction, or classroom assessments. The network meets regularly throughout the school year.

**The Massachusetts Education Equity Partnership:** MEEP is a diverse group of equity advocates who stand ready to tackle the challenge of achievement gaps head on. MEEP stands ready to support educational leaders who are willing to do the same, and put pressure on those who aren’t. In 2018, MEEP published the report *#1 for Some*, highlighting persistent achievement gaps for students of color and
students in poverty. The report has helped to drive attention and action toward addressing these gaps. Partner organizations in MEEP include: Amplify Latinx, Coaching 4 Change, Educators for Excellence, Higher Ground, Lations for Education, Multistate Association for Bilingual Education, Massachusetts Parents United, RamosLaw, Stand for Children Massachusetts, Strategies for Children, Teach Plus, The Education Trust, Urban League of Springfield and Worcester Education Collaborative.

**Massachusetts Association of School Superintendents (MASS):** The Massachusetts Association of School Superintendents originated in 1973 and is the only statewide organization dedicated to the unique professional and advocacy concerns of school superintendents and assistant superintendents. The Association members include 277 superintendents and 148 Assistant Superintendents. The Association holds two general membership meetings each year, eight monthly regional roundtables, a three-day July Executive Institute, and a two-day October Technology Leadership Conference. There are also a variety of professional development Leadership Institutes offered throughout the school year.

**Massachusetts Association of School Committees (MASC):** The Massachusetts Association of School Committees is a member-driven association whose mission is to support Massachusetts school leaders in their increasingly complex governance role. MASC offers a wide range of programs and services, including professional development workshops, school policy development and Superintendent search services and new Superintendent job postings, alerts and analysis of new education legislation, education and school advocacy support, and also acts as an information clearinghouse. Through these and other services and resources, the Association provides important guidance and expertise to its members. Additionally, MASC serves to communicate the school committee perspective to government leadership, media, state and federal administrative agencies and other associations related to K-12 education and MA public schools.

**Massachusetts Teacher Association (MTA):** The Massachusetts Teachers Association is a member-driven organization, governed by democratic principles, that accepts and supports the interdependence of professionalism and unionism. The MTA promotes the use of its members' collective power to advance their professional and economic interests. The MTA is committed to human and civil rights and advocates for quality public education in an environment in which lifelong learning and innovation flourish.

**(b) Innovative assessment system. A demonstration that the innovative assessment system does or will—**

**(1) Meets the requirements of ESSA**

**(1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment—**

(i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA, and

(ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3, 5, 6-9, and 10-12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment;

DESE has described within this application the steps we intend to take to ensure that the innovative assessment under IADA meets all requirements of Section 1111(b)(2)(B), except that the innovative
The assessment will not be administered to all students in the state during the pilot years, as permitted under the IADA.

<table>
<thead>
<tr>
<th>Statutory Requirement</th>
<th>Description of DESE’s approach, or where a description can be found</th>
</tr>
</thead>
<tbody>
<tr>
<td>1111(b)(2)(B)(i)</td>
<td>As required, DESE will ensure that all students not taking the innovative assessment described take the statewide assessment, the Next-Gen MCAS Science, Technology and Engineering (STE).</td>
</tr>
<tr>
<td>1111(b)(2)(B)(ii)</td>
<td>DESE’s approach to ensure alignment of the innovative assessment with academic standards is described in section (b)(2) below, on page 26.</td>
</tr>
<tr>
<td>1111(b)(2)(B)(iii)</td>
<td>DESE’s approach to ensure the validity and reliability of the innovative assessment is described in sections (b)(3) and (4) below, on page 30.</td>
</tr>
<tr>
<td>1111(b)(2)(B)(iv)</td>
<td>DESE’s approach to ensure the adequate technical quality of the innovative assessment and the publication on the website of evidence of this approach is described in sections (b)(3) and (4) below, on page 30.</td>
</tr>
<tr>
<td>1111(b)(2)(B)(v)</td>
<td>DESE affirms that the science assessment will continue to be administered once in grades 3-5 (in grade 5), once in grades 6-8 (grade 8) and once in grades 9-12 (either grade 9 or 10, as chosen by the student) in accordance with 1111(b)(2)(B)(v)(II). The innovative science assessment will be given in the same grades as the existing Next-Gen Science MCAS.</td>
</tr>
<tr>
<td>1111(b)(2)(B)(vi)</td>
<td>DESE intends that the innovative assessment will assess higher-order thinking and other measures of student achievement via technology-enhanced performance tasks, in addition to using a sub-set of items from the statewide Next-Gen MCAS to assess multiple measures of student achievement. The specific approach is described in sections (b)(2) and (3) below, on page 26.</td>
</tr>
<tr>
<td>1111(b)(2)(B)(vii)</td>
<td>DESE’s approach to provide the participation of all students, including students with disabilities and English Learners, is described in section (b)(5) below, on page 40.</td>
</tr>
<tr>
<td>1111(b)(2)(B)(viii)</td>
<td>DESE affirms that the innovative assessment will be administered as a single summative assessment.</td>
</tr>
<tr>
<td>1111(b)(2)(B)(ix)</td>
<td>DESE’s approach to administering MCAS adheres to state and federal law regarding language of assessment, and plans to continue to do so with the innovative assessment.</td>
</tr>
<tr>
<td>1111(b)(2)(B)(x)</td>
<td>DESE’s approach to produce compliant individual student reports of achievement is described in sections (b)(3) on page 30 and (8) on page 46.</td>
</tr>
<tr>
<td>1111(b)(2)(B)(xi)</td>
<td>DESE’s approach to enable disaggregation of results by sub-group, except in such cases in which the number of students in a sub-group would reveal personally identifiable information or is insufficient to yield statistically reliable information, is described in section (b)(8) below, on page 46.</td>
</tr>
</tbody>
</table>
(2) **Aligns with challenging state academic standards**

(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and

(ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled.

The existing MCAS is recognized as a nation-leading example of a state assessment system. The MCAS Science, Technology and Engineering (STE) assessments align to the breadth of the challenging State academic content standards. While they assess these standards in some depth, they are limited in the extent to which they align with the depth of such standards due to the item types on the current MCAS STE assessments. The current MCAS STE assessments currently consist of selected response and constructed response items. Additionally, because MCAS STE is administered in only two grades before high school (grades 5 and 8), DESE designed the assessments to include items covering standards for both the current grade and the prior grades within the grade span. For example, the Grade 5 MCAS STE is aligned to standards from Grades 3, 4, and 5. Massachusetts’s standards are also more extensive in each grade level for science than for math and ELA, covering a wide range of reporting areas and practices (e.g. earth and space sciences, life science, physical science, and technology/engineering).

The proposed innovative science assessment system will place greater emphasis on depth, while maintaining sufficient breadth of coverage to ensure alignment with the state’s challenging academic content standards. The new assessment will be administered at the end of grades 5 and 8, the same as the existing Next-Gen MCAS for STE. An innovative assessment for high school science subjects (introductory physics and biology) will be introduced in the later years of the IADA period, to allow time to ensure accuracy for individual student competency determinations used as a graduation requirement.

The new innovative science assessment will consist of two portions:

- **Abbreviated summative** (shortened version) of the existing Next-Gen MCAS, including both selected response and constructed response items, will be roughly half as long, allowing for balanced breadth of coverage across reporting categories.

- **Innovative technology-enhanced performance tasks** will focus on a handful of standards, going much further in depth (i.e., cognitive complexity) and placing greater emphasis on application of the Science and Engineering Practices and 21st-century skills such as critical thinking and communication. The performance task section will be designed for a similar recommended time as the abbreviated summative (one class period). It may have a single extended task or may have multiple shorter tasks.

Massachusetts will use proven methods and processes for the design and review of state standardized assessments to ensure the two portions taken together align sufficiently with the challenging State
academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards for the grade in which a student is enrolled.

To ensure that abbreviated summative and the technology-enhanced performance tasks, when taken together, adequately address the depth and breath of the state standards, the DESE team and vendor will work together to:

- Create a “combined” test blueprint that ensures sufficient content coverage, including an item-by-item list of what standards included in the abbreviated summative as well as the technology-enhanced performance tasks. The MCAS blueprint will be the starting point for the development of the combined blueprint, allowing for the identification of ideal sets of already assessed standards to serve as the basis for the development of technology-enhanced performance tasks. The combined blueprint will also include specifications on depth of knowledge requirements for each task or tasks to ensure that forms generated from the blueprint have similar depth and breadth of coverage.

- Identify a subset of items aligned to standards in the blueprint for use in the abbreviated summative that are also used on the statewide MCAS in the same year and grade level. All items for the abbreviated summative will be items also used in the Next-Gen MCAS, ensuring that the items are high-quality, error-free, strongly aligned to standards, and accessible to all students in accordance with the principles of Universal Design for Learning (UDL). This also ensures that there is something in common between the two state assessment systems that can be used to evaluate achievement level comparability.

To ensure that the technology-enhanced performance tasks adequately address the depth and breath of the standards they are designed to assess, the DESE team and vendor will use an Evidence-Centered Design process to iteratively develop, test, and revise tasks. Evidence-Centered Design is a principled approach to assessment and task design that requires developers to clearly define:

- **What knowledge, skills, or other attributes should be assessed by the task?**
  Knowledge and skills will include a combination of standards related to content and science practices (Massachusetts standards include two of the three science practice dimensions from the Next Generation Science Standards, adopting *disciplinary core ideas* and *science and engineering practices* but *not crosscutting concepts*). Thus, performance tasks will be designed to assess deeper application of standards in combination with each other than what is currently possible with stand-alone items aligned to a single standard.

- **What behaviors or performances should reveal those knowledge, skills, or other attributes?**
  Once the desired knowledge and skills to assess are identified, DESE and the vendor will identify the behaviors or performances that students would use to demonstrate mastery. In the spirit of deeper learning, these may include extended sequences of behaviors (e.g. performing an experiment, drawing and defending a conclusion from multiple data sources, creating models to illustrate concepts, etc).

- **What tasks or situations should elicit those behaviors?**
  Part of the motivation for using technology-enhanced performance tasks is to allow the simulation of highly authentic tasks. Therefore, the design of tasks that may elicit the target behaviors will be grounded by asking: “How do real scientists demonstrate these behaviors?” The assessment tasks will be designed to simulate situations that elicit application of science content knowledge and science practices to solve real-world problems or answer authentic questions about natural phenomena. By using simulated environments, students can demonstrate science
practices such as: obtaining data, planning and carrying out investigations, developing and using models.

These questions, their answers and the supporting reasoning behind the answers will all be captured in task templates. Doing so ensures that all of the design work going into a task is captured, supporting future revisions, investigations of the accuracy of the task and also supporting the development of similar tasks. The Evidence-Centered Design approach addresses alignment directly through design and also produces a rich source of documentation that can be drawn on in evaluating alignment. The design process is meant to provide as many iterations through the design process as possible (i.e., develop a task template and a corresponding task, pilot with students, and revise). This rapid prototyping approach to development will help not only ensure that the tasks assess deeper learning and provide authentic opportunities for engagement, but also ensure that the work students produce can be used to support the intended assessment interpretations.

The Evidence-Centered Design approach also encompasses, and helps provide a unified framework for organizing, a number of activities typically involved in large-scale assessment design. The DESE team and vendor will conduct the following activities within the context of the Evidence-Centered Design process for the development of all tasks:

- Apply the concepts of universal design for learning (UDL) to ensure that tasks are designed from the early stages to be accessible for students with disabilities and English learners. In addition to universal and designated accessibility features discussed in section (5) below, UDL concepts will also guide the design of tasks to ensure that students are provided multiple means of engagement, representation, and action/expression.

- Conduct rigorous technical review of performance tasks, checking for standards alignment, cognitive complexity, scaffolding, and appropriate text/visual resources. Cognitive laboratories will be used with students to examine response processes and clarity of language, vocabulary, and expected prior knowledge/background experience. This will ensure that the task design permits students with strong standards mastery to demonstrate what they know and can do at the prompted depth of knowledge.

- Develop scoring guidelines to support the development of scoring in the software (i.e., automatic computer scoring of tasks) for each task, determining number of points tied to each standard and component of the task. While scoring of student performance for some items will ultimately be programmed into the software, it will be based on clear scoring guidelines or criteria (e.g., rubrics) examined in relation to student work from field testing. This process will ensure that scoring guidelines accurately describe student performance in terms of the targeted standards, ranging from lesser to greater sophistication, to allow the awarding of points based on evidence of standards mastery along a continuum.

- Conduct fairness and bias review of all items and scoring guides. A diverse panel of expert educators will review to identify aspects of the task that could be barriers preventing students from certain backgrounds from demonstrating their knowledge or skills. If issues are identified, the relevant items or scoring guides will be rewritten if possible, and rejected and replaced if the committee deems that it cannot be rewritten to eliminate bias.

DESE will also design and conduct a comprehensive set of analyses after each year of administration, as described in section (C)(I)(e) of this application. These analyses include focused examination of the technology-enhanced performance tasks, including examinations of assessed content and student response processes (through both cognitive laboratories and, where appropriate, on student process data). In addition, the combined abbreviated summative and performance task(s) will also be examined, in terms of alignment to the depth and breadth of the standards, internal structure and, potentially, relationships to
other variables. In addition, as noted in section (C)(I)(e), data from the combined assessment will also be examined to see what measurement models can be used. Feedback after the yearly analyses will be used to inform refinements in future years, and will ensure that the test design and implementation is adequately standards-aligned at the standard of evidence required for statewide assessments.
(3) Express student results relative to challenging standards

Massachusetts will express student results on the innovative assessment consistent with the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework (challenging state academic standards, under section 1111(b)(1) of the Act) and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards. The innovative assessment will be given at the same time and in the same grades as the existing Next-Gen MCAS science assessments, and the results of the innovative assessment will be analyzed to demonstrate the degree of comparability to the results of the Next-Gen MCAS. Ultimately, each student in participating schools will receive an annual summative determination of achievement across the same achievement levels used for Next-Gen MCAS:

Next-Generation MCAS Achievement Level Descriptors

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding Expectations</td>
<td>A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.</td>
</tr>
<tr>
<td>Meeting Expectations</td>
<td>A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.</td>
</tr>
<tr>
<td>Partially Meeting Expectations</td>
<td>A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.</td>
</tr>
<tr>
<td>Not Meeting Expectations</td>
<td>A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.</td>
</tr>
</tbody>
</table>

DESE will take deliberate steps to ensure that resulting achievement levels from the innovative assessment describe the student’s mastery of the challenging state academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled:

- **Aligning test blueprint standards**: DESE will ensure that test blueprints for the abbreviated summative portion of the innovative assessment have roughly proportional representation of reporting categories (groups of standards), similar to the Next-Gen MCAS blueprint proportions.

- **Setting comparable performance standards for performance tasks**: DESE will convene a group of assessment experts and science teachers to describe in detail what students should know and be able to do at each achievement level for the skills measured in the performance tasks using achievement level descriptors (ALDs) aligned with ALDs for the statewide MCAS. In the short term, the performance assessment results will be use the existing ALDs and cut scores (via "projection" or "prediction"). In the long term, DESE will determine if it is appropriate to develop new performance standards for what is assessed on the performance tasks.

- **Establishing comparability with Next-Gen MCAS**: DESE will use established psychometric methods to link the results of the innovative assessment and the Next-Gen MCAS to ensure that achievement levels are comparable between the two assessments.
As in section (b)(4) below, DESE will design the blueprint and test forms for the abbreviated assessment carefully to provide validity evidence of mastery. The length of the abbreviated assessment will be designed to ensure sufficient comparability of student achievement levels. In other words, a student rated as “Meeting Expectations” on the innovative assessment would also have been rated “Meeting Expectations” on the statewide assessment.

Massachusetts will create score reports for the innovative assessment that express student mastery using these achievement level descriptors, with explanatory information about the comparability between the innovative assessment and the existing Next-Gen MCAS. As discussed in greater detail in sections (4) and (6) below, score reports will initially have achievement levels but not scaled scores. DESE will study the viability of providing scaled scores that are comparable to MCAS scales during the IADA period, and will begin reporting scaled scores if this is deemed possible. The development of score reports will be iterative and involve not only DESE and the vendor, but also key stakeholders - including students, teachers and administrators. Focus groups will be used to identify the ways in which stakeholders want to use the reports (i.e., use cases) as well as what elements could be provided on the score reports to support those uses. Based on these focus groups, DESE and its vendor will explore which use cases are appropriate and can be supported with the combined assessment, then develop score reports to match. Instead of a single report, by the end of the program the innovative pilot will likely have a set of related reports delivered digitally and in print.

As with the existing MCAS, the scoring process and documentation for the innovative assessment will be published on the state’s website. Throughout the IADA period, DESE will update the webpage with communication about implementation progress, student scoring, and how to interpret the score reports to understand a student’s progress toward, or attainment of, challenging grade-level standards.

9 This set of reports will also meet DESE’s requirements for the statewide MCAS, e.g., translated into multiple languages, be ADA compliant.
The proposed innovative science assessment system is designed specifically to ensure that Massachusetts can generate results that are reliable, valid, and comparable to the results on the MCAS statewide assessment for all students and for each subgroup of students, as described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act.

The proposed assessment is made up of two portions: an abbreviated summative assessment consisting of a common subset of items from the statewide MCAS exam as described in comparability option (C), and the new technology-enhanced performance task(s). The abbreviated summative assessment is a critical tool for DESE to evaluate the comparability, validity, and reliability of the interpretations about student achievement resulting from the technology-enhanced performance tasks as well as the innovative assessment as a whole, i.e., the combined abbreviated summative and technology-enhanced performance task(s). The innovative pilot will draw heavily on the abbreviated summative in the early years of the pilot. In particular, the interpretive argument and supporting validity argument will be closely aligned to that of the statewide MCAS assessment, and then diverge as the performance task(s) are refined and begin to account for a greater proportion of the combined innovative assessment. Similarly, as elaborated in the comparability section, early on the abbreviated summative will support a number of approaches designed to project or translate the achievement levels and corresponding cut scores from the statewide MCAS to the combined abbreviated summative and technology-enhanced performance task(s).
This design allows for the innovative technology-enhanced performance tasks to be gradually incorporated into a student’s annual determination in ways that maximize validity and reliability, as well as comparability to the statewide MCAS assessment system. In the initial years, DESE will carefully study the relationship between student performance on the performance tasks and the abbreviated version of the MCAS. Once validity, reliability, and comparability of the performance tasks is established, DESE may increase the portion of the test dedicated to the performance tasks.

The high school MCAS tests in introductory physics and biology are used in the competency determination for each student’s graduation eligibility. Because of the high stakes attached to individual student scores in high school, DESE will only introduce innovative versions of the high school tests once sufficient validity evidence has been gathered for the performance tasks in Grades 5 and 8. DESE may begin piloting performance tasks in high school before this, but students would take these performance tasks in addition to the full statewide MCAS, so that there is no risk to the validity of student scores during the pilot.

For the innovative assessment, DESE recognizes that validity, reliability and comparability are each points on a spectrum—there is no perfect validity, reliability, or comparability, only the evidence that demonstrates the degree of each. DESE will work with our long-time expert partners at the Center For Assessment to produce and assess evidence of the validity, reliability, and comparability of scores on the innovative assessment. DESE will draw on the extensive expertise of the student assessments team to design protocols for scoring that ensure effective training for scorers, systems to maintain inter-rater reliability, and regular analysis of scoring to prevent score drift. Ultimately, our goal is to produce an assessment that is sufficiently valid, reliable, and comparable, but we do not expect to perfectly match with the existing MCAS. After all, if the new assessment produced identical scores to the existing MCAS, then it follows that the new assessment is a nearly identical measure. Our goal is innovation, to create an assessment that focuses more on deep learning experiences. Our approaches are described below.

Validity
Validity refers to the accuracy and defensibility of inferences drawn from assessment scores about what students know and can do and appropriateness of assessment results for their intended uses. Validity is not a yes or no determination; validation is an ongoing process which involves making an evidence-supported argument about the extent to which the inferences made based on assessment results are supported. Interpretive arguments must be made, and evidence collected for those arguments, for both the abbreviated summative MCAS assessment and the new technology-enhanced performance tasks, as well as their combination (the proposed innovative assessment).

- For the **abbreviated summative assessment in grades 5 and 8**, the validity claim is that the abbreviated MCAS assessment assesses the same construct as the full statewide MCAS and results in identical proficiency determinations as the full statewide MCAS. Much of the validity argument for this claim will rest on the extent to which the sub-set of items selected from the full statewide MCAS represent similar coverage of standards, align to similar levels of rigor and balance within each reporting category, and ultimately produce the same determinations. The basis of the MCAS’s interpretative argument is the claim that it measures “student, school, and district performance in meeting the state’s learning standards as detailed in the Massachusetts curriculum frameworks” in order to “provide measures of student achievement that will lead to improvements in student outcomes” and “and help determine ELA, mathematics, and STE
competency for the awarding of high school diplomas”.” The work on the proposed innovative assessment will use this claim as a starting point for the development of a separate interpretive argument for the program. During development of the blueprint for the abbreviated summative section, Massachusetts will engage in a similar process to what is used for the statewide exam. The blueprint will have roughly proportional representation of standards in each reporting category similar to the statewide MCAS.

Categories tied to 2016 STE Curriculum Framework Standards

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Grade 5</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth and Space Science</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Life Science</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Physical Science</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Technology/Engineering</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Fortunately, DESE and its vendor can use historical data to develop the abbreviated summative given constraints on content representation and precision (e.g., reliability, classification consistency and accuracy). That is, the department can use existing item response data from students in years past to find optimal sets of items that both represent the construct well and lead to the same, or sufficiently similar, determinations for students. As noted in the following section on reliability, the abbreviated summative will be constructed to have similar levels of classification consistency and accuracy as the statewide MCAS. Therefore, the abbreviated summative can be used alone for student achievement classifications in the first year to produce results that are still sufficiently precise for the purposes of the state’s accountability plan.

Test items used in the abbreviated summative will be a subset of the items on the statewide MCAS, therefore ensuring that all items have been previously field-tested. All the technical standards and analyses used to create the statewide MCAS forms will be followed for the abbreviated version.

- For the new innovative technology-enhanced performance tasks, the specific interpretation(s) made based on student performance will be rooted in DESE’s vision of deeper learning and will be the subject of extensive development, ultimately informing the interpretation(s) of the entire proposed innovative assessment in both the early years and later on when the technology-enhanced performance tasks become a much greater proportion of proposed innovative assessment. The interpretation(s) of the performance tasks is explicitly addressed through the Evidence-Centered Design process, which begins with an articulation of the knowledge, skills, or other attributes should be assessed by the task. This articulation is the interpretation(s) meant to be supported by each performance tasks. Throughout the iterative design process, DESE and its vendor will continually revise these intended interpretations - producing both well-developed interpretations for each task as well as a rich body of documentation that can be used to support an interpretive argument. Once established, these interpretations can be used to inform an overall interpretative argument for the collection of performance tasks (and conversely, a preliminary

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overall interpretive argument can help guide the development of each technology-enhanced performance task).

The Evidence-Centered Design process will be anchored in the current Achievement Level Descriptors (ALDs), meaning that the design of the technology-enhanced performance tasks will be intentionally designed to assess student performance of the standards in relation to the same set of descriptors as the statewide MCAS assessment. Doing so still allows flexibility to innovate while ensuring that tasks are still related to the shared understanding of performance embodied by the ALDs.

To start this design work, DESE will draw on internal expertise and proven methods currently used by the department in the development of open response items, module items, and performance task items on an existing pilot civics assessment (not part of the IADA proposal). In addition, DESE and its vendor will draw on research from other programs that use similar, albeit more constrained, types of technology-enhanced items or tasks, like the National Assessment of Educational Progress assessment of Technology and Engineering Literacy.

To both gather validity evidence and to refine the interpretation(s) of the performance tasks, DESE and its vendor will focus on collecting validity evidence, including examinations of assessed content and student responses processes (through both cognitive laboratories and, where appropriate, on student process data). Specifically, DESE and its vendor will:

- Conduct content reviews with expert panel of science educators and cognitive laboratories with students, following protocols and procedures that DESE commonly uses for item and task development (e.g. open response items, innovative assessments in civics, see page 67).
- Conduct classroom pilots during early stages of development of performance tasks to gather observational and performance data. Data will be analyzed to ensure student scores on tasks show sufficient spread to differentiate student performance, and student work and think-alouds will be examined to determine whether student products are grounded in mastery of Massachusetts standards.
- Engage teachers to review and provide feedback on the validity of using student performance on tasks as evidence of standards mastery, using specific anchor samples from students.
- Ensure that the interpretation(s) are supported for all students, by conducting bias reviews as well as conducting analyses looking for differential item and task functioning.
- DESE will undertake rapid prototyping of technology-enhanced performance tasks in advance of the Spring 2021 pilot, to allow multiple opportunities to assess the strength of the validity argument through cognitive laboratories. Because the performance tasks will not be used for student scores or accountability in Spring 2021, it is less critical to maintain absolute test security that year, which makes it possible to pilot the performance tasks in advance for purposes of rapid prototyping. DESE may pilot early versions of each task with a subset of schools or students, then incorporate feedback and refine for further piloting.

- For the proposed innovative assessment, i.e., the combined abbreviated summative and the technology-enhanced performance tasks, the interpretive argument will shift over the course of the IADA. In the early years, the interpretive argument will heavily resemble that of the statewide MCAS, as the combined assessment will be composed of numerous MCAS items. However, this interpretive argument will need to be nuanced to reflect the inclusion of the technology-enhanced performance tasks - which will assess an intentionally selected subset of standards covered by
statewide MCAS, but with an emphasis on deeper learning, student engagement and authentic work.

As the performance tasks become more defined and make up more of the assessment, the interpretive argument will need to be revised. As the abbreviated summative component diminishes, DESE and its vendor will pay increasing scrutiny to applicability of the interpretations supported by the abbreviated summative. As part of the annual evaluation, content experts and statistical evidence (e.g., evidence of construct shift) will be used to determine whether the original interpretation(s) premised mostly on the abbreviated summative still hold. If not, the innovative assessment essentially becomes a “new” assessment, requiring careful work involved in the adoption of any new assessment including the establishment of a new reporting scale and the implementation standards validation or standards setting.

One looming question that is relevant to the interpretive argument is whether all of the assessment content can be reasonably administered given logistical constraints. One way to address these types of limitations is to employ matrix sampling. Doing so within each year will allow a greater depth and breadth of content to be represented in aggregate. The benefits of matrix sampling will need to be considered against the increased cost to create and score additional items.

For the abbreviated summative portion, it is likely that matrix sampling will be viable, because there will already exist a larger item bank for sampling use due to the statewide MCAS. DESE may use a matrix sampling approach of these items within a school to achieve broader standards coverage and more points tied to each standard, enabling stronger evidence of student mastery at the school level.

For the performance tasks, DESE will explore the possibility of matrix sampling for the Spring 2021 pilot, and will subsequently reassess. DESE will specify that the vendor must create multiple tasks tied to different clusters of standards for both grades 5 and 8. Students in a school will receive a matrix-sampled performance task, assessing mastery of deep learning across a greater breadth of standards at the school level. Matrix sampling of performance tasks will add increased cost for development of the task and scoring rules. Teachers will need adequate preparation and guidance to be able to support students across multiple tasks. Further, matrix sampling will introduce additional complexity to the scoring process and the analysis of reliability and comparability.

Reliability
Reliability is often shorthand for a much larger concept - precision. In other words: is the information provided by the assessment precise enough to support the interpretation(s)? DESE and its vendor will employ a number of approaches to ensure that the achievement level classifications produced in the early years of the program, as well as any other scores produced later on in the pilot, are sufficiently precise. Doing so requires careful consideration of:

- The **classification consistency and accuracy** of the achievement level classifications made based on the proposed innovative assessment (i.e., the combined abbreviated summative and the technology-enhanced performance tasks), and
- **Scoring error** introduced through inconsistent scoring of the technology-enhanced performance tasks.
In terms of classification consistency and accuracy, DESE and its vendor will build the abbreviated assessment forms to provide similar levels of classification consistency and accuracy as the current statewide MCAS. Doing so is feasible, as the DESE and its vendor intend to select items that maximize classification consistency and accuracy while still meeting content representation requirements. Restated, by focusing only on the classifications it should be possible to produce an abbreviated summative that provides similarly accurate and consistent classifications as the current statewide MCAS.

These classifications could be based on the abbreviated summative alone, however, the eventual goal is to create student achievement level classifications based on both the abbreviated summative and the technology-enhanced performance assessments. To do so, DESE and its vendor will explore the viability of bringing the performance tasks onto the statewide MCAS scale through a variety of approaches, including fixed parameter item calibration. Such an approach is likely to be successful in the early years of the program when the technology-enhanced performance tasks account for a smaller proportion of the total test content. If this type of approach is not successful, other approaches include creating separate scales and producing a composite of scores from those resulting scales.

In terms of scoring error, DESE will use an evidence-centered design approach to guide the development of the tasks and associated scoring rules. It will be critical that the scoring rules are based on valid inferences about a student’s science knowledge and skill, and that the methods for translating student interactions with the performance task into scores is highly reliable. This will require the development of scoring criteria, a well calibrated scoring process, and robust quality control procedures, including checks for fidelity of implementation and, for human-scored items, adequate qualifying training and re-training, as well as checks for rater drift and rater agreement (i.e., inter-rater reliability).

Ultimately, DESE would like all of the technology-enhanced performance assessments to be machine scored using scoring rules or machine learning algorithms. However, DESE views this as an end point, and expects that the technology-enhanced performance tasks will require human scoring in the early years. The lessons learned from this human scoring will serve as the basis for the generation of machine scoring approaches, and in doing so ensure that there is a content rationale for any subsequent machine scoring approach. Throughout the task design and prototyping process, DESE will work with the vendor on the following tasks to ensure reliable methods for scoring that meet nationally recognized professional and technical standards:

- **Use evidence-centered design** to create prototypes for technology-enhanced performance tasks, defining clearly, as described in section (2) above.
- **Develop draft scoring rules** based on inferences about how student behaviors within the task demonstrate relevant skills, knowledge, or science practices. The draft scoring rules will be developed by a team consisting of DESE’s experts in assessment design, DESE’s experts in science content, and representatives from the vendor. The performance tasks will likely comprise a range of item types, with different scoring rules and approaches for each. For example, tasks may include:
  - **Multiple choice / selected response items**: Scoring rules will assign full or partial credit for specific selections or combinations. These items can be machine scored once scoring rules are validated, ensuring reliability.
  - **Open response / short answer**: Scoring rules will include guidelines on key elements required for full credit and partial credit (at each possible number of points). These items will likely be human scored during initial years with the introduction of machine scoring possible in later years. Human scoring will follow similar procedures to those used to score open response items on the existing MCAS, including anchor sets with multiple
examples of ways to achieve each score point. If machine scoring is introduced, DESE will work with the vendor to ensure that machine scoring has been demonstrated to be reliable and comparable to human scoring, based on a sampling of student responses to be scored by both human and machine.

- **Student behavior in the task:** Scoring rules here will assign full or partial credit based on specific student behaviors while completing a task, e.g. the presence or absence of a specific step or the sequence of steps. Rules will be designed so that criteria for full or partial credit are well-defined. In some cases, they may be specific objective steps (e.g. “the student connects a wire to the battery lead”); in some cases they be criteria that can be measured by data (e.g. “the student builds a working circuit according to the directions with no more than two incorrect connection attempts”) and in other cases the criteria may be more subjective (e.g. “the student gathers data relevant to his/her hypothesis”). The objective criteria can likely be scored by machine, while the subjective criteria would initially be scored by humans, following similar procedures to those used for open response items on MCAS. Over time, DESE will pursue the possibility of machine scoring for even the subjective rules, assessing machine scores against human scores to ensure reliability.

- **Other:** DESE is open to the possibility that vendors may propose additional innovative ways to generate scores from student performance on tasks. If so, DESE will work with the vendor to ensure that scoring rules are evidence-based, valid, and reliable, and will include detailed description and analysis of these scoring methods in the annual report described in section (c)(1)(e) on page 91.

- **Pilot performance tasks** to determine the degree of consistency and reliability achieved in applying the scoring rules. During task prototyping, each version will be piloted with students to gather performance samples and these samples will be scored by DESE or vendor assessment experts familiar with the draft scoring rules. Each sample will be scored by two individual scorers, with a third scorer inserted when the difference between the first and second score falls outside of an acceptable range. The results will be analyzed from both a qualitative and quantitative perspective to determine whether the scoring guidelines are based on valid inferences and can be applied consistently. Scoring rules will be updated and refined based on this analysis.

- **Iterate on task prototypes and scoring rules.** After each pilot of a prototype task, it is possible that the task will be updated, requiring an update to the scoring rules; it is also possible that the task will remain unchanged but the scoring rules need to be updated. For each major revision of task and scoring rules, a new pilot will be conducted to ascertain scoring validity and consistency.

- **Gather teacher feedback** by convening a teacher committee to review the performance task and scoring rules, once it has been deemed sufficiently valid and reliable by the vendor and DESE’s assessment team. Teachers will draw on their knowledge of science pedagogy and concepts to provide feedback on the validity of inferences being drawn from student behaviors. In some cases, this may include sharing student results and scores from a pilot with teachers who know the students’ skill and knowledge level from classroom data, to ensure that scores track consistently with other information about expected student performance. Teachers will provide feedback on each of the scoring rules, and rules will be updated based on this feedback. If needed, additional prototyping and piloting will be conducted.

- **Ensure implementation with fidelity** of the scoring protocol. DESE and the vendor will develop a detailed scoring protocol and timeline for applying the scoring rules to performance tasks, similar to the one used for the existing MCAS. Many aspects of this will be identical, e.g. qualifications for scorers, process for maintaining test security, etc. DESE will draw on extensive
knowledge and experience with scoring innovative assessments and items to design a robust protocol and monitor implementation to ensure fidelity. This protocol will include measures and targets for inter-rater reliability.

While the performance tasks will require new and innovative approaches to scoring and ensuring reliability, the summative section will be able to rely on well-established processes and psychometric approaches used for existing MCAS. The abbreviated summative section will be given at the same time and under similar conditions as the statewide MCAS. This means that all items (including both selected choice and constructed response) can be scored within the existing process for scoring statewide MCAS items. All items on the abbreviated summative will be items used in statewide MCAS so there will already be existing anchor papers, rubrics, and processes to score constructed response items used on both assessments. The scoring will not require separate processes—when a scorer is reviewing a student response, the scorer will not be made explicitly aware whether the student in question took the abbreviated or full summative assessment. The same protocols and guardrails used to ensure inter-rater reliability and consistency of scoring will apply equally to the items used on the abbreviated summative. This approach will significantly reduce potential challenges to demonstrating reliability and comparability between the abbreviated summative and the statewide assessment.

Comparability

Comparability is a judgment based on an accumulation of evidence to support claims about the meaning of test scores—specifically, whether scores from two or more tests or assessment conditions can be used to support the same interpretations and uses. As per federal law, comparability is required at the level of the annual determinations.

One of the advantages of Massachusetts’ innovative assessment system design is that the determination of comparability will be primarily based on the abbreviated summative portion of the innovative assessment. In accordance with method (C) to demonstrate comparability, Massachusetts will include, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that have been previously pilot-tested or field-tested for use in the statewide assessment system. The length of the abbreviated assessment will be designed to ensure sufficient comparability of student achievement levels.

As noted above, during the initial years, DESE will rely on the abbreviated summative to create student achievement level classifications based on the proposed innovative assessment that are comparable to scores that would have been assigned under the statewide science MCAS assessment. Each student’s score on the innovative assessment will consist of a combination of his or her performance on the abbreviated summative and the performance tasks. The abbreviated summative will be composed of items that are also in use operationally on the MCAS, which means that comparability can likely be established through methods typically used to link assessment forms year-to-year. Further, DESE and its vendor intend to explore whether equating approaches like fixed parameter item calibration can be used to place the technology-enhanced performance assessments onto the MCAS scale. Doing so should preserve the meaning of the current reporting scale and its associated cut scores. If such an approach is not feasible (e.g., the combined pilot assessment appears to be multidimensional), DESE and its vendor will explore scaling the performance assessment tasks(s) separately and then creating a composite. If the latter approach is used, the results from abbreviated summative will be used to project achievement levels onto the resulting composite.

Because the abbreviated summative assessment consists of a common subset of the items used on the statewide assessment and are on the same scale as the statewide assessment, the resulting student achievement levels will be comparable. In future years of the IADA period, DESE may reduce the
number of items overlapping with the statewide MCAS and draw more heavily on evidence from the performance tasks to determine achievement levels, if analysis of similar performance tasks has provided sufficient evidence of their validity and reliability to contribute to the determination of achievement levels. As these shifts occur, DESE will include examinations to determine whether these changes mean that the original interpretation(s) premised mostly on the abbreviated summative still hold, or whether the innovative assessment essentially becomes a “new” assessment. In the latter case, DESE and its vendor will need to engage in the careful work involved in the adoption of any new assessment including the establishment of a new reporting scale and the implementation standards validation or standards setting.

During initial planning, DESE has explored the viability of producing scaled scores for the innovative assessments that will be comparable to existing MCAS scaled scores. To be sure of comparability at the level of scaled scores, there is a risk that this will highly constrain the design of the performance tasks, perhaps requiring equal coverage across reporting categories or equal number of points to the portion of the statewide MCAS that is being replaced. These constraints potentially would limit the level of innovation possible in the performance task section, perhaps leading to designs made up of many short performance tasks across many standards, rather than fewer tasks that go deeper within a narrower set of standards. Because one intent and purpose of the IADA is to create tasks that promote deeper learning, DESE will prioritize the flexibility to create innovative performance tasks while ensuring that comparability can be demonstrated for achievement levels, as required. Over time, DESE will continue to explore the possibility of producing comparable scaled scores without sacrificing the depth of the performance tasks.

(5) Provides for the participation of all students

(5)(i) Provide for the participation of all students, including children with disabilities and English learners:

(ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and

(iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;

Massachusetts is fully committed to ensuring that the new assessment proposed in this application is designed to allow all students to demonstrate their skills and knowledge, regardless of disability or language. During initial design meetings, DESE experts in assessment accommodations and accessibility have been included to ensure that the new assessment is truly accessible for all students.

The existing Next-Gen MCAS uses a combination of approaches to ensure the assessment is fully accessible for all students:

- **Universal Accessibility Features (UF):** Supports that are available to all students that were previously considered accommodations, either on the computer-based tests or their paper-based equivalents. Universal Accessibility Features may be used by any student.

- **Designated Accessibility Features (DF):** Flexible test administration procedures that may be used with any student, at the discretion of the principal (or designee). These include changes in the location of testing rooms, group size, seating of students, and scheduling of test administrations.

- **Accommodations (A):** Specific supports available only to students with disabilities and English learners. Team members and educators responsible for developing Individualized Education Programs (IEPs) and 504 plans must make decisions regarding the accommodations to provide, and list these in the plan of each student. We encourage districts to list accommodations for EL students using the sample form entitled *Documentation of MCAS Accommodations for an EL*
Student, which must be kept on file at the school.

- **Special Access Accommodations** (SAs): Formerly called *nonstandard accommodations*, these accommodations will be offered to students who meet certain guidelines and criteria.

- **English Learner Accommodations** (EL): Several accommodations are available to ELs, including a description of the relative suitability of each accommodation for students at beginning, intermediate, and advanced levels of English proficiency.

The application of universal design principles to the MCAS assessments, in conjunction with the accessibility and accommodations policies described in the state’s manual, are intended to reduce barriers to participation in the MCAS assessments for all students, not only students with disabilities and English learners. In addition, increased flexibility for local administrators has been incorporated in test administration procedures in response to input and requests from local educators for greater autonomy in determining the testing conditions within their schools. We expect to uphold these same commitments in the design and administration of the new assessment.

The technology-enhanced performance tasks we are proposing in this IADA application will require many of the same computer-based universal accessibility features (UFs) and designated accessibility features (DFs) already in place for the computer-based Next-Gen MCAS. For example, we will require that the selected technology vendor includes features such as highlighters, changeable font and background, magnification and read aloud options (either by a test administrator or via text-to-speech function). A complete list of current UFs and DFs can be found in the appendix.

Crucially, Massachusetts does not currently have time limitations for any student taking MCAS. This will remain true for the new assessment and will provide additional accessibility to students with disabilities and ELs.

**Determining Eligibility**

The right of a student with a disability to receive accommodations that do not alter the construct being measured on MCAS tests is protected by both federal and state laws. The student’s IEP or 504 plan must specify precisely which MCAS accommodation(s) he or she will receive, and the IEP must be approved by the parent/guardian (or if over 18, the student) before an accommodation may be used by the student. Similarly, a student’s 504 plan must already be in place or under development. In cases where a 504 plan is under development, the school personnel responsible for writing the plan must have already met and agreed upon the necessary MCAS accommodation(s) before the accommodation may be provided.

Given that the new assessment will use a simulation format that is unfamiliar to many students, parents, and teachers, we anticipate schools will need to reassess the types of accommodations needed for many students with disabilities. During advance trials of prototype tasks, we will ensure that students with disabilities are part of the pool of students, to allow for observation and student feedback related to accessibility. From these trials, DESE will produce guidance on specific accommodations and use of designated accessibility features for potential consideration for students with disabilities taking the new assessment. DESE will provide schools in the pilot with early access to a sample task (with different content than the actual assessment), along with a timeline of recommended steps to determine students’ needs and preferences, and for students with disabilities and ELs, accommodations. This will allow special education and English language educators to make relevant and individualized recommendations about accommodations to ensure that those students can access the new performance tasks.
Students with Vision Impairments

The performance tasks also introduce new accessibility challenges. A more immersive computer-based simulation of a task may be especially difficult to access for students with impaired vision. We have identified the following considerations that arise from the proposed immersive simulations, and we will require that the selected vendor demonstrate the ability to meet these requirements:

- **Teacher guidance:** Special education teachers will need training on the accessibility features, scripts to support students with disabilities, and guidance on what they can and cannot say during the testing session. DESE will work with the vendor on this guidance and training.
- **Screen readers** must be available for all written text in the simulation.
- **High-contrast colors and textures** must be either used as a default or available via an accessibility feature.
- **Zoom and magnification tools** must be available throughout, including the ability to change the size of user interface components.
- **Advance access:** A sample task, as well as an accessible online tutorial, must be made available for advance use, so that special education teachers can observe students interacting with the task and determine whether the student is able to access the task. This will also allow teachers to familiarize students with disabilities with the user interface to reduce the time needed during the testing session (we expect all students to participate in this advance tutorial, but it will be especially important for teachers to observe and support students with disabilities).

For fully blind students, it is unclear at this time whether it will be possible to design accessibility features that will allow students to access the simulation online without proctor assistance. It may be possible to create simulations fully accessible to blind students if the vendor can develop sound cues and other accessibility features for the assessment, and if students have ample opportunity to become familiar with the simulation format ahead of time. DESE will explore these possibilities during early piloting.

We anticipate that significant 1:1 proctoring support will be needed for students with vision impairments. In 2019 there were two students who used Braille versions of grade 5 or 8 science MCAS, and 20 students using large-print versions. In initial years, with only a pilot group of schools participating, the numbers will be even lower, so we anticipate 1:1 proctoring will be feasible.

In the first year of implementation, blind students may need to take a paper-based braille version, rather than the simulation-based performance task. This is already the case for the Next-Gen MCAS, and the same accommodated test form would be used for students in this case.

**Accommodations for English Learners**

EL students must participate in all MCAS assessments required for students in their grade, regardless of the number of years they have been enrolled in U.S. schools, with one exception: EL students who first enrolled in a U.S. school after March 1 in a school year are not required to take the spring MCAS ELA tests, although schools have the option to assess first-year EL students in ELA. This means that all EL students, including those with disabilities, must be able to access the science assessment in Grades 5 and 8.

Massachusetts already has a well-defined process for determining the accommodations needed for EL students, involving the students themselves, teachers, parents, and other relevant staff. We anticipate this same process being used to determine accommodations for the new science assessment.

To ensure that the relevant accommodations are available for EL students in the new assessment, we will specify that the vendor must be able to ensure:
- **Text-to-speech** tools that are accessed through an easy-to-use interface.
- **Speech-to-text scribing tools** that are accessed through an easy-to-use interface and that allow students to edit the text after dictation to make corrections or edits.

We will also explore the possibility of having an integrated bilingual word-to-word dictionary function for major languages, using a digital version of an approved dictionary to allow access through an easy-to-use interface. All ELs taking the innovative assessment will have access to a print word-to-word dictionary from the annually updated list of authorized bilingual word-to-word dictionaries at http://www.doe.mass.edu/mcas/accessibility/ell-bilingual.docx. These are generally provided in print form to EL students by their school for MCAS, and would be provided in a similar fashion for the innovative assessment.

DESE will assess the success of all accommodation features in the annual reports described in Section (C)(1)(e) below. DESE will use the findings and recommendations from these evaluations to prioritize efforts to improve accommodations from year to year.

**(6) Used in the accountability system**

(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;

The state’s accountability system is the primary way of measuring school and district progress toward attaining the state goal of success after high school for all students. Under the plan submitted to comply with the *Every Student Succeeds Act*, Massachusetts refined the accountability system to better align it with DESE’s goals and strategies. This has allowed Massachusetts to broaden the dimensions of performance we consider, as well as improve our system for assisting those schools and districts furthest behind in attaining the state’s goals. Massachusetts currently assesses only 1.5% of students via the MCAS-Alt, meaning that 98.5% of eligible students are assessed via MCAS. Massachusetts expects similar numbers for the innovative assessment, so that the state will annually measure at least 95% of students and 95% of students in each subgroup as required.

**Grades 5 and 8 Accountability**

In K-8 schools, each school’s and subgroup’s MCAS achievement is measured separately for ELA, mathematics, and science. For ELA and mathematics, achievement is reported as the school’s or subgroup’s average composite scaled score on the Next Generation MCAS assessments. The average composite scaled score for a school or subgroup includes data for each student who was enrolled in the school as of October 1 of the same school year, and who participated in the Next Generation MCAS or MCAS-Alt assessments, with the exception of first-year ELs. Students with disabilities who participated in the MCAS-Alt in grades 3 through 8 are assigned a scaled score and are included in school and subgroup achievement results according to the table below.

<table>
<thead>
<tr>
<th>Next Generation MCAS Achievement Level</th>
<th>Next Generation MCAS Scaled Score Range</th>
<th>MCAS-Alt Achievement Level</th>
<th>MCAS-Alt Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding Expectations</td>
<td>530-560</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Through *equipercentile linking* DESE linked the 2019 Next Generation MCAS results to the legacy MCAS science results. Up through 2018 accountability reporting, DESE used a measure called the Composite Performance Index, a weighted average of student achievement levels. In addition to scaled scores, DESE calculated CPIs for new science assessment in grades 5 and 8 in 2019. This allowed DESE to measure the change in science achievement from 2018 to 2019 using a common measure. Beginning with 2019 accountability reporting, DESE uses average scaled scores from the grades 5 and 8 science Next Generation MCAS tests to report achievement.

As a starting point for the new IADA science assessment, DESE will use the calibrated Next Generation MCAS items on the abbreviated summative to produce student achievement level classifications. We can use these items directly to calculate student achievement levels. Alternatively, DESE may be able to also use performance on the technology-enhanced performance tasks in the calculation of student achievement level classifications. One approach to do so, mentioned earlier, is to conduct fixed parameter item calibration to bring the technology-enhanced performance tasks onto the Next Generation MCAS scale, thus using student responses on both the abbreviated summative and the technology-enhanced performance tasks. As described in section (4) above, DESE plans to explore whether it will be possible to create valid, comparable scaled scores from the performance tasks without overly constraining the design. If the performance tasks do not allow us to establish scaled scores that are comparable to scores on statewide MCAS, we will use the score generated from the abbreviated MCAS and translate it to the scaled score range above. This number would not be reported to students, but could still be used in the accountability system in the aggregate to form average composite scaled scores that can be used for school-level accountability. A similar process is currently used for students taking the MCAS-Alt, though we expect the degree of gradation to be finer for the innovative assessment. Once DESE is able to demonstrate valid, reliable, and comparable scaled scores from the performance tasks, we will explore how to integrate those scores into the accountability system.

**High School Accountability**

At the high school level, a similar transition from CPI to scaled scores is taking place, but one year later. DESE will continue to report high school ELA and mathematics achievement using the CPI for one more year. Starting in 2020, accountability for all high school subjects will be based on scaled score averages. Therefore, DESE anticipates that by the time innovative high school assessments are introduced during the IADA, scaled scores will be needed for accountability purposes.

During the initial years of the IADA, Massachusetts does not plan to create innovative assessment versions of the Physics and Biology tests typically taken by high school students. When innovative versions of the high school tests are introduced, scores will be linked with the high school math and ELA tests to ensure comparability, and students will be assigned scaled scores and achievement levels based on common ALDs as described in sections (2)-(4) above. Using high school tests for graduation requirements only requires that ALDs for individual students are valid and reliable, but DESE will also explore the possibility of creating scaled scores for reporting to students on the same scale as English and Math. Regardless, the individual scaled scores (reported or not) will be aggregated to form average composite scaled scores that can be used for school-level accountability, in the same manner as planned for grades 5 and 8.
Generates an annual summative designation

Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes—

(i) The student's mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or

(ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student's mastery of those standards;

As described above, the innovative assessment will be given at the same time and in the same grades as the existing Next-Gen MCAS science assessments, and the results of the innovative assessment will be comparable to the results of the Next-Gen MCAS. Ultimately, each student in participating schools will receive an annual summative determination of achievement across the same achievement levels used for Next-Gen MCAS:

Next-Generation MCAS Achievement Levels

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding Expectations</td>
<td>A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.</td>
</tr>
<tr>
<td>Meeting Expectations</td>
<td>A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.</td>
</tr>
<tr>
<td>Partially Meeting Expectations</td>
<td>A student, in consultation with the student’s parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.</td>
</tr>
<tr>
<td>Not Meeting Expectations</td>
<td>A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.</td>
</tr>
</tbody>
</table>

DESE will take deliberate steps to ensure that resulting achievement levels from the innovative assessment describe the student’s mastery of the challenging state academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled:

- **Alignment—Test blueprint tied to standards:** DESE will ensure that test blueprints for the abbreviated summative portion of the innovative assessment have proportional representation of reporting categories (groups of standards), matching the Next-Gen MCAS blueprint proportions.
- **Setting comparable performance standards for performance tasks:** DESE will convene a group of assessment experts and science teachers to describe in detail what students should know and be able to do at each achievement level for the skills measured in the performance tasks using achievement level descriptors aligned with ALDs for the statewide MCAS. In the short term, the performance assessment results will be use the existing ALDs and cut scores (via "projection" or "prediction"). In the long term, DESE will determine if it is appropriate to develop new performance standards for what is assessed on the performance tasks.
- **Linking with Next-Gen MCAS:** DESE will use established psychometric procedures to conduct equating between the results of the innovative assessment and the Next-Gen MCAS to ensure that achievement levels are comparable between the two assessments.

As described above, DESE will design the blueprint and test forms for the abbreviated assessment carefully to provide validity evidence. The length of the abbreviated assessment will be designed to
ensure sufficient comparability of student achievement levels. In other words, a student rated as “Meeting Expectations” on the abbreviated assessment would also have been rated “Meeting Expectations” on the statewide assessment.

In the case of a student with the most significant cognitive disabilities, that student will take the MCAS-Alt, aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, rather than the innovative assessment proposed here. DESE does not propose to create an innovative assessment version of the MCAS-Alt during the period of the IADA.

(8) Provides timely disaggregated results by subgroup

(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(b)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e); and

In accordance with Massachusetts’s approved ESSA plan, Massachusetts will continue to use the same racial/ethnic subgroups it has used for many years in its district and school accountability system: African-American, Asian, Hispanic, Multi-race/non-Hispanic, Native American, Native Hawaiian or Pacific Islander, and White. In addition, Massachusetts will also include four subgroups of selected populations in its accountability system: economically disadvantaged, former or current English learners (see below for details about the inclusion of former English learners), students with disabilities and high-needs students (an unduplicated count of students that appear in any one of the three selected population subgroups).

Massachusetts has a long history of reporting vast amounts of data to the general public while at the same time protecting the identity and privacy of its students. Massachusetts does not report any enrollment data for a group with fewer than six students, does not report assessment results for any group with fewer than ten students, and does not include any group with fewer than 20 students in its accountability system. Requiring a minimum of 20 students and multiple years to make an accountability determination has an effect on the number of school and subgroup classifications that are able to be made. However, this loss is outweighed by the need to make valid and reliable determinations based on at least 20 students and the need to be as comprehensive as possible by looking at multiple years of data.

The accountability system we have developed under ESSA includes 99.8 percent of all students from assessed grades in the aggregate. In addition, the use of the High Needs subgroup (any student in the economically disadvantaged, students with disabilities, or formerly/current English learner subgroups) allows over 150 additional schools to be held accountable compared to the prior system, as opposed to inclusion based on the three discrete subgroups making up the High Needs subgroup. We affirm that we will work with the selected assessment vendors to ensure that student results on the innovative assessment can be disaggregated by each subgroup and that individual student interpretive, descriptive, and diagnostic reports are provided on a similar timeline as the existing MCAS.

Inclusion of former ELs: EL students must participate in all state assessments scheduled for their grades regardless of the language program and services they are receiving or the amount of time they have been in the United States. The one exception applies to first-year EL students. Schools have the option to administer ELA tests to first-year EL students, provided they have also participated in ACCESS for ELs testing. First-year EL students must participate in MCAS Mathematics and STE tests although results will be reported only for diagnostic purposes, and will not be included in school and district summary results, or in state and federal accountability reporting. Massachusetts currently includes the results of former
English learners in its accountability results for four school years after a student transitions out of EL status.

(9) Provides progress determination for accountability

(9) Provides an unbiased, rational, and consistent determination of progress toward the State's long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for—

(i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and

(ii) Reporting on State and LEA report cards under section 1111(h) of the Act.

In early consultation with educators about Massachusetts’s plan for the IADA, questions about accountability were of utmost interest. DESE has confirmed that all students in grades 5 and 8 required to take a science MCAS will continue to be included in accountability measures, regardless of whether they take the Next-Gen MCAS or the proposed innovative assessment.

Our state’s existing accountability system rests primarily on student achievement, growth, and graduation data, with an emphasis on closing gaps for historically low-performing subgroups. These data are fundamental to the educational enterprise. If students are not proficient on grade-level material and are not graduating, then it is imperative for schools and districts to improve their services to provide students with everything they need in order to be successful. If not all students are performing well, the accountability system should highlight those gaps. The innovative assessment will provide data on student achievement relative to grade-level standards in science that are comparable to the data from existing science MCAS, ensuring that all students, schools, and districts can be included in the accountability system.

Our accountability system includes indicators through which we make distinctions in school and district effectiveness. In addition, our system includes parent-friendly school and district report cards and online profiles. We are committed to providing families and the public with a robust picture of each school and district. These online profiles and report cards include a wider range of indicators than what is included in the accountability index.

As described above, DESE and the vendor will conduct linking analysis to ensure that achievement levels are valid and comparable between the two assessments. This will allow us to validly and reliably aggregate data from the innovative assessment and the statewide Next-Gen MCAS at the same grade level to provide:

- Determination of progress for individual students toward the state’s challenging standards.
- Aggregated school-level determination of progress on academic achievement indicator for the purposes of the state’s accountability system (in accordance with Massachusetts’s approved ESSA plan)
- Public reporting of achievement on statewide and LEA report cards.

The innovative assessment will use common ALDs with the statewide MCAS as described in sections (2)-(4) above.
(c) Selection Criteria. Information that addresses each of the selection criteria under 34 CFR 200.106.

1. Selection Criteria: The selection criteria for this program are from 34 CFR 200.106. We will award up to 120 points to an application under the selection criteria; the total possible points for addressing each selection criterion are noted in parentheses.

(a) Project narrative. (Up to 40 points)

The quality of the SEA's or consortium's plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers—

(1) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including—

  (i) The distinct purpose of each assessment that is part of the innovative assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and

  (ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable).

Project Rationale: Equity and Deeper Learning

While Massachusetts leads the nation in many respects, our vision is to create a school system that prepares ALL students for success in life. This means addressing both the substantial inequities and achievement gaps still present for students of color, students with disabilities, English learners, and students in poverty, and ensuring that students who are successful in our public schools are prepared for success in life beyond school.

We believe that a focus on deeper learning will benefit students across the range of achievement levels, both raising the bar and closing gaps. The last twenty years in Massachusetts have focused on implementing instruction linked to high-quality state curriculum frameworks (standards) and state assessments. During this time, Massachusetts has indeed seen meaningful improvement in graduation rates and college matriculation. When MCAS scores are adjusted for comparability across years and test versions, there has been a meaningful improvement in student achievement. However, even with these gains, the achievement gaps have persisted and even grown wider in some cases.

Our goals for the innovative assessment reflect our beliefs about how to improve learning outcomes for all students in the Commonwealth:

1. Promote deeper learning that goes beyond the level of learning assessed on existing MCAS.
2. Increase student engagement in their own learning by providing inspiring, authentic, relevant tasks.
3. Close achievement gaps by making deeper learning experiences available and culturally relevant to all students.

Through the introduction of innovative assessments, we hope to demonstrate to teachers what inspiring and authentic tasks look like. We hope to change students’ school experience so that there is less time and less emphasis spent on traditional testing, undoing the proliferation of standardized interim assessments multiple times throughout the year. We hope to show teachers that “using data” does not always mean
looking at spreadsheets, and that deeply engaging with students’ work can be just as powerful as a way of understanding your students. And we hope to change the incentives at low-performing schools, so that when leaders create plans to “raise achievement”, they don’t feel that creating deeper learning opportunities is in tension with the need to prepare for MCAS.

For the work of the Kaleidoscope Collective, and throughout this application, “deeper learning” is defined as learning experiences at the intersection of standards mastery, 21st century skills, and authentic work. Not every lesson and task will be squarely in the intersection of these three, but we believe that after two decades with heavy focus on just one circle (standards mastery), our schools and students will be more successful if we acknowledge the need for a “balanced diet” that promotes deep content mastery (standards), development of non-cognitive skills (21st century skills), and engaging tasks that have relevance to students’ lives (authentic work).

State Definition of Deeper Learning

![Diagram of Deeper Learning](image)

**Definitions**

**Mastery of Standards:** Work leads all students to demonstrate mastery of the key work of the grade level. Mastery of standards focuses on coherence, deep content knowledge, focus on ALL learners (scaffolds and access points that maintain rigor), and embedded assessment/feedback opportunities for students.

**Authentic Work:** Task inducts students into the work of the field. More specifically, the work must focus on meaningful or relevant problems in the field, and focus on the priority standards within the course.
21st Century Skills: The pedagogical approaches cultivate 21st Century skills, which include: Complex Problem Solving (Creativity and Critical thinking), Communication, Collaboration, Capacity Building, and Critical Consciousness.

Massachusetts’s application for the IADA is just one part of a larger set of initiatives collectively aimed at transforming the state’s approach to public schooling, with a shift toward deeper learning. We have launched three new initiatives: to transform assessments (this IADA application), instruction (the Kaleidoscope Collective for Learning, a cohort of schools and districts working to transform their instructional approach to one centered on deeper learning) and the educator workforce (Influence 100, a state program to provide professional support to 100 future superintendents who will be leaders of color or leaders for diversity).

Innovative Assessments for Deeper Learning

Assessments are one of the most important levers the state has available to promote an emphasis on deeper learning. One of the negative unintended consequences of the focus on assessment and accountability for standards mastery is that many teachers report feeling pressure to “teach to the test” at the cost of student engagement. Certainly, in the best schools and classrooms, teachers have continued to engage students in exciting, authentic, deep exploration of content and skills, but in other schools, especially schools with lower performance, the imperative to improve test scores has unfortunately been communicated to teachers as a focus on tested content at the expense of deeper learning.

When teachers are presented with models of deep learning activities, the response is often along these lines: “I would love to do that but there’s no time—I have to get through the curriculum and standards.” Time constraints are compounded by the proliferation of aligned benchmark assessments, end-of-unit assessments, and even daily exit tickets using released MCAS items—while instituted in the spirit of data-driven instruction, the net effect is that daily instruction can begin to feel merely like preparation for the next test, potentially crowding out the opportunity for deeper, more engaging learning experiences.

Massachusetts proposes to address these issues by developing innovative, technology-based performance tasks as a key component of the state science assessments for Grades 5 and 8. The purpose of these assessments is to serve as a model of deeper learning tasks. We are confident that as tasks are released, teachers will begin to include more deeper learning experiences in their own classrooms as a method to prepare students for the assessment. We are focused on science for a few reasons:

- Science is a discipline that is conducted via interaction with real-world phenomena. Traditional assessment items may test science knowledge or skills, but are inherently removed from hands-on science methods. The technology-enhanced nature of the tasks proposed will enable more authentic simulation of real-world interaction.

- Science and technology are recognized as critical ingredients to success in a rapidly changing world, with technology playing an ever-greater role in many jobs. Especially for students of color and economically disadvantaged students, who are more likely to be in low-performing schools, improving science instruction is critical to support future careers.

- The current science MCAS is perceived as very broad in coverage, due to the range of science standards and the need for the Grade 5 and 8 tests to cover three years of standards. Such a wide range of standards is especially likely to promote instruction that emphasizes breadth over depth, so the addition of deep learning tasks to the assessment has great potential to shape teachers’ perceptions of what good science instruction looks like.
DESE believes the new assessment will allow for better measurement of student mastery by assessing both breadth and depth to a greater degree. The abbreviated summative assessment will allow DESE to continue to monitor student mastery of standards and track improvements over time. The performance tasks will create new types of assessment information about student learning, allowing DESE to answer questions such as: How well can students apply what they know in new contexts? How prepared are students to solve problems in collaborative tasks? Are students truly being prepared to use what they have learned in a post-secondary context?

Both parts of the assessment will produce valid, reliable data at both the overall level and the student subgroup level, allowing DESE to continue to track student outcomes for subgroups. The abbreviated summative will enable continuity and comparability between the existing MCAS and the new innovative assessment. Many states have found that transitioning to a new assessment (especially when linked to new standards, such as the Common Core or similar) came at the cost of comparability between the old test and new, so that schools could no longer analyze trends in assessment data. We aim to use the abbreviated summative to maintain comparability, carefully integrating the data from the performance tasks into score reports over the IADA period to minimize any step-change discontinuity in score comparability.

For subgroups, we expect that the performance tasks will help us understand achievement gaps in new ways. There may be some skill areas where students currently perceived to be low performing may actually outperform students currently perceived to be high performing. For example, economically disadvantaged students could potentially demonstrate stronger use of science practices in simulated real-world tasks. It may also be that the performance tasks could uncover new aspects of the achievement gap, showing that students with low performance on the existing MCAS also perform below average on the new tasks. The performance tasks that measure deeper learning and science practices may also reveal that achievement gaps are even greater on these valued skills. Whatever the results show, we expect that the new assessment will provide a better and more multifaceted understanding of students’ strengths and the gaps between student subgroups. This better information will then inform the state’s efforts to support schools serving students who are currently low performing.

After five years, we hope to be able to demonstrate a coherent model for how states can support and assess deeper learning. The assessment developed under IADA, once scaled to statewide, will be a proof of concept that it is possible to assess deep learning of science knowledge, skills and practices at scale, with an assessment that is valid, reliable, manageable to administer, and cost-effective. We hope this will serve as a template for other states seeking to assess deeper learning in science, and will also serve as a model for the development of deep learning assessments for math, ELA and other subjects. Further, the state’s Kaleidoscope initiative will develop a set of frameworks, tools, resources and supports available to all districts statewide to promote effective practices for deeper learning. Over the course of the IADA, the work on Kaleidoscope will also help uncover policies or systems that stand in the way of deeper learning, and Massachusetts will work to address those barriers. With large-scale assessments like NAEP and PISA placing ever more emphasis on deep learning and 21st century skills, Massachusetts aims to be a leader in demonstrating how states can create coherent systems of assessment, curriculum, support and systems for deeper learning.

Plan for Scoring
(2) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to—

(i) Develop and use standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to
ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and

(ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable)

and

The proposed innovative assessment is made up of two portions: the abbreviated summative portion and the new performance tasks. The plan for scoring will be distinct for these two portions, at least in initial years. For the abbreviated summative, the items will be a subset of items on the statewide MCAS, and scoring will follow the well-established processes used for scoring the statewide MCAS. This detailed process is described below.

For the performance tasks, the scoring plan will be contingent on the specifics of the task design, which are not yet determined. DESE will engage in rapid prototyping of the performance tasks over the first two years of the IADA, and the plan for scoring will need to adapt as the tasks are refined. Below is a description of the general principles and criteria that DESE will use to guide the design of the scoring process and the tasks (for if a task cannot be scored in a way that meets these criteria, then the task must be refined).

Plan for Scoring Performance Tasks

DESE will use an evidence-centered design approach to guide the development of both tasks and scoring methods. It will be critical that the scoring rules are based on valid inferences about a student’s science knowledge and skill, and that the methods for translating student interactions with the performance task into scores is highly reliable. This will require calibration of scoring guidelines and checks for inter-rater reliability for any human-scored items.

Throughout the task design and prototyping process, DESE will work with the vendor on the following tasks to establish valid, reliable methods for scoring that meet nationally recognized professional and technical standards (also described in sections (b)(2) and (b)(4) above):

- Use evidence-centered design to create prototypes for technology-enhanced performance tasks, defining clearly:
  - What knowledge, skills, or other attributes should be assessed by the task?
    Knowledge and skills will include a combination of standards related to content and science practices (Massachusetts standards include two of the three science practice dimensions from the Next Generation Science Standards, adopting disciplinary core ideas and science and engineering practices but not crosscutting concepts). Thus, performance tasks will be designed to assess deeper application of standards in combination with each other than what is currently possible with stand-alone items aligned to a single standard.
  - What behaviors or performances should reveal those knowledge, skills, or other attributes?
    Once the desired knowledge and skills to assess are identified, DESE and the vendor will identify the behaviors or performances that students would use to demonstrate mastery. In the spirit of deeper learning, these may include extended sequences of behaviors (e.g. performing an experiment, drawing and defending a conclusion from multiple data sources, creating models to illustrate concepts, etc).
  - What tasks or situations should elicit those behaviors?
Part of the motivation for using technology-enhanced performance tasks is to allow the simulation of highly authentic tasks. Therefore, the design of tasks that may elicit the target behaviors will be grounded by asking: “How do real scientists demonstrate these behaviors?” The assessment tasks will be designed to simulate situations that elicit application of science content knowledge and science practices to solve real-world problems or answer authentic questions about natural phenomena. By using simulated environments, students can demonstrate science practices such as: obtaining data, planning and carrying out investigations, developing and using models.

- **Develop draft scoring rules** based on inferences about how student behaviors within the task demonstrate relevant skills, knowledge, or science practices. The draft scoring rules will be developed by a team consisting of DESE’s experts in assessment design, DESE’s experts in science content, and representatives from the vendor. The performance tasks will likely comprise a range of item types, with different scoring rules and approaches for each. For example, tasks may include:
  
  - **Multiple choice / selected response items**: Scoring rules will assign full or partial credit for specific selections or combinations. These items can be machine scored once scoring rules are validated, ensuring reliability.
  
  - **Open response / short answer**: Scoring rules will include guidelines on key elements required for full credit and partial credit (at each possible number of points). These items will likely be human scored during initial years with the introduction of machine scoring possible in later years. Human scoring will follow similar procedures to those used to score open response items on the existing MCAS, including anchor sets with multiple examples of ways to achieve each score point. If machine scoring is introduced, DESE will work with the vendor to ensure that machine scoring has been demonstrated to be reliable and comparable to human scoring, based on a sampling of student responses to be scored by both human and machine.
  
  - **Student behavior in the task**: Scoring rules here will assign full or partial credit based on specific student behaviors while completing a task, e.g. the presence or absence of a specific step or the sequence of steps. Rules will be designed so that criteria for full or partial credit are well-defined. In some cases, they may be specific objective steps (e.g. “the student connects a wire to the battery lead”); in some cases they be criteria that can be measured by data (e.g. “the student builds a working circuit according to the directions with no more than two incorrect connection attempts”) and in other cases the criteria may be more subjective (e.g. “the student gathers data relevant to his/her hypothesis”). The objective criteria can likely be scored by machine, while the subjective criteria would initially be scored by humans, following similar procedures to those used for open response items on MCAS. Over time, DESE will pursue the possibility of machine scoring for even the subjective rules, assessing machine scores against human scores to ensure reliability.
  
  - **Other**: DESE is open to the possibility that vendors may propose additional innovative ways to generate scores from student performance on tasks. If so, DESE will work with the vendor to ensure that scoring rules are evidence-based, valid, and reliable, and will include detailed description and analysis of these scoring methods in the annual report described in section (c)(1)(e) on page 91.

- **Pilot performance tasks** to check whether draft scoring rules can be applied with consistency and reliability. During task prototyping, each version will be piloted with students to gather performance samples and these samples will be scored by DESE or vendor assessment experts.
familiar with the draft scoring rules. Each sample will be scored by two individual scorers, with a third scorer inserted when the difference between the first and second score falls outside of an acceptable range. The results will be analyzed from both a qualitative and quantitative perspective to determine whether the scoring guidelines are based on valid inferences and can be applied consistently. Scoring rules will be updated and refined based on this analysis.

- **Iterate on task prototypes and scoring rules.** After each pilot of a prototype task, it is possible that the task will be updated, requiring an update to the scoring rules; it is also possible that the task will remain unchanged but the scoring rules need to be updated. For each major revision of task and scoring rules, a new pilot will be conducted to ascertain scoring validity and consistency.

- **Gather teacher feedback** by convening a teacher committee to review the performance task and scoring rules, once it has been deemed sufficiently valid and reliable by the vendor and DESE’s assessment team. Teachers will draw on their knowledge of science pedagogy and concepts to provide feedback on the validity of inferences being drawn from student behaviors. In some cases, this may include sharing student results and scores from a pilot with teachers who know the students’ skill and knowledge level from classroom data, to ensure that scores track consistently with other information about expected student performance. Teachers will provide feedback on each of the scoring rules, and rules will be updated based on this feedback. If needed, additional prototyping and piloting will be conducted.

- **Ensure implementation with fidelity** of the scoring protocol. DESE and the vendor will develop a detailed scoring protocol and timeline for applying the scoring rules to performance tasks, similar to the one used for the existing MCAS. Many aspects of this will be identical, e.g. qualifications for scorers, process for maintaining test security, etc. DESE will draw on extensive knowledge and experience with scoring innovative assessments and items to design a robust protocol and monitor implementation to ensure fidelity. This protocol will include measures and targets for inter-rater reliability.

While the performance tasks will require new and innovative approaches to scoring and ensuring reliability, the summative section will be able to rely on well-established processes and psychometric approaches used for existing MCAS. The abbreviated summative section will be given at the same time and under similar conditions as the statewide MCAS. This means that all items (including both selected choice and constructed response) can be scored within the existing process for scoring statewide MCAS items. All items on the abbreviated summative will be items used in statewide MCAS so there will already be existing anchor papers, rubrics, and processes to score constructed response items used on both assessments. The scoring will not require separate processes—when a scorer is reviewing a student response, the scorer will not be made explicitly aware whether the student in question took the abbreviated or full summative assessment. The same protocols and guardrails used to ensure inter-rater reliability and consistency of scoring will apply equally to the items used on the abbreviated summative. This approach will significantly reduce potential challenges to demonstrating reliability and comparability between the abbreviated summative and the statewide assessment.

**Plan for Scoring Abbreviated Summative**

In partnership with vendors, DESE will follow a detailed set of scoring procedures similar to those used for the current statewide MCAS. The procedures described below meet MCAS scoring specifications, including those related to accuracy and reliability; best practice quality assurance standards; and security requirements.

- DESE will work with the contractor to follow a detailed plan for scoring student responses to all constructed-response items on the abbreviated summative portion, including:
scoring management and leadership
· recruitment and selection of scorers, including scorer qualifications
· training of scorer leaders and scorers
· how the contractor will meet DESE’s scoring specifications, including accuracy and reliability thresholds
· monitoring of scoring, including a description of the procedures used to verify scorer accuracy (i.e., double-blind scoring, read behind, etc.)
· standards used to determine when to retrain or dismiss scorers
· how security will be protected throughout all steps of the scoring process
· electronic storage of scored student responses
· methods for ensuring secure storage of scored student answer booklets (electronic images and original answer booklets)
· facilities (locations) where scoring will be conducted and details regarding the operation of those facilities

- DESE will coordinate a benchmarking schedule that provides adequate time for evaluation of student responses at all scores and finalize the scoring notes and rubrics for each item, including both the abbreviated summative and performance tasks.
- DESE may use a combination of both human and automated scoring, and will show proven accuracy outcomes from any automated scoring processes used. DESE will continue monitoring the advances in automated scoring. Throughout the IADA period, DESE will determine if and when it may be psychometrically appropriate to use technology scoring of responses more accurately and efficiently.
- DESE will review a list of all scoring sites that will be used, including site locations, staffing plans, scoring schedule (that will ensure the delivery of results on the specified timeline), and security management procedures. The contractor must specify the tests and items to be scored at each site prior to MCAS scoring. Any changes to the scoring schedule or scoring locations must be approved by DESE. The contractor must ensure that all MCAS scoring sites adhere strictly to MCAS scoring specifications and procedures.
- DESE and the contractor will develop custom, item-specific scoring guides for each constructed-response item and performance task, including an item-specific scoring rubric, scoring notes, and score point exemplars with annotations/rationales. Scoring materials for constructed-response items consist of an anchor set with multiple examples of ways to achieve each score point.
- Prior to scoring, the contractor must obtain written approval from DESE for all scoring and training materials. These materials must be reviewed and approved by the contractor’s scoring and test development staff before submission to DESE. Prior to the scoring of constructed-response items, DESE will create and review a report summarizing the names and qualifications of all personnel responsible for managing operations, training, scoring leadership, and quality assurance at each scoring site and for each MCAS test, ensuring adherence to the below specifications:
  - To be eligible to score test items, a scorer must have completed two or more years of college work in the content area being scored (science, technology, and engineering) and demonstrate expertise in the content area. A four-year college degree is preferred. To be eligible to score
high school test items (in later years of the IADA), a scorer must have a Bachelor of Arts or Bachelor of Science degree with a concentration in the content area being scored or in a related area. Any employees of Massachusetts schools, Massachusetts public school students, or Massachusetts residents under age 18 are not eligible to score MCAS tests or have access to any facility where MCAS materials are handled or scored.

- Training for scorers will follow standard practices that have been demonstrated to produce stable scores with high levels of agreement (at least 70 percent exact agreement and at least 90 percent exact or adjacent agreement). The vendor and DESE will conduct a range-finding process to identify anchor samples illustrating the full range of score points available, including multiple ways to score each point level when applicable. Training will follow existing protocols used for MCAS to ensure security and consistency.

- All scorers must pass a qualifying test to score particular MCAS items. After receiving training on a single item, eligible scorers must complete a qualifying test to demonstrate that they are able to accurately score that item. Teams of scorers who have passed the qualifying test can independently score student responses to the test item for which they qualified. After scoring of a particular item is completed, scorers are then trained and must qualify to score subsequent items.

- Individual scorers will begin each day of scoring with a norming process for calibration purposes. Individual scorers will be periodically be assigned responses for double-scoring, roughly 10% of assigned responses. Responses for double scoring will be seeded automatically and with no indication to the scorer, encouraging scorers to maintain alertness. These will be used to identify scorers not meeting standards for agreement with master scorers. DESE and the vendor will also review scoring patterns for each scorer to determine if any scorer must take part in retraining. Scorers who fail to meet consistency standards after repeated retraining may be exited from scoring.

- Throughout the scoring process, the accuracy of scoring must be monitored both by trained scoring leaders and through the use of computer programs that generate daily accuracy reports for each scorer. Scorers who do not maintain the established threshold for score accuracy must be removed from the scoring process for retraining and/or replacement, and any student responses that were scored by such a scorer must be rescroed. A scoring accuracy rate of a minimum of 70 percent exact agreement and at least 90 percent exact or adjacent agreement is required on constructed-response items, read-behinds, and double-scoring for items on the abbreviated summative. For the performance tasks, DESE is aiming to achieve similar accuracy rates, and will study and report on the feasibility of such accuracy in the annual reports during the IADA.

- For constructed-response items that receive a score of zero, the contractor must distinguish between an actual reply and a “non-response,” so that this information can be reported.

- During scoring, DESE and the contractor will produce and review daily reports on scorer accuracy. The reports must, at a minimum, include information about the exact and adjacent agreement rates. These reports should include:
  - A process to estimate the distribution of student results by score point across each prompt and task, and by prompt/task and student subgroup
  - A comparison of the expected distribution to the actual distribution of student results by score point by prompt and task, and by prompt/task and subgroup, to avoid regression to the mean in score reporting
● If scoring statistics are below agreed-upon criteria, the contractor will work with the Department to improve current statistics, if feasible, and to improve statistics over time through the revision of scoring materials, scoring procedures, and through other methods.

● DESE and the contractor will also review weekly status reports of scoring completed in relation to scheduled tasks.

● DESE will ensure that all contractor scoring activities are conducted in a manner that allows DESE staff to observe, including the training of scorers. The contractor must allow DESE unrestricted access to all sites during all phases of the scoring of MCAS materials without exceptions or conditions.

Strategies to Scale Participation

(3) If the system will initially be administered in a subset of schools or LEAs in a State—

(i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all schools statewide, with a rationale for selecting those strategies;

(ii) The strength of the SEA's or consortium's criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and

(iii) The SEA's plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. (10 points, if applicable).

The innovative assessment will be administered initially to only a subset of schools in the state. DESE plans to expand the number of schools and/or districts participating each year, with the aim of reaching statewide use by the end of the IADA period (either within 5 years, or within 7 years if an extension is granted).

The intended purpose of the innovative assessment is to promote a focus on deeper learning. Therefore, our initial pilot group for the innovative assessment consists of schools and districts that have an expressed interest in and capacity for deeper learning. The state’s work on innovative assessments is closely linked to another initiative, the Kaleidoscope Collective for Learning (KCL). The group of schools and districts initially piloting the innovative assessment is largely made up of schools that are either part of the KCL or schools that applied to KCL but were not accepted. This setup ensures that students who take the innovative assessment are in schools where instruction is focused on deeper learning, and therefore aligned to the innovative approach to assessments.

Background on Kaleidoscope

Through the Kaleidoscope effort, we are creating opportunities and incentives for educators, school leaders, and superintendents to build upon successes and try out new approaches. To support this effort, we have created a new team within DESE focused on guiding and supporting KCL participants. This team is partnering closely with intermediaries that have a successful track record in creating the conditions for deeper learning in schools and districts, and is connecting educators and administrators who are pursuing similar strategies. While Kaleidoscope is a distinct initiative from the innovative assessment pilot, the supports and resources developed within Kaleidoscope will be a major contributor to
high-quality and consistent implementation of deeper learning for schools participating in the assessment pilot.

Schools and districts taking part in the Kaleidoscope Collective for Learning were selected based on the following common commitments and opportunities:

- **Engaging performance tasks.** Kaleidoscope schools and districts will work to increase the time students spend learning and demonstrating their knowledge through highly engaging, applied, and relevant tasks and activities. These tasks must be rigorous, standards-aligned, and built on a foundational, high-quality curriculum that supports high expectations for all students. They must ask students to demonstrate essential skills, such as critical thinking and collaboration, in addition to mastery of content. Districts and schools will have the opportunity to pilot a priority set of “transformative tasks” developed by educators across the Commonwealth, adopt vetted partner-created tasks, and receive professional development to design their own high-quality tasks.

- **Increased district and school flexibilities.** DESE will support Kaleidoscope sites in navigating DESE regulations and policies, including creating new areas of flexibility to support the shift to deeper learning. As we learn what practitioners need to meet their objectives, DESE will make new approaches available statewide.

- **Resources and support.** DESE will provide funding and resources for Kaleidoscope sites as well as regular opportunities for network-wide sharing. Schools and districts can request grant funds to support their plans, including teacher planning stipends and technical assistance partners.

The first cohort of the KCL Schools and Districts Network began in Fall 2019. This pilot cohort serves diverse student populations and geographic regions, with traditional public schools, vocational technical and/or agricultural schools and charter schools all represented.

In the initial pilot group for the KCL, we have included schools that have already taken steps towards a deeper learning approach and a larger number of schools that have demonstrated readiness to move in this direction. Schools who are not part of KCL but who take part in the innovative assessment pilot will begin to develop their school’s work on deeper learning. While they will not receive one-on-one direct support from Kaleidoscope staff, they will be given access to the tools and resources developed by Kaleidoscope to assist their work on deeper learning.

As part of the application process this fall, districts and schools were asked to collaborate with local stakeholders, such as school committees, parent organizations, student councils, teachers’ unions, and other partners, as they prepare their applications. DESE is providing training and materials to support districts and schools to communicate and engage with these stakeholders.

**Participation in the Innovative Assessment**

To assemble the innovative assessment pilot group for initial participation, we sent out a solicitation to school and district leaders from all KCL schools and all KCL applicants who were not accepted. From the list of schools who expressed interest, specific schools and districts were approved to join the assessment pilot by applying the following criteria:

1. **Understanding:** Have school or district leaders engaged with DESE sufficiently to have a full understanding of the innovative assessment pilot, its goals, and their commitments?

2. **Deeper Learning:** Have school or district leaders demonstrated interest and capacity in promoting deeper learning?
3. **Stakeholder Engagement:** Have school or district leaders demonstrated willingness to engage stakeholders in their community on the topic of deeper learning and the goals of the assessment?

4. **Representation:** Does the school or district add to the diversity of our pilot group, bringing us closer to representation of subgroups proportional to the state overall? In addition to overall demographic averages, does the pilot group contain a mix school-level demographics (e.g. schools with high rates of economically disadvantaged students, schools with high numbers of ELs, schools with high number of Asian students, etc.)?

In the first year, we have identified a pilot group of nearly 1400 students for participation at each grade level (grades 5 and 8). We will expand the size of the pilot group in subsequent years, continuing to consider these same criteria in the first few years of expansion. As participation in KCL grows, we expect to add many or most KCL schools and districts to the assessment pilot, since they will meet many of these criteria. As described above, participants in KCL are focused on deeper learning and encouraged to conduct stakeholder engagement, and DESE will maintain balanced representation of subgroups in KCL.

In early years of the IADA, most schools and districts added to the assessment pilot will be those with a direct connection to KCL, either participants or applicants. However, in later years, we expect the tools and resources coming out of KCL to help schools and districts implement deeper learning practices even without direct support from DESE or participation in KCL. As the critical mass of schools and districts focused on deeper learning grows beyond those with direct connection to KCL, this will be a sign of readiness for more rapid expansion of the innovative assessment.

The innovative assessment will also be used as encouragement to accelerate the adoption of deeper learning practices. For example, if a district has some schools participating in the assessment pilot as early adopters while other schools in the same district did not participate, DESE will encourage the superintendent to bring all schools into the pilot to promote the spread of deeper learning practices. Similarly, in the last years of the IADA period, DESE will strongly encourage non-participating districts to participate in the innovative assessment and begin the work to transform teaching practices to support deeper learning.

DESE has past experience effectively encouraging the adoption of optional resources or tools, and has a range of strategies available to promote adoption of the innovative assessment. DESE maintains strong working relationships with key professional organizations in the state (e.g. Urban Superintendents Network, Massachusetts Association of School Superintendents, Massachusetts Association of School Committees, Massachusetts Association of School Business Officials, etc.) and regularly presents at their annual conferences. To encourage adoption of tools, DESE typically presents at such conferences in partnership with district leaders who are already using the tools, and who can share their positive experiences and speak with credibility to their peers. DESE anticipates using this strategy to encourage participation in the assessment pilot, especially in the middle and later years of IADA to achieve rapid expansion of the assessment beyond early adopters.

**List of LEAs and Benchmarks for Implementation**

DESE received letters of support indicating interest to participate in the pilot from 27 school districts, covering a wide range of demographics, geographies and performance. Within this group are a number of KCL schools who are confirmed for participation in the assessment pilot, and DESE will select additional schools to achieve a balanced demographic mix of approximately 1400 students in each of grades 5 and 8. One such possible list is demonstrated below – DESE expects to adjust this list in collaboration with districts while maintaining the demographic representation illustrated. The analysis of demographic
representation is based on school-level data, under the assumption that the demographics individual grades within a school do not vary significantly, on average, from school-level demographics.

Potential List of Year 1 Pilot Schools

<table>
<thead>
<tr>
<th>District</th>
<th>School Name</th>
<th>Total Enrollment</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>African American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Native American</th>
<th>Native Hawaiian</th>
<th>Multi-Racial</th>
<th>Total EL %</th>
<th>SWD %</th>
<th>Econ Dis %</th>
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<td>Academy Of the Pacific Rim</td>
<td>Academy Of the Pacific Rim Public Charter School</td>
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<td>66</td>
<td>75</td>
<td>60</td>
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<td>1</td>
<td>28.7</td>
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<td>11.4</td>
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<td>8</td>
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<td>18.4</td>
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Note: Darker green shading indicates a higher percentage of that subgroup.

The overall demographic mix of the pilot group is slightly less white and Hispanic, more African American, and with slightly lower representation of students in economically disadvantaged situations compared to state demographics. Other race/ethnicity and student subgroups are closely matched to state averages. It is important to note that the demographics of all districts sending in letters of support is significantly less white and higher poverty than the state as a whole, possibly indicating that our outreach or communication was more successful in districts with higher numbers of students of color and students in economically disadvantaged situations. However, the difference in demographics between the applicant group and the state may also simply be due to the interest from a number of very large urban districts, including Boston, Springfield, and Lawrence.

DESE has set benchmarks to grow the pilot group and bring the demographics closer to the state average over the course of the IADA. Benchmarks are set in the table below. Enrollment targets are approximate, and DESE plans to proceed with caution, especially for the high school assessments in future years. For example, DESE may decide to delay the launch of technology-based performance tasks in high school until Year 3, if the initial pilot uncovers issues that must be addressed before scaling up. These contingencies will impact DESE’s decision about whether to apply for the two-year extension of the IADA.
To ensure high-quality and consistent implementation, DESE will track successful administration of the assessment and develop measures of deeper learning implementation. DESE will survey test administrators at all pilot sites about the implementation of the innovative assessment, and has the following benchmarks for success:

- In year 1, 80% of sites report no major issues with implementation.
- In year 2, 85% of sites report no major issues with implementation.
- In year 3, 90% of sites report no major issues with implementation.
- In year 4, 95% of sites report no major issues with implementation.
- In year 5, 98% of sites report no major issues with implementation.

These benchmarks may be refined as the design of the performance task evolves, or based on performance in the first year.

As part of the state’s broader push for deeper learning, it will be critical to provide interested schools with a self-assessment or rubric that can be used to establish a baseline level of learning and track progress toward implementation of deeper learning. Drawing on the lessons learned from the work of schools in Kaleidoscope, DESE will develop such a rubric or self-assessment of deeper learning, and will use the tool to analyze whether schools taking part in the innovative assessment are demonstrating shifts in instructional practices. While DESE will need to establish more detailed benchmarks once the self-assessment is developed, the following are illustrative of the potential benchmarks for high-quality implementation of instruction:

- 90% of schools in KCL who are taking part in the assessment pilot will demonstrate progress on the state’s measure of implementation deeper learning practices for science.
- 33% of schools in the innovative assessment pilot but NOT in KCL will demonstrate progress on the state’s measure of implementation deeper learning practices for science in their first year of taking part in the assessment.
- An additional 33% of schools in the innovative assessment pilot but NOT in KCL will demonstrate progress on the state’s measure of implementation deeper learning practices for science in their second year of taking part in the assessment.
- The remaining third of schools may take more time or more support to demonstrate progress in implementation of deeper learning practices.

As emphasized throughout this application, we recognize that the innovative assessment must be coupled with state supports for deeper learning to see broad change in instruction. DESE will provide these supports through both direct support to KCL schools and scalable supports available to all schools and
district in the state. We expect that these scalable supports will help schools taking part in the innovative assessment pilot to make the needed shifts in instruction.

**(b) Prior experience, capacity, and stakeholder support. (Up to 20 points).**

(1) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—

(i) The success and track record of efforts to implement innovative assessments or innovative assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and

(ii) The SEA’s or LEA’s development or use of—

(A) Effective supports and appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(l)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;

(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and

(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR 200.105(b)(4) and (7). (5 points).

(2) The extent and depth of the SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers—

(i) The SEA’s analysis of how capacity influenced the success of prior efforts to develop and implement innovative assessments or innovative assessment items; and

(ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points).

DESE has extensive experience and a successful track record in developing and implementing innovative assessments, including both large-scale innovations in the statewide assessment system and pilots of smaller-scale innovative assessments. DESE also has long-term relationships with the Center For Assessment as an advisor on assessment strategy and Cognia (formerly Measured Progress) as the vendor for the MCAS. The experiences described below demonstrate both the capacity of DESE’s student assessment team and the capacity of these partners. Both partners will be engaged in the development of the innovative assessment: Center for Assessment as the advisor on project design and evaluation, and Cognia in support of the abbreviated summative section.

**Transition to PARCC and Development of Next-Generation MCAS**

DESE began administering the MCAS in 1998 following the passage of the Massachusetts Education Reform Act. In 2011, following the adoption of new state curriculum frameworks, DESE began to explore the possibility of a major update to the MCAS. In the years that followed, Massachusetts joined the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium, successfully piloted the PARCC test for roughly half the students in the state, then ultimately decided to discontinue the use of PARCC in favor of developing a new version of MCAS. This Next-Generation MCAS, developed under the leadership of the DESE assessments team and with an external partner, is
now successfully used as the statewide assessment system. Through the decades, DESE has consistently demonstrated its extensive capacity to develop, scale, administer, and score innovative assessments and innovative items; provide appropriate supports and accommodations to ensure participation of all students; and provide effective and high-quality supports for school staff to implement innovative assessments.

In 2008, the Department began planning for a next-generation MCAS to replace the existing, ten-year-old tests. Data from our state higher education system regarding the high number of students requiring remedial courses pointed out the need for more rigorous assessments at the high school level to signal readiness for post-secondary work. At all grades, we wanted to provide added focus on critical thinking skills as well as factual knowledge, and we wanted to provide richer feedback to students and teachers on areas of strength and weakness. We wanted to explore options for a computer-based assessment, and we knew that changes would be needed to reflect the new ELA and mathematics frameworks then under development.

Budget constraints arising out of the Great Recession of the mid-2000s ended this effort before it got very far. But then the U.S. Department of Education offered funding from the American Recovery and Reinvestment Act to states that were willing to work together in partnership to develop state-of-the-art assessments. Two such multi-state consortia were established and funded: the Smarter Balanced Assessment Consortium (SBAC) and the PARCC consortium. Massachusetts was one of the founding members of the PARCC consortium. Our participation in this partnership offered the opportunity to pool our expertise with other states, share the costs of test development, and realize economies of scale in test administration.

The governing board of the consortium was composed of the chief state school officer of each member state. DESE Commissioner Mitchell Chester was selected to chair the governing board meetings. Each state also provided the time and expertise of state agency staff, educators from the field, and higher education faculty, to participate in various leadership groups, advisory committees, and test development activities. Staff from our Student Assessment Services office devoted a substantial amount of time to the PARCC project.

In November 2013, the Massachusetts Board of Elementary and Secondary Education voted to conduct a two-year "test drive" of the PARCC assessments, in order to decide whether we should adopt them in place of our existing MCAS assessments in those two subjects. In the spring of 2014, PARCC was field tested in a randomized sample of schools in Massachusetts and in the other consortium states. In the spring of 2015, PARCC was administered in full operational mode in a number of states. In Massachusetts, districts were given the choice of administering either the computer-based version of PARCC, the paper-based version of PARCC, or MCAS (which was exclusively paper-based at that time).

The content and design of the PARCC test items were deemed to be of very high quality. The material was well aligned to the common core state standards (CCSS) and provided a richer assessment of reasoning and critical thinking skills than MCAS at the time. Feedback on test content was generally positive from educators who were familiar with both tests. There was, however, room for improvement (for example, some of the PARCC tests did not have as good a balance of difficulty of questions as we prefer to see on our statewide assessments). In addition, several PARCC policies were at odds with critical, longstanding policies and practices in Massachusetts, including policies related to item release and testing time limitations.

The move to computer-based testing (CBT) probably occasioned more comment than the actual content of the test. The PARCC administration in spring 2015 demonstrated the significant value of CBT. Test
items can include richer and more engaging content and a greater range of accessibility features; tests can be scored more quickly and at a lower cost; and CBT reflects the reality that older students in the 21st century are doing more keyboarding than handwriting. We also learned that there is a significant learning curve for test administrators in setting up and administering a computer-based test, but districts that did so in both 2014 and 2015 reported that the process was much smoother the second time. While the testing platform performed extraordinarily well, handling millions of users with only scattered problems, DESE also learned valuable lessons about the need for technical support on the day of the assessment.

The “test drive” of CBT also made clear that we needed to help schools get the required technology as soon as possible—not just for assessment, but to support more individualized and creative instruction and learning. Today’s students need to be technologically literate if they want to succeed in college or in the workforce. We recognized that schools that do not make the effort to upgrade their technology will find themselves losing students to other schools and districts.

PARCC student results were reported in five performance bands, compared to four for MCAS. The standards for each performance band were set by the consortium, allowing for potentially useful comparisons of data among the participating states. In contrast, each state determines how the results will be used in its accountability systems.

Ultimately, after DESE leadership considered these factors, Commissioner Chester made recommendations to the board that led to Massachusetts discontinuing the use of PARCC and begin the process of developing Next-Gen MCAS. The full set of recommendations was presented to the Board in November 2015 and key recommendations are highlighted here:

1. We will incorporate into an upcoming procurement for a new MCAS contract the services needed to develop next-generation English language arts (ELA) and mathematics assessments, to be administered in all schools beginning in the spring of 2017. In order to expedite the development process and minimize costs, we will maximize the use of existing PARCC development, as well as MCAS test items, as appropriate. These will be augmented by additional test items developed to meet our needs. We remain committed to a policy of transparency with regard to releasing test items, as we currently do with MCAS.

2. Because of the time required to conduct a procurement for a new MCAS testing contractor, spring 2016 will need to be a transitional year for grades 3-8. Districts that administered PARCC in spring 2015 will administer PARCC again, and will again have the option to select the computer-based or paper-based versions. Districts that administered MCAS in spring 2015 will administer MCAS again, unless the district affirmatively elects to switch to PARCC (either computer-based or paper-based). The MCAS tests will be augmented with a limited number of PARCC test items to facilitate statewide comparisons and to provide teachers and students in MCAS districts with some initial exposure to these types of questions.

3. We will convene technical advisory committees representing Massachusetts K-12 teachers, higher education faculty, and assessment experts to advise on the content and test administration policies of the next-generation assessments. Among the policies to be reviewed are the content and length of our tests; the scheduling of test administration windows; our testing policies for students with disabilities and English learners; and the requirements for the new high school competency determination. We will also discuss the timing for reinstituting a history and social science test.
4. As an adjunct to the test development process, we will convene review panels comprised of Massachusetts K-12 teachers and higher education faculty to review the current ELA and mathematics curriculum frameworks and identify any modifications or additions to ensure that the Commonwealth's standards match those of the most aspirational education systems in the world, thus representing a course of study that best prepares students for the 21st century.

5. We will commit to computer-based testing for our state assessments. A paper-based option will be made available through the spring 2018 administration, with a goal of implementing computer-based testing statewide by spring 2019. We will work with districts to help them identify funding sources for the needed technology.

Since then, DESE has successfully developed and implemented a fully computer-based Next-Gen MCAS, retiring almost all legacy MCAS tests. Through this process, DESE demonstrated many crucial capabilities that will be put to use in the design and implementation of the proposed innovative assessment:

- **Management of assessment vendors:** To meet the rapid timeline endorsed by the board to discontinue use of PARCC and develop the Next-Generation MCAS, DESE moved much faster than usual to write the RFR and procure a vendor to develop the new assessment system. DESE successfully managed both procurement and implementation on accelerated timelines.

- **Supporting computer-based testing statewide:** After more than a decade of paper-based tests and significant technical challenges during the PARCC years, Massachusetts has now made a nearly complete transition to computer-based testing. After the decision in 2015, DESE set a four-year target for adoption of computer-based testing and has exceeded that target, with 97% of tests taken on computer in 2019.

- **Development of innovative assessment items:** The Next-Generation MCAS STE included new technology-enhanced item types, in which students answer questions using technology such as drag-and-drop, hot spot, and drop-down menus. These items may also consist of multiple parts on the same topic or standard. DESE developed these new items along with protocols for scoring and successfully implemented them statewide.

- **Establishing comparability of tests:** During the transition years, roughly half the students in the state took PARCC and half took legacy MCAS. While DESE agreed to hold districts and schools harmless of any negative changes in the accountability system, leaders were still interested in understanding how to compare student performance between years if they had transitioned from MCAS to PARCC (and later back). The DESE assessments team engaged in a highly complex undertaking to link the scores from the two tests. This required establishing comparability of achievement levels, even with 5 levels on PARCC and 4 on MCAS. More complicated still was the linking of Student Growth Percentiles (SGP) between the two tests. DESE used psychometric approaches to develop a “Transitional Student Growth Percentile” from current PARCC and prior PARCC or MCAS scores to ensure comparability.

- **Returning scores in a timely manner:** Even during the transition period, when DESE had substantial extra work to link scores on the two tests, scores were returned to students roughly on the same schedule as prior years. To do this, DESE demonstrated highly effective project management of timelines and willingness to commit resources.
Other Innovative Assessments

In addition to managing the large-scale transition to PARCC and Next-Gen MCAS, DESE also has experience developing and implementing smaller innovative assessments, detailed below.

Curriculum-Embedded Performance Assessments (CEPA)

In 2009, DESE began work funded by the Nellie Mae foundation to explore design and development of performance tasks that could be used to assess critical content knowledge and skills that were included in the Curriculum Frameworks but not assessed by MCAS at that time. DESE understood that there may ultimately be measurement-related challenges associated with performance tasks, and therefore set out to select or create tasks that:

- assess knowledge and understanding of academic content;
- assess essential standards that tap core academic knowledge, principles, and concepts;
- assess knowledge and skills based on an authentic situation or problem;
- engage and excite students;
- require active demonstration of knowledge and skills;
- involve activities, projects, and scenarios that can be safely and feasibly conducted.

The tasks and scoring guides were developed by Massachusetts teachers, with local scoring and a long window for task administration. The tasks were to be closely tied to curriculum units, and DESE explored the possibility of developing stronger linkage between the state’s approach to curriculum and assessments.

DESE’s work on CEPA and the lessons learned from that experience have directly informed the state’s planning for the IADA. DESE has decided to propose tasks that can be centrally scored in part due to the challenges of local scoring encountered during the CEPA project.

Massachusetts Performance Assessments of Knowledge and Skills (MPAKS)

The MPAKS was is some ways a continuation of the work that had been done for CEPA. Begun in 2012 under Race To The Top, the MPAKS were performance assessments aligned to the Massachusetts Frameworks (across all grades and subjects), that were developed to meet statewide validity and reliability standards. MPAKS measured specific identified standards, but were not dependent on specific lesson plans or units of study. The goals of MPAKS were to:

- Include engaging and relevant activities
- Allow students to delve deeply into a topic
- Elicit high-level thinking skills
- Require students to apply their knowledge and skills in a variety of formats
- Allow the state to measure standards not easily evaluated by the MCAS test (e.g. 21st century skills such as collaboration)

Unlike CEPA, which had teacher-developed tasks, MPAKS tasks were developed by DESE assessment and curriculum experts. A committee of teachers were engaged to check assessments for alignment with state standards, consistency and accuracy, feasibility for the full range of districts in the state, and alignment to MPAKS goals.
MPAKS tasks included a portion to be scored locally and a portion to be sent to the state for scoring. The state developed rubrics for scoring via a partnership between assessment experts and content-area experts. After an initial development try-out of the tasks, DESE identified key challenges to be addressed before advancing to field testing:

- Ensuring connection to curriculum and standards
- Manageability of administration
- Accuracy and efficiency of scoring student responses

Though MPAKS was ultimately discontinued, DESE has incorporated the learnings from MPAKS into our work on the IADA assessment. During the MPAKS development process, an advisory committee made up of diverse teachers brought a valuable range of perspectives. Development took significant time and dedication to ensure high-quality tasks and scoring experts needed to be involved early and remain involved throughout the process. The timeline for IADA task development includes teacher feedback, rapid prototyping and parallel development of scoring guides to address these lessons learned.

Civics Performance Tasks
DESE is currently developing a performance task assessment for Grade 8 civics as a potential approach to assessing students in history and social studies, which are currently untested subjects. The proposed test design for the Grade 8 history and social science assessment offers multiple, interrelated components designed to minimize testing time, maximize content representation, and measure deeper learning. The assessment consists of classroom-based performance tasks and computer-based tasks.

The performance task sets (1) will occur within regular classroom instruction and are divided into a locally-scored component (1A) and a state-scored component (1B). The local component (1A) will consist of two performance tasks related to grade 8 civics content, the HSS practices, and incorporate literacy standards such as group work and speaking and listening skills. The state-scored component (1B) will ask students to apply knowledge from the local component to complete a summative performance task; teachers can use 1A to provide additional support for students as they prepare for 1B. Different tasks will be given to (or chosen by) different districts, so that not all students will participate in the same tasks. Alternative tasks will be provided as accommodations where needed.

The computer item task sets (2) will align to the grade 8 civics standards and the HSS practice standards. They will measure students’ civic reasoning skills through an analysis of sources, such as photographs,
data tables, and historical texts. It is expected that this part of the assessment will take 50-60 minutes for students to complete. All students will be given the same sets of items to complete.

The civics assessment development team consists of members of DESE’s Student Assessments office and Curriculum office, and the team engaged a diverse advisory committee of teachers. The assessment is currently in the pilot stage, with try-outs occurring in a few classrooms and schools. DESE will determine the path forward after concluding the current round of try-outs.
Capacity to Manage Risks

As demonstrated above, DESE has significant capacity to effectively support the development and implementation of innovative assessments. For the innovative assessment proposed under IADA, potential risks and strategies to mitigate are identified below:

- **Risk: Rapid timeline for vendor selection and item development**
  
  **Capacity to mitigate:** The development and implementation of Next-Gen MCAS required a similar rapid timeline, including shortened windows for both vendor selection and test development. To meet this timeline successfully, DESE drew on existing resources and examples to create an RFR on an accelerated timeline. DESE plans to do the same for the innovative assessment vendor, incorporating guidance from CCSSO on procuring technology-based assessment vendors. Development of the RFR has already begun, so that the vendor can begin work as soon as possible if this application for IADA is approved. For the development of assessment items, the innovative nature of this assessment means that development process will be more complex. However, the limited number of grades and subjects means that far fewer test forms are required than during the development of Next-Gen MCAS, reducing the complexity to meet the timeline for rapid prototyping. Further, DESE has already communicated with the current vendor for Next-Gen MCAS about the potential need to develop an abbreviated summative, and will soon initiate planning to develop those blueprints and forms. By beginning this work even before approval for IADA, DESE mitigates the challenge of meeting the accelerated timeline.

- **Risk: Producing valid and reliable scores for the performance tasks**
  
  **Capacity to mitigate:** The timeline (in section (c) below) deliberately acknowledges that during the first administration of the innovative assessment in spring 2021, student scores will be based on the abbreviated summative and not on the performance tasks. This gives DESE time to trial the approach to scoring and conduct psychometric analysis to determine the validity and reliability of the scoring approach for performance tasks. DESE acknowledges that the first attempt at scoring may not fully meet standards for validity and reliability, so to mitigate that risk, the timeline provides for pilot administration of the performance tasks without the expectation that the resulting scores will be used in individual student achievement level determinations or school accountability. DESE has demonstrated strong psychometric capacity during the transition from PARCC to MCAS, and will use this expertise to analyze and refine the approach to scoring after the spring 2021 administration. The risk related to scoring is mitigated by setting the goal of fully operational performance tasks in spring 2023.

- **Risk: LEA and school capacity to provide instruction aligned with deeper learning**
  
  **Capacity to mitigate:** DESE recognizes that assessments play an important role in shaping instruction in schools, but that a change to assessments alone is likely to be insufficient. For this reason, the initiative for innovative assessments is paired with a corresponding initiative focused on instruction and school leadership: the Kaleidoscope Collective for Learning. As described in section (d), the KCL is a cohort of schools focused on deeper learning practices, with leadership, professional development and technical assistance provided by DESE. Launched in fall 2019, the KCL cohort will generate exemplar lesson plans, curricula and classroom assessments that can be used in support of deeper learning. Further, the DESE team leading KCL will conduct professional development and support principals to observe, coach, and provide feedback on deeper learning practices. All of these resources and materials will be collected and made available in a resource bank for schools participating in the innovative assessment, and eventually all schools statewide. Further, DESE envisions the KCL cohort and innovative assessment pilot cohort as networks for professional learning among peer educators, and will facilitate these
learning opportunities. The KCL will be an important support to mitigate the risk of low school capacity to shift instructional practice.

- **Risk: Technology limitations in schools**
  **Capacity to mitigate:** The innovative performance tasks could introduce new technology requirements above and beyond what is in place for current CBT. Local software may require more advanced computers, and a browser-based testing environment could require higher internet bandwidth for videos or 3-D simulations. In the short-term, DESE will mitigate this risk by allowing the vendor to provide technology for pilot administration of tasks. In the longer term, DESE will use the same strategies that enabled the successful rollout of CBT to 97% of students without issue. DESE will work with the vendor to understand precise technology requirements, communicate these to schools, provide guidance on possible funding sources to upgrade technology, and provide technical support during test administration.

**Extent and Depth of State and Local Support**

(3) The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following:

(i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period.

(ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.

(iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority.

(iv) Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations. (10 points)

Letters of intent and assurance forms can be found in the appendix, including the signatures of superintendents from all participating districts and some signatures from principals, School Committee chairs, or presidents of the parent-teacher association or local union.

Also included are letters of support from James Peyser, Massachusetts Secretary of Education and Charlie Baker, Governor of Massachusetts.
(c) **Timeline and budget. (Up to 15 points)**

The quality of the SEA's or consortium's timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers—

1. The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of—
   
   (i) The activities to occur in each year of the requested demonstration authority period;
   
   (ii) The parties responsible for each activity; and
   
   (iii) If applicable, how a consortium's member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and

2. The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including—

   (i) How the budget will be sufficient to meet the expected costs at each phase of the SEA's planned expansion of its innovative assessment system; and

   (ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points)

The timeline below illustrates DESE’s plan to initially pilot the innovative assessment and eventually scale up to statewide implementation by the end of the IADA period. The timeline includes activities related to four interrelated workstreams:

1. Prototyping and development of the technology-enhanced performance tasks that will be used on the innovative assessment.
2. Teacher-led development of deeper learning tasks for classroom use (not on the state’s innovative assessment).
3. Support for educators and administrators related to deeper learning, task design and assessment literacy.
4. Development of the infrastructure and systems needed to create, administer and score the combined summative and performance tasks.

An overview of the plan for each workstream and the parties responsible for them is described in the table below. DESE plans to develop a more detailed project plan and Gantt chart with specific timelines, owners and interdependencies if approved for the IADA. Timelines and plans described for Year 1 are more precise, while we expect that timelines for Year 2 and beyond will shift and adapt based on initial work.

<table>
<thead>
<tr>
<th>Workstream 1</th>
<th>Prototyping and development of technology-enhanced performance tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>The technology-enhanced performance tasks are the heart of the innovative assessment proposal. Because the cost to develop computer-based tasks is high, it will be critical to conduct rapid prototyping of task designs before committing to full development of a task. This also includes the development of scoring guidelines for the performance tasks.</td>
</tr>
</tbody>
</table>
| **Responsible parties** | ● DESE’s innovative assessments team will oversee the work.  
   ● DESE’s Kaleidoscope team and DESE’s Center for Instructional Support |
(CIS) will be closely involved to provide feedback.
- The assessment vendor will lead and manage the work.
- Teachers will be involved to provide feedback and help conduct pilots with their students.
- Over time, the DESE Student Assessment team will begin to play a larger role in the work, to develop sustainable processes and prepare for statewide implementation.

<table>
<thead>
<tr>
<th>Workstream 2</th>
<th>Development of deeper learning tasks for classroom use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To prepare students for success on the technology-enhanced performance tasks on the state’s innovative assessment, it is critical that teachers give their students more opportunities for work on deep learning tasks. DESE will work with teachers in the pilot schools and KCL schools to curate and develop a selection of deeper learning tasks for classroom use.</td>
</tr>
</tbody>
</table>
| **Responsible parties**       | ● DESE’s Kaleidoscope team will lead and organize this work.  
● DESE’s innovative assessments team and CIS will be closely involved and responsible for integration with other workstreams.  
● Teachers and school leaders will be involved in workshops and to provide feedback.  
● Expert partners (curriculum providers, training providers) may be engaged by DESE at strategic points to contribute expertise or support scalable implementation.  
● Assessment vendors will stay informed about the work. |

<table>
<thead>
<tr>
<th>Workstream 3</th>
<th>Support for educators and administrators related to deeper learning, task design and assessment literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>While the innovative assessment creates the conditions and incentives for schools to shift toward deeper learning practices, DESE recognizes that support is needed to change instructional practices and school structures. The Kaleidoscope Collective is a separate initiative with this purpose, and some components of Kaleidoscope are integrated into this project timeline.</td>
</tr>
</tbody>
</table>
| **Responsible parties**       | ● DESE’s Kaleidoscope team will oversee the work.  
● DESE’s innovative assessments team and Center for Instructional Support (CIS) will be closely involved to provide feedback.  
● School staff will be involved as both recipients of supports and contributors to the work on deeper learning. |

<table>
<thead>
<tr>
<th>Workstream 4</th>
<th>Development of the infrastructure and systems needed to create, administer and score the combined summative and performance tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>In addition to the innovation required for the new performance tasks, DESE must also build the systems and structures to be prepared to administer and score the</td>
</tr>
</tbody>
</table>
combined summative and performance tasks. This includes the development of test blueprints, item selection for the abbreviated summative, training and preparation, administration of the assessment, and score reporting.

| Responsible parties | ● DESE’s innovative assessments team will oversee the work.  
|                     | ● DESE’s Student Assessment team will be closely involved to ensure adherence to professional standards for assessments.  
|                     | ● The existing MCAS vendor will lead and manage the work.  
|                     | ● The vendor for the technology-enhanced performance tasks will be closely involved in the work.  
|                     | ● Over time, the DESE Student Assessment team will begin to play a larger role in the work, to develop sustainable processes and prepare for statewide implementation. |

Spring 2020 (Work already planned prior to IADA)

**Identify and select assessment vendor (spring)**

- Conduct exploratory research of state-of-the-art computer-based performance assessments, potentially including exploratory meetings, an RFI and/or convening to learn more about the capabilities of potential vendors.
- Create and post an RFR based on the specifications for the vendor described throughout this application. Key requirements in the RFR may include:
  - Willingness and ability to conduct rapid prototyping of performance tasks involving multiple design iterations, with multiple small-scale pilots and refinements of tasks.
  - Face-to-face meetings during the design process for key steps, e.g. bias committee, teacher review committee.
  - Capability to integrate data systems with existing MCAS vendor.
  - Capacity to provide and support an online test administration platform that accommodates both the variety of performance tasks envisioned in the pilot as well as the requirements of secure large scale testing.
- Select vendor in time to begin work during SY2020-21.

**Conduct professional development with KCL schools on deeper learning (spring)**

- Conduct school observation visits to all KCL schools to establish a baseline of deeper learning practices, identify strong practices and areas of needed focus.
- Provide targeted feedback to each KCL school.
- Design professional development workshops targeting common areas of needed focus by drawing on examples of best practice, informed by expert partners.
- Convene KCL schools for workshops focused on instructional practice, task design, and school leadership and structure that support deeper learning.

**Create deeper learning tasks for classroom use (spring-summer)**

- Partner with schools in the Kaleidoscope Collective for Learning (KCL) to refine and solidify working definition of deeper learning, engaging CIS for input.
- Work with key stakeholders, including stakeholders from the KCL, to iteratively envision ideal types of performance assessments and explore existing performance tasks to identify exemplars. These cycles of envisioning and exploration, grounded in a common definition of deeper
learning, are meant to produce a range of performance task types that can inform the development of classroom tasks and prototype performance tasks for the state’s assessment.

- Work with a multidisciplinary team of master teachers, content experts, and assessment specialists to:
  - Develop tasks or adapt existing tasks for classroom use that exemplify deeper learning.
  - Develop wireframe models of 1-2 potential designs for envisioned technology-enhanced performance tasks for both the Grade 5 and Grade 8 science standards that meet our definitions of deeper learning, as input to the vendor’s design and prototyping process.
- Pilot classroom tasks with students in KCL schools to conduct observational studies of student engagement and analysis of student performance.
  - Ensure pilots include a range of students to check they meet the needs of students with disabilities and ELs.

**Plan for creation of abbreviated summative (summer)**

- Establish working agreement with existing MCAS vendor for them to support the creation of the abbreviated summative portion of the innovative assessment.
- Develop detailed timeline and action plan.
- Ensure team members have adequate expertise and experience.
- Communicate with participating districts about the validity and reliability of the abbreviated summative and address any questions. Support districts to communicate with families.

**Year 1 (SY2020-21) – Pilot new science assessment for Grades 5 and 8**

**Develop balanced assessment blueprint (early fall)**

- Define number of points needed from the abbreviated summative and the technology-enhanced performance task section.
- Develop assessment blueprint made up of an abbreviated summative and performance tasks.
- Explore the viability of matrix sampling for the abbreviated summative and the performance tasks, considering the cost and timeline requirements to prepare multiple new performance tasks.
- Determine target content standards, science practices and 21st-century skills for performance tasks.
- Identify existing field-tested assessment items (a subset of the items being used in the statewide MCAS) to constitute the abbreviated summative section.
- Work with selected vendor to develop prototypes for the technology-enhanced performance tasks meeting the definition of deeper learning and targeting the selected standards.
- Develop plan for accommodations and modifications to ensure assessment is accessible by students with disabilities and ELs.

**Provide teacher training on tasks that support deeper learning (fall-winter)**

- Select from existing task banks a collection of tasks for teachers in participating districts to use in classrooms to engage students in deeper learning in relevant science units.
- Prepare initial examples of technology-enhanced performance tasks to a level that can be shared with teachers for feedback.
- Organize task development sessions with cohorts of science teachers from KCL, during which teachers will review exemplar tasks, preview the computer-based tasks, receive training on assessment literacy and task development, and work together in structured templates to create new deeper learning tasks for classroom use to assess deeper learning related to Grades 5 and 8 science standards.
- Conduct educator review process on classroom tasks to check for potential issues for students with disabilities and ELs, and to ensure cultural relevance for all students in Massachusetts.
Conduct rapid prototyping of technology-enhanced performance tasks (fall-winter)

- Establish calendar of dates and locations for pilot tests with students, confirming teacher and student availability and adequate technology.
- Conduct review of technology-enhanced performance tasks with bias committee.
- Develop protocol for gathering observational data during pilots, including cognitive labs and think-alouds.
- Develop survey for gathering student and teacher perspectives after pilots.
- Work with vendor and teachers to conduct pilots of the performance tasks, and conduct observational studies of student engagement and logistical issues.
- Develop and refine scoring plan along with each prototype task.
- Review data from each pilot to identify what worked and areas for refinement, specifically assessing key factors such as accessibility, validity of inferences from task design, and student engagement.
- Refine the design of performance tasks based on pilot, and repeat prototyping cycle as time permits.

Review and finalize test forms (spring)

- Create test forms for abbreviated summative section, ensuring alignment to standards and proportional balance of reporting categories.
- Finalize design of technology-enhanced performance tasks for use in spring 2021 pilot.
- Consider needs of vision/hearing impaired students related to science content, e.g. need for manipulatives.

Develop plan for test administration and scoring (winter-spring)

- Identify date range for test administration.
- Create a list of technology requirements and gather list of technology available at pilot schools.
- Develop computer-based tutorial with vendor and schedule time for students to access.
- Conduct DESE review of technology-enhanced performance tasks to ensure test platform is fully functional.
- Create scripting of what teachers need to say, limits on what teachers can or can’t say, protocols for bathroom breaks, protocol for computer issues.
  - Ask teachers ahead of time about likely questions, then produce FAQ.
- Communicate with schools, LEAs and families about the upcoming assessment.
- Recruit and train teachers for scoring.
- Plan for logins and registrations to ensure students can easily access the assessment.
- Develop training on technology readiness for teachers.
  - Produce user manual for distribution.
  - Train 2-3 people per school for tech support.
  - Ensure tech support escalation (vendor, DESE) are available by phone on day of.
- Prepare survey and feedback instruments to conduct evaluation.
  - Develop protocols for observations of classrooms during testing.
  - Establish staffing plan for observations and survey administration.
  - Survey teachers and students.

Administer try-out in Grades 5-8 assessments (spring)

- Ensure both portions of test platform are fully operational.
- Ensure sufficient staffing from vendor and DESE to support test administration.
- Administer assessment in participating schools.
Analyze student results (summer)

- Integrate data between two halves of the assessment through manual processes.
- Work with MCAS vendor to score abbreviated summative, assess comparability with statewide MCAS, and convert to individual achievement levels for each student.
  - Conduct psychometric analysis aimed at exploring a range modeling approaches, including uni- and multi-dimensional item response theory models. Should multidimensional models prove tenable, approaches to placing the technology-enhanced performance tasks will be explored. In addition, analyses will also examine whether instructionally relevant information can be provided based on the performance tasks (e.g., based on response process modeling, the application of additional models like diagnostic classification models, subscore creation).
- Score technology-enhanced performance task results, and note issues or challenges with the scoring guidelines when applied at scale.
- Generate score reports for distribution to students and LEAs.
- Provide scores to accountability office within DESE for use in the accountability system.

Year 2 (SY2021-22) – Field testing of tasks for Grades 5 and 8, pilot year for high school performance tasks

Evaluate prior year’s assessment (summer)

- Conduct review of student results on assessment and observational and survey data from administration.
- Identify lessons learned and changes needed to tests and administration protocols.
- Identify student areas of strength and areas for needed support based on results of innovative assessment.
- Determine plan for releasing items.
- Write evaluation report on Year 1 administration.

Expand pool of participating districts (fall)

- Confirm continued participation of all schools from Year 1 pilot.
- Identify additional schools for Grades 5 and 8 pilot, following the plans for scaling outlined in the IADA proposal.
- Recruit initial pilot group for high school performance tasks.

Train teachers on the innovative assessment and use of classroom assessments (fall-winter)

- Update training materials from prior year, integrating released items from SY20-21 assessment.
- Develop plan to expand training support beyond the initial pilot group. Consider peer learning networks or contracted trainers to leverage expert teachers from initial pilot group.
- Develop training materials to help teachers analyze student results from the initial pilot assessment and use the results to inform instruction.

Conduct rapid prototyping of computer-based high school tasks (winter-spring)

- Determine target content standards, science practices and 21st-century skills for technology-enhanced performance tasks in physics and biology.
- Work with vendor to develop prototypes for the technology-enhanced performance tasks meeting the definition of deeper learning and targeting the selected standards.
- Establish calendar of dates and locations for pilot tests with students, confirming teacher and student availability and adequate technology.
- Review and update protocol for gathering observational data during pilots, including cognitive labs, think-alouds, surveys, and observation protocols.
● Work with vendor and teachers to administer performance tasks, and conduct observational studies of student engagement and logistical issues.
● Develop and refine scoring plan along with each prototype task.
● Review data from each pilot to identify what worked and areas for refinement, specifically assessing key factors such as accessibility, validity of inferences from task design, and student engagement.
● Refine the design of performance tasks based on pilot, and repeat prototyping cycle as time permits.

**Develop, prepare, administer and score assessments (winter-spring)**

- Develop test blueprints for Grades 5 and 8, including selection of target content standards, science practices and 21st-century skills for performance tasks.
- Work with vendor to develop new technology-enhanced performance tasks tied to selected standards.
- Strengthen and refine accommodations for students with disabilities and English learners.
- Engage in rapid prototyping of performance tasks for Grades 5 and 8, following similar process to prior year.
- Develop test forms for Grades 5 and 8 aligned to blueprints, along with finalized scoring plans.
- Conduct reviews with bias committee and educator review panels.
- Update training materials and provide training to all participating schools.
- Finalize timeline, logistics and technology requirements, and communicate these to schools.
- Ensure test platform is fully functional.
- Ensure sufficient staffing from vendor and DESE to support test administration.
- Administer assessment as a formal field test in Grades 5 and 8 in participating schools, and as a pilot for high school subjects.
- Work with vendors to score performance tasks and abbreviated summative, and note issues or challenges with the scoring guidelines when applied at scale.
- Integrate data between two halves of the assessment through manual processes, documenting requirements for eventual integration.
- Generate score reports for distribution to students and LEAs.
  - Conduct psychometric analysis and examine approaches to placing the technology-enhanced performance tasks on performance scales, including the possibility of scaled scores.
- Provide scores to accountability office within DESE for use in the accountability system.

**Year 3 (SY2022-23) – First full operational year for Grades 5 and 8, field test for HS performance tasks.**

**Evaluate prior year’s assessment (summer)**

- Conduct review of student results on assessment and observational and survey data from administration.
- Determine whether evidence of validity and reliability of technology-enhanced performance tasks is strong enough to allow shortening of abbreviated summative and greater emphasis on performance tasks.
  - Determine how to incorporate performance task scores into student scores and school accountability for grades 5 and 8.
  - Determine whether HS assessments can produce valid and reliable individual student competency determinations with an abbreviated summative (or whether the full MCAS is still needed).
● Determine and specify requirements for eventual full integration between performance tasks and abbreviated summative.
● Identify lessons learned and changes needed to tests and administration protocols.
● Identify student areas of strength and areas for needed support based upon results of innovative assessment.
● Determine plan for releasing items.
● Write evaluation report on Year 2 administration.

**Expand pool and continue training teachers (early fall)**

- Confirm continued participation of all schools from prior pilots.
- Identify additional schools for Grades 5, 8 and high school, following the plans for scaling outlined in the IADA proposal.
- Update training materials from prior year, integrating released items from prior assessments.
- Develop plan to expand training support beyond the initial pilot group. Consider peer learning networks or contracted trainers to leverage expert teachers from initial pilot group.
- Develop training materials to help teachers analyze student results from the initial pilot assessment and use the results to inform instruction.
- Begin incorporating training on the innovative assessment into the existing structures for MCAS training.

**Develop, prepare, administer and score assessments (fall-spring)**

- Develop test blueprints, including selection of target content standards, science practices, and 21st-century skills for performance tasks.
- Work with vendor to develop new performance tasks tied to selected standards.
- Strengthen and refine accommodations for students with disabilities and English learners.
- Engage in rapid prototyping of performance tasks, following similar process to prior year.
- Develop test forms aligned to blueprints, along with finalized scoring plans.
- Conduct reviews with bias committee and educator review panels.
- Update training materials and provide training to all participating schools.
- Finalize timeline, logistics and technology requirements, and communicate these to schools.
- Ensure test platform is fully functional.
- Ensure sufficient staffing from vendor and DESE to support test administration.
- Administer assessment as a formal field test in Grades 5 and 8 in participating schools, and as a pilot for high school subjects.
- Work with vendors to score performance tasks and abbreviated summative, and note issues or challenges with the scoring guidelines when applied at scale.
- Generate score reports for distribution to students and LEAs.
  - Conduct psychometric analysis and examine approaches to placing the technology-enhanced performance tasks on performance scales, including the possibility of scaled scores.
- Provide scores to accountability office within DESE for use in the accountability system.

**Year 4 (SY2023-24) – Scale up use of science assessment (operational use for Grades 5, 8 and high school)**

**Evaluate prior year’s assessment (summer)**

- Conduct review of student results on assessment and observational and survey data from administration.
- Continue to assess evidence of validity and reliability of performance tasks and the impact on test design (balance between abbreviated summative and performance tasks).
• Propose 2-year implementation plan to fully integrate the two halves of the assessment, including a single platform for administration and integration of data and score reporting.
• Release items according to item release plan.
• Write evaluation report on Year 3 administration, to include discussion of the path to readiness for statewide use.

Significantly expand pilot and scale training approaches (fall)
• Conduct broad outreach to invite districts and charters across the state to participate in the innovative assessment.
  o Specifically target large or influential school districts with individualized invitations.
• Build infrastructure to support wide-scale training on deeper learning, the innovative assessment, and the associated (optional) classroom tasks.
• Fully incorporate training on the innovative assessment into the existing structures for MCAS training.

Develop, prepare, administer and score assessments (fall-spring)
• Develop test blueprints for Grades 5 and 8 (and possibly 10), including selection of target content standards, science practices, and 21st-century skills for performance tasks.
• Establish collaborative process between vendor and DESE assessments team to develop new performance tasks tied to selected standards.
• Develop test forms for Grades 5 and 8 aligned to blueprints, along with finalized scoring plans.
• Conduct reviews with bias committee and educator review panels.
• Update training materials and provide training to all participating schools.
• Finalize timeline, logistics and technology requirements, and communicate these to schools.
• Ensure test platform is fully functional.
• Administer operational assessment for all participating schools.
• Work with vendors to score performance tasks and abbreviated summative, and note issues or challenges with the scoring guidelines when applied at scale.
• Generate score reports for distribution to students and LEAs.
  o Conduct psychometric analysis and examine approaches to placing the technology-enhanced performance tasks on performance scales, including the possibility of scaled scores.
• Provide scores to accountability office within DESE for use in the accountability system.

Year 5 (SY2024-25) – Prepare for full statewide implementation of science assessments.

Evaluate prior year’s assessment (summer)
• Conduct review of student results on assessment and observational and survey data from administration.
• Continue to assess evidence of validity and reliability of performance tasks and the impact on test design (balance between abbreviated summative and performance tasks).
• Propose 2-year implementation plan to fully integrate the two halves of the assessment, including a single platform for administration and integration of data and score reporting.
• Release items according to item release plan.
• Write evaluation report on Year 4 administration, to include updated assessment and plan of the path to readiness for statewide use.
Significantly expand pilot and formalize training approaches (fall)
- Conduct broad outreach to invite districts and charters across the state to participate in the innovative assessment.
  - Specifically target remaining large or influential school districts with individualized invitations.
  - Work through regional collaboratives and superintendent peer relationships to encourage remaining non-participating districts to join.
- Continue to build infrastructure to support wide-scale training on deeper learning, the innovative assessment and the associated (optional) classroom tasks.
- Fully incorporate training on the innovative assessment into the existing structures for MCAS training.

Develop, prepare, administer and score assessments (fall-spring)
- Develop test blueprints for Grades 5 and 8 (and possibly 10), including selection of target content standards, science practices, and 21st-century skills for performance tasks.
- Follow established collaborative process between vendor and DESE assessments team to develop new performance tasks tied to selected standards.
- Develop test forms for Grades 5 and 8 aligned to blueprints, along with finalized scoring plans.
- Conduct reviews with bias committee and educator review panels.
- Update training materials and provide training to all participating schools.
- Finalize timeline, logistics, and technology requirements, and communicate these to schools.
- Ensure test platform is fully functional.
- Administer operational assessment for all participating schools.
- Work with vendors to score performance tasks and abbreviated summative, addressing known issues.
- Generate score reports for distribution to students and LEAs.
  - Conduct psychometric analysis and examine approaches to placing the technology-enhanced performance tasks on performance scales, including the possibility of scaled scores.
- Provide scores to accountability office within DESE for use in the accountability system.

Conduct final evaluation before statewide adoption (summer)
- Review prior year results and accomplishments from IADA period to make a recommendation about adoption for statewide use or 2-year extension.

Project Budget

DESE is pursuing multiple potential funding sources to develop the innovative assessment and bring it to scale. DESE has already begun fundraising from non-public sources (e.g. foundations) to create a base of funding to support initial design work and partnership with a vendor. Additionally, DESE is currently applying for competitive grant funds with the potential to win up to $5M in new funding to support the implementation and scaling of the new assessment. We are confident that the work described in this IADA proposal is well aligned with the goals of many funders in Massachusetts and nationally and believe there is substantial potential for non-public fundraising to support initial phases.

Additionally, Massachusetts has recently approved the Student Opportunity Act, an injection of over $1 billion in new funding for schools. As part of this, the Executive Office of Education is currently working with Commissioner Jeffrey Riley to determine the portion of new funds to dedicate to 21st-century learning initiatives, which can potentially include the state’s work on innovative assessments.
DESE has conducted prior analysis of the cost for computer-based Next-Gen Chemistry or Technology/Engineering tests, finding an approximate cost of $1.75 million per test, including development, administration, scoring, standard setting, and reporting (spanning over 2 years). We anticipate that the initial annual cost for the innovative assessment at each grade level will be at least equal to the cost of these tests, and possibly higher due to the highly innovative nature of the technology-enhanced performance tasks. However, the ongoing cost is expected to be lower, once the performance task platform is built, and due to expected lower scoring costs if more of the scoring can be incorporated into software. In the months ahead, as DESE works to procure a vendor for the development of performance tasks, DESE will produce a more detailed budget estimate. Through the RFR process, DESE will learn more about the cost of vendor partners for this work and will incorporate this into the budget.

To support implementation, DESE has already added a full-time project manager position to oversee the IADA assessment work. Current assessment leaders will dedicate a portion of their time to advise on the IADA work. Further, the newly formed Kaleidoscope team (4 FTE and potentially more) will play a key role supporting the design and implementation of the assessment, especially related to teacher engagement and training. Komal Bhasin, the senior associate commissioner who leads Kaleidoscope, will serve as the executive sponsor for the state’s innovative assessment work.

In the first year, DESE is deliberately managing the initial design and implementation outside of the student assessment office, instead housing it in the Kaleidoscope team. This decision is based on organizational research showing that to innovate, organizations need to protect new initiatives from the pressures and constraints of the existing structures (The Ambidextrous Organization, Tushman and O’Reilly11). Massachusetts will continue to administer the existing Next-Gen MCAS to nearly all schools and districts (excepting only those in the IADA pilot), so the existing science MCAS team will remain largely dedicated there. The innovative assessments team will meet regularly with leaders in the student assessment office, but much of the work effort will happen through the innovative assessments team, the KCL team and outside partners.

As the innovative assessment pilot grows, it will be critical to put in place the structures and processes that will allow DESE to implement the innovative assessment on an ongoing basis with internal capacity. During years 2 and 3, the assessments team will become more involved and DESE will realign portions of FTE from the existing science MCAS work to contribute to the innovative assessment. If needed, DESE is ready to add additional positions to support this work without overloading the existing team during the period when both tests are in use, recognizing that the work is largely additive as long as both tests must be developed and administered.

Eventually, when Massachusetts reaches the end of the IADA period and commits fully to the innovative assessment system, those tests would fully displace the existing MCAS STE tests. At that point, the full level of resources currently dedicated to administering MCAS STE would be available for the ongoing development and administration of the innovative assessment.

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(d) Supports for educators, students, and parents. (Up to 25 points)

The quality of the SEA or consortium's plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers—

(1) The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results; (5 points if factor (4) is applicable; 9 points if factor (4) is inapplicable)

Supports for Educators

DESE has developed a plan for supporting educators to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. This plan relies on a combination of new training and support opportunities through the Kaleidoscope Collective, and use of existing training and support channels. During initial years, members of the DESE team for innovative assessments and Kaleidoscope will work directly with staff in participating schools and districts, so that DESE staff learn about common questions and issues through direct engagement with implementing schools. The lessons learned from the initial implementation will be codified and incorporated into training materials that can be scaled more broadly and through existing training provided by other offices, e.g. Curriculum & Instruction or Student Assessment.

In addition to instructional supports, DESE will also provide specific supports to familiarize staff, students, and families with the innovative assessment itself. This plan, including details on plans for release items and test security, is detailed below.

Supporting Changes to Instruction via Kaleidoscope

The instructional shift toward deeper learning will be supported through the Kaleidoscope Collective for Learning (KCL), a cohort of schools and districts voluntarily engaged with DESE to develop practices and materials for deeper learning. Many schools in the innovative assessment pilot in Year 1 are already members of the KCL, and KCL resources will be available to all members of the assessment pilot even if they are not part of the KCL cohort.

The KCL aims to close the gap between current instructional practices and students’ future needs by using deeper-learning centered curriculum and instruction, formative assessments aligned to the new innovative assessment, and educator development to transform the instructional culture of a school and disrupt patterns for student performance and preparedness for success in the 21st century. The approach to changing instructional practice is organized into four goals:

GOAL 1: Develop a clear and usable model of Deeper Learning and toolkit for the field
Rationale: We believe this will disrupt the patterns by which MA schools and classrooms are preparing students for success in the 21st century thus reducing and closing the achievement gap.

GOAL 2: Improve student outcomes in the Kaleidoscope cohort and Innovative Assessment pilot cohort by providing educators with high quality support
Rationale: We believe effective task preparation and high-quality coaching and reflection cycles will have the most impact on building educators’ capacity to provide equitable access to deeper learning.

GOAL 3: Build local capacity through DESE partnership (DESE as partner)
Rationale: We believe the school is the unit of change. Providing leadership coaching and supporting school redesign and strategic planning will strengthen school leaders’ capacity to support Goal 1 and 2 and create effective systems and structures that produce sustainable results.
GOAL 4: Realign state systems and structures to promote deeper learning in schools.

Rationale: We believe establishing policy and practices that support deeper learning initiatives in schools will reduce school-level barriers to implementing deeper learning at scale. We also believe that innovative assessment aligned to deeper learning and 21st-century skills will drive instructional change by incentivizing changes to instruction and adoption of high-quality curriculum aligned to deeper learning.

Near-Term Implementation Plan

Over the next 15 months, KCL will engage in the following three actions to create a scalable model that increases equitable access to deeper learning (DL) among the KCL cohort and innovative assessment pilot cohort.

<table>
<thead>
<tr>
<th>Targeted actions for Cohorts</th>
<th>DESE Deliverables</th>
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| Create a strong deeper learning instructional vision centered on utilization of deeper learning tasks and effective facilitation that incorporates discourse and cooperative learning | ➢ Deeper learning task checklist  
➢ Interim assessments aligned to deeper learning and IADA innovative assessment  
➢ Facilitation toolkit (discourse and cooperative group work) |
| Provide high quality support and professional learning that drives sustainable results in schools | ➢ Training leaders on task preparation and reflection protocol (TPR) |
| Lead leaders in strategic planning cycle for their work during and beyond the fellowship | ➢ Strategic plans contain two discrete components:  
➢ Aligning efforts: managing high quality professional learning and partnerships  
➢ Creating conditions for supporting DL:  
  ▪ Managing implementation of TPR protocol  
  ▪ Establish a school support continuum to guide strategic planning |

Through this process, DESE will develop tools to support teacher practice, principal practice, and schoolwide organization and planning. During this time frame, each school will have designated DESE liaison, either from the KCL team or the innovative assessments team (five total FTEs between the two teams). The liaison will share tools and provide support, and will also gather feedback from the school about the quality and usefulness of supports. The schools in these cohorts have all embarked on their own journey toward deeper learning, and the materials, tools, ideas and lessons learned from these schools will inform and strengthen DESE-developed tools.

**Interim assessments will be a key part of this strategy.** The state’s purpose for pursuing the IADA is that we believe a state assessment based in deeper learning performance tasks will encourage teachers to change the types of tasks they give students. Ensuring that students have access to engaging, authentic deeper learning tasks is critical to the success of this effort, but developing such tasks is difficult and time-consuming. While the proposed IADA assessment will have technology-enhanced performance tasks, high-quality tasks for interim use could be hands-on, paper and pencil, computer-based, or other formats. DESE will support the development of tasks for use as interim assessments in classrooms through multiple avenues:
● **Teacher workshops on task design:** DESE will develop training workshops on interim assessment and task design, and convene teachers from KCL schools and innovative assessment pilot schools for this workshop. Teachers will receive training and view exemplars before designing new tasks for use as end-of-unit or interim assessments. Teachers will collaborate within and across schools on task development, so that tasks will be suitable for use in a variety of classroom and school settings.

● **Existing task banks:** DESE will work with teachers and expert partners to search existing task banks, for example the assessment banks created by New Hampshire for PACE or the bank created by the Massachusetts Consortium for Innovative Education Assessment (MCIEA). DESE will find tasks that can be used or adapted in Massachusetts schools. Tasks will need to be adapted to fit the MA definition of deeper learning and align to the state’s challenging academic standards.

● **Curriculum-based assessments:** DESE does not endorse specific curricula, but does convene a panel of teachers to rate curricula through CURATE (CUrriculum RAtings by TEachers). The Kaleidoscope team is also studying highly rated curricula on Ed Reports and curricula already in use at KCL schools to identify curricula that meet the state’s definition of deeper learning. The Kaleidoscope team will determine if there are suitable performance tasks for interim assessment use in these curricula.

● **Tasks based on existing simulations:** While fully developed computer-based assessments are rare, there are a wide range of computer simulations freely available for science teaching (e.g. PhET simulations from University of Colorado, CK-12 simulations, etc.). DESE will work with teachers to explore the possibility of designing assessment tasks that use these simulations without requiring modification to the software, while meeting the state’s definition of deeper learning. Working on simulation-based tasks will help prepare students for the newly designed computer-based tasks on the state’s innovative assessment.

● **Engaging expert partners:** The Kaleidoscope team has already begun to establish working relationships with expert partners on curriculum and instruction, including The New Teacher Project, Project Lead The Way, OpenSciEd, and others who have produced curriculum or instructional tools that promote deeper learning. DESE anticipates working with these expert partners to develop interim assessment tasks aligned to the tasks on the IADA assessment.

**Longer-Term Implementation Plan**

During the first year of the IADA, the Kaleidoscope team will support schools directly, learn from their experiences, and develop tools that can be shared throughout the state. In subsequent years, this work will continue, while the state also shifts to more scalable modes of support for the growing number of schools in the innovative assessment pilot. The training materials, ideas, and tools generated from the first year of support will be shared throughout other offices in DESE so that the wide range of existing PD can incorporate ideas about promoting deeper learning.

DESE’s Center for Instructional Support (curriculum office) currently offers a wide range of learning opportunities, which will begin to integrate ideas about deeper learning in future years. While the IADA assessment proposal is only for science and technology assessments, the work of Kaleidoscope schools spans all content areas and will generate ideas to incorporate throughout DESE’s menu of PD offerings:
<table>
<thead>
<tr>
<th>Science and Technology/Engineering</th>
<th>Digital Literacy/Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Evaluating Curricular Materials in Science</td>
<td>● Digital Literacy and Computer Science Ambassadors</td>
</tr>
<tr>
<td>● Science &amp; Technology/Engineering District Leaders</td>
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<tr>
<td>● Purposeful Lesson Planning for English Learners (Science &amp; Technology/Engineering)</td>
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<tr>
<td>● Text Inventory Tool</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td><strong>ELA/Literacy</strong></td>
</tr>
<tr>
<td>● Selecting High Quality Curriculum, Mathematics</td>
<td>● Selecting High Quality Curriculum, ELA/Literacy</td>
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<tr>
<td>● Middle Grades Math Virtual Book Study (4-7)</td>
<td>● Collaborative Curriculum Implementation: EL Education for ELA Grades K-5</td>
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<td>● Mathematics District Leaders</td>
<td>● Making the Most of <em>Wonders</em></td>
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<tr>
<td>● Collaborative Curriculum Implementation: Illustrative Math for Grades 6-8</td>
<td>● Literacy District Leaders</td>
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<tr>
<td>● Purposeful Lesson Planning for English Learners (Mathematics)</td>
<td>● Strengthening High School English Language Arts (ELA)</td>
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<td></td>
<td>● Purposeful Lesson Planning for English Learners (ELA and Humanities)</td>
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<td></td>
<td>● Creating Independent Writers (Early Grades Literacy Grant)</td>
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<td>● Early Literacy Screening Pilot</td>
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<td>● Text Inventory Tool</td>
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<td><strong>History &amp; Social Studies</strong></td>
<td><strong>Language Acquisition</strong></td>
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<td>● Civics Project Network</td>
<td>● High Incidence ELE Leadership Network</td>
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<tr>
<td>● History Through Inquiry: History and Social Science Leaders</td>
<td>● Mid Incidence ELE Leadership Network</td>
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<tr>
<td>● Purposeful Lesson Planning for English Language Learners (ELA and Humanities)</td>
<td>● Low Incidence ELE Leadership Network</td>
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<td>● Text Inventory Tool</td>
<td>● World Languages Education Leadership Network</td>
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<td>● Interpreting ACCESS for ELs Score Reports for Instruction Workshop</td>
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<td><strong>Educator Effectiveness</strong></td>
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<td>● Recruiting &amp; Retaining a Diverse Workforce</td>
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<td>● OPTIC Roadshow: Online Platform for Teaching &amp; Informed Calibration</td>
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<td>● Mixed Reality in the Development, Recruitment, and Retention of Educators</td>
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<td>● Educator Preparation Network</td>
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DESE also operates the STEM Ambassador program, to bring educators together with the purpose of their being ambassadors of the work around the state. The most recent STEM Ambassador Program was designed around the development of high quality instructional tasks in math and science, and the professional learning that accompanied learning how to identify and develop high quality tasks for the ambassadors, and for the teams in their districts that they facilitated to design the tasks. In future years, the focus for this group will be on deeper learning and the ambassadors can help spread these ideas to their peers throughout the state.

There are a range of other tools DESE provides related to STEM instruction, such as QRGs (Quick Reference Guides) that spotlight topics of interest for educators, WTLFs (What to Look For) which guide people in things that they might see in classrooms that are aligned to the frameworks, and other types of resources and guidance documents. DESE also sends out a monthly e-newsletter from the STEM team that highlights existing opportunities and resources coming from the Department and relevant to STEM educators. All of these materials will be updated over time to incorporate the ideas and practices for deeper learning that are developed through work with KCL schools.

Supporting Implementation of Innovative Assessment

In addition to the supports described above related to instructional practices, DESE also plans to provide robust training and support to familiarize school staff, parents, and students with the innovative assessment system and the implementation thereof. Similar to the plan above, DESE will provide direct support to schools in the assessment pilot during the first year through a combination of webinars, conference calls, email updates, and conversation with an assigned DESE liaison. This approach will also help support staff in these schools to communicate effectively with parents and students they serve. These activities are described in more detail in the next section below, Communication with Students and Families.

Additionally, DESE recognizes that release items are highly valued by teachers in Massachusetts and will be a critical aspect of familiarizing teachers and students with the new test. In consultation meetings related to the IADA proposal, the desire to maintain DESE’s approach to release items came up frequently from teachers. In the first year, it will not be possible to share a released item, but DESE does plan to share prototypes of the performance tasks with teachers ahead of the first formal pilot in spring 2021. DESE recognizes that sharing prototypes will reduce test security, even if the prototypes differ from the final version and even if there are multiple tasks on different standards. Because DESE does not plan to use the performance tasks in students’ official scores or school accountability in the first year, the tradeoff can be made to reduce test security in order to provide better teacher familiarity with the assessment. In future years, test security will be maintained, because DESE will be able to release previously used performance tasks to teachers. DESE is still determining the feasible level of item release, given that performance tasks will be more expensive to develop than traditional items, but is committed to releasing at least one item after the spring 2021 administration.

DESE has already conducted nearly a dozen webinars and in-person meetings with staff and parents from schools in the pilot group to begin communicating about the possible changes. The slides for this presentation can be found in the appendix. DESE plans to provide targeted communication at key points throughout the development and planning for the innovative assessment, including communication about the following:

- Confirmation that Massachusetts is awarded the IADA
- Selection of a vendor to develop the performance tasks
- Development of first prototypes of performance tasks
- Opportunities to pilot early prototypes and provide feedback
Decisions about timeline for rapid prototyping cycles and test administration
Preparation and training for test administration
Opportunities for instructional training or test administration training
Updates on accommodations and supports for students with disabilities or ELs
Detailed steps to prepare for administration
Plan and timeline for score reports after administration
Evaluation and reflection on first year pilot

In following years, DESE will incorporate the training, communication, and lessons learned from the first year into the extensive set of tools, documentation, and training opportunities for staff related to the statewide MCAS. This will not all occur at once, but these documents and communication materials will be refined over time as the innovative assessment is used at larger scales. These documents and resources include:

- MCAS Principal’s Administration Manual: http://www.doe.mass.edu/mcas/testadmin/manual/PAM.pdf
- MCAS Technical Reports: http://www.doe.mass.edu/mcas/tech/
- MCAS test administration resources: http://www.doe.mass.edu/mcas/testadmin/ (and the Slide Template for Training Test Administrators in particular)
- List of training sessions: http://www.doe.mass.edu/mcas/training.html
- Training modules and previous training sessions: http://mcas.pearsonsupport.com/training/
- Student Assessment Update newsletters: (archive found here http://www.doe.mass.edu/mcas/updates.html)

Communication with Students and Families

(2) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system; (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable)

DESE firmly believes that students and families must be informed about their education and has a track record of strong, two-way communication about changes in policy or systems. Section (a) of this application discusses the state’s history of engagement, including wide-ranging stakeholder communication and feedback during the development of the state’s ESSA plan and the Commissioner’s entry plan, Our Way Forward. Section (a) also includes a partial list of the many stakeholder engagement groups with whom DESE maintains ongoing communication, including groups with significant parent representation:

- Special Education Advisory Council
- Racial Imbalance Advisory Council
- English Learners / Bilingual Education Advisory Council
- Massachusetts Education Equity Partnership

DESE has developed a communication plan consisting of strategies that will be used to familiarize students and parents with the innovative assessment system. This communication plan is grounded in the idea that parents need to hear directly from leaders in the schools and districts. As a state agency, we can lead the way on communication, but local leaders are the most trusted messengers. With this guiding idea, our communication plan uses a range of specific strategies:
• **Requiring districts to conduct community engagement**: For districts and schools interested in taking part in either the Kaleidoscope Collective or the innovative assessment pilot, there is an expectation that leaders will engage their community in the rationale and decision to take part. Staff were invited to join a webinar led by DESE during which they received training on a brief presentation about the IADA and the state’s goals in pursuing it. All interested schools and districts were provided with the slides and a document containing an overview and frequently asked questions (FAQs). These materials can be found in the appendix.

• **Training district leaders on community engagement**: As part of the launch of the Kaleidoscope Collective, DESE held a convening to train school and district leaders to effectively engage their communities on the topic of deeper learning. The workshop included frameworks for change management, a model set of materials for community engagement meetings, protocols to structure community conversations, and time for each group to plan their own community engagement meeting. The workshop also included training on delivering the “pitch” for deeper learning in a way that is tailored to each community. Districts and schools in the innovative assessment pilot will receive similar training and resources to support community engagement.

• **Providing draft letter to parents and families**: It will be critical that districts inform families about their participation in the pilot and their reasons for doing so. This communication must be customized to the context of each district. At the same time, families need to hear a consistent set of facts and answers to common questions regardless of their school system. DESE has created a draft letter to parents and families (in appendix) that will be translated into major languages in use in Massachusetts and provided to all participating schools for them to adapt and use.

• **Communicating via the website**: In an effort to continually strengthen communication, DESE recently launched a new website with more modern design and navigation. The website is an important source of information for parents and families, and each new initiative has a dedicated page. DESE will create and regularly update a page about the IADA, with information about the rationale, the design of the assessment, the project timeline, and answers to common questions.

• **Publishing training materials and release items**: One of the most important ways that people learn about the existing MCAS is by reviewing the materials posted on the website for teachers, including training about the structure of the MCAS and released items. As DESE develops materials for training teachers on the new assessment, some of these materials will be suitable for publication on the website. Released performance tasks will be a critical resource for teachers, parents, and students to understand what the new assessment looks like, and DESE will work with the vendor to publish release items in a timely manner.

• **Engaging teachers and principals in the design and piloting**: Parents often turn to teachers and principals as the familiar faces in the school to ask questions about new initiatives. DESE will engage teachers and principals from pilot schools throughout the design and pilot process, and will maintain regular communication with these staff. In addition to building buy-in for the assessment by involving them in the design, it will also help keep staff informed and prepared to communicate effectively with parents and families.

**Support for All Students and Subgroups**

(3) The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate, needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) and
As articulated in the introduction, DESE is emphasizing deeper learning throughout the state for the twin purposes of raising the bar for all students and closing achievement gaps. The innovative assessment proposed here is a tool to both measure students’ deeper learning and to encourage teachers to re-think their approach to instruction to place greater focus on deep learning experiences. Changing the assessment is a strong signal to districts and schools about DESE’s beliefs about good instruction, and will illustrate how deep learning experiences combine mastery of challenging state standards with authentic tasks and opportunities to use and develop 21st century skills.

However, a change to assessment alone is far from sufficient to ensure that the desired shift in instructional practices occurs. The Kaleidoscope Collective for Learning is a complementary initiative to the IADA, serving as the resource and professional development hub for instruction and school leadership for deeper learning. There are 22 schools already in the 2019-20 cohort of the KCL, selected on the strength of their current work on deeper learning and for the representation of student subgroups in line with the state’s demographics. This diverse representation ensures that KCL schools include many students with historically low performance on MCAS. All schools will receive in-depth support for deeper learning from KCL leaders at DESE, including professional development on instruction and assessment, protocols for observation, strategies related to school structure and more. They will also work within their schools and collectively to create resources that can serve as exemplars for others in the state.

KCL’s work on deeper learning is centered on three core values:

1) **Equity**: Deeper Learning experiences are for all students.
2) **Students First**: We believe our students can achieve at high levels; we believe schools are the unit of change in education.
3) **Resilience**: We recognize challenges, use enthusiasm and energy to influence others, and marshal resources to move forward.

The focus on equity means that KCL leaders and participants are expected to ensure that deeper learning lessons and tasks are designed to support the learning of ALL students. The KCL team at DESE embraces the principles of universal design for learning (UDL), and incorporates UDL approaches into professional development for teachers and leaders. In the pursuit of deeper learning, KCL will in fact push schools even further toward universal access to high-quality learning tasks. In the book *In Search of Deeper Learning*, authors Mehta and Fine emphasize that deeper learning means engaging students in challenging, authentic tasks even when they are perceived to lack necessary foundational skills. Rather than the traditional approach, in which students must be “remediated” before they can take part in grade-level challenging work, Mehta and Fine highlight how schools set an expectation that ALL students take part in the deeper learning activities. By engaging students with skill gaps in authentic, interesting tasks, schools can increase student motivation and interest to work on closing those skill gaps.

DESE will also ensure that students receive appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act, so that all students participating in the IADA assessment can demonstrate their mastery of the state’s challenging academic standards. The proposed approach to ensure participation of all students with appropriate accommodations is described in detail in section (b)(5) on page 40.

In addition to accommodations for students with disabilities and English learners, DESE is also focused on appropriate supports and cultural sensitivity to the needs of students from diverse economic backgrounds, races, and cultures. DESE is committed to rising to the challenge illustrated in the report.
published by the Massachusetts Education Equity Partnership (MEEP), *#1 for Some*, and embracing an approach to instruction and assessment that benefits all students in Massachusetts, including subgroups with current low performance on MCAS. For the current MCAS, there is an existing bias review process to identify items that could contribute to stereotype threat or inequities in access to content. As described in section (b)(2)-(4) beginning on page 26, DESE will continue to implement bias reviews throughout the development of the assessment and consult with diverse teachers and stakeholders.

**Local Scoring Reliability**

(4) If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts. (10 points if applicable)

Massachusetts does not propose local scoring so this section is not applicable.
(e) Evaluation and continuous improvement. (Up to 20 points)

The quality of the SEA’s or consortium’s plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—

(1) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system’s validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR 200.105(b)(4) and (9); (12 points)

In consultation and coordination with the Center For Assessment, DESE will design and implement a comprehensive series of analyses to evaluate the validity, reliability, and comparability of the innovative science assessment system to the statewide assessment system consistent with the requirements of 34 CFR 200.105(b)(4) and (9). These studies will be described and reported on annually to the USED.

One of the advantages of Massachusetts’ innovative assessment system design is the incorporation of an abbreviated summative MCAS component with a common set of items shared between the innovative assessment system and the Next Gen MCAS STE statewide assessment system. The abbreviated summative component will be used for at least the first few years of the Demonstration Authority and until such time as student performance on the innovative technology-enhanced performance tasks can be comparably scaled and equated to the Next Gen MCAS STE achievement levels.

This design allows for the performance tasks to be incorporated into a student’s score in ways that maximize the validity, reliability, and comparability to the statewide assessment system. The relationship between student performance on the technology enhanced items and performance on the abbreviated MCAS can be established prior to shifting the innovative assessment system to rely primarily on technology-enhanced performance tasks to produce student annual determinations of student proficiency.

(2) The SEA’s or consortium’s plan for continuous improvement of the innovative assessment system, including its process for—

(i) Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and

(ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually. (8 points)

DESE will support continuous improvement of the innovative assessment system through a variety of data collection systems and feedback loops. For example, DESE will work with its external partners and Kaleidoscope Collective schools to design and implement multiple means of collecting data on implementation in pilot sites to improve the quality of the innovative assessment design and implementation in participating LEAs and schools annually.

Data will be collected annually through various methods: (1) surveys of school/district leaders, teachers, and students perceptions on implementation and effects on instructional practices and student outcomes resulting from the innovative assessment system; (2) focus groups with Kaleidoscope Collective school/district leaders implementing the innovative assessment system; and (3) aggregated school-level results overall and by subgroups on the technology-enhanced performance tasks. Analyses of these data collections will be reported annually to the USED.

DESE will facilitate conversations among school/district leaders participating in the innovative assessment system around the identified challenges faced and approaches to mitigating challenges found in survey responses and focus groups. Best practices and contextual solutions will be shared among implementing schools/districts and feedback will also be solicited on ways to make changes to improve
the quality of the innovative assessment design and/or implementation. Feedback, action items, and discussions will be documented and reported annually to the USED.

Feedback resulting from aggregated school-level results overall and by subgroup on the performance tasks will be used to discuss ways to support school/district leader and teacher assessment literacy, changes to instructional practices, and supporting performance-based teaching and learning among participating schools/districts. Discussions will be documented and reported annually to the USED.

2. Risk Assessment and Specific Conditions: Consistent with 2 CFR 200.205(c) and 200.207, before approving a project under this authority, the Department may conduct a review of the risks posed by the applicant and impose specific conditions as needed.
(d) Assurances. Assurances that the SEA, or each SEA in a consortium, will—

DESE will:

(1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act—

(i) In all non-participating schools; and

(ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;

(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;

(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

(i) An update on implementation of the innovative assessment demonstration authority, including—

(A) The SEA’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and

(B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA’s progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.

(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.

(iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii).
(iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

(4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be--

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and

(iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and

(5) Coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
(e) Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State—

(1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and

(2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.

In total, 27 LEAs provided letters of support to signal their interest to participate in the assessment pilot. All of these letters of support are included in the appendix. From this pool, DESE has developed a proposed list of initial participating schools with relevant demographic information (below).

Report cards from year 1 participating LEAs are found in the appendix. The state’s design for report cards is intended to be used online in a dynamic fashion, allowing users to interact with data and charts. As a result, printed report cards do not show all aspects of an LEA’s data in a single view. The relevant demographic data are highlighted in the table below, and complete report cards can be explored online at:

http://reportcards.doe.mass.edu/

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<th>District</th>
<th>Selected pilot schools</th>
<th>All applicants</th>
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<td>Enrollment</td>
<td>Grade 9</td>
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<td>Academy Of The Pacific Rim</td>
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<td>Woburn</td>
<td>512</td>
<td>565</td>
</tr>
</tbody>
</table>
(f) Application from a consortium of SEAs. If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs—

(1) A description of the governance structure of the consortium, including—

(i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs;

(ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and

(iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure that changes in membership do not affect the consortium's ability to implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.

(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium's innovative assessment system under the demonstration authority, the consortium must submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).

Massachusetts is not applying as part of a consortium of SEAs; therefore, this is not applicable.
Part 4: Other Attachments

- **Individual Resumes for Project Directors and Key Personnel**: Provide brief resumes or job descriptions that describe their qualifications for the responsibilities they will carry out under the project.

- Letters of commitment and support from participating LEAs and state officials

- Signed assurance forms from LEAs

- Report cards from initially participating LEAs

- References/bibliography for the project narrative

# Resumes

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**Vita**

**SCOTT F. MARION**  
*President*

Scott F. Marion is the President of the non-profit The National Center for the Improvement of Educational Assessment, Inc. Previously, he served as the Vice President of the Center since 2005 and as a senior associate from 2003-2005. The mission of the Center is to help states and districts foster higher student achievement through improved practices in educational assessment and accountability. The Center does this by:

- Providing customized support to states and districts in designing, implementing, and improving fair, effective, and legally defensible assessment and accountability programs. The Center’s staff provides the full range of support, including technical analyses, policy support, documentation and communication, and training from designing an accountability system to meet a legislative mandate through designing effective programs in support of low-performing schools.

- Coordinating Technical Advisory Committees that help ensure a state’s evolving assessment and accountability programs receive the best ongoing technical advice possible, focused on the specific issues and decision-making needs of the individual state or district.

- Developing and disseminating practical standards for assessment and accountability programs that include specific information about what states and districts should do today to have technically sound programs.

As President, Dr. Marion consults with numerous states on such issues as optimal design of assessment and accountability systems, creating or documenting legally defensible approaches to accountability and educator evaluation, gathering validation evidence for accountability programs, and designing comprehensive assessment systems to serve both instructional and accountability purposes. In addition to his management role at the Center for Assessment, Dr. Marion assists in active leadership in the Center’s efforts to develop practical professional standards through the Center’s annual lecture series and as a regular contributor to professional publications and the annual conferences of AERA, NCME, and CCSSO.

As Wyoming’s assessment director (1999-2003), Dr. Marion managed the K-12 testing program, the Wyoming Comprehensive Assessment System, overseeing the state’s Uniform Reporting System, and generally overseeing all assessment-related activities at the Wyoming Department of Education. Wyoming’s innovative high school...
competency assessment system—The Body of Evidence System—was the most ambitious project of his administration. Scott Marion worked through the entire cycle of development of the assessment system from initial design through incorporation into legislation, administrative rule, and into actual implementation. From 1997 Dr. Marion worked with department of education staff and educators in the field, the state board of education, advisory panels, and the governor’s and legislative offices to design Wyoming’s first statewide, standards-based assessment system.

Dr. Marion earned his Ph.D. at the University of Colorado at Boulder under mentorship of Professors Lorrie Shepard and Robert Linn. Dr. Marion started his career as a field biologist prior to earning his Master’s of Science in Science and Environmental Education from the University of Maine.

The National Center for the Improvement of Educational Assessment, Inc.
31 Mount Vernon St
Dover, NH 03820
Telephone (603) 516-7900
E-mail smarion@nciea.org
website www.nciea.org

Education


Professional History

**Wyoming Department of Education.** Cheyenne, WY.

**Director of Assessment and Accountability.** November 1999-January 2003. Responsible for managing the state’s K-12 testing program, Wyoming Comprehensive Assessment System, overseeing the state’s Uniform Reporting System, and, generally, overseeing all assessment-related activities at the Wyoming Department of Education, including assessment issues related to district accreditation and student graduation requirements. Managed two budgets in excess of three million dollars per year, supervised three staff members, several external consultants, and a testing contractor.

**Wyoming Department of Education.** Cheyenne, WY.

**Assessment Specialist.** August 1997-October, 1999. Served as a consultant to the Department to help with the development and implementation of the Wyoming Comprehensive Assessment System. Duties included writing background research reports, planning design team meetings, drafting the assessment system technical reports, and writing and reviewing requests for proposals.
School of Education, University of Colorado at Boulder. Campus Box 249, Boulder, CO.

Research Assistant, August 1993-September 1994; August 1995-May, 1997. I worked as a research associate of a variety of assessment related research projects funded by the Center for Research on Student Standards and Testing (CRESST). Supervisor: Dr. Lorrie Shepard

Evaluation Internship, September 1994 - August 1995. As part of a two-person internship team, I served as a co-principal investigator for an evaluation of the National Science Foundation-funded Mathematicians and Education Reform (MER) Forum. This internship was supported by the American Educational Research Association’s Grants Program and NSF. Supervisor: Dr. Ernest House.
College of Education, University of Maine, Orono, ME.

Part-time Faculty Member. 1991-1993. Responsibilities include teaching the following graduate and undergraduate courses: EDS 520—Educational Measurement; ESC 525—Planning the Environmental Curriculum; and EDB 221—Introduction to Educational Psychology.

Center for Research and Evaluation, College of Education. University of Maine, Orono, ME.

Research Associate, September 1988-July 1993. Responsibilities included conducting curriculum and program evaluations for school systems and other agencies, managing the Center's data bases and archives, writing grants and funding proposals, writing research and technical reports, and providing research design and statistical consulting services for University faculty and graduate students.

Selected Publications


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**National Research Council/National Academy of Science Publications**

(Participated as an active committee member and report contributor to the following NRC reports.)


**Technical Reports, Studies, Conference Papers and Presentations**

Numerous technical reports of evaluation studies produced for such organizations as the National Science Foundation and various state agencies. I have given hundreds of presentations at various national conferences including almost yearly presentations at the American Educational Research Association (AERA)/National Council of Measurement in Education (NCME) annual meetings since 1990 and CCSSO’s Large Scale Assessment Conference since 1998.

**Honors, Awards, Scholarships and Fellowships**


Service
Rye School Board, Rye, NH. 2013-present; Board Chair, 2015-2017.
AERA, Division D, Robert L. Linn Distinguished Lecture Award. Committee Member: 2009-2012; 2016-present
Committee Member: AERA Book Award. 2006-2009
United States Department of Education. National Technical Advisory Committee Member. 2008-2010
National Research Council Committee Member for the following:

➢ Developing Assessments of Science Proficiency in K-12. Board on Testing and Assessment and Board on Science Education (2013-2014)
➢ Value-Added Model in Education (2009-2010)

Southeast New Hampshire Land Trust—Board member, 2012-present.
The Keystone Center Board of Trustees 2006-2009
Nathan Dadey is interested in the design, scaling, and use of educational assessments, particularly assessments used for accountability purposes. He aims to produce methodological and applied work that contributes to improved understanding and use of assessment results in policy contexts.

In terms of methodological work, Nathan focuses on tackling issues in which typical educational measurement approaches fall short. One such area is the measurement of the Next Generation Science Standards (NGSS). For example, Nathan has supported multiple state departments of education (Delaware, Wisconsin, and Nebraska) in developing conceptualizations of their NGSS statewide systems of assessments, leading content specialists in the creation of three dimensional tasks, assisting multiple SCASS groups within the Council of Chief State School Officers and reviewing NGSS performance task quality and evaluation tools (with Achieve). A second area deals with the numerous challenges inherent in designing and implementing comprehensive systems of assessment. While working to tackling these kinds of challenges, Nathan has explored ways in which a set of “mini-interim” assessments can be scaled (with Curriculum Associates), written a policy brief addressing ESSA’s interim assessment provision and explored ways in which Bayesian networks can be used to summarize interim and summative assessment results.

In terms of applied work, Nathan focuses on issues that threaten the validity of assessment and accountability operational programs. These issues include the dimensionality of alternate assessment based on alternate achievement standards (on behalf of NCSC), the impact of interruptions on online assessment results (on behalf of the Smarter Balanced Assessment Consortia) as well as recommendations to address such impacts (on behalf of CCSSO), the representation of English Language Proficiency within state accountability systems (on behalf of the Latino Policy Forum), and the comparability of assessment scores across multiple digital devices (on behalf of the TILSA SCASS).

Nathan received a Ph.D. from the University of Colorado Boulder with a concentration in research and evaluation methodology.
Education

2015  Ph.D., Research and Evaluation Methodology, University of Colorado Boulder, School of Education.
    Dissertation: Getting More out of the National Assessment of Educational Progress: Investigating Dimensionality at the State-Level
    Committee: Derek C. Briggs (Chair), Greg Camilli, Andrew Maul, Michael Stallings, and Lorrie Shepard

2008  B.S., Psychology (Quantitative Skills Specialization), The Pennsylvania State University.

Research Experience

2015- Present  Associate ('17-Present) & Postdoctoral Fellow ('16-'17), The National Center for the Improvement of Educational Progress, Inc. Notable projects include:
    • Conceptualization, Development and Implementation of Louisiana’s Every Student Succeeds Act Compliant Innovative Assessment Demonstration Authority Pilot Assessments ('18-Present, with Scott Marion and Michelle Boyer)
    • Supporting Alabama Regional Science Specialist in Developing Three Dimensional Science Assessment Expertise (Project lead, '18-Present, with Leslie Keng, Mary Norris and Scott Marion)
    • Jointly Scaling a General Assessment with On Demand Assessments of Individual Standards (Project lead, '17-'18, with Leslie Keng and Scott Marion)
    • Comparability study of the SAT and ACT to End-of-Course Assessments (Project lead, '17-'18, with Chris Domaleski and Joseph Martineau)
    • Design and Scaling of Multiple of Systems of Interim Assessments (Project lead, '15-'17, with Brian Gong)
    • Examination of Dimensionality for the National Center and State Collaborative Assessments ('16-'17)
    • Design of a Next Generation Science Standards aligned Assessment System ('16-'17, with, Brian Gong and Scott Marion)
    • Score Comparability Across Computerized Assessment Delivery Devices ('15-'17, with, Charles DePascale and Susan Lyons)
    • Quantification of the Impact of Online Interruptions during the Spring 2015 Smarter Balanced Assessment Administration ('15-'16, with Joseph Martineau)

2011  Summer Intern, The National Center for the Improvement of Educational Progress, Inc.
    • Development of initial interpretive arguments, based on the argument based approach to validity, for the use of scores produced by various growth models in a pay-for-performance context (with Brian Gong)

2008-2015  Research Assistant, School of Education, University of Colorado at Boulder. Long term projects include:
    • The Connected Learning Research Network Survey ('12-'15, with William Penuel).
    • Multilevel Evaluation Procedure for Examining State and School Educational Contexts with the National Assessment of Educational Progress ('12-'13, with Gregory Camilli)
    • Multidimensional Vertical Scaling and Growth Modeling ('10-'12, with Derek C. Briggs)
    • Multilevel Modeling of Mathematics Achievement in Early Childhood Longitudinal Study ('09-'11, with Finbarr C. Sloane)
    • Meta-analysis of Vertical Scaling Practices ('08-'09, with Derek C. Briggs)
**Publications**

**Peer Reviewed**


**Selected Working Papers**


Dadey, N. & Gong, B. (In Preparation). Exploring the use of Bayesian Networks for Prediction in a System of Assessments.

**Reports**


Media Coverage: *Education Week Market Brief* (9/2/16), *Billings Gazette* (9/6/16)


Conference Presentations


**Consulting**

2014 Consultant, Georgia Department of Education (with Derek C. Briggs).

2012-2013 Consultant, Denver Public Schools.


2011-2012 Consultant, Delaware Department of Education (with Derek C. Briggs).


**Service**

Reviewer

- Educational Measurement: Issues and Practice (2012-Present)
- Education Policy Analysis Archives (2015-Present)


2014  Faculty Search Committee, Graduate Student Representative, *University of Colorado Boulder, School of Education.*


2009-2010  Coordinator, *International Objective Measurement Workshop Conference (with Derek C. Briggs).*

2009  Coordinator, *University of Colorado Boulder, School of Education Ph.D. Orientation.*

**Professional Memberships**

- American Educational Research Association
- American Evaluation Association
- American Psychological Association
- National Council on Measurement in Education

**Software**

**Proficient in:** BILOG-MG, flexMIRT, HLM, IRTPRO, Mathematica, SPSS, R/S-PLUS

**Familiar with:** BIMRT, ConQuest, GENOVA, Minitab, Microsoft Access, SAS, SQL, Winsteps
Leslie Keng joined the Center as a senior associate in January 2017. He is dedicated to meeting the Center’s mission to contribute to improved student achievement through enhanced policies and best practices in educational assessment and accountability. Leslie has over a decade of experience supporting states in the development, implementation, and evaluation of assessment and accountability systems. In his role at the Center, Leslie has directly supported Alabama, Indiana, Maine, Mississippi, New Mexico, Pennsylvania, Rhode Island, Tennessee, Utah, Vermont, as well as states in the PARCC consortium. He has also helped states with his involvement in initiatives and meetings offered by the CCSSO. In his work, Leslie places specific emphasis on quality – in the design, implementation, and communication of assessment and accountability systems – through empirical and evidence-based approaches to support the validity and defensibility of system outcomes. Leslie has helped several states with their assessment and accountability systems by offering guidance and technical consultation through significant changes, such as moving from a consortium-based assessment to a custom state-developed solution, transitioning to new assessment vendors, and implementing new school accountability models based on requirements in ESSA.

Prior to joining the Center, Leslie was a principal research scientist at Pearson. During his 12 years at Pearson, he has supported two of the largest testing programs in the United States – in Texas (STAAR EOC) and PARCC as lead psychometrician. He helped launch the next generation assessment systems for both programs by overseeing psychometric tasks and providing technical support during all phases of the testing development process. Leslie is also one of the architects of the evidence-based standard setting (EBSS) method, used to set performance standards in a number of assessment programs, including in Texas, New York, and PARCC.

A former high school mathematics teacher, Leslie earned a Bachelor’s degree in computer science from the University of Waterloo and Bachelor of education from Queen’s University in Canada. He also completed a Master’s in Statistics and received his Ph.D. in educational psychology (quantitative methods) from the University of Texas in Austin. Leslie serves regularly in the measurement community as a peer reviewer, moderator and discussant at national conferences. He has served on several committees in AERA and NCME, including as the webmaster and editorial board member for AERA from 2010 to 2012, as NCME training co-chair in 2012-13, and on the NCME membership committee from 2016 to 2019, including as the chair in 2018-2019. He will be the NCME program co-chair in 2020-2021.
Education

Doctor of Philosophy—University of Texas at Austin
- Major: Educational Psychology
- Concentration: Quantitative Methods

Master of Science—University of Texas at Austin
- Majors: Mathematics, Statistics

Bachelor of Mathematics—University of Waterloo (Canada)
- Major: Computer Science and Teaching Option

Bachelor of Education—Queen’s University (Canada)
- Major: Secondary Education

Professional Employment History

Senior Associate, National Center for the Improvement of Educational Assessment, Inc. 2017–Present
- Responsibilities include consultation, research, development, dissemination, and support work to meet the Center’s mission to help state and national clients develop high quality and defensible assessment and accountability systems through data-driven and evidence-based approaches.
- Recent projects have focused on offering guidance and technical consultation through significant changes to the states’ systems, such as transitioning from a consortium-based assessment to a custom state-developed solution, transitioning to new assessment vendors, and implementing new school accountability models based on requirements under ESSA.
- Lead architect of the assessment quality framework for the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, known as the Quality Testing Standards and Criteria for Comparability Claims (QTS).
- States supported included Alabama, Indiana, Maine, Mississippi, New Mexico, Pennsylvania, Rhode Island, Tennessee, Utah, and Vermont. National testing program supported include the PARCC and ERB’s Independent School Entrance Exam (ISEE).

Principal Research Scientist/Manager of Psychometric Services, Pearson 2008–2016
Manager in the psychometric services group, and psychometric lead for the PARCC project and for the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) and Grades 3-8 projects.
- As psychometric lead for the PARCC project:
  - Planned, managed and coordinated with research scientists and assessment specialists across four organizations (Pearson, Parcc Inc., ETS, and Measured Progress) to implement all psychometric activities for the initial operational administration of the PARCC assessments. This included data validation, item analysis, scaling, equating, and comparability work.
  - Generated documents and made regular presentations to the PARCC state leads, assessment specialists, psychometricians, researchers, technical advisory committee (TAC), and Parcc Inc. to obtain key operational psychometric decisions for the PARCC program.
  - Provided leadership and consultation for the various PARCC research studies, including mode and device comparability, data forensics, accessibility and accommodations, scaling and equating, and automated scoring.
  - Facilitated committee meetings and provided psychometric support for the PARCC Performance Level Setting (standard setting) process.
  - Continuing to oversee and provide psychometric support for the annual PARCC test development activities, such as data review, test construction, field-test sampling, linking design and measurement of annual progress, as the program enters its Year 3 administration.
- As psychometric lead for the STAAR EOC and Grades 3-8 projects:
  - Managed two project teams that include research scientists and statistical analysts who are responsible for the successful delivery of the STAAR EOC and 3-8 assessments.
  - Oversaw the psychometric team for the Texas English language proficiency assessments.
Provided technical oversight and psychometric support for the annual Texas K-12 statewide assessment development activities, such as sampling, scaling, equating, data review, test construction, content validation, survey administration.

Generated documents and made presentations to a variety of audiences on a regular basis. The types of audiences include policymakers and educators in Texas, external and internal customers, graduate students, and technical experts such as members of the technical advisory committee (TAC).

- One of the architects of the evidence-based standard setting (EBSS) method, which has been implemented in Texas, New York and PARCC to set performance standards on their assessments.
- Provided psychometric support, such as equating and standard-setting facilitation, to other statewide assessment projects including Mississippi, Tennessee, Florida, Virginia, and New York.
- Participated in research projects on score comparability between computer- and tablet-based assessments, college and career readiness, standard setting, score comparability for paper-and-pencil and computer-based assessments, automated essay scoring, composite reliability, and scale drift.

**Research Associate, Psychometric Services, Pearson** 2007–2008
Conducted psychometrics activities for test development process of K–12 Texas assessment program, including, data review, test construction, standard setting, content validation, and Texas Technical Advisory Committee meetings.

**Intern, Psychometric Services, Pearson** 2005–2006
- Participated in the Texas K–12 test development process including data review, standards setting, and content validation, and test construction.
- Conducted psychometrics activities including customer-related projects, research projects and the Texas Technical Advisory Committee meetings.
- Derived and compared methods of estimating composite reliability in response to federal accountability requirements.
- Performed item analysis for a comparative study of online versus paper-and-pencil tests in K–12 large scale assessment.

**Item Writer, Pearson** 2006
Wrote items for the end-of-course (EOC) Algebra I exam for the Texas Assessment of Knowledge and Skills (TAKS).

**Teaching Assistant, College of Education, University of Texas at Austin** 2004–2007
- Assisted students with questions during office hours.
- Graded exercises and exams for introductory statistics (EDP 371), psychometrics theory and methods (EDP 380P), structural equation modeling (EDP 382K), and experimental design (EDP 482K).

**Graduate Research Assistant, College of Education, University of Texas at Austin** 2004–2006
- Participated in a year-long College Board-funded research project titled “An Investigation of College Performance of AP and Non-AP Student Groups”
- Helped with research on mediated moderation in HLM and violation of normality in multi-level models.
- Wrote and modified code for NSF-funded project on “Improving Computerized Adaptive Testing (CAT) in the U.S.”

**Consultant/Technical Writer, College of Natural Science, University of Texas at Austin** 2002-2004
- Assisted students with questions during office hours.
- Graded exercises and exams.
- Substitute taught for upper-level applied statistics (M 358K), mathematical statistics (M 378K), and mathematics problem solving courses (M 360M).

**Consultant/Technical Trainer, Trilogy** 1998–2002
- Delivered technical training.
- Developed course curriculum on Trilogy’s enterprise and eCommerce solutions that involved architectural design, business modeling and programming in Java, JSP, Servlets, XML, HTML, Visual Basic.
- Provided internal and customer support through mentorship and knowledge transfer.
### Student Teacher/Network Administrator, Trafalgar Castle School 1997
- Taught math and computer studies classes for various high school grade levels
- Administered and maintained Novell local area network (LAN) for the school
- Integrated new e-mail system, provided technical support, managed Web server and constructed school website

### Student Teacher, Sir Sanford Fleming Academy 1996
Taught a full semester of OAC (university prep) calculus and 11th grade mathematics

### Student Teacher, Brother André Catholic High School 1996
- Taught grade 11 and 12 computer studies
- Substitute taught various classes

### Development Junior Analyst, Canadian Tire Acceptance 1994-1995
- Participated in the migration of a new change control system
- Provided technical support for the entire organization as part of the help desk

### Teaching Assistant, University of Waterloo, Faculty of Mathematics 1993-1998
- Worked in tutorial center and led discussion groups, assisting students in 1st and 2nd year calculus and algebra
- Graded student exercises and exams

### Professional Certifications
- Sun Certified Programmer for the Java™ 2 Platform
- Ontario Teachers Certificate for Intermediate/Senior Mathematics and Computer Studies

### Professional Affiliations
- Member, National Council on Measurement in Education 2008-present
- Member, American Educational Research Association 2005-2013
- Member, Graduate Committee of College of Education, Department of Educational Psychology University of Texas at Austin 2005-2006
- President, Teaching Students Association, University of Waterloo 1997

### Academic Research

#### Publications


### Presentations


Keng, L., Griesemer, P. R. & Knight, C. (2005, January). *Classroom Management Panel: Helping you overcome common problems.* Member of the panel discussing classroom management techniques as part of “Conversations about Teaching and Learning: A Colloquium for Graduate Students” at the University of Texas at Austin.
Carla is actively engaged with projects that support districts and states in designing and implementing innovative assessment and accountability reforms using performance-based assessment. She has been intricately involved in New Hampshire’s Performance Assessment of Competency Education (PACE) initiative with a focus on the technical quality and evaluation of that pilot program. Carla is also working with states to set performance standards on their ESSA accountability systems and measure 21st century learning skills.

Carla’s research focuses on evaluating the impacts and implementation of assessment and accountability policies on teaching and learning. Carla is interested in policy research related to innovative assessment and accountability systems, competency-based education, performance-based assessments, and teacher/teacher preparation program effectiveness initiatives.

Carla has published numerous articles in peer-reviewed journals and regularly presents her research at the National Council of Measurement in Education (NCME), American Educational Research Association (AERA), Northeastern Educational Research Association (NERA), and New England Educational Research Organization (NEERO).

Carla received a Ph.D. from the University of New Hampshire with a concentration in Assessment, Evaluation, and Policy. She was awarded numerous honors, including: AERA Division H’s Outstanding Dissertation Award, UNH Dissertation Year Fellowship, UNH Graduate Research Assistantships, and UNH Education Department Outstanding Graduate Student Paper Award. Carla was also nominated and selected to participate in the AERA David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy while she was a graduate student. Carla began her career as an elementary classroom teacher for almost a decade.
Educational History


**Master of Divinity.** May 2003. Gordon-Conwell Theological Seminary, Hamilton, MA.

**Bachelor of Science.** May 2000. Gordon College, Wenham, MA. Elementary Education & Biblical Studies.

Professional Experiences

**National Center for the Improvement of Educational Assessment.** Dover, NH.
- **Associate.** March 2019—Present.
- **Postdoctoral Fellow.** March 2018—March 2019.

**University of New Hampshire.** Durham, NH.
- **Affiliate Assistant Professor of Education.** June 2018—Present. Instructor EDUC 882: Introduction to Research Methods (online; Fall 2018). Instructor EDUC 975: Educational Leadership Field Project (Summer 2018).

**University of New Hampshire.** Durham, NH.

**Elementary Schools in Massachusetts and New Hampshire.**
Selected Publications

**Peer-Reviewed Publications**


**Evans, C. M.** (2017). The predictive validity and impact of CAEP Standard 3.2: Results from one master’s-level teacher preparation program. *Journal of Teacher Education.* First published online http://dx.doi.org/10.1177/0022487117702577


**Book Chapters**

Book Reviews

Non Peer-Reviewed


Presentations
I have given numerous presentations at various national conferences including almost yearly presentations at the American Educational Research Association (AERA), National Council of Measurement in Education (NCME), Northeastern Educational Research Association (NERA), New England Educational Research Organization (NEERO), National Conference on Student Assessment (NCSA-CCSSO) annual meetings since 2015.

Honors

- Awarded AERA Division H Outstanding Dissertation Award 2018
- Awarded a UNH Dissertation Year Fellowship (2017-2018)
- AERA Division L Clark Scholar (2017)
- Outstanding Graduate Student Paper awarded by the UNH Education Department (2015)
Service

- AERA Division H Co-Chair Outstanding Publications Committee 2020
- Ad hoc reviewer for *The Journal of Teacher Education* and *Educational Measurement: Issues and Practice*
- Invited discussant at the 2016-2018 NEERO annual conferences
- Volunteer reviewer for AERA, NERA, and NEERO conferences (2014-present)
- Founded and facilitated the UNH Education Department PhD Student Seminar (2017-2018)
- Co-planned and facilitated the Educational Research and Practice Lecture Series in the UNH Education Department (2015-2018)
- Organized the keynote panel for the New England Educational Research Organization (NEERO) 2016 Annual Conference along with several colleagues
SUMMARY OF QUALIFICATIONS

- More than 19 years’ management experience in organizational leadership and relationship building with political, business, community, and education leaders.
- Extensive background in private-sector, government, and foundation fundraising, directly securing $4.3 million and key contributor in the attainment of $14.6 million.
- A strategic thinker, succinct communicator, and consensus builder with strong skills in public speaking, facilitating, research, negotiating, writing, client services, and product development.
- Skilled with project management, office, digital production/editing, and HR software, including Excel, Final Cut Pro, PowerPoint, SalesForce, SharePoint, Smartsheet, Word, Workday.

EDUCATION

M.B.A. in Human Resources Management, Fitchburg State University, Fitchburg, MA

SENIOR FELLOW, MIT, Department of Urban Studies and Planning, Cambridge, MA

M.Ed., Boston University, School of Education, Boston, MA

B.S., Boston University, College of Communication, Boston, MA

HIGH SCHOOL DIPLOMA, Business and Management Magnet High School, Dallas, TX

PROFESSIONAL WORK EXPERIENCE

2013-present

Massachusetts Department of Elementary and Secondary Education, Malden, MA

DEPUTY CHIEF OF STAFF

[Senior Strategist, Public Understanding (2017-2018); Assistant to the Chief of Staff (2016); Special Assistant to the Sr. Associate Commissioner (2014-2015); Consulting Project Director (2013-2014)]

Work closely with the commissioner and the state's leadership team for K-12 education as a member of senior staff. Current responsibilities include strategy for the Commissioner’s Office, communication and marketing, talent management, operations management, information management, and funder development.

- Develop and implement strategic plans across business units, impacting teaching, learning, and testing for 365 school districts and nearly 1 million students.
- Drafted and head agency’s first-ever statewide communication strategy.
  - Funded $1.6 million initiative through staff- and cost-sharing model across the agency.
  - Manage statewide public awareness campaigns; revamped agency’s website for the first time since the 1990s; refreshed all social media sites; implemented cloud-based communication platforms.
- Launched and serve as chief advancement officer for agency’s new fundraising operation, including the creation of the Commissioner’s Trust Fund and outreach to foundations and high-wealth individuals.
- Created agency’s “best place to work” climate and culture initiative, with 81% of staff “strongly agreeing” that the agency’s diversity definition, vision statement, goals, and career advancement commitments are “equitable” and “inclusionary.”
2010-2015  
City of Brockton, MA  
CITY COUNCILOR AT LARGE  
Actively represented the diverse interests of nearly 100,000 residents and oversaw a $350-million budget to ensure the efficient and cost effective delivery of services through the filing of legislation; the enactment of orders, ordinances, and resolutions; and by analyzing appropriations and loan orders.  
- Pushed through first-ever anti-nepotism policy to ensure every resident has a fair shot at a city job, despite entrenched opposition.  
- Lobbied for the divestment of local taxpayer dollars from big banks because of the foreclosure crisis, reinvesting more than $170 million a year in community banks.  
- Spearheaded first-ever American trade mission to Cape Verde, West Africa, securing more than $26 million in contracts for local businesses.  
- Led effort to make city government more transparent and accessible by placing online all city meetings with agendas, ordinances, and recreational calendars.  

2010-2014  
Jass Stewart Consulting, Brockton, MA  
PRINCIPAL  
Develop integrated business and communication solutions for mission-driven organizations, including the strategic analysis, integration, and execution of high-impact business and marketing plans. Clients included:  
- Massachusetts Department of Elementary and Secondary Education: Project managed key parts of the $250-million, Race to the Top portfolio of educational initiatives across multiple business units.  
- Year Up (Boston): Created information architecture and interactive metrics application to track, measure, and report “leading indicators” for key organizational and Human Resources goals.  
- City Year (Boston): Developed and built startup infrastructure for organization’s first-ever talent acquisition strategic plan, which included talent data analyses, strategic sourcing, onboarding and talent retention, and technology investments.  
- United Way of Greater Plymouth County (Brockton): Developed, branded, and executed citywide public awareness campaign to improve attendance for at-risk students.

2008-2010  
Jobs for the Future (JFF), Boston, MA  
VICE PRESIDENT  
Planned, developed, managed, and increased the impact of JFF’s messages, products, and events with media, policymakers, and other opinion leaders. JFF is a national research and advocacy organization focused on educational and economic opportunity for American families and businesses.  
- Initiated aggressive departmental “turnaround” effort to meet the demands of the organization’s more robust communication goals:  
  - Conducted gap and SWOT analyses and developed 5-year communication strategy and annual operational plans, emphasizing new “go deep vs. wide” outreach approach.  
  - Increased department budget and strategic spending from $1 million to $4 million through organization-wide communication cost analysis and consolidation.  

Jass Stewart, page 2
° Aligned work functions to new communication strategy, creating new PR, Creative, and Performance units, increasing staffing by 50%, and moving IT operation out of department.
° Improved internal view of department with 61% of staff observing “significant improvement” in performance and enhanced JFF’s public visibility through a 42% increase in media mentions.
• Stewarded, refined, and expanded existing communication activities as restructuring took place, and helped to set overall organizational goals and policies as executive team member.

ADDITIONAL WORK EXPERIENCE
2007-2008  EDUCATION CONSULTANT, Diploma Plus (Boston): Started four small high schools in Indianapolis area; revamped school startup process for organization.
2005-2007  NATIONAL DIRECTOR, Big Picture Learning (Providence, RI): Served as chief national facilitator in 15 cities to support the growth of Gates Foundation-funded Big Picture high schools.
2000-2005  FOUNDER AND CHIEF CLIENT OFFICER, Invent Media (Brockton): Developed and led solid business strategy for social marketing and technology firm serving mission-driven organizations.
1994-2000  SENIOR DIRECTOR, ASSOCIATE DIRECTOR, MANAGER, ASSISTANT MANAGER, PROMOTIONS COORDINATOR, Blackside Film and Television Productions (Boston): Led the growth of company’s Marketing, Outreach, and New Media department.
1998, 1994, 1993  ADJUNCT PROFESSOR, Boston University: Designed and taught graduate-level course on educational media and technology and two summer courses on television and film production.

COMMUNITY INVOLVEMENT
Artists for Humanity, Big Brothers, Black Men’s Health Alliance, Brockton Boys and Girls Club, Brockton Community Schools, Brockton Neighbors United, Brockton Cable Board, BU Alumni Association, Center for Science Exploration, Crime Watch, Citizen’s Police/Trial Court Academies, Mass-Care, Mayor’s Cultural Affairs Committee, Mayor’s After-School Taskforce, Signature Healthcare Business Council.

TRAVEL EXPERIENCE
HEATHER G. PESKE, Ed.D.
hpeske@doe.mass.edu or 781.605.5162 (cell)

EXPERIENCE

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION,
Malden, MA www.doe.mass.edu

Senior Associate Commissioner for Instructional Support (April 2016 - present)
● Manage a team of 40 people to reach outcome goals and increase student learning in Massachusetts;
● Manage work in the areas of educator effectiveness, preparation and development, licensure policy, curriculum and instruction, and supporting English Learners;
● Serve as a member of the Department’s Executive Senior Leadership team;
● Examples of impact:
   ● Managed the consolidation of three teams into one coherent and effective Center for Instructional Support;
   ● Led a major revision of the History-Social Science Curriculum Framework; Board of Elementary and Secondary Education (“Board”) unanimously approved the revisions;
   ● Managed ~$35 million in federal grants and foundation grants distributed to districts to improve teacher effectiveness and promote better curriculum decisions;
   ● Managed licensure functions to reduce application-to-license timeline from 34 weeks to three and eliminated the backlog of licensure applications.

Associate Commissioner for Educator Effectiveness (February 2013 – March 2016)
● Led the implementation of the Commonwealth’s Educator Evaluation Framework, including completion of the Model System. Supported 400 districts to use the Evaluation Framework to drive improvement in instructional practice.
● Managed the redesign of educator preparation program review for 80 educator preparation programs in the state to drive towards outcomes and evidence-based decisions. Secured $3.8 million in foundation funding to support.
● Managed the development and implementation of the state’s Equity Plan to ensure equitable access to effective teachers.
● Collaborated with other states to drive national policy change on educator effectiveness policies, such as the Chief State School Officers “Network for Transforming Educator Preparation.”

TEACH PLUS, Boston, MA www.teachplus.org
Vice President for Programs (2009-present)
● Managed, designed and executed programs for over 200 teacher leaders to impact policy in six sites across the country.
● Managed mobilization of a network of nearly 7,500 teachers across six cities to inform and influence state and district policy to better retain effective teachers in urban schools.
● Led expansion of the teaching policy program from two to six sites in two years, from serving 30 teachers in the first year to 155 teachers in 2012.
● Managed a team of eight people in regional sites across the country.
● Served as part of a four-person Senior Leadership team building from start-up to nationally-recognized organization.
● Co-taught monthly sessions with teachers in four of six regional sites.

Independent Consultant (2008-2009)
Conducted projects such as: research study on program evaluation; measuring teacher impact in a teacher preparation program; strategic planning. Authored report on educator evaluation in charter schools featured in *The New York Times*.

**THE EDUCATION TRUST**, Washington, DC [www.edtrust.org](http://www.edtrust.org)
*Director of Teacher Quality* (2004-2008)
- Led project teams in three states and three districts over two years to analyze data on student access to teacher quality, completed public reports, and proposed policy solutions for national, state, and local governments.
- Results of report on teacher distribution featured in *The New York Times*.
- Served on the management team to develop and oversee the organization’s strategic goals, align inter-organizational teams, troubleshoot management problems and chart the policy and political course.
- Managed the teacher quality team (2 staff).

**HARVARD GRADUATE SCHOOL OF EDUCATION**, Cambridge, MA
*Research Associate*, Project on the Next Generation of Teachers (1999-2004), [www.gse.harvard.edu/~ngt](http://www.gse.harvard.edu/~ngt)
- Initiated, with Professor Susan Moore Johnson, the *Project on the Next Generation of Teachers*.
- *Instructor*, “Practicum on Teacher Leadership” in partnership with the Boston Public Schools (2003-2004)

**TEACH FOR AMERICA**, Houston, TX
*School Director*, Teach For America Summer Institute (1998, 1999)
- Managed staff of 15 faculty members in a summer school program to prepare 200 new teachers.

**MINNESOTA CHILDREN’S MUSEUM**, St. Paul, MN
*School Services & Federal Grant Coordinator* (1995-1997)

**EAST BATON ROUGE PARISH SCHOOLS**, LA
3, 4, 5th grade teacher, Audubon Elementary (1994-1995) Taught in one of the first full-time inclusion classrooms in the district (nine students with disabilities were included in the classroom full-time).
Ensured that all students attained proficiency on the state assessment.
4th grade teacher and *Teach For America Corps Member*, Dufrocq Elementary (1992-1994)

**EDUCATION**

**Harvard University Graduate School of Education**, Cambridge, MA
Kenyon College, Gambier, OH

HONORS & AWARDS
Teacher of the Year, Dufrocq Elementary, Baton Rouge, LA, 1993.
Phi Beta Kappa, 1992.
Simpson Prize for distinguished work in Religion, selected by Kenyon College faculty, 1992.
Distinction, Senior Comprehensive Exercise, Kenyon College, 1992.

SELECTED PUBLICATIONS


Celine Coggins and Heather Peske, “New Teachers are the New Majority.” 2010. *Education Week*.


Heather G. Peske and Kati Haycock, “Teaching Inequality: How Poor and Minority Students are Short-changed on Teacher Quality.” 2006. The Education Trust.

Lead Author, with analysis by Richard Ingersoll, University of Pennsylvania. “Core Problems: Out of Field Teaching Persists in Key Academic Courses and High-Poverty Schools.” 2008. The Education Trust.


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**SELECTED PRESENTATIONS**

U.S. House of Representatives Committee on Education and the Workforce, testimony, hearing on “Exploring Efforts to Strengthen the Teaching Profession,” February 27, 2014.


National Center for Education Statistics Summer Data Conference, “Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality,” 2006.


The American Educational Research Association Annual Meeting, “Faculty are

SELECTED PAST AND CURRENT PROFESSIONAL AFFILIATIONS


The Hechinger Institute on Education and the Media, Teachers College, Columbia University, Consultant to the Joyce Fellows Program, 2007-2008.


Center for Research, Evaluation, and Advancement of Teacher Education Advisory Board for the Texas A&M University System, the Texas State University System and the University of Texas System, 2005-2008.


KOMAL BHASIN
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komal.bhasin@post.harvard.edu
86 Lancaster Road
Arlington, MA 02476

WORK EXPERIENCE

Massachusetts Department of Elementary and Secondary Education, Malden, MA
Senior Associate Commissioner, Kaleidoscope Collective
November 2019 to present
• Design and launch the Kaleidoscope Collective, a statewide initiative focused on the implementation of Deeper Learning as a vehicle to close achievement gaps across the Commonwealth and prepare students for post-secondary success.
• Develop tools, frameworks and trainings to support schools in implementing Deeper Learning and enlisting community voice and buy-in to school redesign efforts.
• Provide professional development and onsite coaching to a diverse coalition of schools to pilot the work and measure the effectiveness.
• Develop and execute a strategy for statewide scaling of lessons learned from the pilot.
• Serve as a member of the Commissioner’s Executive Senior Staff.

Lawrence Public Schools, Lawrence, MA
Principal, UP Academy Leonard Middle School
August 2013 to November 2019
• Lead a full school turnaround of one of the lowest performing schools in the state, in a fully unionized, district, public school (96% free lunch, 95% Hispanic/Latinx, grades 6-8).
• Lead students to achieve the highest math SGP of any standalone middle school in the state (spring 2019).
• Lead school to Level One status, based on improvements to behavioral climate and academic gains, including scoring #4 in the state for growth in ELA and #2 in the state for growth in Math, based on MCAS SGP in spring 2015.
• Develop an engaged, positive school climate; reducing suspension rate by 92% through implementation of restorative justice protocols within the school.
• Retain over 85% of staff annually for 5 consecutive years.

Principal in Residence, UP Education Network
August 2012 to July 2013
• Build community & family relationships, author school-design plan for full school turnaround, hire staff of 50.
• Plan and execute the network’s first Educators of Color Leadership Conference (200 attendees from all over MA).
• Design and lead trainings for network staff on recruiting and hiring a diverse staff, support the launch of network-wide goals regarding Diversity, Inclusivity and Equity.

Excel Academy Charter Schools, Boston, MA
Principal, Excel: East Boston
August 2008-July 2012
• Lead the highest performing middle school in Massachusetts (78% free lunch, 75% Hispanic/Latinx, Grades 5-8).
• In 2011, lead the school to 100% passing rate (ELA & Sci), 99.5% passing rate (Math), and overall 90.3% Advanced/Proficient rate on MCAS Exam.
• Manage, coach and lead professional development for all instructional staff, creating and implementing systems for effective support and evaluation, retaining 100% of core academic teachers in 09-10 school year.

Dean of Curriculum and Instruction, Excel: East Boston
August 2007-July 2008
• Develop systems for instructional support of teachers, including school-wide professional development, data analysis, and observation/feedback systems.
• Create school-wide academic support and remediation programs
• Develop school-wide systems for managing Special Education and ELL compliance

KIPP: New Orleans, New Orleans, LA
Founding Middle School Leader, KIPP: McDonogh15
February 2006-June 2007
• Co-wrote and defended charter for turnaround preK-8th grade school (98% free-reduced lunch, 97% African American)
• Led school to be the highest-performing open-admission public school in New Orleans, based on state LEAP test results. Students grew from 21st to 80th national percentile ranking in math.
• Recruited and trained 35 teachers, created and implemented school-based system of rules and consequences, and created curriculum for students in grades 5-8. Served as disciplinary, operational and instructional leader for staff in grades 5-8.

Founding Middle School Leader, New Orleans West College Prep
August 2005-June 2006
• Co-Founded a K-8 School for homeless students (100% free lunch, 100% African American,) in the aftermath of Hurricane Katrina
• Led a team of first and second year teachers to achieve significant academic gains in ELA & Math; 6th grade students grew from 3rd grade level to 9th grade level in math, based on the Stanford 10 test of achievement.
• Served as disciplinary, operational and instructional leader for staff in grades 5-8.

Founding Science Teacher, KIPP: Phillips Academy
June 2005-August 2005
• Worked on a team to execute a full school turnaround for low performing public middle school, until school (and surrounding neighborhood) was destroyed by Hurricane Katrina

John Ory Middle School, LaPlace, LA
6th, 7th and 8th grade Science Teacher
June 2003-June 2005
• Lead 100% of students (gened, students with disabilities and ELLs) to pass the high-stakes Science LEAP test
• Participated in Teach for America, a national service corps of recent college graduates who commit 2 years to teach in public schools.

PRESENTATIONS AND PUBLICATIONS

Full-day Training, “Liderando Cultura de Estudiantes,” [Leading Student Culture] One World/Relay Graduate School of Education/ISFODOSU, Dominican Republic, Summer 2019
Workshop, “Schools to Learn from: Staff Culture, Training Novice Teachers, and Retaining Staff,” Teach for America/The Management Center Principal Training Program, Winter 2019
Workshop, “How to Lead Effective School Climate” UP Education Network, Dean Preparatory Academy, Fall 2015.
Workshop, “Leading an Effective School Climate Turnaround,” Leading Educators, Spring 2015
Workshop, “Cultural Competence in Recruitment” UP Education Network, Dean Preparatory Academy, Fall 2015.
Workshop, “Key Components of a Strong Instructional Program” Building Excellent Schools Weekend Warrior, Winter 2011

**MASSACHUSETTS LICENSURE**

- Principal/Assistant Principal (5-8), Professional Status
- English as a Second Language (5-12), Initial Status
- SEI Endorsement

**AWARDS & RECOGNITION**

- Cohort V: Leverage Leadership Fellowship / Relay Graduate School of Education. Awarded “Platinum Distinction” (2018-19 SY)
- Selected for Massachusetts Principal Advisory Cabinet (2018, 2019)
- National Finalist – Sue Lehmann Award for Excellence in Teaching (2005)
- Japan Fulbright Memorial Fund Scholar (2005)
- The New Orleans Saints Teacher of the Year (2004)
- Derek Bok Prize for Distinction in Chemistry Teaching at Harvard (2003)

**LANGUAGES**

- **Spanish Proficiency**: Conduct disciplinary and academic meetings in Spanish, lead trainings and family meetings in Spanish, translate written documents into Spanish.

**EDUCATION**

- **Harvard University, Cambridge, MA**
  - AB, Magna Cum Laude, in Neurobiology, with certificate in Mind, Brain and Behavior, conferred in June 2003
  - Honors Thesis: *A Biochemical Characterization of the Protein Torsin A*
MATTHEW J. DENINGER
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(617)669-0419 • MATTDENINGER@GMAIL.COM

EDUCATION

HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION • CAMBRIDGE, MA
Ed.M. – Educational Policy and Management
- Coursework focused on education policy, leadership, statistics, research methods, law, instructional improvement, financial management, and organizational change.

DARTMOUTH COLLEGE • HANOVER, NH
A.B./English; Dartmouth Teacher Preparation Program, Secondary Licensure 1997 - 2001

PROFESSIONAL EXPERIENCE

MASS. DEPT. OF ELEMENTARY AND SECONDARY EDUCATION • MALDEN, MA
Serving as Acting Chief Strategy and Research Officer
- Oversees research, resource allocation, strategy, and planning functions within the agency.

Promoted to Director, Resource Allocation Strategy and Planning
- Led the successful consolidation of several groups within DESE to streamline our federal grant-making processes and to ultimately provide districts with the tools and evidence they need to make research-informed resource allocation decisions.

Promoted to Manager, Strategic Planning & Perf. Mgmt. | Office of Planning and Research
- Initiated results-oriented strategic planning and performance management process to focus agency efforts and ensure Commissioner’s priorities were implemented with fidelity.
- Served as lead manager for the agency’s Delivery Unit, which supports, facilitates, and evaluates the work of the agency’s highest priority initiatives (including accountability systems, communications, curriculum standards reform and implementation, educator evaluation systems, educator preparation and licensure systems, district funding formulas, strategic resource use, information technology systems, data governance, social-emotional learning, school and district turnaround, college/career readiness and pathways, etc.).

Promoted to Policy Coordinator | Office of Planning and Research
- Managed the District Analysis and Review Tool (DART) project.
- Supported the rollout of the statewide student growth model; developed identification methodology for schools and district accountability system.

Promoted to Policy Analyst | Office of Planning and Research
- Led development of annual special education disproportionality analysis formula and process, co-authored a study on the achievement gap, a research brief on out-of-district special education students; authored a research brief on disproportionality.

Education Specialist & District Liaison | Program Quality Assurance Services
- Led special education program evaluations (document reviews, interviews, focus groups, and wrote final reports). Provided technical assistance and problem resolution to parents and administrators concerning special education laws and regulations.
Massachusetts School Building Authority  Boston, MA  2015 - PRESENT

Board member / Commissioner's designee on MSBA Board of Directors
- Oversees $800 million in building projects, annually. Coordinates efforts among agencies.

Northeastern University  Boston, MA  2016 - PRESENT

Adjunct Lecturer | Graduate School for Public Policy and Urban Affairs
- Teaches graduate seminar: “Education Policy in the United States.”

Boston Public Schools  Boston, MA  Summer 2005

Research Consultant

Ashland High School  Ashland, MA  2001 - 2004

English Teacher, Athletic Coach, Class Advisor; School Site Council Member
- Taught composition and literature courses in grades 9-12.
- Coached girls’ basketball, boys’ tennis, and girls’ soccer.

Leadership, Research, and Organizational Experience


2011-2012 Fellow
- Selected for leadership development program designed for managers in state government.

Education Policy Fellowship Program  Boston, MA  2008 - 2009

2008-2009 Fellow
- Participated in national program for leaders in education policy.

Harvard University Graduate School of Education  Cambridge, MA  2004 - 2005

Lead researcher for “Legal Literacy of Educators”
- With Professor David Schimmel, developed and conducted a quantitative evaluation of hundreds of educators to determine their knowledge of legal issues in the school setting.

8 Webster Avenue Foundation  Hanover, NH  2006 - PRESENT

Treasurer, Executive Board Member
- Manages finances and oversees operation of a 501(c)(3) charitable foundation, which promotes academic excellence at Dartmouth College.

Certifications and Licensure
- Teacher Certification – Secondary English – Massachusetts and New Hampshire

Additional Skills and Information
Proficiency in SPSS, Word, PowerPoint, Excel, Outlook, SharePoint, Acrobat

AWARDS

- Department of Elementary and Secondary Education – Pride in Performance Award 2011
- Manuel Carballo Governor’s Award for Excellence in Public Service 2015
Michol Stapel
27 S St., Haverhill MA, 01835
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PROFESSIONAL EXPERIENCE

Associate Commissioner for Student Assessment, November 2015 to present
Administrator for Publications and Test Administration, July 2012 to November 2015
Publications Coordinator, August 2010 to July 2012
Publications Specialist, January 2005 to August 2010
Office of Student Assessment, Massachusetts Department of Elementary and Secondary Education
Malden, Massachusetts

Current responsibilities

- Direct the overall management of the state’s assessment systems as required under state and federal laws, including the Massachusetts Comprehensive Assessment System (MCAS), the MCAS Alternate Assessment, ACCESS for ELLs, NAEP, and PISA. Manage all aspects of these programs from item development through production, delivery, administration, scoring, and reporting.
- Oversee the budget and spending plan for Student Assessment, including multiple contractors, with an annual budget of approximately $40M.
- Ensure the integrity of test administration to over 500,000 students across the Commonwealth and manage the provision of training and technical assistance to local school officials, test coordinators, and teachers.
- Ensure the technical integrity of the program, including acting as chair of the MCAS Technical Advisory Committee, overseeing standard setting events, developing and implementing a research agenda, and preparing submissions for federal peer review.
- Manage a team of more than 35 staff members; work collaboratively with the agency leadership and with staff members throughout the Department.
- Oversee the development and implementation of major policy and programmatic decisions and changes, including the ongoing transition to full computer-based testing throughout the Commonwealth.
- Develop and manage the RFP process and negotiate contract awards.
- Enforce the requirements of the contracts and oversee the work of the testing contractors to ensure the quality and timeliness of all deliverables.
- Engage in strategic planning, hiring decisions, resource allocation, and related activities; develop and make presentations to the Board of Elementary and Secondary Education, as well as advocacy and stakeholder groups.
- Establish editorial standards for the Office of Student Assessment.
- Communicate the department’s policies and initiatives through letters, memos, presentations, and other documents.
Senior Assistant to the Associate Commissioner for Academic and Student Affairs  
Rhode Island Office of Higher Education  
Providence, Rhode Island  
September 2000 to December 2004

- Provided professional staff support to the associate commissioner and the Board of Governors for Higher Education (prepared meeting materials; conducted research and produced reports; staffed standing committees, ad hoc committees, and special groups convened by the board and/or the governor).
- Produced office publications (newsletters, reports, conference programs, promotional materials, etc.).
- Assisted in planning and coordinating conferences, speakers, and other events sponsored by the board on topics such as student assessment, academic technology, and student leadership.
- Gathered, interpreted, and disseminated academic, student, and other data. Served as statewide coordinator for IPEDS (Integrated Postsecondary Education Data System) federal data collection. Maintained databases and prepared annual reports on admissions, enrollment, and retention.
- Managed a Title II grant program that provided professional development to educators through partnerships with higher education (developed RFPs, reviewed and awarded grants, conducted site visits, interpreted and applied federal regulations).
- Reviewed and evaluated certificate and degree programs at the public institutions of higher education and at independent institutions of higher education seeking to operate in Rhode Island.
- Attended professional conferences and meetings related to Title II and IPEDS. Represented the associate commissioner at meetings and events.

Research Assistant  
South Carolina State Department of Education  
Columbia, South Carolina  
March 2000–August 2000

- Working in the Office of Professional Development, assisted in administering and monitoring the EIA Teacher Grant Program and the Robert C. Byrd Scholarship Program.
- Reviewed and determined eligibility of grants; wrote and edited letters for distribution to awardees. Updated and revised extensive databases for both programs; designed and printed reports.
- Revised, edited, and proofread reports on teacher and school visits, as well as other documents for dissemination at conferences and other departmental events.

Administrative and Research Assistant  
Argonaut Partners, L.L.C.  
San Francisco, California  
August 1997–March 1998

- Researched business and industry personnel and company information through various sources including onsite reference materials, the Internet, and the client databases. Generated, updated, edited, and proofread candidate profiles, correspondence, and other office documents.

Legal Assistant  
Suggs & Kelly Lawyers, P.A.  
Columbia, South Carolina  
May 1996–August 1997
• Composed, revised, edited, and oversaw the distribution of newsletters and case updates. Entered, updated, and organized information in files and in the client database. Prepared legal documents, reviewed cases for litigation potential, and filed claims.

EDUCATION

M.F.A. in Creative Writing, 2000
Antioch University Los Angeles, Marina del Rey, California

B.A. in English, 1996
Tulane University, New Orleans, Louisiana
Honors: full-tuition scholarship; graduated cum laude, Phi Beta Kappa
Daniel J. Wiener
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Home: (617) 964-8952 Work: (781) 338-3625 Fax: (781) 338-3630
Email: dwiener@doe.mass.edu; dwiener@rcn.com

EXPERIENCE
Massachusetts Department of Elementary and Secondary Education

Administrator of Inclusive Assessment (2007-present)
Manage all statewide assessment programs and policies for students with disabilities and English learners, including staff, contracts, professional development, accommodations policies, accessible test formats (Braille and electronic text reader), and alternate assessments for students with disabilities; and English language proficiency testing (reading, writing, listening, and speaking) for students with limited English proficiency. Chair, PARCC Technical Working Group on Accessibility, Accommodations and Fairness; and Chair, WIDA Accessibility, Accommodations, and Equity Subcommittee (2011-present). Received Governor’s “Pride in Performance” Recognition Award (2001, 2004, and 2014).

State Assessment Coordinator for Special Populations (1998-2007)
Developed and disseminated state testing policies for students with disabilities on the Massachusetts Comprehensive Assessment System (MCAS). Coordinated development and implementation of statewide accommodations policies and an alternate assessment program for students with significant disabilities; conducted annual training of more than 4000 educators; convened statewide advisory committee and teacher training network; oversaw $8.7 million alternate assessment contract and $16.2 million English proficiency assessment contract.

Extensive familiarity with and experience in:
• Special Education: Specialized in inclusive programming, grant administration, regulation, problem resolution, program monitoring, and technical assistance to school districts, educators, and parents.
• School Restructuring: Coordinated school-based planning and restructuring grant program (160 schools); collaborated with Harvard University Project Zero to promote use of student portfolios and project-based learning in urban public schools.
• State Curriculum Frameworks: primary role in creating statewide curriculum guidelines and learning standards for arts education; developed strategies to promote involvement by students with disabilities in standards-based education

Education and Training Coordinator - Arts and Special Education (1982-1993)
Managed and implemented statewide program to use the arts to develop skills and promote inclusion of students with disabilities. Responsible for planning and conducting statewide training for educators and parents, and large annual arts education festivals. Supervision of staff, program management, disability awareness training, managing budgets and contracts, recruitment and hiring.
Piedmont Center for the Arts, Inc., Worcester, MA

Arts Program Coordinator/Community Craft Studio Manager (1975-1982)
Supervised delivery of affordable arts and enrichment programs to city residents, with emphasis on urban, disadvantaged, disabled, and court-referred youths.
- Developed inner-city neighborhood-based arts education center with funds generated from local businesses and charitable foundations.
- Planned and conducted more than 300 large outdoor neighborhood celebrations for *Summer’s World*, a city-wide summer multi-cultural arts program; hired, supervised seasonal program staff.

RELATED EXPERIENCE

Chairperson, PARCC Technical Working Group on Accessibility, Accommodations, and Fairness
Coordinated the work of a group of national experts to develop accessibility and accommodations policies for emerging student assessment consortium, the Partnership for Assessment of Readiness for College and Careers. One of four lead writers of *PARCC Accessibility and Accommodations Manual* (2013).

Chairperson, WIDA Accessibility, Accommodations, and Equity Committee
Coordinated state members of the Worldwide Instructional Design and Assessment (WIDA) consortium to develop accessibility and accommodations policies for emerging computer-based assessments for English learners. Co-lead writer of *ACCESS for ELLs 2.0 Accessibility and Accommodations Manual* (2014).

Studio Artist (1971 - present)
Design, produce, market, and exhibit handmade functional and sculptural art pottery. Skilled at wheel-throwing, hand-building, glaze chemistry, gas and electric kiln-firing, and studio management. Numerous one-person and group exhibits and annual sales events since 1975; represented by galleries in the Boston area. Web Page: [www.wienerwarepottery.com](http://www.wienerwarepottery.com)

Chairperson, Board of Directors (1986-1992)
Mudflat Pottery Studio, Somerville, MA
Recruited and hired executive director, revised bylaws, rewrote policies and procedures, managed corporate agenda at monthly Board meetings; maintained private production studio within pottery cooperative and school.

Ceramics Studio Director and Instructor (1983-1985)
Project Arts Center, Cambridge, MA
Managed ceramics instructional programs at neighborhood arts facility; provided weekly instruction to adults and children; supervised professional staff; designed course offerings.

Founding Member (1980-1982)
Grove Street Gallery Worcester, MA
Member of Board of Directors; filed incorporation and tax exemption papers. Participated in renovation of industrial space to accommodate studios and gallery.

EDUCATION
B. A., Clark University – Geography. Additional study in: education, visual arts, psychology, anthropology

PUBLICATIONS

Alternate Assessment for Students with Significant Cognitive Disabilities: An Educator's Guide (Foreword)


One state's story: Access and alignment to the grade-level content for students with significant cognitive disabilities (Synthesis Report 57). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 2005.


Considerations in the use of non-approved test accommodations, Martha Thurlow and Daniel J. Wiener, Assessment for Effective Intervention, Council for Educational Diagnostic Services, 2001.
Robert C. Curtin
30 Norval Avenue
Stoneham, MA 02180
508-479-7014 (cell)
Email: rcurtin09@yahoo.com

EDUCATION

Massachusetts Education Policy Fellowship Program (EPFP), May 2008
Institute for Educational Leadership – Washington, DC and Northeastern University – Boston, MA

Master of Arts, Political Science, May 2001
Northeastern University – Boston, MA

Bachelor of Arts, Government, May 1999
Clark University – Worcester, MA

PROFESSIONAL EXPERIENCE

Massachusetts Department of Elementary and Secondary Education
Malden, MA

Associate Commissioner, Data and Accountability October 2014–Present
List of positions

Director, Center for School and District Accountability August 2016–Present

Director, Education Data Services August 2016–Present

Manager, Data Analysis and Reporting June 2011–August 2016

Supervisor, Data Analysis and Reporting February 2008–June 2011

Manager, Data Analysis and Reporting February 2004–February 2008

• Serve as the Associate Commissioner for Data and Accountability that has responsibility for oversight of four teams leading the district/school accountability and data collection/analysis functions of the agency.
  o The Data Collection office supports the data collection efforts of the Department from 400 public school districts and nearly one million students and 80,000 educators that are collected multiple times per year.
  o The Data Analysis and Reporting group which is responsible for the majority of federal and state reporting for the Department and developing analyses needed to policy development at the Department.
  o The District and School Accountability office which is responsible for implementation of the Department’s district and school accountability system
The District Reviews and Monitoring office which is responsible for conducting up to 20 comprehensive district reviews per year focused on district structures and systems.

- Manage 25 state employees that are members of the unit and oversee the work of over 40 contractors employed by the unit to assist in completion of district accountability reviews.
- Serve as the Massachusetts Coordinator for Federal data reporting – through EdFacts and the Consolidated State Performance Report – resulting in consistent recognition from the U.S. Department of Education for Massachusetts as a leader in timely and accurate reporting.
- Represented the Department on a number of key national stakeholder groups, including:
  - Advisory Board Member, Schools Interoperability Framework Association (SIFA), January 2012 - 2016.
  - Advisory Board Member, Just for the Kids – Massachusetts, October 2004–October 2009.
- Co-authored the successful application for a $7.0 million 2015 Federal Longitudinal Data System (LDS) grant, a $13.1 million 2009 American Recovery and Reinvestment Act LDS grant and a $6.0 million 2008 LDS Grant. All three grants were designed to improve the collection and analytical capabilities at the Department and to provide resources for data-driven instruction in Massachusetts school districts.

**Massachusetts Department of Elementary and Secondary Education**

Malden, MA

*Title I Data Analyst*  
January 2002–February 2004

- Conducted data analysis and wrote annual dropout data reports and grade retention data reports.
- Provided technical assistance to Department staff and school districts on Federal Title I data, dropout data, and grade retention data.
- Responded to numerous data requests from internal and external constituents.

**The Center for Comparative Democracy, Northeastern University**

Boston, MA

*Research Analyst*  
September 1999–June 2001

- Served as a research analyst in the development of many projects including four manuscripts published by Dr. William Crotty:
- Ireland on the World Stage (2001)
- America's Choice 2000: Entering a New Millennium (2001)
- The State of Democracy in America (2001)

**TECHNICAL SKILLS**

- Proficient with Microsoft Office Programs – Word, Excel, PowerPoint, and Access
- Proficient with the Statistical Package for the Social Sciences (SPSS)
- Proficient with the Cognos Data Warehousing Tools
ROBERT LEE

PROFESSIONAL EXPERIENCE

• 2005 to Present Dept. of Elementary and Secondary Ed. Malden MA
  Chief Analyst; PARCC Coordinator (2013-2015)
  Manager of the team of analysts responsible for producing all MCAS, NAEP, TIMSS and English Language Learner proficiency testing reports
  Oversaw Standard Setting, scaling and vertical articulation of results for Next Generation MCAS testing in grades 3-8
  Chair of the PARCC Ad hoc committee on score reporting; member PARCC Field Test Technical Team; Ad Hoc Committee on Growth, Research and Development and Standard Setting Advisory Committee
  Developer of the state’s growth model: Student Growth Percentiles
  Lead technical advisor on the MCAS and WIDA-ACCESS for ELLs contracts responsible for reviewing IRT and test equating work
  Lead efforts to reform the test equating process to allow for greater accuracy in MCAS reporting
  Developed numerous innovative ways to manage transitions as the state moved from 4, 8 and 10th grade testing to 3-8 and 10th grade testing

• 2001-2005 Department of Education Malden MA
  Analyst/Database Manager
  Designed the Massachusetts Adequate Yearly Progress system, which pioneered the use of an index system instead of percent proficient
  Integrated MCAS data with SIMS data to establish the databases used for the state accountability and Competency Determination systems
  Designed Annual Measurable Achievement Objectives for programs serving English language learners
  Lead the team of analysts providing regular updates to the commissioner and board of education on the effects of the new Competency Determination policy

• 1988-1999 Patriot Ledger/Baltimore Sun Quincy MA/Baltimore MD
  Reporter
  Daily beat reporter covering crime, politics and local government
  Author of 2,500 daily news stories
  AP award winner for spot new coverage
Covered McDuffy vs. Robertson case and the subsequent passage of the Education Reform Act of 1994

EDUCATION

- 2008 Completed coursework in IRT and test equating taught by Ron Hambleton at UMASS and designed for government employees.

  Studied Hierarchical Linear Modeling, Regression, questionnaire design  
  Studied the history of education reform under Prof. Paul Reville  
  Interned at the Department of Education

- 1998-1999 UMASS -Boston Boston MA  
  30 credits study in Teacher Education program  
  Coursework focused on constructivism in secondary science education  
  Worked as a full-time substitute and Alternative Education teacher for Canton Public Schools

- 1985-1989 Johns Hopkins University Baltimore MD  
  B.A. The Writing Seminars  
  Journalism and public policy focus, graduated with departmental honors  
  30 credits of Biology coursework  
  Captain of the 1989 Division III national champion fencing team  
  Completed four internships at the Baltimore Sun and Baltimore Magazine

ADDITIONAL PROFESSIONAL ACTIVITIES

Advisor to the Georgia Department of Education’s Race to the Top Growth Model Committee

Staff liaison to the Massachusetts Educator Evaluation Task Force

Member since 2010 of the Missouri Growth Technical Advisory Committee

Member since 2006 of the National Blue Ribbon Advisory Committee responsible for choosing Blue Ribbon Schools for the Department of Education

Member since 2011 of the Mississippi Assessment Technical Advisory Committee
Sheika (Shay) Edmond  
sedmond@doe.mass.edu  
81 Russ Street  
Randolph MA, 02368  
(617) 892-0033

EDUCATION

Boston University  
Master of Education: Policy, Planning and Administration  
Specialization: Higher Education Administration  
Boston, MA  
December 2008

Curry College  
Bachelor of Arts: Politics and History  
Minor: Criminal Justice  
Milton, MA  
May 2005

PROFESSIONAL EXPERIENCE

Massachusetts Department of Elementary and Secondary Education  
Associate Commissioner, Center for Strategic Initiatives  
Malden, MA  
November 2019 – Present

• Lead high priority, cross agency, strategic initiatives to improve outcomes for historically underserved students.
• Lead, design, develop, and implement programs and initiatives to support the Department of Elementary and Secondary Education’s priority to diversify the Commonwealth’s educator workforce.
• Provide administrative, programmatic, and fiscal oversight to the $26 million-dollar state-funded Metco program.
• Oversee the implementation of the inaugural, $6 million-dollar teacher diversification pilot program grant.
• Provide leadership and oversight to the Board of Elementary and Secondary Education’s Racial Imbalance Advisory Council.

Massachusetts Department of Elementary and Secondary Education  
Director of Student Equity Initiatives  
Malden, MA  
November 2018 – November 2019

• Lead Department administration, programmatic support, and fiscal oversight of the $26 million-dollar state-funded Metco program for thirty-five participating school districts.
• Successfully lead the Department of Elementary and Secondary Education’s efforts to develop the first Boston Metco Admissions Policy Guidelines to support increased transparency and equitable access for eligible Boston students.
• Successfully lead the Department of Elementary and Secondary Education’s efforts to revise the Boston Metco application to support increased transparency and equitable access for eligible Boston students.
• Oversaw the service contract with Metco, Inc. to ensure sufficient administration of services related to transportation, student support services, and provision of culturally responsive professional development for participating Metco districts.
• Lead, developed, and supported other Center for Educational Options initiatives to support diversity, equity, racial equity, and inclusion goals.
• Provided support and oversight to the Board of Elementary and Secondary Education’s Racial Imbalance Advisory Council.
• Lead, developed, and supported Commissioner Office projects related to diversity, equity, and inclusion.

Massachusetts Department of Elementary and Secondary Education
Malden, MA
Coordinator of School Redesign and Innovation Schools
November 2017 – November 2018
Education Specialist, Innovation Schools, Charters Schools, and School Redesign
August 2012 – November 2017

School Redesign
• Facilitated internal student learning time regulations, time on learning waiver request system, and alternative structured learning day programs policy discussions.
• Effectively coordinated the Massachusetts time on learning waiver application review process, including the implementation of onsite visits.
• Provided technical assistance related to Massachusetts student learning time regulations, time on learning waiver request system, and alternative structured learning day programs.
• Developed student learning time summary documents for senior leadership, including Commissioner of Elementary and Secondary Education.
• Developed policy guidance documents related to alternative structured learning day programs.
• Maintained the student learning time waiver and alternative structured learning day programs webpages.
• Coordinated the FY19 Metropolitan Council for Educational Opportunity (METCO) grant cycle, including development of the comprehensive request for proposals.
• Supported the identification of state level policy considerations related to the implementation of the Metco program.
• Developed Metco summary documents for senior leadership and external stakeholders.
• Lead planning efforts for the fall 2018 Metco retreat.

Massachusetts Innovation Schools
• Coordinate all aspects of the Massachusetts innovation schools initiative.
• Propose policy to inform Massachusetts innovation schools discussions and decision making.
• Develop annual legislative report and coordinate submission to Massachusetts state legislature.
• Provide comprehensive technical assistance related to authorization and renewal of Massachusetts innovation schools.
• Develop and update Massachusetts innovation schools guidance and memoranda documents.
• Develop high impact request for proposals to provide state level fiscal support.
• Coordinate and implement competitive grant review processes.

Sheika (Shay) Edmond (page 2)

• Develop summary documents for senior leadership, including Commissioner of Elementary and Secondary Education.
• Coordinate submission of annual evaluations from participating districts and schools.

Charter Schools
• Serve as liaison to cohort of 18 charter schools.
• Lead onsite charter school accountability visits.
• Monitor and assess charter school performance in accordance to the Massachusetts Charter School Performance Criteria.
• Review and analyze charter school data to inform decision making.
• Develop high quality charter school accountability reports.
• Annually monitor charter school performance in relation to objectives and measures identified in individual accountability plans.
• Oversaw public two-year colleges and school district compliance to Federal Perkins Act and applicable Massachusetts general laws.
• Conducted Federal civil rights and coordinated program reviews and prepared formal reports.
• Negotiated annual performance levels for public two-year colleges and school districts in accordance with Federal policies.

Massachusetts College of Pharmacy and Health Sciences University  
Boston, MA
Student Affairs and Black Student Union Advisor  
• Served as a judicial hearing officer, as part of the leadership team, for violations to the student code of conduct and imposed sanctions in accordance with student discipline policies.
• Participated in weekly judicial affairs leadership meetings to discuss student discipline hearings and student progress towards sanction completion.
• Lead revisions to the student code of conduct.
• Developed and maintained internal database to track judicial related affairs.
• Responded to emergency situations and implemented effective crisis management protocols.
• Conducted presentations to families, students, and applicable stakeholders on the Federal Educational Rights and Privacy Act.
• Served as the staff advisor to the Black Student Union.
• Developed and implemented programming to support the holistic development of students of color and first-generation college students.
• Supervised a staff of eight residence life team members.
• Coordinated and executed annual student affairs trainings for university staff.
• Oversaw planning, implementation, and evaluation of living and learning community educational programming.
Ventura Rodríguez, Jr., Ed.L.D.

67 Davis Road • Belmont, MA 02478 • 415-646-5918 • venturarodriguez1@gmail.com

EDUCATION

Harvard Graduate School of Education, Cambridge, MA
Doctor of Education Leadership (Ed.L.D.)
May 2015

California State University, College of Education, Hayward, CA
Principal Leadership Credential (New Leaders for New Schools)
May 2008

San Francisco State University, School of Education, San Francisco, CA
Master of Arts in Education
June 2002

University of San Francisco, College of Arts and Sciences, San Francisco, CA
Bachelor of Arts in History
December 1997

PROFESSIONAL EXPERIENCE

• Massachusetts Department of Elementary and Secondary Education (ESE), Malden, Massachusetts
  • Associate Commissioner, Statewide System of Support
    November 2017 – present
  • Direct and set policy for Massachusetts’ assistance strategy to strengthen the state’s lowest performing schools and districts.
  • Lead the strategic redesign of the state’s assistance delivery systems, which includes reviewing and improving the structures, resources, strategies, and implementation of the systems to address the needs of low performing schools and districts.
  • Lead the development, management, prioritization and oversight of the federal and state budgets and other financial matters for the Statewide System of Support.
  • Lead the integration and alignment of the assistance provided through the five offices within the Statewide System of Support, ensuring high quality and coordinated implementation, and equitable distribution of resources and supports for the state’s lowest performing districts and schools.

• Previous Roles
  • Director, Office of Strategic Transformation
    July 2016 – October 2017
  • Special Assistant to the Commissioner, District and School Turnaround
    July 2014 – June 2016

• St. HOPE Leadership Academy Charter School, Harlem, New York
• Executive Director and Founding Principal
  January 2008 – August 2012
  
  • Served as the founding principal and Executive Director of a charter middle school with 350 students and a staff of 35 employees.
  • Raised the school’s overall performance ranking from the 12th to the 73rd percentile of comparable middle schools in New York City, as measured by the Department of Education’s Annual Progress Report.
  • SHLA was named a New York State School of Character by the Academy for Character Education at The Sage Colleges, for prioritizing the social, emotional, and character development of its students.
  • Managed a yearly budget in excess of six million dollars and raised over $1.5 million dollars to support the school’s launch and ongoing operation.

Sacramento High School (St. HOPE Public Schools), Sacramento, California
• Resident Principal (New Leaders for New Schools Fellow)/Staff Developer
  
  • Served as resident principal in a high school serving 1300 students.
  • Coached, supervised, and developed 25 high school teachers across multiple subject areas.
  • Led professional development sessions for new teachers in the St. HOPE Public Schools network.

International School of Kenya, Nairobi, Kenya
High School Spanish Teacher
  August 2002 – June 2006
  
  • Taught and designed curriculum for 7 different levels of Spanish classes, from beginning to advanced literature courses (International Baccalaureate).
  • Chaired the Modern Languages Department.
  • Served on the Strategic Planning, Education, and Policy Committees for the school’s Board of Trustees.
  • Served as Finance Chair for the Teachers’ Association and lead contract negotiations with the Board.

Gateway Charter High School, San Francisco, California
Founding High School Spanish and Humanities Teacher
  June 1998 – June 2002
  
  • Served on the founding faculty of San Francisco’s second charter high school, which was selected as a California Distinguished School by the state board of education and named a Blue Ribbon School.
  • Designed and taught curriculum for 9th through 12th grade Spanish and humanities courses.
  • Served on the school’s Board of Trustees and various Board committees.
Aim High Summer School, San Francisco, CA  
Co-Director  
(summers)  
June 1999 – July 2002

- Directed a six-week academic summer school program for 150 racially and economically diverse students.
- Hired, supervised, and supported 25 fulltime teachers and staff members.
- Planned and led monthly academic enrichment activities throughout the school year for Aim High Students.

**RELATED EXPERIENCE**

Soldiers Field Park Children’s Center (SFPCC), Boston, Massachusetts  
President, Board of Directors  
June 2013 – December 2016

- Led the Board in hiring, evaluating, and supporting the Director, setting the annual budget, and meeting all legal and fiduciary responsibilities for a Harvard-affiliated early childhood education center.

Harvard Graduate School of Education (HGSE), Alumni of Color Conference, Cambridge, Massachusetts  
Co-Chair  
June 2013 –

- Co-chaired HGSE’s largest annual alumni convening, focused on exploring issues of equity and social justice in education. The event drew over 500 attendees and 100 presenters.

**LANGUAGES**

Spanish  
Fluent in written and spoken language (native speaker)
Tera J. Carr
• 18 Haskell Ave, Everett, MA 02149 • 1(828) 228-8409 • terajcarr@gmail.com

EXPERIENCE

Associate Commissioner for Kaleidoscope Collective, October 2019–Present
Department of Elementary and Secondary Education, Malden, MA
• Support 22 schools with implementing and enhancing Deeper Learning Practices
• Work with a team to design state-wide expectations for Deeper Learning
• Collaborate across departments to align and support schools with Deeper Learning

Director of Teacher Development and Pathways, February 2019–October 2019
Tulsa Public Schools; Tulsa, OK
• Design content for emergency certified teacher training for 150 new teachers a year
• Train, develop, and manage team of 40 staff to execute summer training
• Support and train 45 instructional mentors throughout the school year to coach 500 novice teachers

Adjunct Professor, May 2018 – Present
Relay Graduate School of Education; New York, NY
• Coach and provide feedback to school leaders around the country in: observation and feedback, weekly data meetings, and student culture

Principal, July 2015 – May 2019
Hamilton Elementary School Tulsa Public Schools; Tulsa, OK
• Coach and provide feedback to 8 team leads, cohort of 6 teachers
• Developed and facilitate weekly data meetings
• Support and manage building with 60 staff members and 550 students
• 98-100% Tripod administrator effectiveness ratings from staff
• 10-33% more proficient students grades 3-6 by content area in one year
• Eliminated suspensions, from 100 in 2014 to 0 by 2016

Assistant Principal, July 2013 – July 2015
Clinton Middle School Tulsa Public Schools; Tulsa, OK
• 27% more proficient in 7th grade math, double Algebra I proficiency from 2014 – 2015
• Coached and evaluate 13 teachers and facilitate professional development for staff of 35
• Decreased suspensions by 60%, planned and implemented school-wide culture efforts
• 94% Tripod administrator effectiveness ratings from staff

Teach For America Summer Institute; Tulsa, OK
• Established and implemented school vision for staff of 98
• Coached and developed a team of 7 instructional leaders
• Created schedule for 500 students in grades 6 - 12
• July 2014/2015 student achievement data 13% and 8% higher than institute average
The New Teacher Project: New York, NY
- Coach case of 10-15 teachers with the 6-step model using rigor and content
- Analyze teaching videos for Fishman Prize winners

Corps Member Advisor, March 2012 - July 2012, March 2013 - July 2013
Teach For America Summer Institute: Tulsa, OK
- Observe and coach 12 teachers based on student achievement data
- Analyze student data to make effective decisions for teacher improvement
- Facilitate professional development sessions to increase teacher effectiveness

Content Specialist, August 2012 - May 2013
Teach For America: Tulsa, OK
- Facilitated and plan professional development sessions for 15 secondary math teachers
- Analyzed data to design sessions to increase math instruction for all students

High School Special Education Math Teacher, June 2010 – July 2013
Tulsa Public Schools: Tulsa, OK
- Instructed students in Algebra I, Algebra II, Geometry and Precalculus
- 90% of Algebra I students passed the EOI yearly on average
- Lead faculty professional development as PLC leader
- Managed case of 25 students’ IEPs
- Coached cheerleading, dance, and soccer for 30-50 students/year

Preschool Assistant Director, November 2009 – May 2010
Kindercare Learning Center: Indianapolis, IN
- Managed staff of 14 teachers, and family relationships

English Teacher, August 2008 – July 2009
Zhong Ying Primary School: Harbin, Heilongjiang, China
- Planned and instructed first and second grade English classes

PROFESSIONAL LEARNING
Leverage Leadership Institute: Platinum Leader Award
May 2017 – May 2018
Transcend School Design Program: Launched Personalized and Expeditionary Learning for 550 students
September 2016 – April 2017
Relay National Principal Academy Fellowship
July 2015 – May 2016
Teach For America ExL Leadership Cohort
August 2015 – May 2016
Tulsa Public Schools Assistant Principal Leadership Experience
August 2013 – May 2015
EDUCATION
Doctorate in Education Administration, Curriculum and Supervision
  Expected May 2023 University of Oklahoma, Tulsa, Oklahoma GPA: 3.9/4.0
Masters in Education Administration, Curriculum and Supervision
  December 2012 University of Oklahoma, Tulsa, Oklahoma GPA: 3.9/4.0
Bachelor of Arts, May 2008
  Ball State University, Muncie, Indiana GPA: 3.5/4.0
HIGHLIGHTS OF QUALIFICATIONS

- **Strategic thinking and leadership**, with experience facilitating strategic planning and monitoring processes for districts.
- **Commitment to equity and inclusion**, applying evidence-based practices in hiring, planning and resource allocation.
- **Excellent verbal and written communication**, capable of presenting to large audiences and facilitating training workshops.
- **Track record of relationship development with districts**, winning over $2,000,000 in new district projects.
- **Superior problem-solving skills**, with expertise in talent development, recruiting, finance, data analysis and process design.

EXPERIENCE

Massachusetts Department of Elementary and Secondary Education (Malden, MA) Dec. 2019 - Present
**Special Advisor, Innovative Assessments and Data**
- Led innovative assessments design process and application to US Department of Education.

Senior Director, Consulting Team, District Management Group (Boston, MA) March 2017 – Present
**Director, Consulting Team August 2013 – March 2017**
- Led projects and managed teams of up to 5 consultants for 15+ school district clients at a time, facilitating strategic planning, training on strategic budgeting practices, progress monitoring and optimizing use of time in school schedules.
  - Advised superintendents and cabinet-level leaders, presented to school boards, and conducted focus groups with teachers, paraprofessionals, other staff, and parents on projects for over 50 districts.
  - Designed a more inclusive implementation approach for DMG partnership with districts, creating a guiding coalition of administrators and teachers to lead implementation. Process is now adopted in all implementation work.
  - Developed expertise in Academic Return on Investment, becoming established as a leading expert on A-ROI, launching an A-ROI training institute attended by leaders from 9 districts from across the country, and advising state agency leaders.
- Managed many key human capital systems internally, and mentored consultants via regular two-way feedback meetings, setting goals, and delivering performance reviews.
  - Oversaw creation and delivery of professional development for team of ~20 consultants, including a sequence of onboarding sessions used for all new hires since Fall 2015, contributing to reduced employee turnover and higher job satisfaction.
  - Designed and oversaw execution of new recruiting process for DMG to reduce subjectivity and bias, used for hiring over 15 consultants in last 3 years with high acceptance rate and increased diversity of hires.
- Example projects and outcomes:
  - Designed and led district professional development sessions on topics including human capital systems, MTSS and intervention, effective coaching practices and addressing racial disparities and inequities.
  - Coordinated work of district partner organizations, supporting community engagement, and producing a unified approach to professional development and coaching with aligned roles for each partner.
  - Led creation of district improvement plan for 3 years for New Bedford Public Schools, winning $1.2M in school improvement funds, developing a structure for school improvement planning and monitoring of the district plan, ultimately leading the state to release the district from monitoring.
Freelance Tutor and Curriculum Developer (during sabbatical year of international travel)
Technion University (Haifa, Israel) February 2013 – July 2013
• Developed interactive flipped classroom science curriculum aligned to Next Generation Science Standards.

MyGuru Tutoring (online from Santiago, Chile) September 2012 – July 2013
• Partnered with CEO to research and select technology platforms to allow for seamless online remote tutoring.

The Boston Consulting Group (Boston, MA) July 2012 – August 2012
• Provided Excel training to newly hired MBA and college graduates. Received average feedback of 4.9/5.

Science Teacher, Teach for America and Boston Public Schools (Boston, MA) June 2010 – July 2012
• Taught 9th grade physics at the English High School in the Boston Public School district. Students achieved 93% passing rate on state physics MCAS exam compared to 71% with the prior teacher.
• Developed framework and led task force to create a new 3-year strategic plan for the school. Advised the principal on communication and strategy. Aligned leadership team on 4 measurable goals to guide school improvement.
• Analyzed assessment and in-class performance data to determine student needs. Developed customized physics curriculum to target critical gaps in students’ academic backgrounds. Ran after-school study sessions to provide additional remediation.

Associate, The Boston Consulting Group (Boston, MA) 2008 – 2010
• Led internal trainings on skills for analysis and financial modeling. Received highest possible peer feedback of “Excellent.”
• Performed analysis, conducted interviews, and synthesized findings in a team environment for a range of projects.
• Created financial model to enable a $2.5B consumer goods company to craft strategy for shareholder return. Analyzed impact of acquisitions and financial policy decisions. Proposed strategy to CEO and CFO to deliver 12-15% shareholder return.
• Developed roadmap for $1B in spending on IT and infrastructure strategy for a national bank and credit company.
• Conducted consumer insight research for tool manufacturer to evaluate viability of entering new product space. Performed over 100 contractor interviews, analyzed survey data. Delivered proposal to extend current brand strength onto new products.

Consultant, Stroud Consulting (Marblehead, MA) 2006 – 2008
• Partnered with a client team of 60 people to drive a 15% increase in department efficiency across 6 manufacturing lines. Performed an analysis to identify and prioritize improvement opportunities. Worked with senior client contact to build sense of urgency within department. Delivered final value of over $2M annually.
• Coached client leadership to drive a 30% reduction in manufacturing waste. Functioned as the primary on-site consultant for 3 months. Advised management in weekly direction-setting meetings. Achieved over $680,000 in annual cost savings.
• Conducted workshops on client sites to train employees in management techniques, prioritization, and problem solving.

Center for Talent Development, Northwestern University Campus (Evanston, IL)
Residential Coordinator 2005
• Hired, trained and managed 17 summer teaching assistants to supervise and tutor 150 students for 8 weeks. Conducted daily staff meetings to maintain communication between program leadership and staff.
Residential Teaching Assistant 2003, 2004
• Instructed 20 students in physics and research methods. Contributed to curriculum, creating assignments, labs and exams.

**PUBLICATIONS**

**Focus and Persistence Change the Course: Turnaround at New Bedford Public Schools (case study)**
*The District Management Journal, Spring 2016*

**Realigning Reading: Mounds View Public Schools, MN (case study)**
*The District Management Journal, Winter 2015*

**What Does the Most Good…and For Whom? An Academic Return on Investment Guidebook**
*District Management Group training manual used for A-ROI Institute training*

**PRESENTATIONS**

**Chicago Leadership Development Meeting, Strategies for Recruiting Teachers of Color** April 2019

**Boston Leadership Development Meeting, Entrepreneurship in Education** November 2018

**East Longmeadow Public Schools, Principals as Innovators** October 2017

**Massachusetts Association of School Business Officials, Using RADAR Reports** May 2017

**Government Finance Officers Association, Academic Return on Investment** June 2017 and ongoing

**MA Department of Elementary and Secondary Education, Strategic Budgeting Based on Data** September 2016

**Superintendents’ Strategy Summit, Weighing Budget Tradeoffs via Simulation** January 2016

**EDUCATION** Cambridge, MA

**Massachusetts Institute of Technology**, Bachelor of Science in Physics

**TEACHING CERTIFICATES (formerly held, currently expired)**

Physics, 8-12, Initial License (Massachusetts)

English as a Second Language, 5-12, Preliminary License (Massachusetts)

**INTERESTS**

Education policy, cooking, cycling, travel, technology, start-ups and entrepreneurship
Definitions: The following definitions are from 34 CFR 200.104(b).

(1) Affiliate member of a consortium means an SEA that is formally associated with a consortium of SEAs that is implementing the innovative assessment demonstration authority, but is not yet a full member of the consortium because it is not proposing to use the consortium's innovative assessment system under the demonstration authority, instead of, or in addition to, its statewide assessment under section 1111(b)(2) of the Act for purposes of accountability and reporting under sections 1111(c) and 1111(h) of the Act.

(2) Demonstration authority period refers to the period of time over which an SEA, or consortium of SEAs, is authorized to implement the innovative assessment demonstration authority, which may not exceed five years and does not include the extension or waiver period under 34 CFR 200.108. An SEA must use its innovative assessment system in all participating schools instead of, or in addition to, the statewide assessment under section 1111(b)(2) of the Act for purposes of accountability and reporting under section 1111(c) and 1111(h) of the Act in each year of the demonstration authority period.

(3) Innovative assessment system means a system of assessments, which may include any combination of general assessments or alternate assessments aligned with alternate academic achievement standards, in reading/language arts, mathematics, or science administered in at least one required grade under 34 CFR 200.5(a)(1) and section 1111(b)(2)(B)(v) of the Act that—

(i) Produces—

(A) An annual summative determination of each student's mastery of grade-level content standards aligned to the challenging State academic standards under section 1111(b)(1) of the Act; or

(B) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act and aligned with the State's academic content standards for the grade in which the student is enrolled, an annual summative determination relative to such alternate academic achievement standards for each such student; and

(ii) May, in any required grade or subject, include one or more of the following types of assessments:
(A) Cumulative year-end assessments.

(B) Competency-based assessments.

(C) Instructionally embedded assessments.

(D) Interim assessments.

(E) Performance-based assessments.

(F) Another innovative assessment design that meets the requirements under 34 CFR 200.105(b).

(4) Participating LEA means an LEA in the State with at least one school participating in the innovative assessment demonstration authority.

(5) Participating school means a public school in the State in which the innovative assessment system is administered under the innovative assessment demonstration authority instead of, or in addition to, the statewide assessment under section 1111(b)(2) of the Act and where the results of the school's students on the innovative assessment system are used by its State and LEA for purposes of accountability and reporting under section 1111(c) and 1111(h) of the Act.

Program Authority: Section 1204 of the ESEA (20 U.S.C. 6364); 34 CFR 200.104 through 200.108
January 27, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

Thank you for the opportunity to submit an application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act. As Governor of the Commonwealth of Massachusetts, I support the efforts of the Massachusetts Department of Elementary and Secondary Education (DESE) to engage our students in deeper learning experiences that will prepare them for post-secondary success. My belief is that the innovative assessment developed under this authority will better measure our students' deeper learning experiences, standards mastery, and twenty-first century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that will focus on the skills and knowledge students will use beyond their time in school. Additionally, the new assessment will demonstrate for our teachers the types of deeper learning tasks and lessons that we believe should be taking place in every classroom and with every student. Through this new assessment, students will engage in interactive performance tasks, applying what they've learned to new scenarios while demonstrating twenty-first century skills, such as collaboration. Massachusetts hopes to remain at the forefront of national trends in assessment, building a better test to reflect important knowledge and skills.
I enthusiastically support the Commonwealth’s application and intent to build this new assessment, and I look forward to the benefits it will bring to our students and schools.

Sincerely,

[Signature]

Charles D. Baker
Governor
January 24, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

As secretary of education for the Commonwealth of Massachusetts, I support the efforts of the Massachusetts Department of Elementary and Secondary Education (DESE) to engage our students in deeper learning experiences that will prepare them for post-secondary success. In service of that goal, I am writing in support of DESE’s application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act. My belief is that the innovative assessment developed under this authority will better measure our students’ deeper learning experiences, standards mastery, and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that will get at the skills and knowledge students will use beyond their time in school. Additionally, the new assessment will demonstrate for our teachers the types of deeper learning tasks and lessons that we believe should be taking place in every classroom and with every student. Through this new assessment, students will engage in interactive performance tasks, applying what they’ve learned to new scenarios while demonstrating 21st-century skills such as collaboration. Massachusetts hopes to remain at the forefront of national trends in assessment, building a better test to reflect important knowledge and skills.

I enthusiastically support the Commonwealth’s application and intent to build this new assessment, and I look forward to the benefits it will bring to our students and schools.

Sincerely,

James A. Peyser
Massachusetts Secretary of Education
LEA ASSURANCE

This form assures that Andover Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

LEA Representative (Printed Name): Sheldon Berman, Ed.D., Superintendent

LEA Name: Andover Public Schools

Signature of LEA Representative: [Signature]

Date: Jan 23, 2020
January 10, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

As the Superintendent and School Committee Chair of Andover Public Schools, we strive to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Sheldon Berman, Ed.D.,
Superintendent of Schools

Joel Blumstein, Esq.
Chair, School Committee
LEA ASSURANCE

This form assures that The Academy of the Pacific Rim will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<tr>
<th>LEA Representative (Printed Name):</th>
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<tr>
<td>Spencer Blasdale</td>
<td>Academy of the Pacific Rim</td>
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<th>Signature of LEA Representative:</th>
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<tr>
<td>[Signature]</td>
<td>January 17, 2020</td>
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December 20, 2019

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Executive Director of The Academy of the Pacific Rim Charter School in Boston, MA. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of the application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our Board of Trustees. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Spencer Blasdale, Executive Director
This form assures that Boston Collegiate Charter School will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<th>LEA Representative (Printed Name):</th>
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<tr>
<td>Shannah L. Varón</td>
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<td>Shannah L. Varón</td>
<td>January 21, 2020</td>
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January 21, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

We serve as the Executive Director and Chair of the Board of Trustees of Boston Collegiate Charter School. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of this goal, we are writing in support of an application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery, and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our full Board of Trustees. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Shannah Varón
Executive Director

Stephanie Stamatos
Chair, Board of Trustees
January 10, 2020

The Honorable Betsy DeVos
Secretary of Education -
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of the Berkshire Hills Regional School District in Great Barrington, Massachusetts, serving this community as well as the towns of Stockbridge and West Stockbridge. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

[Signatures]

Peter Dillon, Superintendent
Berkshire Hills Regional School District (BHRSD)

Ben Dore, Principal
Monument Valley Regional Middle School (MVRMS)

Berkshire Hills Regional School District does not discriminate on the basis of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.
January 22, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of Cambridge Public Schools in the Commonwealth of Massachusetts. We strive to engage our students in deeper learning experiences that will prepare them for post-secondary success as engaged community members.

In service of that goal, we are writing in support of the application to the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education (DESE). Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery, and 21st century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic, real world application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussion with our School Committee. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Kenneth N. Salim
Superintendent of Schools
LEA ASSURANCE

This form assures that Cambridge Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<th>LEA Representative (Printed Name):</th>
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<tr>
<td>Kenneth N. Salim</td>
<td>Cambridge Public Schools</td>
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<th>Signature of LEA Representative:</th>
<th>Date: January 22, 2020</th>
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</table>
Friday, January 17th 2020

The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the principal of Conservatory Lab Charter School. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Nicole J. Mack  
Principal
The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202  

Dear Secretary DeVos:  

I serve as the Superintendent of East Longmeadow Public Schools. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.  

In service of that goal, we are writing in support of the application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.  

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.  

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our School Committee. We enthusiastically support the
Commonwealth's application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Gordon C. Smith
Superintendent of Schools

cc: Heather Brown, Director of Curriculum
    Timothy Allen, Principal
    Michael Fredette, Principal
    Elaine Santaniello, Principal
LEA ASSURANCE

This form assures that East Longmeadow Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<tr>
<td>Gordon C. Smith</td>
<td>East Longmeadow Public Schools</td>
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Signature of LEA Representative: Gordon C. Smith

Date: 1/21/20
January 21, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Dear Secretary DeVos,

I serve as the Superintendent of Erving School Union #28 (serving the districts of Erving, Leverett, Shutesbury and New Salem/Wendell). We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our school committees. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Jennifer J. Culkeen
Superintendent of Schools
LEA ASSURANCE

This form assures that Erving School District will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<tr>
<td>Jennifer Culkeen</td>
<td>Erving</td>
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<td>January 21, 2020</td>
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This form assures that Leverett School District will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<tr>
<td>Jennifer Culkeen</td>
<td>Leverett</td>
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<td>January 21, 2020</td>
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This form assures that Shutesbury School District will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<tr>
<td>Jennifer Culkeen</td>
<td>Shutesbury</td>
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<td>January 21, 2020</td>
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LEA ASSURANCE

This form assures that New Salem/Wendell Union School District will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<tr>
<td>Jennifer Culkeen</td>
<td>New Salem/Wendell</td>
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<td>January 21, 2020</td>
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January 8, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent-Director of the Essex North Shore Agricultural & Technical School District. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our School Committee. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Heidi T. Riccio, Ed.D.
Superintendent-Director
This form assures that **Holliston Public Schools** will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<th>LEA Representative (Printed Name):</th>
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<tr>
<td>Bradford L. Jackson, Ed.D.</td>
<td>Holliston Public Schools</td>
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<tr>
<td>Superintendent of Schools</td>
<td>370 Hollis Street</td>
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<td>Holliston, MA 01746</td>
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January 14, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

We serve as the Superintendent of Schools of the Holliston Public Schools and Chair of the Holliston School Committee. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of the application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We are eager and excited to participate in the first wave of the pilot for the new assessment. The Holliston Public Schools enthusiastically supports the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Bradford L. Jackson, Ed.D.
Superintendent of Schools

Stacey M. Raffi, Chairperson
Holliston School Committee
**LEA ASSURANCE**

This form assures that *Lawrence Public Schools* will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<th>LEA Representative (Printed Name):</th>
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<tr>
<td>Cynthia Paris</td>
<td>Lawrence Public Schools</td>
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January 15, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of Lawrence Public Schools. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our receivership board. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Cynthia Paris, Superintendent
This form assures that the Lincoln Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<th>LEA Representative (Printed Name):</th>
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<tr>
<td>Rebecca McFall</td>
<td>Lincoln Public Schools</td>
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January 15, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of the Lincoln Public Schools in Lincoln, Massachusetts. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Rebecca McFall, Ed.D., Superintendent of Schools

Tara Mitchell, School Committee Chairperson

Elaine Herzog, Lincoln Teacher’s Association Co-President

Matt Reed, Lincoln Teacher’s Association Co-President
LEA ASSURANCE

This form assures that **The Longmeadow Public Schools** will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<th>LEA Representative (Printed Name):</th>
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| M. Martin O'Shea  
Superintendent of Schools | Longmeadow Public Schools |

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January 22, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

As leaders in the Longmeadow Public Schools District, we strive to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovation Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

M. Martin O'Shea, Ed. D.
Superintendent of School

Armand Wray
Longmeadow School Committee Chair

Kathleen Russo
Longmeadow Education Association President

M. Martin O'Shea, Ed. D., Superintendent of Schools
Susan Bertrand, Assistant Superintendent for Learning
Thomas Mazza, Assistant Superintendent for Finance & Operations
Jean Fontaine, Director of Pupil Services
Nicholas Jorge, Director of Technology
January 17, 2019

The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of Malden Public Schools. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our School Committee and the president of the Malden Education Association. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

[Signature]

John Oteri, M.Ed.  
Superintendent of Schools
This form assures that Malden Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

<table>
<thead>
<tr>
<th>LEA Representative (Printed Name):</th>
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<tbody>
<tr>
<td>John Oteri</td>
<td>Malden Public Schools</td>
</tr>
</tbody>
</table>

<table>
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<th>Signature of LEA Representative:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>![Signature]</td>
<td>1/21/20</td>
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</table>
This form assures that Medfield Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

<table>
<thead>
<tr>
<th>LEA Representative (Printed Name):</th>
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</thead>
<tbody>
<tr>
<td>Jeffrey J Marsden</td>
<td>Medfield Public Schools</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Signature of LEA Representative:</th>
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<tbody>
<tr>
<td>[Signature]</td>
<td>1/21/2020</td>
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</tbody>
</table>
January 21, 2020

The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of the Medfield Public Schools. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of an application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our School Committee. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

[Signature]

Jeffrey J. Marsden  
Superintendent of Schools
LEA ASSURANCE

This form assures that the [Mendon-Upton Reg. School District] will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<tr>
<th>Signature of LEA Representative:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>1/22/2020</td>
</tr>
</tbody>
</table>
January 22, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

We serve as the School Committee Chair and Superintendent of Schools of the Mendon-Upton Regional School District. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, starting in the spring of 2021. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Sean Nicholson
School Committee Chair

Joseph P. Maruszczak, Ed.D.
Superintendent of Schools

Visit the Mendon-Upton Regional School District online at www.mursd.org

We empower all learners to thrive.
LEA ASSURANCE

This form assures that Milford Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

<table>
<thead>
<tr>
<th>LEA Representative (Printed Name):</th>
<th>LEA Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin McIntyre</td>
<td>Milford Public School District</td>
</tr>
</tbody>
</table>

Signature of LEA Representative: Date: 1/22/2020
January 13, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of the Milford Public Schools in Milford, Massachusetts. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Kevin McIntyre, Ed.D.
Superintendent
Milford Public Schools

Nicholas Molinari
President
Milford Teachers Association

Jennifer Parson
Chairwoman
Milford School Committee

Coming Together, Working Together, Succeeding Together
January 22, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of Randolph Public Schools. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our School Committee. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Ms. Thea Stovell, Superintendent

---


Non-Discrimination Policy
The Randolph Public Schools does not discriminate on the basis of race, color, ancestry, national origin, religion, creed, sex, gender identity or expression, sexual orientation, marital status, pregnancy or pregnancy related condition, genetic information, disability, veteran’s status, age or homelessness in admission to, access to, employment in, or treatment in its programs and activities.
LEA ASSURANCE

This form assures that Randolph Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

<table>
<thead>
<tr>
<th>LEA Representative (Printed Name):</th>
<th>LEA Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thea Stovell, Superintendent</td>
<td>Randolph Public Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of LEA Representative:</th>
<th>Date:</th>
</tr>
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<tbody>
<tr>
<td>Thea Stovell</td>
<td>January 22, 2020</td>
</tr>
</tbody>
</table>
December 26, 2019

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of Revere Public Schools. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our School Committee. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Dianne K. Kelly, Ed.D.
Superintendent of Schools

Dianne K. Kelly, Ed.D.
Superintendent of Schools
This form assures that the Shrewsbury Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

<table>
<thead>
<tr>
<th>LEA Representative (Printed Name):</th>
<th>LEA Name:</th>
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<tbody>
<tr>
<td>Amy B. Cloutier</td>
<td>Shrewsbury Public Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of LEA Representative:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Amy B. Cloutier</td>
<td>January 21, 2020</td>
</tr>
</tbody>
</table>
January 22, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of the Shrewsbury Public Schools. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment. Together with the School Committee and district leaders, we enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Joseph M. Sawyer, Ed.D.
This form assures that **Springfield Public Schools** will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

<table>
<thead>
<tr>
<th>LEA Representative (Printed Name):</th>
<th>LEA Name:</th>
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<tbody>
<tr>
<td>Daniel J. Warwick</td>
<td>Springfield</td>
</tr>
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</table>

<table>
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<tr>
<th>Signature of LEA Representative:</th>
<th>Date:</th>
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<td></td>
<td>1/21/20</td>
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</tbody>
</table>
January 21, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of the Springfield Public Schools. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our School Committee. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Daniel J. Warwick
Superintendent of Schools
January 8, 2020

The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202  

Dear Secretary DeVos,  

I serve as the Superintendent of Boston Public Schools. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.  

In service of that goal, I am writing in support of our application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education (DESE). Two of our schools, Tech Boston Academy and the Eliot Innovation School, are participating in a planning process with DESE other schools and districts across the Commonwealth. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.  

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.  

We plan to participate in the first wave of the pilot for the new assessment at two of our schools, pending discussions with our School Committee. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.  

Sincerely,  

Dr. Brenda Cassellius  
Superintendent
January 22, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of Schools for the Tri-Town School Union (Boxford, Middleton and Topsfield Public Schools PK-6). We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our School Committees. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

[Signature]
Scott R. Morrison, Ed.D.
Superintendent of Schools

SRM:av
LEA ASSURANCE

This form assures that **Tri-Town School Union** will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<thead>
<tr>
<th>LEA Representative (Printed Name):</th>
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<tbody>
<tr>
<td>Scott R. Morrison</td>
<td>Tri-Town School Union</td>
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<tr>
<td></td>
<td><em>Burke</em></td>
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<tr>
<td></td>
<td><em>Medlock</em></td>
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<td></td>
<td><em>Towfield</em></td>
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<tr>
<td>Signature of LEA Representative:</td>
<td>PK-6</td>
</tr>
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</table>

| Date: 11/21/2020                   |


January 21, 2020

The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the Superintendent of the Woburn Public Schools. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service to that goal, we are writing in support of the application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students' deep learning experiences, standards mastery, and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom, with every student. The new assessment design maintains an important breadth of coverage of Massachusetts frameworks but also encourages teachers to take their students deeper into the content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussion with our School Committee. We enthusiastically support the Commonwealth's application and intend to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

Dr. Matthew Crowley  
Superintendent
This form assures that Woburn Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

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<thead>
<tr>
<th>LEA Representative (Printed Name):</th>
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<tbody>
<tr>
<td>Wendy Sprague Assistant Superintendent</td>
<td>Woburn Public Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of LEA Representative:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Wendy Sprague</td>
<td>11/21/2020</td>
</tr>
</tbody>
</table>
2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Academy Of the Pacific Rim Charter Public (District)

Superintendent: Spencer Blasdale
Grades Served: 05,06,07,08,09,10,11,12
Website: www.pacrim.org

Address: 1 Westinghouse Plaza Bldg B, Hyde Park, MA 02136
Phone: 617-361-0050
Title I Status: Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.
**Student Demographics**

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

View more detailed enrollment data

**Teachers**

**Teacher Workforce**

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 49.2  
Massachusetts : 73,878.0
Teacher Qualifications

The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

Our District

- Licensed Teachers: 76.8%
- Teachers Licensed in the Subject They Teach: 48.1%
- Experienced Teachers: 32.9%

Massachusetts

- Licensed Teachers: 97.3%
- Teachers Licensed in the Subject They Teach: 89.2%
- Experienced Teachers: 82.6%

View more detailed teacher data

Access to Broad and Challenging Coursework

What academic opportunities are available to our students?

Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of English, four years of Math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.

Student Attendance and Discipline

What do student attendance and discipline look like in our district?
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>95.3%</td>
</tr>
<tr>
<td>2018</td>
<td>95.0%</td>
</tr>
<tr>
<td>2019</td>
<td>93.9%</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>94.5%</td>
</tr>
<tr>
<td>2018</td>
<td>94.6%</td>
</tr>
<tr>
<td>2019</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>10.9%</td>
</tr>
<tr>
<td>2018</td>
<td>11.7%</td>
</tr>
<tr>
<td>2019</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>13.5%</td>
</tr>
<tr>
<td>2018</td>
<td>13.2%</td>
</tr>
<tr>
<td>2019</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
**Student Discipline**

**Reported Incidents**

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

High School Outcomes

Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

Our District

- 4-Year Graduation Rate
- 5-Year Graduation Rate

Massachusetts

Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
given year without graduating or transferring to another school.

Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

**ENGLISH LANGUAGE ARTS (GRADES 03-08)**

**Our District**

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

**Massachusetts**

**MATHEMATICS (GRADES 03-08)**

**Our District**

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

**Massachusetts**
Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 10)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

SCIENCE (GRADES 05 AND 08)
Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

SCIENCE (GRADE 10)

Our District
- Advanced
- Proficient
- Needs Improvement
- Failing

Massachusetts

Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

Massachusetts

MATHEMATICS (GRADES 03-08)

Our District

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

Massachusetts

MATHEMATICS (GRADES 10)

Our District

Massachusetts

View more detailed student growth data

How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

Our District

Massachusetts

- State & Local Funds
- Federal Funds

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets
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Our district is making substantial progress toward targets for most accountability measures.

Overall Classification

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."

View more detailed accountability data | View accountability lists | Learn more about the accountability system

View our 2018 report card
2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Andover

Superintendent
Sheldon Berman

Address
36 Bartlet Street, Andover, MA 01810

Grades Served
PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Phone
978-623-8501

Website
www.aps1.net

Title I Status
Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>6,009</td>
</tr>
<tr>
<td>2018</td>
<td>5,924</td>
</tr>
<tr>
<td>2019</td>
<td>5,957</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
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<td>954,034</td>
</tr>
<tr>
<td>2019</td>
<td>951,631</td>
</tr>
</tbody>
</table>
Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

View more detailed enrollment data

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 470.9  Massachusetts : 73,878.0
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

### Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of English, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.

View more detailed MassCore data

Student Attendance and Discipline

What do student attendance and discipline look like in our district?
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

<table>
<thead>
<tr>
<th>Year</th>
<th>Our District</th>
<th>Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>96.0%</td>
<td>94.5%</td>
</tr>
<tr>
<td>2018</td>
<td>95.6%</td>
<td>94.6%</td>
</tr>
<tr>
<td>2019</td>
<td>96.0%</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Our District</th>
<th>Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>5.6%</td>
<td>13.5%</td>
</tr>
<tr>
<td>2018</td>
<td>8.0%</td>
<td>13.2%</td>
</tr>
<tr>
<td>2019</td>
<td>6.0%</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

**High School Outcomes**

**High School Completion**

**Graduation Rates**

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>4-Year Graduation Rate</th>
<th>5-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>94.3%</td>
<td>87.5%</td>
</tr>
<tr>
<td>2017</td>
<td>96.3%</td>
<td>89.8%</td>
</tr>
<tr>
<td>2018</td>
<td>96.9%</td>
<td>88.3%</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>4-Year Graduation Rate</th>
<th>5-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>94.4%</td>
<td>90.1%</td>
</tr>
<tr>
<td>2017</td>
<td>87.9%</td>
<td>87.9%</td>
</tr>
<tr>
<td>2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

View more detailed graduation data

**Annual Dropout Rate**

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
given year without graduating or transferring to another school.

Our District Massachusetts

View more detailed dropout data

**Post-Secondary Enrollment**

**College-Going Rates**

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District     Massachusetts

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

MATHEMATICS (GRADES 10)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

SCIENCE (GRADES 05 AND 08)
Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

**ENGLISH LANGUAGE ARTS (GRADES 03-08)**

- **Our District**: Lower growth 56.8, Higher growth 99
- **Massachusetts**: Lower growth 49.9, Higher growth 99

**MATHEMATICS (GRADES 03-08)**

- **Our District**: Lower growth 56.5, Higher growth 99
- **Massachusetts**: Lower growth 49.9, Higher growth 99

**ENGLISH LANGUAGE ARTS (GRADES 10)**

- **Our District**: Lower growth 54.9, Higher growth 99
- **Massachusetts**: Lower growth 49.4, Higher growth 99

**MATHEMATICS (GRADES 10)**

- **Our District**: Lower growth 61.7, Higher growth 99
- **Massachusetts**: Lower growth 49.7, Higher growth 99

[View more detailed student growth data]

How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

Our District

- State & Local Funds
- Federal Funds

Massachusetts

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets
Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.

Our district is meeting or exceeding targets for most accountability measures.

Overall Classification

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."

View more detailed accountability data | View accountability lists | Learn more about the accountability system

View our 2018 report card
2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Boston Collegiate Charter (District)

Superintendent | Grades Served | Website
--- | --- | ---
Shannah Varon | 05,06,07,08,09,10,11,12 | www.bostoncollegiate.org

Address | Phone | Title I Status
--- | --- | ---
11 Mayhew Street, Dorchester, MA 02125 | 617-265-1172 | Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

Our District

Massachusetts
Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

View more detailed enrollment data

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 61.4

Massachusetts : 73,878.0

Teacher Qualifications
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

Our District

- Licensed Teachers: 77.5%
- Teachers Licensed in the Subject They Teach: 64.8%
- Experienced Teachers: 53.2%

Massachusetts

- Licensed Teachers: 97.3%
- Teachers Licensed in the Subject They Teach: 89.2%
- Experienced Teachers: 82.6%

View more detailed teacher data

What academic opportunities are available to our students?

Access to Broad and Challenging Coursework

Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of English, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.

View more detailed MassCore data

Student Attendance and Discipline

What do student attendance and discipline look like in our district?
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

Massachusetts

CHRONIC ABSENTEEISM RATE

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Our District

Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

**High School Outcomes**

All Students

High School Completion

Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

<table>
<thead>
<tr>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.5%</td>
<td>98.3%</td>
<td>97.3%</td>
</tr>
</tbody>
</table>

Our District

- 4-Year Graduation Rate
- 5-Year Graduation Rate

View more detailed graduation data

Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a...
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Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

MATHEMATICS (GRADES 10)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
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Massachusetts

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SCIENCE (GRADES 05 AND 08)
Student Progress

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<tr>
<th>Year</th>
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<th>Federal Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>$17,065 (90%)</td>
<td>$737 (4%)</td>
</tr>
<tr>
<td>2018</td>
<td>$18,325 (95%)</td>
<td>$982 (5%)</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>State &amp; Local Funds</th>
<th>Federal Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>$14,769 (90%)</td>
<td>$602 (4%)</td>
</tr>
<tr>
<td>2018</td>
<td>$15,360 (90%)</td>
<td>$622 (4%)</td>
</tr>
</tbody>
</table>

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

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Berkshire Hills

Superintendent
Peter W Dillon

Grades Served
PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Address
50 Main StreetPO Box 617, Stockbridge, MA 01262

Website
www.bhrsd.org

Phone
413-298-4017

Title I Status
Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

---

Our District

<table>
<thead>
<tr>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,286</td>
<td>1,245</td>
<td>1,203</td>
</tr>
</tbody>
</table>

Massachusetts

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<thead>
<tr>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

All Students

![Graphs showing student demographics](image)

View more detailed enrollment data

---

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 110.9  
Massachusetts : 73,878.0

---

Teacher Qualifications
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

Our District

-Licensed Teachers: 99.1%
-Teachers Licensed in the Subject They Teach: 92.2%
-Experienced Teachers: 83.3%

Massachusetts

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View more detailed teacher data

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Student Attendance and Discipline

What do student attendance and discipline look like in our district?

Student Attendance and Discipline

Attendance
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

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<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
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<tbody>
<tr>
<td>2017</td>
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Massachusetts

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</tr>
<tr>
<td>2018</td>
<td>94.6%</td>
</tr>
<tr>
<td>2019</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>26.5%</td>
</tr>
<tr>
<td>2018</td>
<td>25.0%</td>
</tr>
<tr>
<td>2019</td>
<td>17.2%</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>13.5%</td>
</tr>
<tr>
<td>2018</td>
<td>13.2%</td>
</tr>
<tr>
<td>2019</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
**Student Discipline**

**Reported Incidents**

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

**High School Outcomes**

All Students

**High School Completion**

**Graduation Rates**

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>4-Year Graduation Rate</th>
<th>5-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>90.3%</td>
<td>87.5%</td>
</tr>
<tr>
<td>2017</td>
<td>93.8%</td>
<td>89.8%</td>
</tr>
<tr>
<td>2018</td>
<td>95.2%</td>
<td>88.3%</td>
</tr>
</tbody>
</table>

**Our District**

- 4-Year Graduation Rate
- 5-Year Graduation Rate

**Massachusetts**

- 4-Year Graduation Rate
- 5-Year Graduation Rate

View more detailed graduation data

**Annual Dropout Rate**

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
given year without graduating or transferring to another school.

Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 10)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

SCIENCE (GRADES 05 AND 08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts
Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

### All Students

#### ENGLISH LANGUAGE ARTS (GRADES 03-08)

- **Our District**: Lower growth: 57.7, Higher growth: 49.9
- **Massachusetts**: Lower growth: 55.5, Higher growth: 49.9

#### MATHEMATICS (GRADES 03-08)

- **Our District**: Lower growth: 52.4, Higher growth: 49.4
- **Massachusetts**: Lower growth: 56.8, Higher growth: 49.7

#### ENGLISH LANGUAGE ARTS (GRADES 10)

- **Our District**: Lower growth: 52.4, Higher growth: 49.4
- **Massachusetts**: Lower growth: 56.8, Higher growth: 49.7

#### MATHEMATICS (GRADES 10)

- **Our District**: Lower growth: 52.4, Higher growth: 49.4
- **Massachusetts**: Lower growth: 56.8, Higher growth: 49.7

[View more detailed student growth data](#)
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>State &amp; Local Funds</th>
<th>Federal Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>$19,476</td>
<td>$18,686 (98%)</td>
<td>$790 (4%)</td>
</tr>
<tr>
<td>2018</td>
<td>$20,890</td>
<td>$20,297 (97%)</td>
<td>$593 (3%)</td>
</tr>
<tr>
<td>2017</td>
<td>$15,371</td>
<td>$14,769 (96%)</td>
<td>$602 (4%)</td>
</tr>
<tr>
<td>2018</td>
<td>$15,982</td>
<td>$15,360 (96%)</td>
<td>$622 (4%)</td>
</tr>
</tbody>
</table>

Our District | Massachusetts

State & Local Funds
Federal Funds

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets
Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.

Our district is making substantial progress toward targets for most accountability measures.

Overall Classification

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."

View more detailed accountability data | View accountability lists | Learn more about the accountability system

View our 2018 report card
2018 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Boston

Superintendent
Brenda Cassellius

Address
2300 Washington Street,
Roxbury, MA 02119

Grades Served
PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Website
www.bostonpublicschools.org

Phone
617-635-9050

Title I Status
Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our District</td>
<td>53,530</td>
<td>53,263</td>
<td>52,665</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts</td>
<td>953,429</td>
<td>953,748</td>
<td>954,034</td>
</tr>
</tbody>
</table>
Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

All Students

Our District  Massachusets

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 4,196.5  Massachusetts : 73,419.7

Teacher Qualifications
The percentage of teachers who are licensed and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years.

<table>
<thead>
<tr>
<th></th>
<th>Licensed Teachers</th>
<th>Experienced Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our District</td>
<td>95.0%</td>
<td>79.4%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>97.2%</td>
<td>81.7%</td>
</tr>
</tbody>
</table>

View more detailed teacher data

What academic opportunities are available to our students?

Access to Broad and Challenging Coursework

Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, dual enrollment for credit, and other rigorous math and science courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of English, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.

Student Attendance and Discipline

What do student attendance and discipline look like in our district?

Student Attendance and Discipline

Attendance
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

**Our District**

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>92.3%</td>
</tr>
<tr>
<td>2017</td>
<td>92.0%</td>
</tr>
<tr>
<td>2018</td>
<td>91.9%</td>
</tr>
</tbody>
</table>

**Massachusetts**

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>94.9%</td>
</tr>
<tr>
<td>2017</td>
<td>94.6%</td>
</tr>
<tr>
<td>2018</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

**Our District**

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>24.3%</td>
</tr>
<tr>
<td>2017</td>
<td>25.8%</td>
</tr>
<tr>
<td>2018</td>
<td>25.5%</td>
</tr>
</tbody>
</table>

**Massachusetts**

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>12.3%</td>
</tr>
<tr>
<td>2017</td>
<td>13.5%</td>
</tr>
<tr>
<td>2018</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

**High School Outcomes**

**High School Completion**

**Graduation Rates**

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

![Graph showing graduation rates for 2015, 2016, and 2017 for Our District and Massachusetts.]

**Annual Dropout Rate**

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a given year without graduating or transferring to another school.

![Graph showing annual dropout rates for 2015, 2016, and 2017 for Our District and Massachusetts.]
Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

Massachusetts

MATHEMATICS (GRADES 03-08)

Our District

Massachusetts
### English Language Arts (Grades 10)

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding</td>
<td>31%</td>
<td>49%</td>
</tr>
<tr>
<td>Meeting</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Partially</td>
<td>33%</td>
<td>12%</td>
</tr>
<tr>
<td>Not Meeting</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Our District**

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Failing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Massachusetts**

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>47%</td>
<td>51%</td>
</tr>
<tr>
<td>Proficient</td>
<td>44%</td>
<td>40%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Failing</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Mathematics (Grades 10)

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding</td>
<td>41%</td>
<td>53%</td>
</tr>
<tr>
<td>Meeting</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Partially</td>
<td>20%</td>
<td>14%</td>
</tr>
<tr>
<td>Not Meeting</td>
<td>13%</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Our District**

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>Failing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Massachusetts**

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>51%</td>
<td>51%</td>
</tr>
<tr>
<td>Proficient</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Failing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

MATHEMATICS (GRADES 03-08)

Our District

Massachusetts
How much does our district spend per student?

Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.
How is our district doing in the state's accountability system?

Accountability
An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets
Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting targets.

Our district is showing improvement across most accountability measures.

Overall Classification
Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."
<table>
<thead>
<tr>
<th>School of Recognition</th>
<th>Meeting Targets</th>
<th>Partially Meeting Targets</th>
<th>Focused/Targeted Support</th>
<th>Broad/Comprehensive Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not requiring assistance or intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requiring assistance or intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

View more detailed accountability data | View accountability lists

View our 2017 report card
2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Cambridge

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Grades Served</th>
<th>Website</th>
<th>Grades Served</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth N Salim</td>
<td>PK,K,01,02,03,04,05,06,07,0,8,09,10,11,12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>135 Berkshire Street,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge, MA 02141</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>617-349-6494</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I District</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.
**Student Demographics**

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

All Students

![Bar chart showing student demographics for Our District and Massachusetts over the years 2017, 2018, and 2019.](image)

View more detailed enrollment data

---

**Teachers**

**Teacher Workforce**

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 676.6  
Massachusetts : 73,878.0

**Teacher Qualifications**
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

**Access to the Arts**

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of english, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.

Student Attendance and Discipline

What do student attendance and discipline look like in our district?
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District: 93.7%, 93.7%, 93.7%
Massachusetts: 94.5%, 94.6%, 94.5%

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District: 17.2%, 18.0%, 17.6%
Massachusetts: 13.5%, 13.2%, 12.9%

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.

![Graphs showing Student Discipline data for Our District and Massachusetts]
How prepared are our students for success after high school?

**High School Outcomes**

**High School Completion**

**Graduation Rates**

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

**Annual Dropout Rate**

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
given year without graduating or transferring to another school.

Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

**Student Performance on MCAS**

**Student Achievement**

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

---

**ENGLISH LANGUAGE ARTS (GRADES 03-08)**

<table>
<thead>
<tr>
<th></th>
<th>Our District</th>
<th>Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding Expectations</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>Meeting Expectations</td>
<td>31%</td>
<td>38%</td>
</tr>
<tr>
<td>Partially Meeting Expectations</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>Not Meeting Expectations</td>
<td>10%</td>
<td>11%</td>
</tr>
</tbody>
</table>

**MATHEMATICS (GRADES 03-08)**

<table>
<thead>
<tr>
<th></th>
<th>Our District</th>
<th>Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding Expectations</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Meeting Expectations</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>Partially Meeting Expectations</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>Not Meeting Expectations</td>
<td>12%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

<table>
<thead>
<tr>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding</td>
<td>15%</td>
</tr>
<tr>
<td>Meeting</td>
<td>30%</td>
</tr>
<tr>
<td>Partially</td>
<td>8%</td>
</tr>
<tr>
<td>Not Meeting</td>
<td>8%</td>
</tr>
</tbody>
</table>

MATHEMATICS (GRADES 10)

<table>
<thead>
<tr>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding</td>
<td>43%</td>
</tr>
<tr>
<td>Meeting</td>
<td>31%</td>
</tr>
<tr>
<td>Partially</td>
<td>8%</td>
</tr>
<tr>
<td>Not Meeting</td>
<td>8%</td>
</tr>
</tbody>
</table>

SCIENCE (GRADES 05 AND 08)
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

SCIENCE (GRADE 10)

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

Massachusetts

MATHEMATICS (GRADES 03-08)

Our District

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

Massachusetts

MATHEMATICS (GRADES 10)

Our District

Massachusetts

View more detailed student growth data

How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

Our District

- State & Local Funds
- Federal Funds

Massachusetts

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets
Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.

Our district is making substantial progress toward targets for most accountability measures.

Overall Classification

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View more detailed accountability data | View accountability lists | Learn more about the accountability system

View our 2018 report card
2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

East Longmeadow

Superintendent
Gordon C Smith

Grades Served
PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Address
180 Maple Street, East Longmeadow, MA 01028

Website
www.eastlongmeadowma.gov

Title I Status
Title I District

Who are our students and teachers?

Students

Student Enrollment
The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

Our District

Massachusetts
**Student Demographics**

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

![Graph showing student demographics](image)

View more detailed enrollment data

---

**Teachers**

**Teacher Workforce**

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District: 187.5

Massachusetts: 73,878.0

**Teacher Qualifications**
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

### Access to Broad and Challenging Coursework

#### All Students

**Access to the Arts**

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of English, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

Massachusetts

95.7% 95.6% 95.4%
2017 2018 2019

94.5% 94.6% 94.5%
2017 2018 2019

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

Massachusetts

7.2% 7.9% 8.3%
2017 2018 2019

13.5% 13.2% 12.9%
2017 2018 2019

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

High School Outcomes

All Students

High School Completion

Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

Our District

- 4-Year Graduation Rate
- 5-Year Graduation Rate

Massachusetts

Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
given year without graduating or transferring to another school.

Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeding</td>
<td>8%</td>
<td>33%</td>
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<tr>
<td>Meeting</td>
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<tr>
<td>Partially</td>
<td>3%</td>
<td></td>
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<tr>
<td>Not</td>
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<td>3%</td>
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</tbody>
</table>

MATHEMATICS (GRADES 10)

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeding</td>
<td>12%</td>
<td>39%</td>
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<td>Meeting</td>
<td>46%</td>
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<tr>
<td>Partially</td>
<td>30%</td>
<td></td>
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<tr>
<td>Not</td>
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<td>3%</td>
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</table>

SCIENCE (GRADES 05 AND 08)

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
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<td>45%</td>
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<tr>
<td>Partially</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Not</td>
<td></td>
<td>9%</td>
</tr>
</tbody>
</table>
**Student Progress**

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

Massachusetts

MATHEMATICS (GRADES 03-08)

Our District

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

Massachusetts

MATHEMATICS (GRADES 10)

Our District

Massachusetts

View more detailed student growth data

How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

![Graph showing dollars spent per student for Our District and Massachusetts.]

- **State & Local Funds**
- **Federal Funds**

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

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![Progress Bar]

Our district is making substantial progress toward targets for most accountability measures.

**Overall Classification**

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![Classification Chart]

View more detailed accountability data | View accountability lists | Learn more about the accountability system

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2019 District Report Card

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Granby

Superintendent  
Sheryl L Stanton

Grades Served  
PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Website  
www.granbyschoolsma.org

Address  
387 East State Street, Granby, MA 01033

Phone  
413-467-7193

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

Our District

Massachusetts
Student Demographics
The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

All Students

Our District

Massachusetts

View more detailed enrollment data

Teachers

Teacher Workforce
The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 58.0         Massachusetts : 73,878.0

Teacher Qualifications
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

View more detailed teacher data

What academic opportunities are available to our students?

**Access to Broad and Challenging Coursework**

Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion
The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing
The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
What do student attendance and discipline look like in our district?

Student Attendance and Discipline

Attendance
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>95.7%</td>
</tr>
<tr>
<td>2018</td>
<td>95.5%</td>
</tr>
<tr>
<td>2019</td>
<td>96.0%</td>
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</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>94.5%</td>
</tr>
<tr>
<td>2018</td>
<td>94.6%</td>
</tr>
<tr>
<td>2019</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
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</thead>
<tbody>
<tr>
<td>2017</td>
<td>8.4%</td>
</tr>
<tr>
<td>2018</td>
<td>9.4%</td>
</tr>
<tr>
<td>2019</td>
<td>4.9%</td>
</tr>
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Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>13.5%</td>
</tr>
<tr>
<td>2018</td>
<td>13.2%</td>
</tr>
<tr>
<td>2019</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

High School Outcomes

High School Completion

Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

Our District

Massachusetts

Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
given year without graduating or transferring to another school.

Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 10)

Our District

- Exceeding Expectations
- Meeting Expectations
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- Not Meeting Expectations

Massachusetts

SCIENCE (GRADES 05 AND 08)
Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
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View more detailed student growth data

How much does our district spend per student?
Finance

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Our District

<table>
<thead>
<tr>
<th></th>
<th>State &amp; Local Funds</th>
<th>Federal Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017</strong></td>
<td>$13,884 (99%)</td>
<td>$212 (2%)</td>
</tr>
<tr>
<td><strong>2018</strong></td>
<td>$12,998 (97%)</td>
<td>$447 (3%)</td>
</tr>
<tr>
<td><strong>Total: $14,096</strong></td>
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</tr>
<tr>
<td><strong>Total: $13,445</strong></td>
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</table>

Massachusetts

<table>
<thead>
<tr>
<th></th>
<th>State &amp; Local Funds</th>
<th>Federal Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017</strong></td>
<td>$14,769 (90%)</td>
<td>$602 (4%)</td>
</tr>
<tr>
<td><strong>2018</strong></td>
<td>$15,360 (90%)</td>
<td>$622 (4%)</td>
</tr>
<tr>
<td><strong>Total: $15,371</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total: $15,982</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

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View more detailed accountability data | View accountability lists | Learn more about the accountability system

View our 2018 report card
2019 District Report Card

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Holliston

Superintendent
Bradford L Jackson

Address
370 Hollis Street, Holliston, MA 01746

Grades Served
PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Phone
508-429-0654

Website
www.holliston.k12.ma.us

Title I Status
Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

![Our District](2017: 2,889, 2018: 2,905, 2019: 2,889)

![Massachusetts](2017: 953,748, 2018: 954,034, 2019: 951,631)
Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

All Students

View more detailed enrollment data

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 213.0

Massachusetts : 73,878.0

Teacher Qualifications
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

**Access to the Arts**

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

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Grade 9 Course-Passing

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What do student attendance and discipline look like in our district?

**Student Attendance and Discipline**

**Attendance**

View more detailed grade 9 course-passing data

**MassCore Completion**

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of english, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>95.9%</td>
</tr>
<tr>
<td>2018</td>
<td>96.1%</td>
</tr>
<tr>
<td>2019</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>94.5%</td>
</tr>
<tr>
<td>2018</td>
<td>94.6%</td>
</tr>
<tr>
<td>2019</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>6.3%</td>
</tr>
<tr>
<td>2018</td>
<td>6.3%</td>
</tr>
<tr>
<td>2019</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>13.5%</td>
</tr>
<tr>
<td>2018</td>
<td>13.2%</td>
</tr>
<tr>
<td>2019</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Average Number of Days Absent

The average number of days of school that a student misses in a school year.

Our District

Massachusetts
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

**High School Outcomes**

**All Students**

**High School Completion**

**Graduation Rates**

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>4-Year Graduation Rate</th>
<th>5-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>93.2%</td>
<td>87.5%</td>
</tr>
<tr>
<td>2017</td>
<td>96.3%</td>
<td>89.8%</td>
</tr>
<tr>
<td>2018</td>
<td>95.3%</td>
<td>88.3%</td>
</tr>
<tr>
<td></td>
<td>96.7%</td>
<td>90.1%</td>
</tr>
<tr>
<td></td>
<td>96.8%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

**Our District**
- 4-Year Graduation Rate
- 5-Year Graduation Rate

**Massachusetts**

**Annual Dropout Rate**

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

ENGLISH LANGUAGE ARTS (GRADES 10)

Massachusetts

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

MATHEMATICS (GRADES 10)

Massachusetts

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

SCIENCE (GRADES 05 AND 08)
Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

View more detailed student growth data

How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

![Graph showing dollars spent per student for Our District and Massachusetts]

- **Our District**
  - State & Local Funds
  - Federal Funds

<table>
<thead>
<tr>
<th></th>
<th>Our District</th>
<th>Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: $12,327 (2017)</td>
<td>$12,284 (100%)</td>
<td>$14,769 (90%)</td>
</tr>
<tr>
<td>Total: $12,980 (2018)</td>
<td>$12,941 (100%)</td>
<td>$15,360 (90%)</td>
</tr>
</tbody>
</table>

- View more detailed school per pupil spending data
- View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets
Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.

Our district is making substantial progress toward targets for most accountability measures.

**Overall Classification**

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."

View more detailed accountability data | View accountability lists | Learn more about the accountability system

View our 2018 report card
2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Lincoln

Superintendent
Rebecca E McFall

Address
1 Ballfield Road, Lincoln, MA 01773

Grades Served
PK,K,01,02,03,04,05,06,07,08

Phone
781-259-9409

Website
www.lincnet.org

Title I Status
Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.
Student Demographics
The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

Our District
Massachusetts

View more detailed enrollment data

Teachers
Teacher Workforce
The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 118.6
Massachusetts : 73,878.0

Teacher Qualifications
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

**Our District**

- Licensed Teachers: 100.0%
- Teachers Licensed in the Subject They Teach: 90.8%
- Experienced Teachers: 88.5%

**Massachusetts**

- Licensed Teachers: 97.3%
- Teachers Licensed in the Subject They Teach: 89.2%
- Experienced Teachers: 82.6%

View more detailed teacher data

What academic opportunities are available to our students?

**Access to Broad and Challenging Coursework**

Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of English, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.

Student Attendance and Discipline

What do student attendance and discipline look like in our district?

Student Attendance and Discipline
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

Massachusetts

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

High School Outcomes

All Students

High School Completion

Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

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<th>4-Year Graduation Rate</th>
<th>5-Year Graduation Rate</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
<td>87.5%</td>
<td>89.8%</td>
</tr>
<tr>
<td>2017</td>
<td>88.3%</td>
<td>90.1%</td>
</tr>
<tr>
<td>2018</td>
<td>87.9%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

Our District

- 4-Year Graduation Rate
- 5-Year Graduation Rate

View more detailed graduation data

Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement
The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

MATHEMATICS (GRADES 03-08)
Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 10)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

SCIENCE (GRADES 05 AND 08)
Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.

View more detailed achievement data | View Massachusetts NAEP data | View ACCESS for ELLs data

1/27/2020 School and District Report Cards - Massachusetts Department of Elementary and Secondary Education
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

Massachusetts

MATHEMATICS (GRADES 03-08)

Our District

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

Massachusetts

MATHEMATICS (GRADES 10)

Our District

Massachusetts

View more detailed student growth data

How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

![Bar charts showing dollars spent per student in Our District and Massachusetts.](#)

- **State & Local Funds**
- **Federal Funds**

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

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Our district is making moderate progress toward targets for most accountability measures.

**Overall Classification**

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[Diagram showing districts and schools classification]

View more detailed accountability data | View accountability lists | Learn more about the accountability system

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2019 District Report Card

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Longmeadow

Superintendent  
Maurice O'shea

Grades Served  
PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Address  
535 Bliss Road,  
Longmeadow, MA 01106

Phone  
413-565-4200

Website  
www.longmeadow.k12.ma.us

Title I Status  
Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

Our District

Massachusetts
Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

View more detailed enrollment data

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 247.3

Massachusetts : 73,878.0

Teacher Qualifications
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

Our District

- Licensed Teachers: 99.6%
- Teachers Licensed in the Subject They Teach: 97.3%
- Experienced Teachers: 89.6%

Massachusetts

- Licensed Teachers: 97.3%
- Teachers Licensed in the Subject They Teach: 89.2%
- Experienced Teachers: 82.6%

View more detailed teacher data

What academic opportunities are available to our students?

**Access to Broad and Challenging Coursework**

- All Students

**Access to the Arts**

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
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Student Attendance and Discipline

What do student attendance and discipline look like in our district?

Student Attendance and Discipline

Attendance
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>96.4%</td>
</tr>
<tr>
<td>2018</td>
<td>96.3%</td>
</tr>
<tr>
<td>2019</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>94.5%</td>
</tr>
<tr>
<td>2018</td>
<td>94.6%</td>
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<tr>
<td>2019</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>4.8%</td>
</tr>
<tr>
<td>2018</td>
<td>5.4%</td>
</tr>
<tr>
<td>2019</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>13.5%</td>
</tr>
<tr>
<td>2018</td>
<td>13.2%</td>
</tr>
<tr>
<td>2019</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

High School Outcomes

High School Completion

Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

Our District

Massachusetts

View more detailed graduation data

Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
given year without graduating or transferring to another school.

Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
Student Performance on MCAS

Student Achievement
The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

ENGLISH LANGUAGE ARTS (GRADES 10)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Massachusetts

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MATHEMATICS (GRADES 10)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018</th>
<th>2019</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

SCIENCE (GRADES 05 AND 08)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018</th>
<th>2019</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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Massachusetts

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018</th>
<th>2019</th>
</tr>
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All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

Massachusetts

MATHEMATICS (GRADES 03-08)

Our District

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

Massachusetts

MATHEMATICS (GRADES 10)

Our District

Massachusetts

View more detailed student growth data

How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

Our District

Massachusetts

State & Local Funds

Federal Funds

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

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View our 2018 report card
2019 District Report Card

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Marshfield

Superintendent
Jeffrey Granatino

Grades Served
PK, K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Website
www.mpsd.org

Address
76 South River Street,
Marshfield, MA 02050

Phone
781-834-5000

Title I Status
Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

Our District

Massachusetts
**Student Demographics**

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

![Student Demographics Chart](image)

**Teachers**

**Teacher Workforce**

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District: 323.7  
Massachusetts: 73,878.0
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

Our District

- Licensed Teachers
- Teachers Licensed in the Subject They Teach
- Experienced Teachers

Massachusetts

What academic opportunities are available to our students?

### Access to Broad and Challenging Coursework

#### All Students

Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of english, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

Massachusetts

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

**High School Outcomes**

**High School Completion**

**Graduation Rates**

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

Our District

- 4-Year Graduation Rate
- 5-Year Graduation Rate

Massachusetts

View more detailed graduation data

**Annual Dropout Rate**

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
given year without graduating or transferring to another school.

Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

**Student Performance on MCAS**

**Student Achievement**

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

**ENGLISH LANGUAGE ARTS (GRADES 03-08)**

- **Our District**
- **Massachusetts**

<table>
<thead>
<tr>
<th>Year</th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Partially Meeting Expectations</th>
<th>Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>16%</td>
<td>28%</td>
<td>21%</td>
<td>3%</td>
</tr>
<tr>
<td>2019</td>
<td>53%</td>
<td>52%</td>
<td>24%</td>
<td>3%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Partially Meeting Expectations</th>
<th>Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>9%</td>
<td>11%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>2019</td>
<td>42%</td>
<td>42%</td>
<td>37%</td>
<td>11%</td>
</tr>
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</table>

**MATHEMATICS (GRADES 03-08)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Partially Meeting Expectations</th>
<th>Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>56%</td>
<td>31%</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>2019</td>
<td>57%</td>
<td>26%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Partially Meeting Expectations</th>
<th>Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>40%</td>
<td>40%</td>
<td>39%</td>
<td>12%</td>
</tr>
<tr>
<td>2019</td>
<td>40%</td>
<td>40%</td>
<td>39%</td>
<td>12%</td>
</tr>
</tbody>
</table>
ENGLISH LANGUAGE ARTS (GRADES 10)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 10)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

SCIENCE (GRADES 05 AND 08)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts
Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

<table>
<thead>
<tr>
<th></th>
<th>Our District</th>
<th>Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: $12,390</td>
<td>$12,121</td>
<td>$14,769</td>
</tr>
<tr>
<td>2017</td>
<td>98%</td>
<td>90%</td>
</tr>
<tr>
<td>Total: $13,185</td>
<td>$12,850</td>
<td>$15,360</td>
</tr>
<tr>
<td>2018</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>State &amp; Local Funds</td>
<td>$260</td>
<td>$602</td>
</tr>
<tr>
<td>2%</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Federal Funds</td>
<td>$336</td>
<td>$622</td>
</tr>
<tr>
<td>3%</td>
<td></td>
<td>4%</td>
</tr>
</tbody>
</table>

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets
Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.

Our district is making substantial progress toward targets for most accountability measures.

**Overall Classification**

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."

View more detailed accountability data | View accountability lists | Learn more about the accountability system

View our 2018 report card
2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Medfield

Superintendent
Jeffrey J. Marsden

Address
459 Main St3rd Fl, Medfield, MA 02052

Grades Served
PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Website
www.medfield.net

Title I Status
Non-Title I District

Students

Student Enrollment
The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

Our District

Massachusetts
Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

View more detailed enrollment data

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 203.4  Massachusetts : 73,878.0
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

### Our District

| Category                      | 2019  | 2019%
|-------------------------------|-------|-------
| Licensed Teachers            | 99.3% | 93.6% |
| Teachers Licensed in the     |       |       |
| Subject They Teach           | 86.9% | 86.9% |
| Experienced Teachers         | 97.3% | 89.2% |
| Massachussetts               | 82.6% |       |

View more detailed teacher data

What academic opportunities are available to our students?

## Access to Broad and Challenging Coursework

### Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion
The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing
The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of english, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

Massachusetts

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

High School Outcomes

Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

Our District

- 4-Year Graduation Rate
- 5-Year Graduation Rate

Massachusetts

View more detailed graduation data

Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
given year without graduating or transferring to another school.

Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

ENGLISH LANGUAGE ARTS (GRADES 10)

![Bar chart showing percentage improvement in English Language Arts]

MATHEMATICS (GRADES 10)

![Bar chart showing percentage improvement in Mathematics]

SCIENCE (GRADES 05 AND 08)

![Bar chart showing percentage improvement in Science]
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

SCIENCE (GRADE 10)

Our District

- Advanced
- Proficient
- Needs Improvement
- Failing

Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

Our District

- **State & Local Funds**
- **Federal Funds**

Massachusetts

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state's accountability system?

Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets
Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.

Our district is meeting or exceeding targets for most accountability measures.

**Overall Classification**

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."

[Diagram showing classification categories]

- School of recognition
- Meeting or exceeding targets
- Substantial progress toward targets
- Moderate progress toward targets
- Limited or no progress toward targets
- Focused/targeted support
- Broad/comprehensive support

- Not requiring assistance or intervention
- Requiring assistance or intervention

View more detailed accountability data | View accountability lists | Learn more about the accountability system

View our 2018 report card
2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Mendon-Upton

Superintendent
Joseph P Maruszczak

Grades Served
PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Address
150 North Ave, Mendon, MA 01756

Phone
508-634-1585

Website
www.mursd.org

Title I Status
Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.
Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 160.1

Massachusetts : 73,878.0

Teacher Qualifications
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

Our District

Massachusetts

- Licensed Teachers
- Teachers Licensed in the Subject They Teach
- Experienced Teachers

View more detailed teacher data

What academic opportunities are available to our students?

Access to Broad and Challenging Coursework

All Students

Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
What do student attendance and discipline look like in our district?

**Student Attendance and Discipline**

**Attendance**
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

Massachusetts

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.

View more detailed attendance data
How prepared are our students for success after high school?

High School Outcomes

All Students

High School Completion

Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

Our District

- 4-Year Graduation Rate
- 5-Year Graduation Rate

Massachusetts

View more detailed graduation data

Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a
given year without graduating or transferring to another school.

### Post-Secondary Enrollment

#### College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
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MATHEMATICS (GRADES 10)

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

SCIENCE (GRADES 05 AND 08)

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>
Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

View more detailed student growth data

How much does our district spend per student?
Finance

Dollars Spent per Student

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Our District

- State & Local Funds
- Federal Funds

Massachusetts

View more detailed school per pupil spending data | View more detailed district per pupil spending data

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View more detailed accountability data | View accountability lists | Learn more about the accountability system

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Revere

Superintendent
Dianne K Kelly

Address
101 School Street, Revere, MA 02151

Grades Served
PK, K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Phone
781-286-8226

Website
www.reverek12.org

Title I Status
Title I District

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

![Graph showing student enrollment from 2017 to 2019 for Revere District and Massachusetts.](image-url)
**Student Demographics**

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

All Students

Our District

Massachusetts

View more detailed enrollment data

**Teachers**

**Teacher Workforce**

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 556.9  
Massachusetts : 73,878.0

**Teacher Qualifications**
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

<table>
<thead>
<tr>
<th></th>
<th>Licensed Teachers</th>
<th>Teachers Licensed in the Subject They Teach</th>
<th>Experienced Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our District</strong></td>
<td>99.1%</td>
<td>95.6%</td>
<td>79.1%</td>
</tr>
<tr>
<td><strong>Massachusetts</strong></td>
<td>97.3%</td>
<td>89.2%</td>
<td>82.6%</td>
</tr>
</tbody>
</table>

View more detailed teacher data

What academic opportunities are available to our students?

**Access to Broad and Challenging Coursework**

Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
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What do student attendance and discipline look like in our district?

Student Attendance and Discipline

Attendance
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

Massachusetts

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

**High School Outcomes**

**High School Completion**

**Graduation Rates**

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a year.

**Annual Dropout Rate**

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a year.
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### Post-Secondary Enrollment

#### College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 10)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

SCIENCE (GRADES 05 AND 08)
Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress.
and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

---

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

Massachusetts

MATHEMATICS (GRADES 03-08)

Our District

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

Massachusetts

MATHEMATICS (GRADES 10)

Our District

Massachusetts

View more detailed student growth data

How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

![Graph showing dollars spent per student]

Our District

- **State & Local Funds**
- **Federal Funds**

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets
Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.

Our district is making moderate progress toward targets for most accountability measures.

**Overall Classification**

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."

View more detailed accountability data | View accountability lists | Learn more about the accountability system

View our 2018 report card
2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Springfield

**Superintendent**
Daniel J Warwick

**Grades Served**
PK, K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

**Address**
1550 Main Street, Springfield, MA 01103

**Website**
[www.springfieldpublicschools.com](http://www.springfieldpublicschools.com)

**Phone**
413-787-7100

**Title I Status**
Title I District

Who are our students and teachers?

Students

**Student Enrollment**
The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our District</td>
<td>25,633</td>
<td>25,604</td>
<td>25,297</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>953,748</td>
<td>954,034</td>
<td>951,631</td>
</tr>
</tbody>
</table>

reportcards.doe.mass.edu/2019/DistrictReportcard/02810000
**Student Demographics**

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

---

**Teachers**

**Teacher Workforce**

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

**Our District** : 1,917.1

**Massachusetts** : 73,878.0

---

**Teacher Qualifications**
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

Our District

<table>
<thead>
<tr>
<th>2019</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>93.4%</strong></td>
<td><strong>97.3%</strong></td>
</tr>
<tr>
<td><strong>67.9%</strong></td>
<td><strong>89.2%</strong></td>
</tr>
<tr>
<td><strong>74.7%</strong></td>
<td><strong>82.6%</strong></td>
</tr>
</tbody>
</table>

- Licensed Teachers
- Teachers Licensed in the Subject They Teach
- Experienced Teachers

View more detailed teacher data

What academic opportunities are available to our students?

Access to Broad and Challenging Coursework

Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
What do student attendance and discipline look like in our district?

Student Attendance and Discipline

All Students

Attendance
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

Massachusetts

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

**High School Outcomes**

**High School Completion**

**Graduation Rates**

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

![Bar graph showing graduation rates for Our District and Massachusetts](image)

- **Our District**
  - 4-Year Graduation Rate
  - 5-Year Graduation Rate
- **Massachusetts**
  - 4-Year Graduation Rate
  - 5-Year Graduation Rate

View more detailed graduation data

**Annual Dropout Rate**

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.

### Post-Secondary Enrollment

### College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.
How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

View more detailed post-secondary enrollment data

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 10)

Our District

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Massachusetts

SCIENCE (GRADES 05 AND 08)
Student Progress

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**ENGLISH LANGUAGE ARTS (GRADES 03-08)**

**Our District**

**Massachusetts**

**MATHEMATICS (GRADES 03-08)**

**Our District**

**Massachusetts**

**ENGLISH LANGUAGE ARTS (GRADES 10)**

**Our District**

**Massachusetts**

**MATHEMATICS (GRADES 10)**

**Our District**

**Massachusetts**

View more detailed student growth data

- How much does our district spend per student?
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.

Our District

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>State &amp; Local Funds</td>
<td>$13,859</td>
<td>$14,328</td>
</tr>
<tr>
<td>Federal Funds</td>
<td>$1,483</td>
<td>$1,536</td>
</tr>
</tbody>
</table>

Massachusetts

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>State &amp; Local Funds</td>
<td>$14,769</td>
<td>$15,360</td>
</tr>
<tr>
<td>Federal Funds</td>
<td>$602</td>
<td>$622</td>
</tr>
</tbody>
</table>

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district doing in the state’s accountability system?

Accountability

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**Overall Classification**

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**Other Information**

Federal education law requires states to identify schools as needing support and improvement if they meet certain criteria. Schools that are low performing overall or have low graduation rates are identified as needing Comprehensive Support and Improvement. Schools with low performing student groups are identified as needing Targeted Support and Improvement or Additional Targeted Support and Improvement. These schools may receive additional support from the district and the state in order to improve student performance.

**In our district, the following school(s) were identified as needing support and improvement:**

- **Balliet Middle School** - Comprehensive Support and Improvement (CSI)
- **Chestnut Academy** - Comprehensive Support and Improvement (CSI)
- **Conservatory of the Arts** - Comprehensive Support and Improvement (CSI)
- **Forest Park Middle** - Comprehensive Support and Improvement (CSI)
High School Of Commerce - Comprehensive Support and Improvement (CSI)
Impact Prep at Chestnut - Comprehensive Support and Improvement (CSI)
John F Kennedy Middle - Comprehensive Support and Improvement (CSI)
M Marcus Kiley Middle - Comprehensive Support and Improvement (CSI)
Rise Academy at Van Sickle - Targeted Support and Improvement (TSI)
South End Middle School - Comprehensive Support and Improvement (CSI)
Springfield High School of Science and Technology - Comprehensive Support and Improvement (CSI)
Springfield Public Day Middle School - Comprehensive Support and Improvement (CSI)
Van Sickle Academy - Comprehensive Support and Improvement (CSI)

View more detailed accountability data |
View accountability lists | Learn more about the accountability system

View our 2018 report card
2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Woburn

Superintendent
Matthew T. Crowley

Address
55 Locust Street, Woburn, MA 01801

Grades Served
PK, K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Phone
781-937-8233

Website
www.woburnpublicschools.com

Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our District</td>
<td>4,628</td>
<td>4,598</td>
<td>4,524</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>953,748</td>
<td>954,034</td>
<td>951,631</td>
</tr>
</tbody>
</table>

reportcards.doe.mass.edu/2019/DistrictReportcard/03470000
**Student Demographics**

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

View more detailed enrollment data

---

**Teachers**

**Teacher Workforce**

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

**Teacher Qualifications**
The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.

Our District

![Bar chart showing licensed teachers, teachers licensed in the subject they teach, and experienced teachers for the years 2019.](chart)

- Licensed Teachers
- Teachers Licensed in the Subject They Teach
- Experienced Teachers

View more detailed teacher data

What academic opportunities are available to our students?

**Access to Broad and Challenging Coursework**

[Drop-down menu: All Students]

**Access to the Arts**

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.
Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.
MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of english, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

Our District

Massachusetts

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.

Our District

Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.
How prepared are our students for success after high school?

**High School Outcomes**

**High School Completion**

**Graduation Rates**

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

- **Our District**
  - 4-Year Graduation Rate
  - 5-Year Graduation Rate

- **Massachusetts**
  - 4-Year Graduation Rate
  - 5-Year Graduation Rate

View more detailed graduation data

**Annual Dropout Rate**

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a...
The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.

**Post-Secondary Enrollment**

**College-Going Rates**

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How do our students perform on state tests?

Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students

ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeding Expectations</td>
<td>17%</td>
<td>46%</td>
</tr>
<tr>
<td>Meeting Expectations</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Partially Meeting Expectations</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Not Meeting Expectations</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

MATHEMATICS (GRADES 10)

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeding Expectations</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>Meeting Expectations</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Partially Meeting Expectations</td>
<td>38%</td>
<td>33%</td>
</tr>
<tr>
<td>Not Meeting Expectations</td>
<td>9%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

SCIENCE (GRADES 05 AND 08)
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**ENGLISH LANGUAGE ARTS (GRADES 03-08)**

Our District

Massachusetts

**MATHEMATICS (GRADES 03-08)**

Our District

Massachusetts

**ENGLISH LANGUAGE ARTS (GRADES 10)**

Our District

Massachusetts

**MATHEMATICS (GRADES 10)**

Our District

Massachusetts

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How much does our district spend per student?
Finance

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Our District

- **State & Local Funds**
- **Federal Funds**

View more detailed school per pupil spending data | View more detailed district per pupil spending data

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View more detailed accountability data | View accountability lists | Learn more about the accountability system

View our 2018 report card
Our Way Forward
For Massachusetts K-12 Public Education

Jeffrey C. Riley
Commissioner

June 2019
The function of education is to teach one to think intensively and to think critically.

- Martin Luther King Jr.

The Massachusetts Education Reform Act of 1993 ushered in an era largely focused on developing and refining a comprehensive system of standards, assessment and accountability. With a goal to achieve equity for all learners, we established clear and rigorous expectations for what our students should know and be able to do, assessments to demonstrate how students perform against these standards, and a scorecard to evaluate school and district performance. This system got everyone rowing in the same direction and helped our state surge to first place on various measures. Over the past 25 years, we have increased our graduation rates; consistently earned top scores on the federal gold standard assessment, the National Assessment of Educational Progress (NAEP); and achieved results comparable to top nations around the world on the Program for International Student Assessment (PISA).

While we are rightfully proud of our “first in the nation” status on many educational measures, our NAEP scores have stagnated for years and, in some cases, even declined. Other states are catching up to us. More troubling is the fact that across virtually all metrics, large achievement gaps persist for our students of color, English learners, and students with disabilities. A recent report – #1 For Some – highlights these disparities, many of which are stark.¹ For instance, while Massachusetts ranked 8th in the country in 2016 for our four-year graduation rate for white students, we ranked 43rd for Latinx and 19th for black students. On the 2017 NAEP 8th grade mathematics exam, 28% of low-income students scored proficient or advanced compared to 58% of their higher-income peers, 9% of English learners (ELs) scored at these levels compared to 52% of non-ELs, and 16% of students with disabilities were proficient or advanced vs. 57% of students without disabilities. The report also reveals gaps in access to opportunities, such as early childhood education programs, that could support our most vulnerable students.

At the same time, we are preparing students for a world that is changing at an accelerating rate. Our graduates will switch jobs – and even careers – frequently throughout their lives, and many of those jobs have yet to be invented. The goal of education is no longer simply to possess knowledge; instead, leveraging ever-smarter technology, students must learn to access knowledge, mine it for relevance, and apply it in new ways. Employers are increasingly valuing skills and dispositions, which can be challenging to measure, on par with content expertise. And with soaring tuitions and an uncertain return on investment from the traditional college

experience, students need additional options for pathways and credentials that bridge K-12, higher education, and employment.

Within this dynamic context, as a field we are stalled. Not only is student achievement stagnant, but we are at loggerheads on a vision for the future. We see dissatisfaction with the status quo and we have not yet achieved consensus on how to move forward in a substantive way. Moreover, through our vigorous disagreements on strategy, we have fractured our bonds as an educational community.

However, as educators, parents and students, non-profits and partners that support schools, we know what our students need and we know the ways the current systems enable and impede our efforts to support them. Unlike in 1993, we should not expect an outside “grand bargain” to point the way. Instead, we must be our own advocates: We must come together and state clearly what it will take for all public school children to be well prepared for the future and achieve their aspirations.

**Our Way Forward: Four Themes**

As the newly appointed Commissioner, I spent the past year on a listening and learning campaign in search of common themes for a new K-12 education platform. I participated in over 100 school visits across rural, urban, and suburban communities. I observed classroom instruction and spoke to students about their experiences in school. I heard from educators, school leaders, and superintendents about their pain points, and their hopes for their students. I met with families, community members, legislators, the business community, teachers’ unions, foundations, and non-profit partners to gather their ideas for improving K-12 public education. And I engaged the associations for superintendents, school committees, principals, charter schools, and vocational schools in regular meetings throughout the year.

At the same time, I observed and assessed the functioning of the Department of Elementary & Secondary Education (DESE). I fostered initiatives already in the pipeline, such as new curriculum frameworks and updates to the accountability system, and worked with the Governor’s office, Legislature, and others to promote the Foundation Budget Review Commission’s recommendations to sufficiently fund our schools. I continue to assert that this is the right time for the Legislature to take action on school finance reform to accelerate learning for all students, especially those most in need of support.

In March 2019, I convened a statewide education conference, *Kairos* (a propitious moment for action), to bring together a wide array of individuals and organizations to learn together and
coalesce around a way forward. Aided by DESE staff, I also monitored the latest research that I believe is relevant to the work ahead. And finally, I drew on my own longtime experience as a teacher, principal, and superintendent in urban and suburban schools.

Through these efforts, I see four themes emerging for our way forward in Massachusetts:

I. Deeper Learning for All
II. Holistic Support and Enrichment
III. Innovation and Evidence-Based Practices
IV. The State as a Partner

Below, I outline the rationale and work ahead for each of these themes. I then present my plan for a pilot program at DESE that will bring together educators, schools, and districts to jumpstart work across these themes, with particular emphasis on our central theme: Deeper Learning for All.

Theme I: Deeper Learning for All

As I traveled the state, educators told me that while they appreciate the rigor of our curriculum frameworks and the data from MCAS, they have also observed unintended consequences. In too many cases, they have seen the curriculum narrowed to focus on assessed subjects or shallow coverage of content in a rush to cover all standards before MCAS testing. They also reported instances of too much time spent drilling students on tested skills, divorced from a cumulative, meaningful learning context. The result is that often students are disengaged and unable to connect their daily lessons with their current or future lives.

There is growing awareness not just in our schools – but also in the research community – that we must more closely match students’ daily experience in school with the expectations they will encounter in college, in their careers, and as citizens navigating a complex world. This means asking students to work in ambiguous contexts, on meaningful projects with larger purpose, and both independently and in teams – all while connecting these activities to our state standards.

Preparing our students for their futures starts with ensuring a strong grasp of challenging, grade-appropriate academic content. TNTP’s 2018 Opportunity Myth report, an examination of the student experience in five diverse U.S. school districts, found that a significant percentage of assignments students were given were not up to grade level standards.\(^2\) Moreover, TNTP found that increasing the rigor of classroom work, especially for students who started the school year

behind, had significant positive effects on student achievement. We must do more to ensure that all students – especially those who are behind academically – have access to challenging, standards-aligned curricular materials and assignments.

But while ensuring equitable access to rigorous curricula is an important first step, our students will be asked to do more than demonstrate mastery of rigorous content. They will be asked to create, to invent, and to combine and apply concepts in new ways.

In their recent book, *In Search of Deeper Learning*, Jal Mehta and Sarah Fine describe their six-year survey of U.S. schools. They found that three primary attributes, “mastery, identity and creativity,” supported by a strong learning community, distinguish environments that ask students to think in deeper and inventive ways. In this model, students not only demonstrate fluency in a given academic domain, but also come to identify themselves as participants within and contributors to the domain. Through the skilled guidance of an expert teacher, students are not learning *about* history or mathematics, but instead take on the roles of historians and mathematicians themselves. In action, this “apprenticeship model” of teaching and learning asks students to assume increasing levels of responsibility, eventually making their own authentic contributions to the field.

Mehta and Fine also highlight research by Fred Newmann arguing that student engagement is core to achievement – and yet engagement levels drop precipitously the longer students are in school; 75% of fifth graders say they feel engaged as compared to 41% of ninth graders and 32% of eleventh graders. And we also see that “engagement gaps” follow some familiar patterns: boys less engaged than girls, lower-income students less engaged than higher-income, and Latinx and black students less engaged than white and Asian students.

Across the Commonwealth, I have seen examples of powerful teaching and rigorous deeper learning, where students are highly engaged in substantive tasks, thinking critically and creatively, and working collaboratively. We need to build upon these successes. There is evidence that deeper learning experiences are more common in affluent communities and honors-track classes – school settings to which our underprivileged students, English learners, and students with disabilities do not always have equitable access. We must work together ensure these types of engaging deeper learning experiences are accessible to all students.

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6 Mehta and Fine, 26.
The shifts required to support a statewide move to deeper learning are not trivial, and they will require partnerships across all levels of the education system:

**In the Classroom: Focusing on Deeper Learning Tasks.** As a state, we must intensify our focus on the tasks and activities that students are working on in the classroom. As Richard Elmore has stated, “task predicts performance” – that is, the quality of the activities students engage in will determine how well they learn the material. Every teacher should be equipped with a rigorous curriculum that is aligned to state standards. After mastering that curriculum, teachers can innovate further. Leveraging our expert educators and vetted partner-created resources, we must develop statewide models of engaging tasks – activities that ask students to master content knowledge and life skills through the creation of meaningful, original work products. We must also ensure that our school communities hold high expectations that all students can effectively engage in higher-order tasks.

**At the School: Establishing Conditions for Deeper Learning.** Principals play a critical role in shaping school environments that promote deeper learning. The length of periods in the school schedule, how cross-teacher sharing and professional development are organized, the quality of curricular choices – all of these and more matter a great deal in this effort. Policies and practices established by superintendents and school committees – and the degree of autonomy they in turn provide to schools to meet student needs – also play a pivotal role. Beyond systems and structures, school and district leaders set the tone for education, projecting the norms and values that animate a learning community for children and adults.

**With the Community: Building Relevance and Connections.** We must also accelerate our efforts to connect students to relevant learning opportunities beyond the classroom, such as internships, community-based learning, innovation pathways, early college, and vocational education. These experiences break down the barriers separating education from work, enabling students to further build their skills and apply their growing expertise in real-world settings. And they support students in building their emerging identities, better preparing them to map their own pathways to higher education and employment.

**At DESE: Re-thinking Policy Conditions.** Finally, we must acknowledge that some state policies may pose real or perceived challenges to implementing deeper learning at scale. A serious effort to broaden deeper learning statewide will require us to examine the incentives and constraints

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within our systems and re-align these systems as needed to support deeper learning initiatives in schools.

Through the pilot program described in the second half of this paper, we will enlist districts, schools, educators, and communities to further define this work – at the local and state levels – together.

**Theme II: Holistic Support and Enrichment**

In my visits to schools across the state, I heard clearly and consistently that students’ social-emotional health and wellness needs are intensifying across urban, rural, and suburban schools – and presenting at earlier ages. If we are to provide equitable access to deeper learning for all, we need to ensure all students receive strong foundational supports and enriching experiences beyond core academics.

As Elaine Weiss and Paul Reville contend in their book *Broader, Bolder, Better: How Schools and Communities Help Students Overcome the Disadvantages of Poverty*, we need “systems of integrated student supports” to “free children up to engage in the type of critical thinking and deeper learning to which our schools and education systems aspire.”

All children need appropriate mental and physical health supports, grounded in safe and supportive school cultures, so they can enter the classroom genuinely ready to learn. Robust support services are especially necessary for students who have unique challenges or are suffering from and distracted by trauma and toxic stress.

In order to thrive, all students also need enriching experiences – arts, music, and opportunities for civic engagement, among others – both within and beyond the traditional school day. Children from more advantaged backgrounds are more likely than economically disadvantaged students to have access to a rich array of extracurriculars, clubs, sports, and other opportunities after school.

Many of these enriching experiences promote deeper learning, as they engage students as hands-on participants in the creative process.

In most cases, schools alone cannot deliver these experiences for all students. Families are schools’ first essential partner. Principals and teachers must engage our families as true partners,

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both by listening and responding to their dreams for their children and equipping them to support their children’s growth and development at home. Community-based non-profits, employers, and universities also play a critical role in partnering with schools to support students in holistic ways, from wraparound supports to quality afterschool and summer learning programs, from athletics and enrichment to mentorship programs.

DESE can also do more to develop networks of principals, superintendents and district leaders, school committee members, and charter and vocational leaders working to address these challenges. The state can help to identify quality support partners and convene education practitioners to share promising strategies, especially in districts serving significant populations of high-needs students, or those beginning to experience demographic shifts that will require increased student supports. Finally, we can also work more collaboratively across state agencies that serve children and families, finding ways to coordinate services and data so we can respond effectively to students’ needs.

**Theme III: Innovation and Evidence-based Practices**

I see great things happening in schools and classrooms across the state, but currently there are limited ways for educators across cities and towns to find out what others are working on, let alone understand which practices are leading to success with students. Right now, our K-12 education system lacks a systematic way to measure the impact of innovations and incorporate strong practices into a collective body of evidence. This is a huge missed opportunity to elevate and learn from the countless examples of positive work happening in our schools each day. In the coming year, as part of our deeper learning pilot program, we will begin to introduce a more systematic way to incentivize and learn from innovation in our schools.

In addition to learning from home-grown innovation, we must also broaden awareness of evidence-based strategies from research, highlight examples of this work in action, and use the resources of the state to support further adoption. Districts and schools should expect continued DESE support in areas such as educator workforce diversity, standards-aligned curricula through our CURATE initiative, and expanded access to early college partnerships, among others. We will also direct seed funding, foster supports, and monitor outcomes in new areas backed by current and emerging research such as the Acceleration Academies model, home visiting programs, and labor-management partnerships.

**Educator Workforce Diversity.** Today, 40% of our students in Massachusetts public schools are students of color, while only 8% of our teachers are of color. A growing body of research, well summarized in a recent piece by Dan Goldhaber and colleagues entitled *Why We Need a Diverse Teacher Workforce*, shows improved high school completion and life outcomes if students of color
have even one teacher who looks like them in their elementary school experience. In addition, this research indicates that this teacher “role model” effect has important qualitative impacts. For instance, teachers of color have higher expectations of students of color and their classrooms have lower discipline rates for students of color, as compared to their white teacher peers.

Building on my work in Lawrence where we tripled the number of Latinx teachers in a five-year period, we have hired a Senior Associate Commissioner at DESE to oversee efforts to increase diversity, equity, and inclusion for the teachers and leaders in our schools and districts. We are examining our licensure practices and other strategies to promote entry into the profession for underrepresented groups, especially black and Latinx teachers. We are also creating inclusive cohort experiences to ensure educators have robust support throughout their teaching career through the InSPIRED Fellowship and Influence 100 initiatives.

While we have taken some early actions, our biggest strategy is focused on learning from schools and districts. This spring, we made a significant investment in a local incentive program, awarding nearly $2 million to over a dozen districts to pursue strategies of their choice to recruit and retain a diverse teacher workforce. We will learn from these sites as we build out the plan for this work in the coming year.

**CURATE: CUrriculum RAting by TEachers.** This past school year, DESE launched a new initiative called CURATE to support educators, schools, and districts in selecting rigorous, standards-aligned curricula. The project enlists educators from across the state to serve on CURATE panels, which review evidence on the quality and alignment of publisher-created curricula. These reviews are based not just on alignment to Massachusetts standards, but also ease of implementation as reported by educators. The first round of curriculum reviews will be available in summer 2019. As noted in the TNTP *Opportunity Myth* report above, upgrading our instructional materials state-wide is a critical way to provide equitable access for all students to rigorous content.

**Expanded Access to Early College Partnerships.** In 2017, a joint resolution by the boards of elementary and secondary education and higher education produced a call to action for local communities to develop early college partnerships between high schools and colleges. Recent national research studies cited in *Investing in Early College*, a MassINC report published in June 2019, confirm the strength of this intervention: low-income students who enroll in early college programs are twice as likely to complete a post-secondary degree as students assigned to control groups. Massachusetts is off to a strong start with 17 early college programs serving 2,500 high

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school students across the Commonwealth today. We will work to secure funding to support early college expansion and continuous program improvement.

**Acceleration Academies.** Based on success in Lawrence with a vacation learning time program called Acceleration Academies, other communities have begun to explore and adopt this model, including Springfield and Chelsea. A study of the program in Springfield, *Making the Most of School Vacation*, showed positive effects on student outcomes. We are building capacity and identifying resources at the state level to scale up this program to additional communities, to support their efforts in closing achievement gaps.

**Home Visiting Programs.** A critical foundation for school communities is the strength of the connection between educators and families. The home visiting model is a research-backed intervention in which teachers receive professional development so they can make positive connections with families in their homes. This process helps families and educators develop a united front to bridge children’s school and home lives, maximizing their academic potential. According to research by Johns Hopkins University, students who attended a school where at least 10% of families received home visits showed favorable outcomes in school attendance and ELA assessment scores, as compared to students at other schools.

**Labor-Management Partnerships.** Findings in a Center for American Progress report, *Teachers Unions and Management Partnerships: How Working Together Improves Student Achievement*, show that labor-management partnerships can also make a significant contribution to raising achievement for disadvantaged students. The report notes higher student outcomes in high-poverty schools when administration and educators engage in frequent communication about important issues and foster collaborative environments.

**Theme IV: State as a Partner**

My listening tour also made clear to me that communities are seeking more individualized support from DESE based on their context and needs. School committees, superintendents, principals, and educators need a state partner to problem solve with them through complex issues that they identify. Such partnerships between state and local communities can provide tangible solutions to these challenges.

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If we listen to the goals and priorities of each community, we can better mobilize cross-functional supports to make progress. The state can help build local capacity and incentivize communities to adopt and accelerate best-in-class teaching practices and supports for students.

DESE will always be a regulatory organization, and compliance is necessary to ensure we maintain high standards of safety, rights, and education for our students. Yet I know from my time in schools and districts – and from feedback from educators and administrators this year – that in some areas our compliance oversight could be less burdensome. I have been working closely with DESE’s senior team to identify ways we can continue to carry out our responsibilities while reducing administrative burdens for schools and districts. In the coming year, the agency will take steps to review and streamline our procedures and provide relief in selected areas subject to state policy and regulations.

As DESE moves to implement new initiatives aligned to our core themes, the agency’s strategic plan will evolve as we determine what we will continue to do, what we will improve, where we need to build new capacities, and what we may need to stop doing so we can carry out our mission with fidelity.

Finally, I will continue to set a tone promoting collaboration and compromise across the education ecosystem. We need to move past “all or nothing” thinking, turn the page on past disagreements, and come together around new ideas that can make a positive difference for students.

**Our First Step: The Kaleidoscope Collective for Learning**

We will begin to shift the state towards implementing these themes and immediately impact schools and classrooms through a new pilot program at DESE called the Kaleidoscope Collective for Learning (KCL). Starting in fall 2019, school districts, individual schools, and educators will be able to apply to participate in this effort. Our initial goals will be to:

- Create a research and development (R&D) hub of educators, schools, and districts focused on incubating and assessing innovative approaches to deeper learning, including standards-aligned instruction and assessment (*Theme I*)
- Form a highly engaged network of practitioners, through which holistic support (wraparound) and enrichment efforts and evidence-based practices can be identified and shared (*Themes II and III*)
- Model a new approach for how DESE can partner with the field to support adoption of promising practices, especially those shown to close achievement gaps, while respecting and learning from each community’s context (*Theme IV*)
While the Kaleidoscope Collective for Learning will address all four themes of *Our Way Forward*, the primary focus will be on our central theme: Deeper Learning for All. Through this effort, we will start to gather the Massachusetts education community around this new vision for the student experience and take concrete steps to pilot new approaches. While this pilot will be open to all schools and districts across the state and is intended to benefit all learners, the network will be committed to closing achievement gaps for underperforming subgroups through deeper learning efforts and the other themes outlined above.

**Kaleidoscope Schools and Districts**

Through the Kaleidoscope effort, we will create opportunities and incentives for educators, school leaders, and superintendents to build upon successes and try out new approaches. To support this effort, we will create a new team within DESE focused on guiding and supporting KCL participants. This team will partner closely with intermediaries that have a successful track record in creating the conditions for deeper learning in schools and districts, and will connect educators and administrators who are pursuing similar strategies. Schools and districts that apply to participate in the Kaleidoscope Collective for Learning will have the following common commitments and opportunities:

- **Engaging performance tasks.** Kaleidoscope schools and districts will work to increase the time students spend learning and demonstrating their knowledge through highly engaging, applied, and relevant tasks and activities. These tasks must be rigorous, standards-aligned, and built on a foundational, high-quality curriculum that supports high expectations for all students. They must ask students to demonstrate essential skills, such as critical thinking and collaboration, in addition to mastery of content. Districts and schools will have the opportunity to pilot a priority set of “transformative tasks” developed by educators across the Commonwealth (see next section, below), adopt vetted partner-created tasks, and receive professional development to design their own high-quality tasks.

- **Innovative assessment design.** Kaleidoscope participants will work with DESE on new performance-based tests and pilot other ideas for broader and deeper measures of student learning and school outcomes. The NAEP, through its new Technology & Engineering Literacy Assessment, and PISA are already beginning to create forward-looking assessments that address deeper, applied learning. Kaleidoscope schools and districts will partner with DESE to help Massachusetts respond to this shift. While schools will be encouraged to pursue deeper learning across all subject areas, we will focus initially on designing new performance-based assessments in history/civics/social studies and
technology and engineering. We will also explore other important measures such as student engagement in school and the community, and student valuing of learning.

- **Increased district and school flexibilities.** DESE will support Kaleidoscope sites in navigating DESE regulations and policies, including creating new areas of flexibility to support the shift to deeper learning. As we learn what practitioners need to meet their objectives, DESE will make new approaches available statewide.

- **Resources and support.** DESE will provide funding and resources for Kaleidoscope sites as well as regular opportunities for network-wide sharing. Schools and districts can request grant funds to support their plans, including teacher planning stipends and technical assistance partners.

The application for the first cohort of the KCL Schools and Districts Network will be available this fall, with selection and launch in winter 2020. In July 2019, we will solicit letters of interest to gather an initial understanding of the number of schools and districts that may apply to participate. The selected pilot cohort will serve diverse student populations and geographic regions, with traditional public schools, vocational technical and/or agricultural schools, charter schools, collaboratives, and adult education centers all encouraged to apply.

In the initial pilot group for the KCL, we will look to include a handful of districts that have already taken steps towards a deeper learning approach and a larger number of individual schools that have demonstrated readiness to move in this direction. In addition, depending on the volume of interest, we may designate a group of “priority pipeline” schools for future cohorts of the KCL. These schools would join the larger group of Kaleidoscope sites in the first cohort in piloting performance tasks and strengthening their curricula and would be well-positioned to join future KCL cohorts as full members. We plan to launch the next cohort in fall 2021 and subsequent cohorts thereafter. In addition, we will find ways to regularly share the work of the KCL with the broader Massachusetts education community.

As part of the application process this fall, we will ask interested districts and schools to collaborate with local stakeholders, such as school committees, parent organizations, student councils, teachers’ unions, and other partners, as they prepare their applications. The application will include information about participant commitments that can be shared with stakeholders to guide local school and district decisions about whether to apply.
Transformative Tasks by Teachers

Massachusetts educators will play a central role in the Kaleidoscope Collective for Learning. Through Kaleidoscope’s Transformative Tasks by Teachers initiative, we will issue an all-call for Massachusetts teachers to design and submit outstanding, rigorous activities that engage students in transformative learning tied to state standards. By soliciting inspiring yet concrete examples of what deeper learning tasks look like, we can begin to set a new bar for high-quality, engaging instruction state-wide. Task creation workshops will be made available to educators interested in submitting tasks for consideration.

Teachers who submit the highest-rated performance tasks, which will be vetted by a panel of educators and other experts, will each receive funding and recognition and these tasks will be piloted throughout the Kaleidoscope network of schools and districts. We will make sure implementation of these tasks is coupled with rigorous, rapid evaluation efforts to assess effectiveness.

Educators whose tasks are selected will also be invited to join a transformative task workgroup to collaborate with the Commissioner and DESE staff to identify and develop models for scaling transformative instruction. Through this effort, we will partner directly with our classroom teachers and expand the reach of their best ideas.

Moving Forward

The past 25 years of education reform gave our Commonwealth an essential foundation. This work was necessary – but, in the end, not sufficient – to support equitable and high-quality learning environments and strong outcomes for every student in the Commonwealth. It is now up to us as educators, school leaders, superintendents, school committees, and in collaboration with our families, communities, and partners to map our way forward. The Kaleidoscope Collective for Learning, alongside other new initiatives addressing each of our themes, is where we will start.

I look forward to further discussing the themes and plans outlined in this document with the Massachusetts education community, and building upon them together in the coming months and years.
A. Universal Accessibility Features (UFs)

Universal Accessibility features are tools and supports that are available to all students on the MCAS tests that are either built into the MCAS computer-based test platform or provided by a test administrator on either the computer- or paper-based tests. Although most universal accessibility features will be available on the day of the test to any student who wishes to use them, some must be requested in advance in the Student Registration/Personal Needs Profile (SR/PNP), the student registration system located in PearsonAccess next (PAN). The “(SR/PNP)” designation in Table 1 below refers to an accessibility feature or accommodation that must be documented and/or requested in the SR/PNP prior to the start of testing.

Table 1. Universal Accessibility Features Available to All Students

<table>
<thead>
<tr>
<th>#</th>
<th>Computer-Based Testing</th>
<th>Paper-Based Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>UF1</td>
<td>Highlighter tool</td>
<td>Highlighter&lt;br&gt;Yellow highlighters and all colored pencils may be used by students taking paper-based tests. See Principal’s Administration Manual for details.</td>
</tr>
<tr>
<td>UF2</td>
<td>Alternative background and font color</td>
<td>Colored overlays or tinted lens(es)</td>
</tr>
<tr>
<td></td>
<td>The student can select a color combination for text and background.</td>
<td></td>
</tr>
<tr>
<td>UF3</td>
<td>Magnifier or Zoom tool</td>
<td>Magnification tool/device or low-vision aid</td>
</tr>
<tr>
<td></td>
<td>Magnifier tool enlarges part of the screen; Zoom tool enlarges or reduces entire screen by pressing Ctrl + or Ctrl -</td>
<td></td>
</tr>
<tr>
<td>UF4</td>
<td>Line reader tool</td>
<td>Tracking device, such as a straight edge or similar tool</td>
</tr>
<tr>
<td></td>
<td>Masks text so only part of the text can be viewed at one time</td>
<td></td>
</tr>
<tr>
<td>UF5</td>
<td>Answer masking</td>
<td>Mask text or answer(s) using a blank card or cutout</td>
</tr>
<tr>
<td></td>
<td>Student selects which answer choices will be shown on the screen</td>
<td></td>
</tr>
<tr>
<td>UF6</td>
<td>Answer eliminator</td>
<td>Use a pencil to eliminate answer choices in test booklet (not answer bubbles)</td>
</tr>
<tr>
<td></td>
<td>Student marks an “X” through each answer option he or she believes is incorrect</td>
<td></td>
</tr>
<tr>
<td>UF7</td>
<td>Item flag/bookmark</td>
<td>Use a blank place marker to mark a question for later review (Note: post-its are not allowed)</td>
</tr>
<tr>
<td>UF8</td>
<td>Audio aids (e.g., amplification devices)</td>
<td>Audio aids (e.g., amplification devices) (Note: a smartphone may not be used)</td>
</tr>
<tr>
<td></td>
<td>Note: a smartphone may not be used</td>
<td></td>
</tr>
<tr>
<td>UF9</td>
<td>Notepad for notes or calculations</td>
<td>Scratch paper is required for all students</td>
</tr>
</tbody>
</table>
### # | **Computer-Based Testing** | **Paper-Based Testing**
--- | --- | ---
UF10 | **Test administrator reads aloud** (or signs, in the case of a student who is Deaf or Hard-of-Hearing) **selected words** on the Mathematics and/or Science and Technology/Engineering (STE) tests, as requested by the student. The student may point to a word or phrase that he or she needs read aloud or signed. Test administrator quietly reads aloud or signs the selected word to the student. Students using this feature may be tested alongside other students in groups of any size. |  
UF11 | **Test administrator redirects student’s attention to the test** without coaching or assisting the student to answer any questions (e.g., test administrator reminds student to stay focused; it is not permissible to say, “Add more to your response” or “Make sure to answer all questions.”) |  
UF12 | **Test administrator reads aloud, repeats, or clarifies general test administration directions** (from the Test Administration Manual scripts) to student, as needed. |  

#### B. Designated Accessibility Features (DFs)

Although most students will be tested in their regular classrooms according to the guidelines and schedule intended for all students, principals have the flexibility to test any student, including non-disabled and non-EL students, using the designated accessibility features described in Table 2, as long as all requirements for testing conditions, test security, and staffing are met.

It is advisable, although not required, to include designated accessibility features in the Individualized Education Plan (IEP) or 504 plan of a student with a disability who requires them.

**Table 2.**

*Designated Accessibility Features available to any student, at the principal’s discretion*

<table>
<thead>
<tr>
<th>#</th>
<th>Designated Accessibility Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>DF1</td>
<td><strong>Small group test administration</strong> (May include up to a total of 10 students.)</td>
</tr>
<tr>
<td>DF2</td>
<td><strong>Individual (one-to-one) test administration</strong> (Student must be tested in a separate setting.)</td>
</tr>
<tr>
<td>DF3</td>
<td><strong>Frequent brief supervised breaks</strong></td>
</tr>
<tr>
<td>DF4</td>
<td><strong>Separate or alternate test location</strong></td>
</tr>
<tr>
<td>DF5</td>
<td><strong>Seating in a specified area</strong> of the testing room, including the use of a study carrel</td>
</tr>
<tr>
<td>DF6</td>
<td><strong>Adaptive or specialized furniture</strong> (e.g., seating, desk, or lighting)</td>
</tr>
<tr>
<td>DF7</td>
<td><strong>Noise buffer</strong>, such as noise-canceling earmuffs/headphones or white noise (Note: music or other recordings may not be played, unless granted as a <em>unique accommodation</em> by the Department, see pp. 15-16)</td>
</tr>
<tr>
<td>DF8</td>
<td><strong>Familiar test administrator</strong></td>
</tr>
<tr>
<td>DF9</td>
<td><strong>Student reads test aloud to self.</strong> Student must be tested in a separate setting, unless a low-volume device (e.g., a Whisperphone™) is used.</td>
</tr>
<tr>
<td>DF10</td>
<td><strong>Specific time of day</strong></td>
</tr>
<tr>
<td>DF11</td>
<td><strong>“Stop Testing” policy:</strong> If the student does not appear to be responding to test questions after a period of 15–20 minutes, the test administrator may ask if the student is finished. If so, the test administrator may collect the student’s test materials and the student can either sit quietly or be excused from the test setting. (Note: The student should be given the opportunity to attempt each test session).</td>
</tr>
</tbody>
</table>
Two Initiatives

Kaleidoscope Collective = Instructional and school leadership support for deeper learning.

Innovative Science MCAS = A new way of assessing students’ deeper learning.
Massachusetts Department of Elementary and Secondary Education

Deeper learning lesson…

Light and Sound Waves Project:
This week, you will work in teams of 2 or 3 people to complete a project about Light and Sound Waves.

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 27</td>
<td>Feb. 28</td>
<td>Feb. 29</td>
<td>Mar. 1</td>
<td>Mar. 2</td>
</tr>
</tbody>
</table>
| Introduction to Light Waves | Experiments about Light Waves | Research about light waves. Begin your project | Work on your project | Present projects in class

Steps to follow this week:

- **STAMP due Mon. 2/27**
  - Complete all 4 stations about electromagnetic radiation
  - Fill definitions for Wave, Electromagnetic radiation, Mechanical wave and Electromagnetic wave
  - Complete end-of-lesson summary about electromagnetic radiation

- **STAMP due Tues. 2/28**
  - Choose your team and your project format
  - Your team: __________________________
  - Circle one project format: Video, Rap, Song, Play/Skit

- **STAMP due Tues. 2/28**
  - Complete in-class experiments and worksheet CW 7-2
  - Use what you learned from the experiment to complete the first four rows of the Light Waves/Sound Waves table

- **STAMP due Wed. 2/29**
  - Complete the remaining rows of the Light Waves / Sound Waves table and show it to either City Year, Mr. Friedman or Mr. Ribnick

- **STAMP due Wed. 2/29**
  - Show a draft of your project to either City Year, Mr. Friedman or Mr. Ribnick
  - Signature __________________________

- **STAMP due Thur. 3/1**
  - Grade your own project according to the rubric. Score:
  - With your team, brainstorm 3 things you can do to improve your project:
    1. __________________________
    2. __________________________
    3. __________________________
What is the innovative science assessment?

Engage your staff and school committee

MCAS Science Assessment Opportunity: Grades 5 and 8

Sign a letter of support
Why are we doing this?

The world is changing.
Our current system works for some but not ALL students.
The next generation of authentic assessments is here.

Sample performance task from **2018 NAEP assessment of Technology and Engineering Literacy**

**Practices:** Understanding Technological Principles, Developing Solutions and Achieving Goals, Communicating and Collaborating

Goals for the future of assessments

Model engaging, authentic tasks to inspire teachers

Assess students on 21st-century skills

Reduce time on traditional testing

Improve student mastery of standards and close achievement gaps
Innovative Assessments Demonstration Authority (IADA)

What is it?
- Permission for a state to pilot an innovative assessment alongside the statewide assessment
- ESSA allows 7 waivers, 4 already granted (NH, GA, LA, NC)

What is the assessment?
- Grades 5 and 8 science
- Still includes traditional MCAS questions, but half as long
- Adds authentic performance tasks to measure deeper learning

How will it be rolled out?
- Small group of volunteer schools/districts in Spring 2021
- 5 years to test, refine and scale up
What are we asking of you?

DESE application to US Dept of Ed due Jan. 22

Need letters of support from superintendents and school committee chairs

- No commitment needed at this time
- Serves as your application for the innovative assessment pilot
- Provide input and feedback during development
What are we asking of you?

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Extra Credit: School Committee Chair, PTA president or Union president
Common questions

1. How will this affect our graduation requirements?
2. Will the new assessment be accessible for students with disabilities? ELs?
3. Who is designing the new assessment?
4. How does this impact CPI or other accountability measures?
5. How does this impact students interested in the Adams Scholarship?
6. What types of instruction will be needed to prepare students for this new assessment?
7. How will we communicate about this to our community?

Answers are provided on an FAQ sheet you can use with your School Committee/and other stakeholders
Next Steps:

- Share this presentation with school committee, parent organizations, and/or union leaders and ask them to sign the letter of support with you
- Send back the letter of support with superintendent signature by Jan. 22

When students go deep in their learning, they turn every challenge into an opportunity to shine.
Feedback

Q&A
Innovative Science Assessment Pilot
DESE exploring possible ideas for future science assessments

As part of Commissioner Riley’s emphasis on more authentic, engaging, and deeper learning for all students, Massachusetts is applying to the US Department of Education for permission to pilot a new approach to the MCAS science assessments in Grades 5 and 8. If our application is approved, a small number of schools could begin piloting a new approach to assessment as soon as Spring 2021 while the rest of the state continues to use the existing science MCAS.

We are proud of the existing MCAS as an effective assessment of content skills and knowledge. We are hoping to design the new assessment in a way that encourages deeper learning experiences that are both rigorous and engaging. We know that many educators are trying to create time and space for 21st-century skills and authentic work but feel pressure to prepare students for the MCAS at the end of the year. We are designing the new assessment to promote deeper learning that is rigorous, culturally relevant, and engaging, so that all students across the Commonwealth have equitable access to these experiences.

We are still early in the design phase for this initiative and the end result could take many forms, ranging from performance tasks inspired by project-based learning to interactive computer-simulation environments to assess student learning. For now, this is a proof-of-concept pilot for a small number of volunteer districts.

As part of the application, we need signatures from superintendents expressing support for the application for the innovative assessment. We are asking you to offer your signature as a show of support to help our application be accepted. By sending in this letter of support, you will be placed on the list of districts for the pilot, though preference will be given first to Kaleidoscope participants if there is more interest than space.

The application to the US Department of Education is due at the end of January, so we are requesting letters of support from schools and districts by Jan. 22 (sample language available at the end of this document). If you are interested but not ready to commit, you can still provide a letter of support to strengthen Massachusetts’s application.

Thank you!

Sam Ribnick
Special Advisor, Innovative Assessments
sam.ribnick@doe.mass.edu

Frequently Asked Questions
All answers below represent DESE’s current thinking in January 2020, but could change in the future. We’ve tried to indicate where we are more or less certain about the path forward.
1. **What is the commitment for our district?**
   If you join the pilot, you would be opting in to have one, many, or all schools take a new version of the state science assessment in Spring 2021 in place of the MCAS for Grades 5 and 8. We would hope that anyone participating in 2021 would continue to participate in future years, but districts may choose to revert to the standard MCAS after the 2021 assessment.

2. **What is the design of the new assessment?**
   We are still early in the design phase, but expect that the new assessment in 2021 will consist of one session of traditional MCAS questions that is roughly half as long the current MCAS, along with a new performance task session intended to assess deeper learning of content and 21st-century skills.

3. **How will this affect our graduation requirements?**
   The federal innovative assessment pilot only includes Grades 5 and 8, so there is no impact on graduation requirements. High school students will take either the Next-Generation MCAS in biology or physics (or the legacy MCAS in chemistry and technology/engineering) as they do today. We are still exploring how we can pilot a high school version of the innovative assessment.

4. **How does this impact students interested in the Adams Scholarship?**
   There is no impact for the Adams Scholarship because the federal pilot does not affect high school MCAS.

5. **How does this impact CPI or other accountability measures?**
   In the first year of the pilot (spring 2021), students will receive an achievement level (Exceeding Expectations, Meeting Expectations, Partially Meeting, Not Meeting) largely based on the session made up of standard MCAS questions. These achievement levels will be incorporated into CPI according to the same process used today. In future years, student achievement levels will be based on performance on both the standard MCAS questions and the new performance tasks, and will be used for CPI. In future years, science MCAS will use scaled scores rather than CPI, and the innovative assessment will use the same scaled score approach.

6. **Will the new assessment be accessible for students with disabilities? English Learners?**
   Yes. The same experts who are responsible for accommodations and accessibility on the existing MCAS are advising on accommodations for the innovative assessment. The aim is that all students who currently take the MCAS would be able to take the innovative assessment. Students taking MCAS-Alt would likely continue to take the MCAS Alt and not the innovative assessment.

7. **Who is designing the new assessment?**
   DESE is leading the process, and we intend to work closely with teachers during the design of performance tasks. There will likely be one or more partner organizations (not yet determined) engaged to help with the technology, and we expect that those partners will engage teachers in the design of performance tasks.

8. **What types of instruction will be needed to prepare students for this new assessment?**
   The performance tasks are intended to measure deep understanding of content and 21st-century skills.
century skills. Students will be well-prepared for the assessment if instruction encourages deep exploration of science content and practices, and gives students chances to apply important 21st-century skills. The Kaleidoscope Collective for Learning is working with teachers to develop tools, materials and training to support instruction for deeper learning.

9. **Will students and teachers have a chance to see examples of the new performance tasks before the actual assessment? (Will there be a practice test?)**
   Yes. We may ask some schools in the pilot to try out the sample tasks informally with students during development. All schools in the pilot will have access to a sample performance task for students and teachers ahead of the actual assessment, but will not see the actual tasks for the assessment ahead of time.

10. **Can our students take the full MCAS and the performance tasks?**
    The new assessment will include roughly half of the MCAS questions used on the statewide test plus the new performance assessment. Students would not take the full MCAS if they are part of the pilot.

11. **Has the state considered eliminating the science MCAS requirement altogether?**
    No. This is not an option under federal law (Every Student Succeeds Act).

12. **Will the new assessment cover only the standards in that year (i.e. Grade 5) or all prior standards (i.e. Grades K-5) like the current MCAS?**
    This is still being determined. If you have input, please contact sam.ribnick@doe.mass.edu.

13. **Will there be units or curriculum tied to the assessments?**
    This is still being determined. The Kaleidoscope Collective is currently exploring a range of approaches on curriculum. This is likely to include teachers working collaboratively to design units, lessons, and interim assessments that can serve as resources to others, and may also include partner organizations that offer high-quality aligned curriculum. Regardless of what is offered, you are not committing to use any particular curricular materials by signing up for the pilot.
[date]

The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary DeVos,

I serve as the [title] of [district/CMO name]. We are striving to engage our students in deeper learning experiences to prepare them for post-secondary success.

In service of that goal, we are writing in support of application for the Innovative Assessment Demonstration Authority under Section 1204 of the Every Student Succeeds Act for the Massachusetts Department of Elementary and Secondary Education. Our belief is that the innovative assessment developed under this authority will better measure our students’ deep learning experiences, standards mastery and 21st-century skills.

If granted the Demonstration Authority, DESE will design a new, forward-thinking approach to science assessments that get at the authentic skills and knowledge students will use beyond their time in school. Additionally, the new assessment will set an example for our teachers for the types of deeper learning tasks and lessons that we believe should be taking place in every classroom with every student. The new assessment design maintains important breadth of coverage of Massachusetts frameworks, but also encourages teachers to take their students deeper into that content to prepare them for authentic application.

We plan to participate in the first wave of the pilot for the new assessment, pending discussions with our School Committee [remove this if school committee support is confirmed]. We enthusiastically support the Commonwealth’s application and intent to build this new assessment and look forward to the benefits it will bring to our students and schools.

Sincerely,

[superintendent signature]

[name and title]

[optional: signatures from School Committee chair, union president, PTA president, etc.]
Dear parent/guardian,

We are writing to inform you about a decision our school has made about the end-of-year state test that will impact your student. This year, the Massachusetts Department of Elementary and Secondary Education (DESE) is offering an optional new format of test for the science MCAS, with fewer multiple-choice questions and a more in-depth performance task.

As you know, at ________ school, we aim for students to have engaging, deep experiences in every subject area, and we felt that this new type of test could be a better way for us to assess students at the end of the year. Therefore, we have opted to use this new test format rather than the traditional MCAS. Roughly XX schools and Y,000 total students will take the new test format this year. DESE will study the results of the assessment this year and make a decision about how to expand the test to more schools and students in future years.

You and your student will still receive the same type of report about your student’s score on the assessment, including an achievement level rating (e.g. Meeting Expectations). The team at DESE is carefully designing the test and analyzing the results to ensure that students taking this optional format receive a score that is equivalent to what they would have taken on the standard MCAS.

This decision does not affect math or ELA tests, so your student will take the same standard MCAS for math and ELA as all other students in the state.

If you have any questions or concerns about this, please contact the principal at ___________. Thank you for your support as we try this new approach to creating deeper, more engaging learning experiences for every student.

Sincerely.

___________________