

# Case Study: City Charter High School

## Collaborative Assessment in an Urban Charter High School

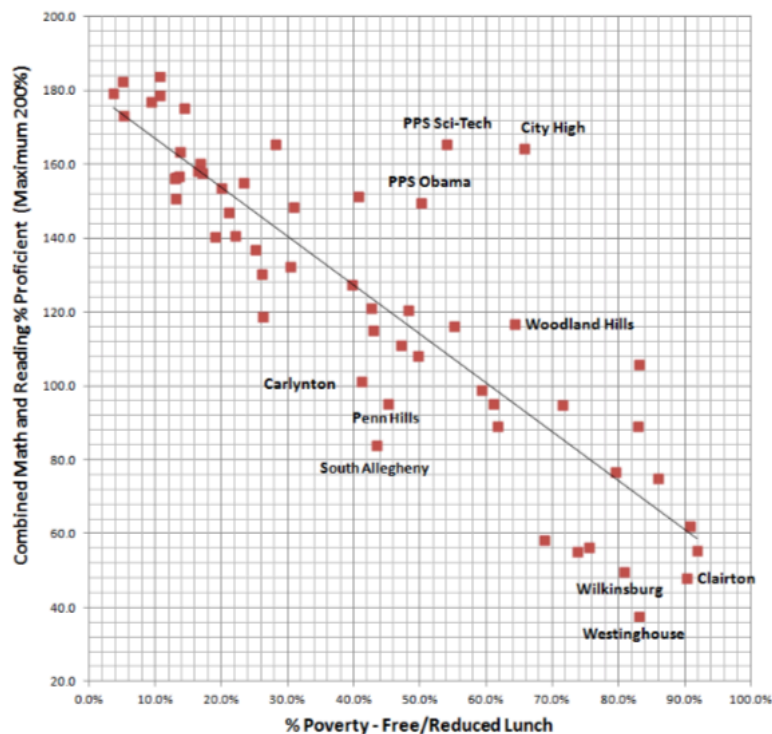
Collaborative assessment, the process of engaging students in assessment of their classmates' work products, decentralizes instruction in the classroom and makes learning a shared responsibility between teacher and students. Years of study at the University of Pittsburgh have validated the positive impact in outcomes of peer assessment, due to the engagement of students on the giving side of the feedback loop as well as the volume of actionable feedback received by each student. This impact extends across all schools, including schools with a predominately underprivileged student population.

One such use case in an underprivileged high school is City Charter High School in Pittsburgh, an urban charter that describes itself as "technology infused", and whose mission, "is to graduate students who are academically, technologically, personally and socially prepared to succeed in post-secondary education, training, or employment." Approximately 69% of City Charter students are eligible for free or reduced price student lunches.

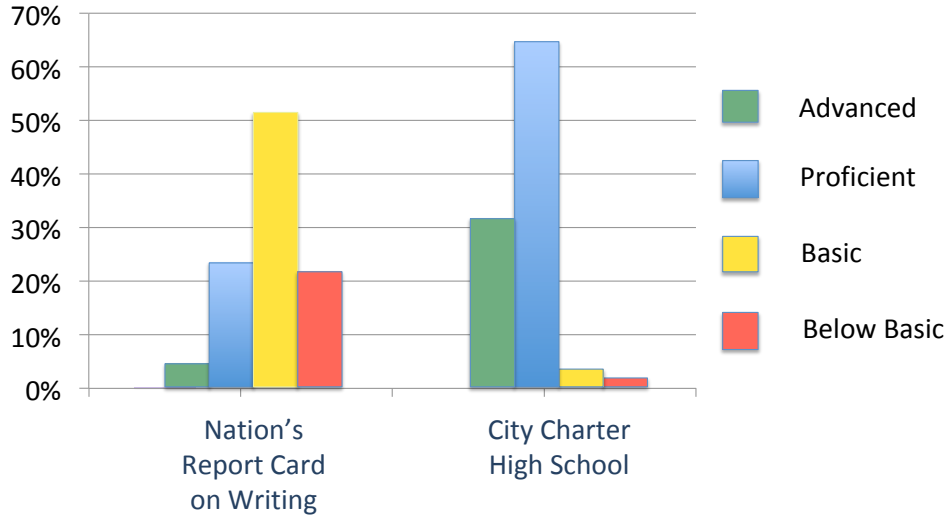
City Charter H.S. was one of the original Pitt research schools, using the Peerceptiv technology (then called 'SWoRD') as far back as 2010 prior to the formation of the company.

City Charter H.S. has an interdisciplinary approach to education (having, for instance, English language arts and history instructors co-teaching the same classes, exposing students to literature relevant for the historical period studied.) City Charter uses Peerceptiv to promote writing and critical thinking across the curriculum, including math. In 2015, 57% of students reported using the Peerceptiv technology "many times" over that school year

Combined standardized test scores at City Charter H.S. rank among the top high schools in the Pittsburgh region, placing them above many of the highest income community schools in Western Pennsylvania.

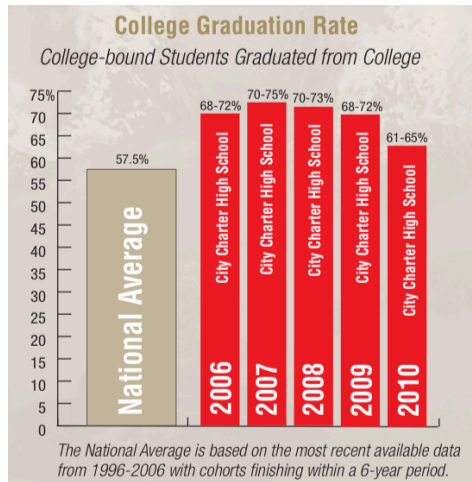


Looking specifically at writing outcomes, the most applicable comparison can be made between the most recent NCES National Report Card on Writing in 2011 and the Pennsylvania System for School Assessment (PSSA) writing test from 2012. The National Report Card on Writing found only 27% of 11<sup>th</sup> graders performed at a Proficient or Advanced level, compared with more than 98% of students at City Charter H.S.



Writing Performance  
2011 NCES Nations Report Card on Writing vs 2012 PSSA Writing Test

Due in part to this focus on writing, City Charter college success results are excellent. Six-year college graduation rates for former City Charter students rank consistently higher than the national average.



Source: U.S. Dept of Education, National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS), Fall 2001 and Spring 2007 through Spring 2014, Graduation Rates component.

City Charter H.S. participated in multiple collaborative assessment studies at the Pitt Learning Research & Development Center, became a Peerceptiv customer under standard commercial terms in 2016, and continues as a Peerceptiv customer today.