# Hoosac Valley Regional School District

Targeted District Review Report

December 2023

Massachusetts Department of Elementary and Secondary Education

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## Executive Summary

In accordance with Massachusetts state law, the Massachusetts Department of Elementary and Secondary Education (DESE) contracted with the American Institutes for Research® (AIR®) to conduct a targeted review of Hoosac Valley Regional School District (hereafter, HVRSD) in December 2023. Data collection activities associated with the review focused on understanding how district systems, structures, and practices operate in support of district continuous improvement efforts. The review focused on three of the six standards (and related indicators) that DESE has identified as being important components of district effectiveness.[[1]](#footnote-2)

Three observers, who focused primarily on instruction in the classroom, visited HVRSD during the week of December 4, 2023. The observers conducted 60 observations in a sample of classrooms across grade levels, focused on literacy, English language arts (ELA), and mathematics. The Teachstone Classroom Assessment Scoring System (CLASS) protocol, developed by the Center for Advanced Study of Teaching and Learning at the University of Virginia,[[2]](#footnote-3) guided all classroom observations in the district. These observations used the three grade-band levels of the CLASS protocols: K-3, Upper Elementary (4-5), and Secondary (6‑12). Overall, for the K-5 grade band, instructional observations indicate generally strong emotional support, classroom organization, and student engagement (Grades 4-5) and mixed evidence of consistently rigorous instructional support. For the 6-8 grade band, instructional observations reveal generally strong classroom organization, emotional support and student engagement, and mixed evidence of consistently rigorous instructional support. For the 9-12 grade band, instructional observations provide mixed evidence of strong emotional support, effective classroom organization, and inconsistent evidence of student engagement or consistently rigorous instructional support.

### [Curriculum and Instruction](#_Curriculum_and_Instruction)

HVRSD delivers effective instruction by following a comprehensive curricular review process and a clear instructional vision. The district uses a combination of published and teacher-created curricula aligned with the Massachusetts Curriculum Frameworks. In addition, HVRSD incorporates social-emotional learning and cultural responsiveness into their teaching approach. The district’s curricular review and selection process includes input from various stakeholders and data-driven decision making. The curriculum council, composed of various stakeholders, is essential in researching, piloting, and selecting curricula. The staggered curriculum review cycle allows for ongoing evaluation, analysis, and improvement of instructional materials throughout the district.

HVRSD employs various curricula to address the educational needs of its students. Teachers use Eureka Math for prekindergarten through Grade 7, and are piloting Reveal Math for mathematics instruction in Grades 8 and 9. Likewise, teachers use the Wit & Wisdom curriculum for ELA from kindergarten through Grade 5 before students transition to Into Literature for Grades 6-12. Wilson’s Fundations and the Heggerty Phonemic Awareness programs support early literacy initiatives. In science, educators combine teacher-created materials with published curricula such as PhD Science®, TCI, Project Lead the Way (PLTW), Savvas Interactive Science, and OpenSciEd. HVRSD also integrates various social-emotional learning curricula, with the Responsive Classroom program implemented in the elementary school and the “Crew” program in the middle and high schools.

The district exhibits strengths in providing instructional support through dedicated staff and a structured curricular review process, with clear articulation of aligned instructional goals in district and school improvement plans. Each school has vetted, selected, and is implementing a social-emotional learning curriculum, offering a wide range of course offerings and academic pathways to support diverse student needs and interests. HVRSD’s initiatives focus on increasing access to advanced coursework, educational pathways, and promoting equity, evidenced by its emphasis on differentiated instruction and student career pathways. Teachers benefit from ongoing professional development and collaborative planning opportunities, promoting student engagement through differentiated instruction and an emphasis on career pathways.

HVRSD also has several areas of growth, including improving the accessibility of published curricula, providing access to materials for new and reassigned teachers, ensuring consistent curricular alignment across different grades, and expanding opportunities for student leadership and autonomy in the classroom. Another area of growth for the district is improving opportunities for students to engage in higher order thinking and deepen their understanding of the subject matter. Lastly, developing formal systems for collecting feedback from students and families regarding course offerings and enrollment is another area of growth for HVRSD.

### [Assessment](#_Assessment)

HVRSD has an established system for collecting and using data, which is a strength. The district follows a structured schedule for administering and reviewing benchmark and curricular assessments in all its buildings. These assessments cover academic and social-emotional domains, providing a comprehensive view of student performance. The HVRSD *Universal Assessment Plan* guides the district’s approach to analyzing data. This plan outlines assessment administration timelines and procedures for analyzing results at various levels, from schools to classrooms. Notably, implementation of a *Data Equity Pause Protocol* demonstrates the district’s commitment to equity. The protocol focuses on historical data to identify instructional priorities. Through ongoing data analysis and improvement planning, HVRSD provides targeted interventions to students.

The district leverages a variety of assessments to comprehensively assess student progress, including, FastBridge and i-Ready screeners for academic proficiency and my Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) and Panorama surveys for social-emotional learning. Furthermore, a dedicated team oversees the assessment inventory, ensuring alignment with instructional objectives and responsiveness to educators’ feedback making HVRSD’s use of multiple student data sources and well aligned prekindergarten through Grade 10 assessments a strength of the district.

HVRSD has a framework for administering and reviewing assessment data to drive improvement initiatives and inform instructional practices. The district integrates assessment results into improvement planning and facilitates data review sessions. However, the district has a few areas of growth. Not all educators have opportunities to review student data, thus indicating a need for district and school structures that equip educators to independently use and analyze data. In addition, district improvements include ensuring families can understand and interpret assessment results.

### [Student Support](#_Student_Support)

HVRSD is dedicated to creating safe and supportive learning environments for all students through proactive social-emotional learning practices and a tiered support system. The district’s commitment to building a positive school culture and climate is evident in its implementation of social-emotional learning curricula and behavior initiatives. By reinforcing expected behaviors and values through its PRIDE (Perseverance, Respect, Integrity, Diversity, and Equity) program, HVRSD fosters community and belonging among students. The district also provides accessible resources that outline behavioral expectations and employ data-driven approaches to address student behavior.

A strength of the district is its commitment to providing safe and supportive learning environments, supported by structured academic and behavioral systems. Through collaborative efforts with staff and community partners, the district takes a holistic approach to student support. Nevertheless, HVRSD has areas for improvement, particularly in ensuring the consistent application of behavioral consequences across all student groups and providing comprehensive training on antibias practices and inclusivity for staff members. Another area for district growth is the review of staff effectiveness and social-emotional learning training for consistent intervention support. Lastly, an area of growth for HVRSD is on enhancing community and family engagement and communications by clarifying staff roles, enhancing communication channels, and establishing transparent policies.

## Hoosac Valley Regional School District: District Review Overview

### Purpose

Conducted under Chapter 15, Section 55A of the Massachusetts General Laws, comprehensive district reviews support local school districts in establishing or strengthening a cycle of continuous improvement. Reviews carefully consider the effectiveness of systemwide functions, referring to the six district standards used by DESE: Leadership and Governance, Curriculum and Instruction, Assessment, Human Resources and Professional Development, Student Support, and Financial and Asset Management. HVRSD was a targeted review that focused on three standards: Curriculum and Instruction, Assessment, and Student Support. Reviews identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results. The design of the targeted district review promotes district reflection on its own performance and potential next steps. In addition to providing information to each district reviewed, DESE uses review reports to identify resources and/or technical assistance to provide to the district.

### Methodology

A district review team consisting of AIR staff members and subcontractors, with expertise in each district standard, reviews documentation and extant data prior to conducting an on-site visit. On-site data collection includes team members conducting interviews and focus group sessions with a wide range of stakeholders, including school committee members, teachers’ association representatives, district and school administrators, teachers, students, and students’ families. Virtual interviews and focus groups also are conducted as needed. Information about review activities and the site visit schedule is in Appendix A. Team members also observe classroom instruction and collect data using the CLASS protocol. The Districtwide Instructional Observation Report resulting from these classroom observations is in Appendix B.

Following the site visit, the team members code and analyze the data to develop a set of objective findings. The team lead and multiple quality assurance reviewers, including DESE staff, then review the initial draft of the report. DESE staff provides recommendations for the district, based on the findings of strengths and areas of growth identified, before AIR finalizes and submits the report to DESE. DESE previews and then sends the report to the district for factual review before publishing it on the DESE website. DESE also provides additional resources to support implementation of DESE’s District Standards and Indicators, summarized in Appendix C.

### Site Visit

The site visit to HVRSD occurred during the week of December 4, 2023. The site visit included 13 hours of interviews and focus groups with approximately 50 stakeholders, including district administrators, school staff, students, and students’ families. The review team conducted three teacher focus groups with four elementary school teachers, five middle school teachers, and four high school teachers; two student focus groups with seven middle school students and four high school students; and one family focus group with three parents.

The site team also conducted 60 observations of classroom instruction in three schools. Certified team members conducted instructional observations using the Teachstone CLASS protocol.

### District Profile

Appointed in 2019, Aaron Dean is the current superintendent of HVRSD. Superintendent Dean receives assistance from the director of curriculum, instruction, and professional development; the director of student services, the associate director of student services, and the business manager. A school committee composed of seven members who are elected for three-year terms governs the district.

In the 2022-2023 school year, there were 93.9 teachers in the district, with 986 students enrolled in the district’s three schools. Table 1 provides an overview of student enrollment by school for the 2023-2024 school year.

Table 1. Schools, Type, Grades Served, and Enrollment, 2023-2024

|  |  |  |  |
| --- | --- | --- | --- |
| School  | Type | Grades served | Enrollment |
| Hoosac Valley Elementary School  | Elementary | PK-3 | 370 |
| Hoosac Valley Middle School | Middle | 4-7 | 299 |
| Hoosac Valley High School | High | 8-12 | 309 |
| Total |  |  | 978 |

*Note.* Enrollment data as of October 1, 2023.

Between 2021 and 2024, overall student enrollment decreased by 57 students. Enrollment figures by race/ethnicity and high needs populations (i.e., students with disabilities, students from low-income families, and English learners [ELs] and former ELs) compared with the state are in Tables D1 and D2 in Appendix D. Appendix D also provides additional information about district enrollment, attendance, and expenditures.

In fiscal year 2022, the total in-district per-pupil expenditure for Hoosac Valley was $19,791, which is $1,321 less than the average in-district per-pupil expenditure in districts with similar demographics ($21,112), and $308 more than the average in-district per-pupil expenditures in districts of similar wealth ($19,483).[[3]](#footnote-4) In-district per pupil expenditures for Hoosac Valley were $237 more than the average state spending per pupil ($19,554). Actual net school spending was greater than what is required by the Chapter 70 state education aid program, as shown in Table D4 in Appendix D.

### School and Student Performance

The following section includes selected highlights regarding student performance in HVRSD. This section is meant to provide a brief synopsis of data, not a comprehensive analysis of district performance data. For additional details and data on district performance, please see Appendix E and [School and District Profiles (mass.edu)](https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=06030000&orgtypecode=5).

#### Achievement

* In Grades 3-8, the percentage of students meeting or exceeding expectations on the Next Generation Massachusetts Comprehensive Assessment System (MCAS) in ELA and mathematics was lower than the state rate for each student group.
	+ ELA: the percentage of students meeting or exceeding expectations was between 7 and 29 percentage points lower than their statewide peers.
	+ Mathematics: the percentage of students meeting or exceeding expectations was between 4 and 39 percentage points lower than the state rate.
* In Grade 10 between 2022 and 2023, the percentage of students meeting or exceeding expectations on the Next Generation MCAS declined for each student group with reportable data in ELA, mathematics, and science.
	+ ELA: the percentage of students meeting or exceeding expectations declined by 11 to 18 percentage points.
	+ Mathematics: the percentage of students meeting or exceeding expectations declined by 21 to 32 percentage points.
	+ Science: the percentage of students meeting or exceeding expectations declined by 19 or 20 percentage points, depending on the student group.
* White students in HVRSD met or exceeded expectations on the Next Generation MCAS at lower rates than their statewide peers.
	+ ELA: the percentage of white students meeting or exceeding expectations was 24 points lower in Grades 3-8 and 32 percentage points lower in Grade 10.
	+ Mathematics: the percentage of white students meeting or exceeding expectations was 30 percentage points lower in Grades 3-8 and 41 percentage points lower in Grade 10.
	+ Science: the percentage of white students meeting or exceeding expectations was 28 percentage points lower in Grades 5 and 8 and 36 percentage points lower in Grade 10.

#### Growth

* ELA student growth percentiles (SGP)[[4]](#footnote-5) were typical in 2023 for each student group with reportable data in Grades 3-8 and Grade 10, except for students from low-income backgrounds in Grade 10 (which exceeded typical growth).
* Math SGPs were typical in 2023 for each student group with reportable data in Grades 3-8 and Grade 10, except for students with disabilities in Grades 3-8, which had low growth.

#### Other Indicators

* HVRSD’s four-year graduation rates improved between 2020 and 2022 for each student group with reportable data by 0.7 to 11.1 percentage points, but remained below the state rate for each student group.
* Dropout rates in HVRSD in 2022 ranged from 3.8 percent to 7.5 percent across groups and were almost twice the state rates for those groups of 1.3 percent to 3.8 percent.
* Out-of-school suspensions in HVRSD occurred at lower rates (1.2 to 2.1 percent) than the state (1.6 to 4.7 percent) for each student group with comparable data in 2023.
* The percentage of students completing advanced coursework in 2023 was below the state rate for each student group with reportable data by 11.2 to 18.7 percentage points.
* The chronic absenteeism rates in HVRSD in 2023 were higher than the state rates for each student group.
	+ The rate for White students in HVRSD (39.2 percent) was more than double the state rate for that group (17 percent).
* In 2023, Hoosac Valley Middle School was identified as *requiring assistance or intervention* via the state’s accountability system because the overall performance of the White student group was among the lowest performing five percent of White student groups in non-high schools statewide.

### Classroom Observations

Three observers, who focused mainly on classroom instruction, visited HVRSD during the week of December 4, 2023. The observers conducted 60 observations in a sample of classrooms across grade levels, focused on literacy, ELA, and mathematics. The CLASS protocol guided all classroom observations in the district. These observations used the three grade-band levels of CLASS protocols: K-3, Upper Elementary (4-5), and Secondary (6-12).

The K-3 protocol includes 10 classroom dimensions related to three domains: Emotional Support, Classroom Organization, and Instructional Support. The Upper Elementary and Secondary protocols include 11 classroom dimensions related to three domains: Emotional Support, Classroom Organization, and Instructional Support, in addition to Student Engagement. The three domains observed at all levels broadly are defined as follows:

* Emotional Support. Describes the social-emotional functioning of the classroom, including teacher-student relationships and responsiveness to social-emotional needs.
* Classroom Organization. Describes the management of students’ behavior, time, and attention in the classroom.
* Instructional Support. Describes the efforts to support cognitive and language development, including cognitive demand of the assigned tasks, the focus on higher order thinking skills, and the use of process-oriented feedback.

When conducting a classroom visit, the observer rates each dimension (including Student Engagement) on a scale of 1 to 7. A rating of 1 or 2 (low range) indicates that the dimension was never or rarely evident during the visit. A rating of 3, 4, or 5 (middle range) indicates that the dimension was evident but not exhibited consistently or in a way that included all students. A rating of 6 or 7 (high range) indicates that the dimension was reflected in all or most classroom activities and in a way that included all or most students.

In HVRSD, ratings are provided across three grade bands: K-5, 6-8, and 9-12. For each grade band, ratings are provided across the overarching domains, as well as at individual dimensions within those domains. The full report of findings from observations conducted in HVRSD is in Appendix B, and summary results are in Tables 17, 18, and 19 in this appendix.

In summary, findings from the HVRSD observations were as follows:

* Emotional Support. Ratings were in the middle range for all grade bands (5.3 for K-5, 4.8 for 6-8, and 4.6 for 9-12).
* Classroom Organization. Ratings were in the high-middle range for K-5 (5.9) and in the high range for 6-8 and 9-12 (6.3 and 6.4, respectively).
* Instructional Support. Ratings were in the low-middle range for all grade bands (3.0 for K-5, 3.5 for 6-8, 3.1 for 9-12).
* Student Engagement. For Grades 4 and up, where student engagement was measured as an independent domain, ratings were in the middle range for all grade bands (5.3 for 4-5, 5.1 for 6-8, and 4.8 for 9-12).

In the K-5 grade band, instructional observations suggest generally strong emotional support, classroom organization, and student engagement (Grades 4-5) and mixed evidence of consistently rigorous instructional support. In the 6-8 grade band, instructional observations suggest generally strong classroom organization, emotional support, and student engagement and mixed evidence of consistently rigorous instructional support. In the 9-12 grade band, instructional observations provide mixed evidence of strong emotional support, effective classroom organization, and inconsistent evidence of student engagement or consistently rigorous instructional support.

## Curriculum and Instruction

HVRSD provides effective and advanced instruction for all students. The district has a robust curricular review process that includes feedback from various stakeholders. Recently, the district updated the mathematics, ELA, and social-emotional learning curricula using this process and plans to employ it for the science and social studies curricula in upcoming years. The district also has a clear instructional vision, reflected in school and district improvement plans that emphasize high-leverage teaching practices and differentiation.

HVRSD provides students access to rigorous learning opportunities at each grade level. Discussions with district and school staff emphasized What I Need (WIN) blocks, accelerated classes, project-based learning, and the Innovation Career Pathways program as the primary ways for students to receive differentiated and individualized instruction. The district is reviewing its practices and available supports to ensure equitable access to advanced coursework opportunities, including Project Lead The Way (PLTW), Advanced Placement (AP), honors, and college preparatory.

Table 2 summarizes key strengths and areas for growth in curriculum and instruction.

Table 2. Summary of Key Strengths and Areas for Growth: Curriculum and Instruction Standard

|  |  |  |
| --- | --- | --- |
| Indicator | Strengths | Areas for growth |
| [Curriculum selection and use](#_Curriculum_Selection_and) | * HVRSD evaluates student performance data and considers feedback from various stakeholders as a part of its clearly defined curricular review process.
* Dedicated staff at the building and district levels support teacher implementation of curricula.
 | * Enhancing accessibility of published curricula, particularly Wit & Wisdom and Eureka Math
* A process to support vertical and horizontal curriculum alignment
* Ongoing training for all teachers and access to curricular materials for new and reassigned teachers
 |
| [Classroom instruction](#_Classroom_Instruction) | * District and school improvement plans clearly articulate aligned instructional goals.
* Each building has vetted, selected, and is implementing a social-emotional learning curriculum.
 | * Opportunities for student autonomy and leadership in the classroom
* Opportunities to promote higher order thinking and deeper understanding of content
 |
| [Student access to coursework](#_Student_Access_to) | * The district offers a wide range of course offerings and academic pathways to support diverse student needs and interests.
* District initiatives focus on increasing equitable access to advanced coursework and educational pathways.
 | * Formal systems to solicit student and family feedback regarding course offerings and enrollment
 |

### Curriculum Selection and Use

HVRSD offers a combination of published and teacher-created curricula rated by CURATE[[5]](#footnote-6) and EdReports. The district uses Eureka Math (prekindergarten through Grade 7) and is piloting Reveal Math (Grades 8 and 9) for their mathematics curriculum, both of which have “partially meets expectations” ratings on CURATE and “meets expectations” on EdReports. For ELA, the district uses Wit & Wisdom (Grades K-5), rated as “meets expectations” on CURATE and EdReports; for Grades 6-12, they use Into Literature, which has a “partially meets expectations” rating on CURATE. Hoosac Valley Elementary School also uses Wilson’s Fundations and the Heggerty Phonemic Awareness Curriculum; neither has a rating on CURATE, but Wilson’s Fundations has a “partially meets” rating on EdReports. For science, the district uses a combination of teacher-created materials aligned with the Next Generation Science Standards and published curricula not rated on CURATE, including PhD Science®, PLTW, Savvas Interactive Science, and TCI – Bring Science Alive which “does not meet expectations” on EdReports. The district also uses OpenSciEd, a curriculum DESE has partnered to develop, which is rated as “meets expectations” on EdReports. In addition, each school selected and implemented a social-emotional learning curriculum in the 2022-2023 school year to match the specific needs of students.

Reports from teachers, school leaders, and district officials indicated staff satisfaction with HVRSD’s curriculum offerings and their autonomy to design and adjust existing curricula. Teachers and school leaders reported that teacher-created curricula across content areas align with the learning standards from the Massachusetts Curriculum Frameworks. Teachers noted that at the high school level, specifically, they see the ability to create and adapt their curriculum based on student needs as a strength, and they feel encouraged and supported by building and district administrators to tailor curricula to their students.

However, teachers and school leaders also expressed that some of the published curricula used at the elementary and middle school levels, specifically Wit & Wisdom and Eureka Math, are inaccessible and occasionally developmentally inappropriate for students due to pacing, insufficient guided and independent practice time, and limited use of visuals and examples. Discussions from focus groups suggested that elementary teachers must provide extensive scaffolding for Wit & Wisdom to meet students’ academic needs. To support teachers, district leaders encourage them to modify this curriculum at their discretion. Additionally, although district staff mentioned performing a “hard reset” two years ago to align Eureka Math with “focus and foundational standards,” some teachers are still experiencing difficulties with this curriculum. Teachers across grade levels reported that Eureka Math lacks embedded scaffolds, they feel it is not engaging for students, and comprised primarily of word problems, thus making it challenging for students who have reading difficulties. School leaders recognize the need to make the curriculum more accessible to all students and noted that teachers face challenges in implementing the curriculum as intended because of limited entry points for student learning. Therefore, the district partnered with Mount Holyoke Math Leadership program to identify strategies to improve accessibility. Through this collaboration, teachers participate in math labs with Mount Holyoke staff in a professional learning cycle involving collaborative planning, lesson implementation and observation, debriefing and analysis, and feedback to help improve teaching practices. Still, teacher focus groups indicate that educators need additional support scaffolding the Wit and Wisdom and Eureka Math curricula to make it accessible for all students, making this an area for growth for the district.

HVRSD evaluates student performance data and considers feedback from various stakeholders as part of its clearly defined curricular review and selection process, which is a strength of the district. District leaders explained that the school committee approved a five-year staggered cycle for reviewing curricula, so that the district reviews the curriculum for one subject area each year. Under this system, the district completed reviews of the mathematics curriculum in the 2020-21 school year and ELA curriculum in 2022-23 . In addition, the district was in the process of reviewing science curricula at the time of the review (in December 2023). The superintendent reported that the district uses student achievement data (e.g., FastBridge benchmarks) and data from classroom walkthroughs to decide whether to renew or select a new curriculum. For example, when reviewing the ELA curriculum, the district noticed a gap in early reading skills and phonemic awareness for early elementary students and selected a new curriculum targeting those areas. The *HVRSD Pilot and Implementation Timeline* provides a clear and comprehensive schedule for the curricular review process and has four sections: (a) preparing and learning together, (b) material investigation and selection, (c) preparing to launch, and (d) implementation and monitoring. As part of this process, the district establishes a curriculum council responsible for reviewing and selecting new curricula. Teachers reported that the councils are open to all educators, and a review of district documents suggests that these councils include building and district administrators, general education teachers, special education teachers, student support staff, and parents. According to district leaders, the council considers various factors when selecting a new curriculum, including CURATE reports, cultural responsivity, applied learning, student-centered, and multimodal approaches. District leaders also described the council’s process to research and narrow down curriculum options. This process includes visiting schools that are implementing the curriculum and meeting with publishers to understand the features and resources of their curriculum. Once the council selects a curriculum to pilot, they present their selection to the school committee, communicate their decision to stakeholders, and create an implementation plan that includes training for teachers and administrators. Following pilot implementation, the council distributes feedback forms to collect stakeholders’ input about the new curriculum.

Dedicated district- and building-level staff support teachers’ implementation of curriculum, which is a strength of HVRSD. The district has four personnel who support teachers with curriculum and instruction. This team includes one district-level director of curriculum, instruction, and professional development and three assistant principals of teaching and learning—each assigned to a school building. Teachers and school leaders across all grade levels expressed their appreciation for and the value of these staff members. Assistant principals of teaching and learning hold weekly meetings with grade-level teams to discuss curriculum implementation and lesson planning and resolve problems that arise. Teachers from each building noted the accessibility and availability of instructional support staff to provide individualized support.

Although the district established support for teachers through the director of curriculum, instruction, and professional development plus assistant principals of teaching and learning, teachers and school leaders across buildings reported ongoing difficulties with curricular alignment and professional development. The district made improving curriculum alignment a focus in recent years, and school and district leaders described several strategies implemented to achieve this goal: (a) creating an instructional vision during the opening professional development day to promote vertical alignment within buildings; (b) making vertical alignment a focus during monthly building faculty meetings; and (c) conducting a “hard reset” for Eureka Math in the middle school to align focus standards for each module across grade levels. However, focus group data suggest that consistent implementation of these changes is lacking. School leaders noted that this effort is “a work in progress”; they explained that the degree of vertical and horizontal curricular alignment depends on the grade level because some teams prioritize it more than others. Furthermore, teachers suggested that curricular alignment varies across subject areas, with science being the least aligned. District leaders reported difficulty in balancing vertical alignment and matching building-level needs when selecting curricula. These reports suggest that consistently implementing processes to support vertical and horizontal curriculum alignment are an area for growth for the district.

In addition to alignment, the superintendent prioritizes professional development and teacher training to use district curricula effectively. The director of curriculum, instruction, and professional development organizes curriculum-based professional development for teachers and identifies experts in the field to provide programming. The superintendent also noted that administrators receive training in curriculum look-fors and conduct walkthroughs using these look-fors; the data from these walkthroughs inform the professional development offerings provided to teachers by the director of curriculum, instruction, and professional development. The *HVRSD Pilot and Implementation Timeline* also includes steps for creating a professional learning community, determining a coaching plan, and scheduling professional learning; however, school leaders and teachers across buildings noted inconsistent implementation of the professional learning structures. Several teachers reported that although they receive initial training when adopting a new curriculum, ongoing or follow-up training for that curriculum is lacking. As a result, teachers who are new or reassigned since the initial implementation teach curricula without receiving training. In addition, secondary teachers reported the absence of established structures for new educators to learn and build their capacity to use curricula. This absence is particularly evident at the high school level, with many courses not having a defined curriculum, thus making it difficult for new teachers to “get up to speed” because commonly used curricular materials are not readily available. School leaders also noted that although the district is currently establishing curricular support systems such as professional development and common planning time “across the board,” these systems do not yet exist. Establishing curricular support systems to provide ongoing training for all teachers and accessible curricular materials for new and reassigned teachers is an area of growth for the district.

### Classroom Instruction

The *Hoosac Valley Regional School District 2023-2024 District Improvement Plan* details the district’s instructional priorities: (a) build teacher leadership capacity to promote and develop high-leverage teaching practices, (b) develop a shared vision for continuous instructional improvement with an asset-based approach to student learning, and (c) provide professional development aimed at providing instructional access points for all students in the classroom. Discussions with teachers and district and school leaders revealed common acceptance of these priorities because these stakeholders identified differentiation and high-leverage teaching practices as focus areas for the district. In addition to the district’s plan, each building creates a school improvement plan annually that aligns with the district’s instructional goals but tailors the priorities to the students they serve. For example, the *Hoosac Valley Elementary School 2023-2024 School Improvement Plan* emphasizes implementing “the critical elements of lesson design” to establish high expectations for students, whereas the *Hoosac Valley High School 2023-2024 School Improvement Plan* prioritizes the implementation of project-based learning. The district and school improvement plans clearly articulate aligned instructional goals, which is a strength of the district.

In addition to the improvement plans that inform instruction, the district established various structures to monitor and adapt instruction. District- and building-level staff regularly review data from formative assessments, summative assessments, screeners, and benchmarks to identify students’ learning needs and develop strategies to address these needs (see Data and Assessment Systems for more information). Moreover, teachers and school leaders across grade levels reported regular formal observations and informal walkthroughs to review teachers’ instructional practices. Since beginning his role in 2019, the superintendent reported working with Research for Better Teaching to provide professional development on best practices to teachers and administration. Administrators also receive training in Analyzing Teaching for Student Results, a program that builds observers’ capacity to identify look-fors and provide appropriate feedback to teachers. Teachers across grade levels also receive support from assistant principals of teaching and learning, whom they meet with at least weekly to plan and modify instruction.

In recent years, the district emphasized the importance of developing students’ social and emotional competencies. In 2022, each school began vetting, selecting, and then implementing a social-emotional learning curriculum to meet student needs, which is a strength of the district. The *SEL Curriculum Selection Process* document identifies the chosen curriculum at each building. This document outlines how each social-emotional learning program addresses student needs, integrates into the school’s schedule, and measures student success. The selected social-emotional learning curricula for each building are as follows:

* Hoosac Valley Elementary School: Responsive Classroom
* Hoosac Valley Middle School: Positive Action
* Hoosac Valley High School: Positive Action (Grade 8) and the Olweus Bullying Prevention Program (Grade 9-12)

Furthermore, district leaders, building administrators, and teachers identified the implementation of culturally responsive teaching practices as a current focus for the district. HVRSD provided several opportunities for staff professional development through partnerships with DEI Outdoors and coaching for Just-in-Time Teaching. The district also formed a diversity, equity, inclusion (DEI), and belonging advisory committee that reviews the cultural responsivity of teachers’ instructional practices. According to the superintendent, the district hopes to establish a “DEI playbook” that provides resources and look-fors to build culturally responsive classrooms, and they aim to incorporate these look-fors into classroom observations. District and school leaders agreed that although the district took steps to improve cultural responsivity, this work is still in the beginning stages. This observation is consistent with reports from student focus groups that suggest lessons rarely incorporate different backgrounds and cultures. When discussion involves culture, such discussions are not always “with care.” However, students also shared noticing improvements in the frequency and quality of discussions about culture within their classes in the past year.

Across all grade bands, providing opportunities for student autonomy and leadership in the classroom is an area for growth. CLASS ratings for the Regard for Student Perspectives dimension at the low end of the middle range for all grade bands (3.2 for Grades K-5, 3.5 for Grades 6-8, and 3.3 for Grades 9-12) indicate that classroom practices do not consistently emphasize students’ interests, recognize points of view, or encourage responsibility and autonomy. Furthermore, instructional observation ratings for the Instructional Dialogue dimension in the lower middle range for Grades 4-5 (3.2) and in the low range for Grades 6-8 and 9-12 (2.4 and 2.3, respectively) indicate limited or inconsistent opportunities for students to actively participate in extended, content-focused dialogues. Similarly, focus groups with students and teachers across grade levels revealed teacher-driven instruction in most classrooms. Both students and teachers expressed a desire for more small-group and student-led lessons.

Instructional observations and student reports suggest that providing opportunities to promote higher order thinking and deeper understanding of content are an area for growth for the district. Instructional observation ratings for Analysis and Inquiry in the low range for all grade bands (2.7 for Grades 4-5, 2.4 for Grades 6-8, 2.2 for Grades 9-12) suggest that students rarely have opportunities to engage in open-ended tasks, problem-solve, or reflect on their own learning. Likewise, students expressed that the majority of class time is rote instruction, with fewer opportunities for projects, group work, and hands-on activities. According to the superintendent, the high school aims to depart from the “stand and deliver” teaching method by implementing a project-based learning approach, but students have few widespread opportunities to engage in this mode of instruction. In addition, instructional observation ratings for Quality of Feedback were in the low-middle range for Grades K-5 and 6-8 (3.2 and 3.5, respectively) and in the low range for Grades 9-12 (2.4). This finding indicates that, especially at the high school level, teachers do not consistently scaffold student learning, encourage student persistence, or have students elaborate and expand on their thinking. Consistent with this finding, student focus group members indicated that the quality and quantity of feedback they receive varies greatly by teacher.

Discussions in the middle and high school student focus groups suggest that student behavior negatively impacts classroom instruction; however, instructional observation data contradict this assertion. Middle and high school students across grade levels suggested that teachers must pause instruction frequently to address student behavioral concerns in the classroom. They expressed that in some classes, student conduct is so severe that it completely interrupts classroom activities: “In one class, I barely get to learn anything because my teacher is always just focused on the kids who are misbehaving.” In contrast, ratings in the high range for Behavior Management across all grades (6.1 for Grades K-5 and 6.0 for Grades 6-8 and 9-12) indicate that teachers provide and enforce clear behavioral expectations and effectively use cues to redirect behavior in a way that prevents escalation of misbehavior.

As described in the district improvement plan and by district leaders, HVRSD emphasizes providing all students with differentiated instruction and curriculum access points. The superintendent acknowledged that this focus has been districtwide for several years, and they are now seeing improvements in practice. Instructional observation ratings for Instructional Learning Formats were in the upper middle range for Grades K-5 (5.2) and Grades 6-8 (5.1) and in the middle range for Grades 9-12 (4.8). This rating indicates that, to some extent, teachers use varied strategies, modalities, and materials to engage students in classroom activities and effectively facilitate student learning. According to student focus groups, students prefer classes that allow them to engage with instructional materials hands-on, but opportunities for this kind of instruction vary by subject and teacher. Ratings for Instructional Learning Formats also suggest that teachers occasionally clarify learning objectives and use different strategies to help students organize information, but these practices are inconsistent. District leaders described steps taken at each building to provide differentiated instruction, including changing curriculum sequencing, providing graphic organizers, and implementing Self-Regulated Strategy Development (SRSD), which offers explicit teaching of writing strategies and the writing process while fostering behavior management skills. Overall, instructional observations and focus group data suggest that although the district is making progress toward providing differentiated instruction to all students, improvements to the consistency of these practices are still necessary.

### Student Access to Coursework

HVRSD provides a wide range of course offerings and academic pathways to accommodate diverse student needs and interests, which is a strength of the district. Hoosac Valley High School provides courses across three levels: Advanced Placement (AP), honors, and college preparatory. According to the *2023-2024 Program of Studies,* the school offers 11 AP courses across mathematics, science, ELA, and history. Hoosac Valley Elementary School and Hoosac Valley Middle School do not offer accelerated courses, but teachers and the superintendent reported that students receive academic enrichment during WIN blocks. The high school offers dual enrollment courses through partnerships with local institutions of higher education, including the Massachusetts College of Liberal Arts, Berkshire Community College, and Williams College. Moreover, they allow seniors to enroll in work study and internships with local business and industry partners.

In addition to core content offerings, students can access enrichment, electives, and extracurriculars across all school buildings. Elementary school teachers reported that students receive 50 minutes per week for each of the following: art, music, physical education, media technology, and science. At the middle school, students have different electives every quarter. The high school offers Spanish as a world language course, and district leaders reported introducing this course at the middle school. Focus group responses from teachers and students, plus the *2023-2024 Program of Studies*, indicate that the high school offers several unique electives tailored to students’ interests and career goals, including timber framing, drama and theatre arts, and environmental conservation. One student noted that the wide range of electives at the high school is something that students “definitely take pride in.” The middle and high schools also provide various extracurricular activities, including athletics, volunteer opportunities, and special interest clubs.

According to the school website and stakeholder focus groups, Hoosac Valley High School became an Innovation Career Pathways High School in 2023. The school offers seven pathways intended to expose students to different career opportunities, two of which received an Innovation Career Pathways designation: Arts and Entertainment; Biomedical Science & Healthcare (received designation); Business & Entrepreneurship; Education; Engineering & Technology; Environmental Studies (received designation); and Sports Medicine, Health, & Wellness. The superintendent described that students receive an introduction to the pathway program in Grade 8 through Naviance and one-on-one meetings with guidance counselors, during which students can begin to think about future career aspirations. Students then select a pathway that aligns with their career interests midway through Grade 9. District leaders reported that only a few pathways have systems in place to provide seniors with internship opportunities. However, the district plans to expand the pathways program and form relationships with community partners to give all seniors this opportunity.

The district’s recent initiatives focus on increasing equitable access to advanced coursework and educational pathways, which is a strength. These initiatives include regular data reviews, strategic partnerships, and enhanced support structures for students who are historically marginalized.
HVRSD’s completion rate of Advanced Placement courses is below the state average across all student demographics. The superintendent and other district leaders reported having concerns with the rate at which students with disabilities, students from low-income backgrounds, and students of color were accessing advanced coursework. District leaders reported reviewing enrollment and achievement data for advanced courses annually, and the data professional learning community at the high school reviews these data more regularly. These reviews revealed that students with disabilities and students of color do not significantly participate in advanced courses, and an achievement gap exists for students with disabilities who enroll in these courses. To address these gaps, the district contracted with DEI Outdoors to audit their practices and established progress metrics to monitor attendance and achievement for students who are historically marginalized. In addition, to receive designation for their Innovation Career Pathways programs, the district had to clearly name and detail available supports for students who have individualized education programs (IEPs). Student support staff also noted that transition planning is a focus for the new district IEP template form. Student support staff noted that the district’s new IEP template incorporates students’ career interests, emphasizes transition planning, and guarantees that students receive the necessary support to access coursework that supports their career development.

HVRSD offers a range of courses across grade levels, but the district lacks formal systems for students and families to share feedback about available courses. Data from student and family focus groups reveal that despite having broad elective offerings at the high school, student placement in courses does not always align with their interests, and they cannot move to a different course. Family focus group members suggested that students struggle to balance the school’s heavy focus on academics and students’ interests through the pathway program. Students across grade levels also reported that the presentation of the pathway program was not clear, so students did not fully understand their options when selecting a pathway to pursue. Given that students and families have this feedback but do not have an avenue to share their opinions with district and school leaders, implementing formal systems to solicit student and family feedback regarding course offerings and enrollment is an area for growth.

### DESE Recommendations

* *The district should provide additional resources and professional learning to support educators in appropriately scaffolding rigorous curricula to make it accessible for all students.*
* *The district should revisit its existing strategies to address challenges around curricular alignment and adjust, where necessary, to improve consistent implementation.*
* *The district should revise its professional learning plan(s) to include ongoing support for curricular implementation with an emphasis on novice educators and those who are new to their roles.*
* *The district should diagnose barriers to engaging students in higher order thinking and tasks, academic discourse, and ownership over learning and determine strategies to increase student autonomy and leadership in the classroom.*
* *The district should leverage its professional learning systems and classroom observation feedback to continue to shift instructional practices towards higher-order thinking, real-world applications of learning, and cross-content-area connections.*
* *The district should develop formal systems for collecting feedback on course offerings and placements, evaluate barriers to meeting students’ preferences, and implement changes based on its findings.*

## Assessment

HVRSD’s culture values using assessment results to inform improvement planning and classroom instruction. The district uses a consistent schedule to administer, review, and share the results of academic, behavioral, and social-emotional assessments across buildings. According to the *HVRSD Universal Assessment Plan*, benchmark testing occurs three times per year for prekindergarten through Grade 10 and includes FastBridge, i-Ready, and mySAEBRS assessments, among others.At the classroom level, teachers analyze results from formative assessments toinform and modify their instructional practices. Teachers meet as grade-level teams and use data-driven dialogues to review student data. Throughout this process, teachers receive support from their building assistant principal of teaching and learning. The district regularly shares student performance results with students and families through PowerSchool and progress reports during each benchmark testing window.

Table 3 summarizes key strengths and areas for growth in assessment.

Table 3. Summary of Key Strengths and Areas for Growth: Assessment Standard

|  |  |  |
| --- | --- | --- |
| Indicator | Strengths | Areas for growth |
| [Data and assessment systems](#_Data_and_Assessment) | * The district has a schedule to consistently administer and review screening, benchmark, and interim assessments across buildings.
* Well aligned and comprehensive assessments are implemented from prekindergarten through Grade 10.
 |  |
| [Data use](#_Data_Use) | * District- and building-level staff consistently use student data to inform improvement planning.
* Administrators facilitate educators' use of data to inform teaching practices.
 | * Equipping educators to independently analyze and use data
 |
| [Sharing results](#_Sharing_Results) | * The district has a consistent timeline and method for communicating progress to students and families.
 | * Ensuring families have the proper context and scaffolds to understand and interpret assessment results
 |

### Data and Assessment Systems

HVRSD has a schedule to consistently administer and review results from screening, benchmark, and interim assessments across buildings, which is a strength of the district. The *HVRSD Universal Assessment Plan* details the assessment administration timeline by grade level and the process for analyzing the results of these assessments, including school-, grade-, and class-level data-driven dialogues and equity pauses. HVRSD uses the *Equity Pause Protocol* to prompt staff to reflect on district conditions that perpetuate inequity and prioritize high-leverage instructional improvements to address teaching quality. Students determined to be at risk following the data review process receive additional diagnostic tests and progress monitoring plans as needed. Benchmark assessments occur three times per school year during the fall, winter, and spring testing windows.

Having well-aligned and comprehensive assessments in Prekindergarten through Grade 10 is a strength of the district. According to the *HVRSD Universal Assessment Plan* and discussions with district leaders, the district uses a mix of academic and social-emotional assessments to provide a comprehensive picture of student and school performance. The district uses FastBridge reading screeners for prekindergarten through Grade 10 and mathematics screeners for prekindergarten through Grade 5. In response to feedback from secondary teachers that FastBridge mathematics screeners were insufficient, district leaders piloted and switched to i-Ready mathematics screeners for Grades 6-10 to better inform intervention and instruction. Teachers and district leaders described that educators use curriculum-based benchmarks, pre-post module program assessments, and interim formative assessments to measure student performance. At the elementary level, educators also administer additional screening tests for early reading and literacy skills. The district administers mySAEBRS and Panorama surveys for Grades 3-10 to assess social-emotional learning needs. The *HVRSD Universal Assessment Plan* does not include an academic schedule for Grades 11 and 12. According to district leaders, students in these grades take a variety of assessments, including AP examinations, SATs, ACCUPLACER, and classroom-level tests.

The director of curriculum, instruction, and professional development and an assistant principal of teaching and learning in each school are responsible for determining the district’s assessment inventory and managing the resulting data. In addition, they research potential assessments by consulting with neighboring districts that actively implement these assessments. The team accepts and acts on feedback from instructional staff, as evidenced by their decision to pilot i-Ready mathematics screeners at the request of secondary teachers. District leaders reported storing assessment data in student success dashboards and on Google Sheets. They are currently satisfied with the ability to extract data from FastBridge and Panorama and monitor student grades, behavior, attendance, and teacher outreach to parents. This data is then compiled into Google Sheets to provide a comprehensive overview at each grade level.

### Data Use

At HVRSD, district- and building-level staff consistently use student data and a focus on equity to inform improvement planning, which is a strength of the district. This commitment to data-driven improvement is evident in how HVRSD begins the improvement planning process by creating school improvement plans based on results from the district’s assessment inventory (see Data and Assessment Systems) before developing an aligned district improvement plan. Building instructional leadership teams use a variety of academic, behavioral, and social-emotional data sources to inform improvement planning, including MCAS scores, FastBridge, Panorama, and attendance data. After analyzing these data, individual school teams identify specific areas for improvement and set goals for their school.

Beginning in the 2022-2023 school year, the district implemented a school-level *Data Equity Pause Protocol* before engaging in improvement planning. The purpose of the protocol is to

identify gaps in [their] system, reflect on the conditions that create and perpetuate them, and move forward with a clearer sense of what the highest-leverage instructional improvement priority is for our district.

This detailed protocol describes how building administrators should engage in conversations about equity, focusing specifically on historical MCAS and FastBridge data to identify instructional priorities. After conducting a district-wide equity pause, district leaders identified supporting special education and mathematics instruction as priorities for improvement. These priorities are reflected in HVRSD school improvement plans. For example, the *Hoosac Valley Middle School 2023-2024 School Improvement Plan* identifies students with disabilities achieving proficiency in all subject areas as a learning gap; subsequently, one of the end-of-year goals in this plan is that “75% of students with disabilities achieve proficiency on math and ELA MCAS.” Each improvement plan also has a section for progress metrics to show what success looks like for each goal; district and school leaders meet and review student achievement data monthly to measure progress toward these success metrics.

In addition to improvement planning, HVRSD staff use student performance data to inform day-to-day instructional practices. The support from administrators in helping educators use data to inform teaching is a strength of the district. Each building employs a different process to review school-level data, but staff review student data at least once per week at each school. At the elementary and middle schools, teachers meet with their respective assistant principal of teaching and learning weekly during common planning time. District leaders noted that since 2020, these meetings emphasize creating formative assessments and identifying coherent modifications to instruction based on the results of these assessments. Teachers at these levels use results from curriculum assessments, mid- and end-of-module assessments, and screening assessments to plan reteaching, create small groups, and identify enrichments or interventions to provide during support blocks. Hoosac Valley High School uses a “strand” model for its professional learning communities. These smaller learning communities are organized around staff expertise and interest in a school priority or focus area. One of these strands is dedicated to reviewing school data. This group of educators meets weekly to review schoolwide trends in student performance and communicates their findings to the rest of the faculty. Each school in the district also has a building-based team (BBT) that meets weekly to review specific students’ performance and identify appropriate interventions. District leaders reported that across buildings, the assistant principals of teaching and learning are primarily responsible for personnel analyzing data and helping teachers understand how to use data to inform instruction. According to the superintendent, most teacher training for assessment use and data analysis comes directly from the assistant principals of teaching and learning.

Although HVRSD hired assistant principals of teaching and learning at each school to aid staff in data use, providing sufficient professional development to equip educators to independently analyze and use data is an area of growth for the district. According to district leaders, in 2020, HVRSD provided training in the Formative Assessment for Results Cycle for data analysis, but full training occurred for only about 50 percent of the staff. The superintendent reported that job-embedded professional development for data analysis occurs for teachers through interactions with the assistant principals of teaching and learning during common planning time. However, because Hoosac Valley High School created one professional learning community responsible for data analysis, individual high school teachers do not have the same opportunity or level of support to review student data. High school teachers reported that professional development for data use occurred rarely, if ever, in the prior school year. Teachers across buildings also shared that the district provides training for data use as requested, but teachers do not have a formal schedule or system to receive training. Moreover, teachers across buildings stated that data analysis is a “self-taught” skill in HVRSD. Across all buildings, staff suggested that support for teachers using data and teachers’ understanding of data analysis is inconsistent. As one school leader reported,

I’ve noticed a large variety of data analysis understanding amongst the staff. Whether they’re brand-new staff or veteran teachers, it’s inconsistent. So, trying to align our practices is definitely a focus, but I think providing thorough [professional development] on the matter is really important, and that’s somewhere we need to go.

### Sharing Results

The district has a consistent process and timeline for communicating progress to students and families, which is a strength. According to the *HVRSD Universal Assessment Plan* and conversations with school and district leaders, teachers, students, and families, the district sends out FastBridge and i-Ready reports to parents quarterly with their students’ universal screener results. These reports accompany report cards that summarize classroom progress for students. Throughout the year, teachers post students’ grades on PowerSchool, which families can access. In addition, Hoosac Valley Elementary School sends out biweekly progress monitoring reports to families. The middle and high schools provide feedback to students through one-on-one meetings, a process that began during the 2023-2024 school year. Middle school teachers use the results from formative assessments to create specific goals for their classes. Sharing of these goals and individual student progress occurs during one-on-one conferences. At the high school, students have weekly “check and connects” during Crew, an advisory period, supported by a teacher’s guide, designed to build relationships between students and staff. During these check and connects, students can discuss academic progress and potential difficulties with their Crew advisor. Districtwide, teachers can communicate with parents through the Bloomz digital phone application, but some teachers reported contacting parents by email. Each quarter, high school teachers have dedicated after school time to calling families and discussing their students’ performance before sending home progress reports. Teachers use this time primarily to discuss students who are “not quite on track,” but teachers also reported using the time to conference with families whose students are excelling.

Although the district has a strong system in place to share student performance results with families, ensuring that families can easily understand and interpret the meaning of assessment results is an area for growth. Family focus group members across grade levels reported receiving regular performance reports for their students but expressed frustration about a need for more communication about the purpose of assessments and explanations of results and performance indicators. Focus group responses suggest a need to enhance the accessibility of reports by translating the information into formats that parents can easily understand and engage with, providing a clear overview of student performance. This need is especially true for benchmark and screener results, which parents reported as “just appeared one day” without knowing the purpose and aim of the assessment. One parent stated that “there’s no explanation as to what these results mean. It’s just a graph on a piece of paper.” Furthermore, family members shared that the data they receive does not provide a cohesive picture of their students’ performance. Parents, particularly those with students in younger grade levels, would like to receive feedback about their child’s social and behavioral progress rather than just academic progress. One parent also noted frustration with the district’s use of PowerSchool:

PowerSchool has a lot of capabilities. [HVRSD] turns off half of them. So, when you have a piece of equipment that can really be robust and really be useful to parents, students, and the district, and you choose not to utilize a lot of them, that’s frustrating for the parents.

### DESE Recommendations

* *The district should provide educators with ongoing job-embedded professional learning around analyzing data and implementing instructional changes based on student results.*
* *When sharing assessment results with families, the district should provide additional context, resources, and scaffolds to support families in interpreting and understanding student data.*

## Student Support

HVRSD commits to creating safe and secure learning environments by integrating proactive social-emotional learning practices at every level. The district employs a well-defined tiered support system. It uses data-driven processes to evaluate and reassess student placements, with distinct academic and behavioral tiers offering specific services to support students. To foster active family engagement, HVRSD encourages participation in parent/teacher meetings and the Special Education Parent Advocacy Committee and provides avenues for feedback through surveys. Multiple family engagement and collaboration opportunities are available at the early elementary level to promote student success. Furthermore, HVRSD has valuable partnerships with community organizations, reinforcing the comprehensive support available to students. These collaborations with local providers allow students to participate in emotional and behavioral health services, arts programs, and enrichment opportunities.

Table 4 summarizes key strengths and areas for growth in student support.

Table 4. Summary of Key Strengths and Areas for Growth: Student Support Standard

|  |  |  |
| --- | --- | --- |
| Indicator | Strengths | Areas for growth |
| [Safe and supportive school climate and culture](#_Safe_and_Supportive) | * The district has a structure to provide safe and secure learning environments.
* HVRSD prioritizes creating a safe and supportive environment through implementing social-emotional learning programs and a structured process to address misbehavior.
 | * Consistent application of behavioral consequences across all student groups
* Improving inclusivity and use of antibias practices
* Providing substantive student leadership opportunities
 |
| [Tiered systems of support](#_Tiered_Systems_of) | * The district has a clear tiered system of support that facilitates data-informed decision making.
 | * Examining staff effectiveness and social-emotional learning training to provide consistent intervention support
 |
| [Family, student, and community engagement and partnerships](#_Family,_Student,_and) | * The district offers family engagement opportunities and partners with community organizations to strengthen student supports.
 | * Clarity of staff roles, enhanced communication, and transparent policies to address concerns
 |

### Safe and Supportive School Climate and Culture

HVRSD commits to providing secure and supportive learning environments, which is a strength for the district. During interviews and focus groups, district and school staff reported an increase in resource allocation for student support teams. These allocations allowed for the hiring of district and school staff responsible for analyzing student behavior and developing individual and schoolwide plans to manage and support students. Additionally, the district is leveraging staff to analyze student data by demographics and provide emotional support to special student populations. For example, staff are reviewing the testing and eligibility process to ensure accurate identification of students with disabilities. Recently, each school hired a dedicated dean who serves as the primary point person for student support and maintains regular communication with the district’s student support lead. In collaboration with school counselors and Board-Certified Behavior Analysts, the team conducts functional-based assessments to understand the underlying causes of student behavior. The increased staffing enables district and school teams to analyze behavioral data, identify trends, and improve individualized student support.

The district’s positive behavior program, known as PRIDE, contributes to a safe and supportive environment, according to teachers, specialists, and district administrators. District and school staff said the initiative communicates and reinforces expected student behavior through regular schoolwide PRIDE assemblies. Held every two months in all buildings, these assemblies serve as a platform to acknowledge and celebrate students who exemplify PRIDE. At the elementary level, classrooms receive collective rewards for demonstrating PRIDE characteristics, fostering a sense of community, and encouraging positive engagement. As students matriculate from upper elementary to high school, they receive individual recognition for their exemplary behavior, which promotes a culture of acknowledgment and encouragement throughout the district. This approach aligns with HVRSD’s commitment to nurturing a positive and supportive learning environment.

HVRSD has accessible resources on its website that communicate behavioral expectations. This information is available in the *Hoosac Valley Student Handbook*, which outlines expectations for students and consequences for infractions. Furthermore, in the *2023-2024 School Improvement Plan*, each school has a dedicated focus on enhancing safe learning environments, accompanied by specific actions geared toward expanding social-emotional learning practices. In addition, the district maintains a *Bully Prevention and Intervention Plan*, updated in June 2021, that demonstrates a proactive stance toward creating “safe, caring, and respectful learning environment for all students.”

Various data sources help strengthen the district’s behavioral support system. District and school staff use data to inform decisions at the building, school, and student levels. Data come from mySAEBRs, Panorama, and Smart Pass. Student support staff analyze the records generated by these systems, assisting teachers in identifying patterns in student behavior. District staff and school specialists describe using data collected in mySAEBRs and Panorama to assess social, academic, and behavioral risks within buildings and for individual students. The district uses Smart Pass, an electronic hall pass system, to collect data about students’ time at school. Administrators consider hall pass data when reviewing and monitoring data to develop behavior plans.

HVRSD prioritizes a safe and supportive environment for students, through the implementation of SEL programs and a structured three-step process to address misbehavior, which is a strength of the district. The elementary school uses Responsive Classroom, and the middle and high school use Crew. In both the elementary and middle schools, teachers implement progressively intensive corrective strategies to assist students in managing their behavior. Teachers and students explained that the structured three-step process for addressing misbehavior requires that each classroom designate a space for emotional processing (called Quiet corners or Zen zones), providing students with an opportunity to reflect and reset. If students require additional support, they have the option to visit a “buddy classroom,” where they are to complete assigned work while continuing their reflection process. When the initial steps are ineffective, students can access the student support center or seek additional guidance from a supportive adult. Importantly, successful resets at any stage lead to students reintegrating into the classroom environment.

Integrated into daily schedules, the district’s advisory program, Crew, consists of 30-minute blocks at the high school and 15 minutes at the middle school. During these sessions, students engage in structured advisory periods, guided by the teacher’s manual, *We Are Crew: A Teamwork Approach to School Culture* (EL Education, 2020). These sessions help foster relationships with peers and staff, incorporating enjoyable activities tailored to students’ interests. Key components of the Crew model include greetings, share-outs, and a Friday “check and connect” session. During these Friday sessions, students can review grades and assignments, receive academic support, and complete missing work.

The data from classroom observations reveal moderate levels of emotional support for students across the district. The Emotional Support domain includes Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives. Average ratings for the overall domain fall within the middle range for all grade bands, with scores of 5.3 for K-5, 4.8 for 6-8, and 4.6 for 9-12 on a 7-point scale. Further analysis within the Emotional Support domain indicates that ratings for the Teacher Sensitivity measure align with the overall domain average. Specifically, scores for Teacher Sensitivity were 5.8 for K-5, 5.7 for 6-8, and 5.5 for 9-12. CLASS ratings provide evidence of mixed or a partial level of awareness and responsiveness among teachers to students’ academic and emotional needs.

Classroom observations also indicate that some structures at the district and building levels support broader efforts to create safe and supportive environments. Specifically, ratings from CLASS observations indicate high levels of behavior management across grade bands (6.1 for K-5 and 6.0 for 6-8 and 9-12). Ratings highlight the strength of teachers in establishing clear expectations and methods to prevent and redirect misbehavior. Despite the district’s efforts however, data from surveys, classroom observations, and focus groups highlight varied experiences of safety and support within the school community for teachers, students, and parents. Similarly, analysis of the Views of Climate and Learning (VOCAL) student survey indicates that the overall school climate is moderate across nearly all school levels and student subgroups. Overall school climate scores fall within the “somewhat favorable” range (31 to 50, with a maximum of 100). Notably, in the middle school, ratings for the engagement climate among female students and students not from low-income backgrounds averaged just within the “favorable” range (52 and 50, respectively).

Staff, students, and parents identified inconsistent application of behavioral expectations and consequences across student groups as an area of growth for the district. Parents raised concerns about the management of some middle school classrooms, noting instances in which students, focused on completing assignments, were relocated to hallways because of the behavior of other students in their classroom. In addition, student support staff acknowledged disproportionate disciplinary consequences for Black males and students with disabilities. One specialist emphasized that, in the district, diverse learners “need the most flexibility and they get the least.” Relatedly, some students raised concerns that teachers are reactive, particularly toward male students, and inconsistently implement behavioral support policies. According to student feedback, some teachers misapply Responsive Classroom procedures, bypassing in-class and buddy room steps and instead sending students directly to student support specialists. Parents implied that lenient discipline at Hoosac Valley Middle School may impede students’ transition to Hoosac Valley High School, which has more stringent discipline practices. Specifically, parents shared feeling that the middle school lacks consistent adherence to its student code of conduct, whereas the high school strictly enforces rules and policies outlined in its code of conduct.

Improving inclusivity and use of antibias practices is an area of growth for the district; students expressed varying degrees of acceptance of their identities by staff. Anecdotes shared by middle and high school students reveal instances of teacher comments related to religion and world cultures. According to students, some teachers disregard racial comments made by students. Relatedly, high school teachers acknowledged a need for staff development to foster inclusion and support of students’ diverse identities. In discussions with district staff, staff perceptions of the community as being “homogeneous” contributes to this challenge. Moreover, participants from multiple focus groups and interviews commented on a recent decision to eliminate all holiday celebrations in schools to avoid any exclusions. A parent articulated, “The school says, ‘we respect you and your beliefs,’ but you’re not allowed to celebrate who you are, like it’s embarrassing who we are and what we celebrate at home.” Students agreed that the suspension of celebrations feels as if their identities are unimportant.

Providing substantive student leadership opportunities is another area of growth for the district. Despite maintaining a student council, a mentor program for older and younger students, and administering student and parent surveys, students and parents shared concerns in focus groups that indicate the need for improvement. Students and parents expressed their disapproval of staff treating middle and high school students as if they were less mature, citing a perceived lack of transparency in decision-making processes. One parent articulated, “Things are done to [high school] students, not with them or for them.” Classroom observers noted a tendency for students to passively participate during lessons. The observation ratings for Instructional Dialogue emphasize this, indicating a middle range for Grades 4-5 (3.2) and a low range for Grades 6-8 and 9-12 (2.4 and 2.3, respectively). These scores reveal an infrequent utilization of content-focused discussions in which students actively engage in extended dialogues with both their peers and teachers.

### Tiered Systems of Support

HVRSD’s tiered support system integrates clear staff roles, structures, and processes to facilitate data-informed decisions in academics and behavior, contributing to the district’s strength. BBTs, consisting of the district psychologist, teachers, specialists, administrators, and relevant service providers, meet weekly to review student data, identify root causes, and implement tiered services tailored to individual students. BBTs use Panorama and PowerSchool to track academic and behavioral performance. Moreover, if parents or teachers have concerns about a student, they may request a review of the student’s performance and tier placement during BBT meetings. The district encourages family involvement and participation in BBT and District Curriculum Accommodation Plan (DCAP) meetings. Families receive updates on their student’s academic and behavioral progress via Panorama and PowerSchool. When students frequently end up in the Student Support Office or are a subject in multiple BBT meetings, deans contact guardians. Furthermore, school-to-home communication extends to positive progress reports, with student support staff and teachers calling parents to share encouraging updates.

During the previous academic year, teachers collaborated with district staff to create a list of approved resources for Tiers 2 and 3, refine the multitiered systems of support (MTSS), and confirm the placement of students within each level. In this effort, staff reviewed screeners and benchmark assessments, including FastBridge and i-Ready, to provide students with appropriate academic support. Various intervention materials appropriate for each grade level supplement Tier 1 instruction. These resources include Wilson’s Fundations, Read Naturally, Happy Numbers, Lexia, and Heggerty (for the elementary school) and Framing Thoughts, Ready Set Math, Read 180, Wilson Just Words, and Eureka Math (for the middle and high schools). Teachers expressed that they could differentiate core curricula to support students in Tier 1 while echoing the district’s expectation that teachers implement curricula with fidelity because the resources are new to the district.

At the elementary and middle schools, Tier 1 teachers and paraprofessionals provide Tier 2 academic support to students through small-group instruction. These sessions occur either in class or during pull-out. The district also hired dedicated specialists to provide targeted mathematics and reading interventions to students who require Tier 3 instruction based on classroom and assessment data. During WIN blocks, teachers use supplementary resources to support students. To evaluate the effectiveness of the interventions, they keep records of the interventions used to inform the 2023-2024 HVRSD DCAP process. The process includes a review in BBT meetings, and district staff provide annual training on using data evidence to support refinement of the DCAP. The district offers substantially separate programs for students with cognitive and behavioral needs as part of its continuum of services. The district also is updating the professional development for all teaching staff to foster a holistic understanding of the needs of students with disabilities.

In addition to providing academic support, HVRSD implements a tiered framework for behavioral support across all grade levels. At Tier 1, schools employ incentive programs and curricula to promote behavior. The elementary school uses Responsive Classroom, whereas Crew advisory periods occur in the middle and high schools. Counseling services are available for students who require Tier 2 support. In conjunction, elementary and secondary counselors facilitate “lunch bunch” meetings. The district provides Tier 3 support in collaboration with external mental health professionals from Optimal Healing. They provide targeted group and one-on-one therapy at the high school level with parental consent. Specialists and teachers explained the district process for developing individual student behavior plans, incorporating strategies such as breaks during class time and other targeted supports. This year, the district is implementing social-emotional learning training to enhance teacher competency, deans model Crew activities for teachers and incentive programs to promote positive behavior.

Despite HVRSD’s efforts to provide academic and behavioral support, efficient use of staff and appropriate training are areas of growth for the district to provide consistent intervention support. Specialists expressed that social-emotional learning is “a big issue” in elementary school, and Responsive Classroom is insufficient. In the intermediate grades, teachers face difficulties implementing behavior plans because of inconsistent communication and challenges in following plans when multiple students require support. Specialists reported that when paraprofessionals focus on monitoring behavior plans, it limits their time to fulfill other duties. Teachers and administrators in early elementary and intermediate schools also expressed concern about interventionists frequently used as substitute teachers, leading to reduced time to support Tiers 2 or 3.

Secondary administrators noted that disproportionate discipline practices and some teachers’ reactive responses to student behavior hinder student behavioral and social-emotional growth. These administrators would like additional social-emotional learning training for teachers to mitigate these tendencies. Furthermore, students’ reports of receiving academic support varied in focus groups. Although some receive extra help when they ask, others feel as if teachers do not have enough time to address the diverse needs of students in their classrooms.

### Family, Student, and Community Engagement and Partnerships

Focus groups with district staff highlight strengths in HVRSD’s efforts to engage families and partner with community organizations to enhance student supports. Administrators emphasized the presence of a parent-teacher group at each school and a districtwide Special Education Parent Advisory Council. Notably, the elementary school actively organizes events for parents, including principal coffees and evening gatherings. The district employs varied methods to encourage participation, such as providing computers at sporting events for parents and guardians to respond to Panorama and mySAEBRs surveys. High school students cited the Portrait of a Graduate committee as an opportunity to provide input into district decisions.

The district collaborates with various organizations to foster students’ holistic development. Optimal Healing, for example, offers therapy services for students, which students reported in focus groups as being helpful. In addition, the district collaborates with the Massachusetts College of Liberal Arts, Berkshire Community College, and Williams College to increase the academic offerings of the district and support the high school pathways program. Berkshire Taconic Foundation provides community-based resources, whereas Access for the Arts and Berkshire agencies enrich student experiences by providing afterschool programs in art and music. The Commonwealth Preschool Partnership Initiative grant and a collaboration with Cheshire Youth focus on early childhood initiatives. Also, the district has a family engagement coordinator who facilitates connections, and district staff emphasized the role of the adjustment counselor in linking individual students and their families with relevant community partners.

Family and student focus groups highlighted areas for growth in HVRSD’s engagement with its community, particularly in clarifying staff roles, enhancing communication channels, and establishing transparent policies to effectively address concerns. In focus groups, staff members expressed uncertainty about the personnel responsible for managing family and community engagement. In addition, during the family focus group, family members expressed frustration when engaging with district and school staff. Parents and guardians conveyed disappointment with the “wordy” and repetitive email newsletters and poor communication regarding committee opportunities. A parent who attended parent-teacher group meetings expressed dissatisfaction with the committee’s effectiveness and communication about meeting logistics. Participants also expressed frustration with district and school responses to issues of bullying. Family members agreed that the district does not address problems or answer questions, with one parent exclaiming “it seems like [school staff are] saying ‘I don’t have to respond to you.’” Further, parents would like clear policies about standards and consequences for addressing inappropriate teacher behavior when issues arise. For instance, one parent pointed out that there is no handbook on what to do when a teacher is suspected of academic fraud.

### DESE Recommendations

* *The district should leverage its multiple sources of data to understand and address inconsistencies in behavioral expectations within systems, across its schools, and across student groups.*
* *The district should provide staff with ongoing training around antiracism, antibias teaching, and inclusivity in the school and classroom contexts.*
* *The district should work with students and families to identify substantive opportunities for students to be involved in classroom-, school-, district- and community-level leadership opportunities.*
* *The district should work with its educators to diagnose and problem-solve the specific challenges they face in implementing the SEL curricula and meeting students’ social-emotional needs.*
* *The district should develop a family communication plan that assigns specific communication responsibilities to individual staff members or departments, and includes opportunities for families to respond and engage in two-way communication.*

## Appendix A. Summary of Site Visit Activities

The AIR team completed the following activities as part of the district review activities in HVRSD. The team conducted 60 classroom observations during the week of December 4, 2023, and held interviews and focus groups between December 4 and 8, 2023. The site visit team conducted interviews and focus groups with the following representatives from the school and the district:

* Superintendent
* Other district leaders
* Principals
* Teachers
* Support specialists
* Parents
* Students

The review team analyzed multiple datasets and reviewed numerous documents before and during the site visit, including the following:

* Student and school performance data, including achievement and growth, enrollment, graduation, dropout, retention, suspension, and attendance rates
* Curricular review process and timeline
* HVRSD curriculum unit template
* District and school improvement plans
* Published educational reports on the district by DESE, the New England Association of Schools and Colleges, and the former Office of Educational Quality and Accountability
* District documents such as district and school improvement plans, school committee policies, curriculum documents, summaries of student assessments, handbooks, and school schedules

## Appendix B. Districtwide Instructional Observation Report



Hoosac Valley Regional
Public Schools

Classroom Visits: Summary of Findings

Districtwide Instructional Observation Report

December 2023



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Introduction

The *Districtwide Instructional Observation Report* presents ratings for the classroom observations that were conducted by certified observers at American Institutes for Research (AIR) as part of the Massachusetts District Reviews.

Three observers visited Hoosac Valley Regional Public Schools during the week of December 4, 2023. Observers conducted 60 observations in a sample of classrooms across three schools. Observations were conducted in grades K-12 and focused primarily on literacy, English language arts, and mathematics instruction.

The classroom observations were guided by the Classroom Assessment Scoring System (CLASS), developed by the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia. Three levels of CLASS Manuals were used: K–3, Upper Elementary, and Secondary. The K–3 tool was used to observe grades K–3, the Upper Elementary tool was used to observe grades 4–5, and the Secondary tool was used to observe grades 6–12.

The K–3 protocol includes 10 classroom dimensions related to three domains: Emotional Support, Classroom Organization, and Instructional Support (listed in Table 1).

Table 1. CLASS K–3 Domains and Dimensions

|  |  |  |
| --- | --- | --- |
| Emotional Support | Classroom Organization | Instructional Support |
| * Positive Climate
* Negative Climate
* Teacher Sensitivity
* Regard for Student Perspectives
 | * Behavior Management
* Productivity
* Instructional Learning Formats
 | * Concept Development
* Quality of Feedback
* Language Modeling
 |

The Upper Elementary and Secondary protocols include 11 classroom dimensions related to three domains: Emotional Support, Classroom Organization, and Instructional Support (listed in Table 2), in addition to Student Engagement.

Table 2. CLASS Upper Elementary and Secondary Domains and Dimensions

|  |  |  |
| --- | --- | --- |
| Emotional Support | Classroom Organization | Instructional Support |
| * Positive Climate
* Teacher Sensitivity
* Regard for Student Perspectives
 | * Behavior Management
* Productivity
* Negative Climate
 | * Instructional Learning Formats
* Content Understanding
* Analysis and Inquiry
* Quality of Feedback
* Instructional Dialogue
 |
| Student Engagement |

When conducting a visit to a classroom, the observer rates each dimension (including Student Engagement) on a scale of 1 to 7. A rating of 1 or 2 indicates that the dimension was never or rarely evident during the visit. For example, a rating of 1 or 2 on Teacher Sensitivity indicates that, at the time of the visit, the teacher was not aware of students who needed extra support or attention, was unresponsive to or dismissive of students, or was ineffective at addressing students’ problems; as a result, students rarely sought support from the teacher or communicated openly with the teacher. A rating of 3, 4, or 5 indicates that the dimension was evident but not exhibited consistently or in a way that included all students. A rating of 6 or 7 indicates that the dimension was reflected in all or most classroom activities and in a way that included all or most students.

Members of the observation team who visited the classrooms all received training on the CLASS protocol and then passed a rigorous certification exam for each CLASS protocol to ensure that they were able to accurately rate the dimensions. All observers must pass an exam annually to maintain their certification.

Research on CLASS protocol shows that students in classrooms that rated high using this observation tool have greater gains in social skills and academic success than students in classrooms with lower ratings (MET Project, 2010; CASTL, n.d.). Furthermore, small improvements on these domains can affect student outcomes: “The ability to demonstrate even small changes in effective interactions has practical implications—differences in just over 1 point on the CLASS 7-point scale translate into improved achievement and social skill development for students” (CASTL, n.d., p. 3).

In this report, each CLASS dimension is defined, and descriptions of the dimensions at the high (6 or 7), middle (3, 4, or 5), and low levels (1 or 2) are presented *(definitions and rating descriptions are derived from the CLASS K–3*, *Upper Elementary, and Secondary Manuals).* For each dimension we indicate the frequency of classroom observations across the ratings and provide a districtwide average of the observed classrooms. In cases where a dimension is included in more than one CLASS manual level, those results are combined on the dimension-specific pages. In the summary of ratings table following the dimension-specific pages the averages for every dimension are presented by grade band (K-5, 6-8, and 9-12). For each dimension, we indicate the grade levels for which this dimension is included.

Positive Climate

Emotional Support domain, Grades K−12

Positive Climate reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions (*CLASS K–3 Manual*, p. 23, *CLASS Upper Elementary Manual,* p. 21, *CLASS Secondary Manual*, p. 21). Table 3 (as well as tables for the remaining dimensions) includes the number of classrooms for each rating on each dimension and the district average for that dimension.

Table 3. Positive Climate: Number of Classrooms for Each Rating and District Average

Positive Climate District Average\*: 5.3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 60 | 5.3 |
| Grades K-5 | 0 | 0 | 0 | 4 | 15 | 9 | 4 | 32 | 5.4 |
| Grades 6-8 | 0 | 0 | 0 | 2 | 8 | 3 | 0 | 13 | 5.1 |
| Grades 9-12 | 0 | 1 | 1 | 1 | 6 | 5 | 1 | 15 | 5.1 |

\*The district average is an average of the observation scores. In Table 3, the district average is computed as:
([2 x 1] + [3 x 1] + [4 x 7] + [5 x 29] + [6 x 17] + [7 x 5]) ÷ 60 observations = 5.3

Ratings in the Low Range. All indicators are absent or only minimally present. Teachers and students do not appear to share a warm, supportive relationship. Interpersonal connections are not evident or only minimally evident. Affect in the classroom is flat, and there are rarely instances of teachers and students smiling, sharing humor, or laughing together. There are no, or very few, positive communications among the teacher and students; the teacher does not communicate encouragement. There is no evidence that students and the teacher respect one another or that the teacher encourages students to respect one another.

Ratings in the Middle Range. There are some indications that the teacher and students share a warm and supportive relationship, but some students may be excluded from this relationship, either by the teacher or the students. Some relationships appear constrained—for example, the teacher expresses a perfunctory interest in students, or encouragement seems to be an automatic statement and is not sincere. Sometimes, teachers and students demonstrate respect for one another.

Ratings in the High Range. There are many indications that the relationship among students and the teacher is positive and warm. The teacher is typically in close proximity to students, and encouragement is sincere and personal. There are frequent displays of shared laughter, smiles, and enthusiasm. Teachers and students show respect for one another (e.g., listening, using calm voices, using polite language). Positive communication (both verbal and nonverbal) and mutual respect are evident throughout the session.

Teacher Sensitivity

Emotional Support domain, Grades K−12

Teacher Sensitivity encompasses the teacher’s awareness of and responsiveness to students’ academic and emotional needs. High levels of sensitivity facilitate students’ abilities to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement (*CLASS K–3 Manual,* p. 32, *CLASS Upper Elementary Manual,* p. 27, *CLASS Secondary Manual,* p. 27).

Table 4. Teacher Sensitivity: Number of Classrooms for Each Rating and District Average

Teacher Sensitivity District Average\*: 5.7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 60 | 5.7 |
| Grades K-5 | 0 | 0 | 1 | 4 | 6 | 12 | 9 | 32 | 5.8 |
| Grades 6-8 | 0 | 0 | 0 | 0 | 5 | 7 | 1 | 13 | 5.7 |
| Grades 9-12 | 0 | 1 | 0 | 2 | 4 | 4 | 4 | 15 | 5.5 |

\*The district average is an average of the observation scores. In Table 4, the district average is computed as:
([2 x 1] + [3 x 1] + [4 x 6] + [5 x 15] + [6 x 23] + [7 x 14]) ÷ 60 observations = 5.7

Ratings in the Low Range. In these sessions, the teacher has not been aware of students who need extra support and pays little attention to students’ needs. As a result, students are frustrated, confused, and disengaged. The teacher is unresponsive to and dismissive of students and may ignore students, squash their enthusiasm, and not allow them to share their moods or feelings. The teacher is not effective in addressing students’ needs and does not appropriately acknowledge situations that may be upsetting to students. Students rarely seek support from the teacher and minimize conversations with the teacher, not sharing ideas or responding to questions.

Ratings in the Middle Range. The teacher is sometimes aware of student needs or aware of only a limited type of student needs, such as academic needs, not social-emotional needs. Or the teacher may be aware of some students and not of other students. The teacher does not always realize a student is confused and needs extra help or when a student already knows the material being taught. The teacher may be responsive at times to students but at other times may ignore or dismiss students. The teacher may respond only to students who are upbeat and positive and not support students who are upset. Sometimes, the teacher is effective in addressing students’ concerns or problems, but not always.

Ratings in the High Range. The teacher’s awareness of students and their needs is consistent and accurate. The teacher may predict how difficult a new task is for a student and acknowledge this difficulty. The teacher is responsive to students’ comments and behaviors, whether positive or negative. The teacher consistently addresses students’ problems and concerns and is effective in doing so. Students are obviously comfortable with the teacher and share ideas, work comfortably together, and ask and respond to questions, even difficult questions.

Regard for Student Perspectives

Emotional Support domain, Grades K−12

Regard for Student Perspectives captures the degree to which the teacher’s interactions with students and classroom activities place an emphasis on students’ interests, motivations, and points of view and encourage student responsibility and autonomy (*CLASS K–3 Manual,* p. 38, *CLASS Upper Elementary Manual,* p. 35, *CLASS Secondary Manual*, p. 35).

Table 5. Regard for Student Perspectives: Number of Classrooms for Each Rating and District Average

Regard for Student Perspectives District Average\*: 3.3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 60 | 3.3 |
| Grades K-5 | 4 | 8 | 9 | 4 | 4 | 3 | 0 | 32 | 3.2 |
| Grades 6-8 | 1 | 2 | 4 | 3 | 1 | 2 | 0 | 13 | 3.5 |
| Grades 9-12 | 2 | 3 | 4 | 3 | 1 | 2 | 0 | 15 | 3.3 |

\*The district average is an average of the observation scores. In Table 5, the district average is computed as:
([1 x 7] + [2 x 13] + [3 x 17] + [4 x 10] + [5 x 6] + [6 x 7]) ÷ 60 observations = 3.3

Ratings in the Low Range. At the low range, the teacher exhibits an inflexible, rigid adherence to his or her plan, without considering student ideas or allowing students to make contributions. The teacher inhibits student enthusiasm by imposing guidelines or making remarks that inhibit student expression. The teacher may rigidly adhere to a lesson plan and not respond to student interests. The teacher does not allow students any autonomy on how they conduct an activity, may control materials tightly, and may offer few opportunities for students to help out with classroom responsibilities. There are few opportunities for students to talk and express themselves.

Ratings in the Middle Range. The teacher exhibits control at times and at other times follows the students’ lead and gives them some choices and opportunities to follow their interests. There are some opportunities for students to exercise autonomy, but student choice is limited. The teacher may assign students responsibility in the classroom, but in a limited way. At times, the teacher dominates the discussion, but at other times the teacher allows students to share ideas, although only at a minimal level or for a short period of time.

Ratings in the High Range. The teacher is flexible in following student leads, interests, and ideas and looks for ways to meaningfully engage students. Although the teacher has a lesson plan, students’ ideas are incorporated into the lesson plan. The teacher consistently supports student autonomy and provides meaningful leadership opportunities. Students have frequent opportunities to talk, share ideas, and work together. Students have appropriate freedom of movement during activities.

Negative Climate

Emotional Support domain, Grades K− 3
Classroom Organization domain, Grades 4− 12

Negative Climate reflects the overall level of expressed negativity in the classroom. The frequency, quality, and intensity of teacher and student negativity are key to this dimension (*CLASS K–3 Manual*, p. 28, *CLASS Upper Elementary Manual,* p. 55, *CLASS Secondary Manual,* p. 55). For the purposes of this report, we have inversed the observers scores, to be consistent with the range scores across all dimensions. Therefore, a high range score in this dimension indicates an absence of negative climate, and a low range score indicates the presence of negative climate.[[6]](#footnote-7)

Table 6. Negative Climate: Number of Classrooms for Each Rating and District Average

Negative Climate District Average\*: 6.7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 60 | 6.7 |
| Grades K-5 | 0 | 0 | 0 | 0 | 2 | 5 | 25 | 32 | 6.7 |
| Grades 6-8 | 0 | 0 | 0 | 0 | 1 | 3 | 9 | 13 | 6.6 |
| Grades 9-12 | 0 | 0 | 0 | 1 | 0 | 0 | 14 | 15 | 6.8 |

\*The district average is an average of the observation scores. In Table 6, the district average is computed as:
([4 x 1] + [5 x 3] + [6 x 8] + [7 x 48]) ÷ 60 observations = 6.7

Ratings in the Low Range.Negativity is pervasive. The teacher may express constant irritation, annoyance, or anger; unduly criticize students; or consistently use a harsh tone and/or take a harsh stance as he or she interacts with students. Threats or yelling are frequently used to establish control. Language is disrespectful and sarcastic. Severe negativity, such as the following actions, would lead to a high rating on negative climate, even if the action is not extended: students bullying one another, a teacher hitting a student, or students physically fighting with one another.

Ratings in the Middle Range. There are some expressions of mild negativity by the teacher or students. The teacher may express irritability, use a harsh tone, and/or express annoyance—usually during difficult moments in the classroom. Threats or yelling may be used to establish control over the classroom, but not constantly; they are used more as a response to situations. At times, the teacher and students may be sarcastic or disrespectful toward one another.

Ratings in the High Range. There is no display of negativity: No strong expressions of anger or aggression are exhibited, either by the teacher or students; if there is such a display, it is contained and does not escalate. The teacher does not issue threats or yell to establish control. The teacher and students are respectful and do not express sarcasm.

Behavior Management

Classroom Organization domain, Grades K−12

Behavior Management refers to the teacher’s ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior (*CLASS K–3 Manual*, p. 45, *CLASS Upper Elementary Manual,* p. 41, *CLASS Secondary Manual*, p. 41).

Table 7. Behavior Management: Number of Classrooms for Each Rating and District Average

Behavior Management District Average\*: 6.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 60 | 6.1 |
| Grades K-5 | 0 | 0 | 1 | 2 | 5 | 8 | 16 | 32 | 6.1 |
| Grades 6-8 | 0 | 0 | 0 | 1 | 2 | 6 | 4 | 13 | 6.0 |
| Grades 9-12 | 0 | 1 | 1 | 0 | 1 | 4 | 8 | 15 | 6.0 |

\*The district average is an average of the observation scores. In Table 7, the district average is computed as:
([2 x 1] + [3 x 2] + [4 x 3] + [5 x 8] + [6 x 18] + [7 x 28]) ÷ 60 observations = 6.1

Ratings in the Low Range. At the low range, the classroom is chaotic. There are no rules and expectations, or they are not enforced consistently. The teacher does not monitor the classroom effectively and only reacts to student disruption, which is frequent. There are frequent instances of misbehavior in the classroom, and the teacher’s attempts to redirect misbehavior are ineffective. The teacher does not use cues, such as eye contact, slight touches, gestures, or physical proximity, to respond to and redirect negative behavior.

Ratings in the Middle Range. Although rules and expectations may be stated, they are not consistently enforced, or the rules may be unclear. Sometimes, the teacher proactively anticipates and prevents misbehavior, but at other times the teacher ignores behavior problems until it is too late. Misbehavior may escalate because redirection is not always effective. Episodes of misbehavior are periodic.

Ratings in the High Range. At the high range, the rules and guidelines for behavior are clear, and they are consistently reinforced by the teacher. The teacher monitors the classroom and prevents problems from developing, using subtle cues to redirect behavior and address situations before they escalate. The teacher focuses on positive behavior and consistently affirms students’ desirable behaviors. The teacher effectively uses cues to redirect behavior. There are no, or very few, instances of student misbehavior or disruptions.

Productivity

Classroom Organization domain, Grades K−12

Productivity considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities (*CLASS K–3 Manual,* p. 51, *CLASS Upper Elementary Manual,* p. 49, *CLASS Secondary Manual*, p. 49).

Table 8. Productivity: Number of Classrooms for Each Rating and District Average

Productivity District Average\*: 6.5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 60 | 6.5 |
| Grades K-5 | 0 | 0 | 0 | 1 | 3 | 5 | 23 | 32 | 6.6 |
| Grades 6-8 | 0 | 0 | 0 | 0 | 3 | 5 | 5 | 13 | 6.2 |
| Grades 9-12 | 0 | 0 | 0 | 0 | 1 | 5 | 9 | 15 | 6.5 |

\*The district average is an average of the observation scores. In Table 8, the district average is computed as:
([4 x 1] + [5 x 7] + [6 x 15] + [7 x 37]) ÷ 60 observations = 6.5

Ratings in the Low Range. At the low level, the teacher provides few activities for students. Much time is spent on managerial tasks (such as distributing papers) and/or on behavior management. Frequently during the observation, students have little to do and spend time waiting. The routines of the classroom are not clear and, as a result, students waste time, are not engaged, and are confused. Transitions take a long time and/or are too frequent. The teacher does not have activities organized and ready and seems to be caught up in last-minute preparations.

Ratings in the Middle Range. At the middle range, the teacher does provide activities for students but loses learning time to disruptions or management tasks. There are certain times when the teacher provides clear activities to students, but there are other times when students wait and lose focus. Some students (or all students, at some point) do not know what is expected of them. Some of the transitions may take too long, or classrooms may be productive during certain periods but then not productive during transitions. Although the teacher is mostly prepared for the class, last-minute preparations may still infringe on learning time.

Ratings in the High Range. The classroom runs very smoothly. The teacher provides a steady flow of activities for students, so students do not have downtime and are not confused about what to do next. The routines of the classroom are efficient, and all students know how to move from one activity to another and where materials are. Students understand the teacher’s instructions and directions. Transitions are quick, and there are not too many of them. The teacher is fully prepared for the lesson.

Instructional Learning Formats

Classroom Organization domain, Grades K−3

Instructional Support domain, Grades 4− 12

Instructional Learning Formats refer to the ways in which the teacher maximizes students’ interest, engagement, and abilities to learn from the lesson and activities (*CLASS K–3 Manual*, p. 57; *CLASS Upper Elementary Manual*, p. 63, *CLASS Secondary Manual,* p. 61).

Table 9. Instructional Learning Formats: Number of Classrooms for Each Rating and District Average

Instructional Learning Formats District Average\*: 5.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 60 | 5.1 |
| Grades K-5 | 0 | 0 | 1 | 3 | 20 | 6 | 2 | 32 | 5.2 |
| Grades 6-8 | 0 | 1 | 0 | 1 | 6 | 5 | 0 | 13 | 5.1 |
| Grades 9-12 | 0 | 0 | 2 | 2 | 9 | 1 | 1 | 15 | 4.8 |

\*The district average is an average of the observation scores. In Table 9, the district average is computed as:
([2 x 1] + [3 x 3] + [4 x 6] + [5 x 35] + [6 x 12] + [7 x 3]) ÷ 60 observations = 5.1

Ratings in the Low Range. The teacher exerts little effort in facilitating engagement in the lesson. Learning activities may be limited and seem to be at the rote level, with little teacher involvement. The teacher relies on one learning modality (e.g., listening) and does not use other modalities (e.g., movement, visual displays) to convey information and enhance learning. Or the teacher may be ineffective in using other modalities, not choosing the right props for the students or the classroom conditions. Students are uninterested and uninvolved in the lesson. The teacher does not attempt to guide students toward learning objectives and does not help them focus on the lesson by providing appropriate tools and asking effective questions.

Ratings in the Middle Range. At the middle range, the teacher sometimes facilitates engagement in the lesson but at other times does not, or the teacher facilitates engagement for some students and not for other students. The teacher may not allow students enough time to explore or answer questions. Sometimes, the teacher uses a variety of modalities to help students reach a learning objective, but at other times the teacher does not. Student engagement is inconsistent, or some students are engaged and other students are not. At times, students are aware of the learning objective and at other times they are not. The teacher may sometimes use strategies to help students organize information but at other times does not.

Ratings in the High Range.The teacher has multiple strategies and tools to facilitate engagement and learning and encourage participation. The teacher may move around, talk and play with students, ask open-ended questions of students, and allow students to explore. A variety of tools and props are used, including movement and visual/auditory resources. Students are consistently interested and engaged in the activities and lessons. The teacher focuses students on the learning objectives, which students understand. The teacher uses advanced organizers to prepare students for an activity, as well as reorientation strategies that help students regain focus.

Concept Development

Instructional Support domain, Grades K−3

Concept Development refers to the teacher’s use of instructional discussions and activities to promote students’ higher order thinking skills and cognition and the teacher’s focus on understanding rather than on rote instruction (*CLASS K–3 Manual*, p. 64).

Table 10. Concept Development: Number of Classrooms for Each Rating and District Average

Concept Development District Average\*: 2.5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 20 | 2.5 |
| Grades K-3\*\* | 3 | 9 | 4 | 4 | 0 | 0 | 0 | 20 | 2.5 |

\*The district average is an average of the observation scores. In Table 10, the district average is computed as:
([1 x 3] + [2 x 9] + [3 x 4] + [4 x 4]) ÷ 20 observations = 2.5

\*\*Concept Development does not appear in the CLASS Upper Elementary Manual, therefore scores for the Elementary School Level represent grades K-3 only.

Ratings in the Low Range. At the low range, the teacher does not attempt to develop students’ understanding of ideas and concepts, focusing instead on basic facts and skills. Discussion and activities do not encourage students to analyze and reason. There are few, if any, opportunities for students to create or generate ideas and products. The teacher does not link concepts to one another and does not ask students to make connections with previous content or their actual lives. The activities and the discussion are removed from students’ lives and from their prior knowledge.

Ratings in the Middle Range. To some extent, the teacher uses discussions and activities to encourage students to analyze and reason and focuses somewhat on understanding of ideas. The activities and discussions are not fully developed, however, and there is still instructional time that focuses on facts and basic skills. Students may be provided some opportunities for creating and generating ideas, but the opportunities are occasional and not planned out. Although some concepts may be linked and also related to students’ previous learning, such efforts are brief. The teacher makes some effort to relate concepts to students’ lives but does not elaborate enough to make the relationship meaningful to students.

Ratings in the High Range. At the high range, the teacher frequently guides students to analyze and reason during discussions and activities. Most of the questions are open ended and encourage students to think about connections and implications. Teachers use problem solving, experimentation, and prediction; comparison and classification; and evaluation and summarizing to promote analysis and reasoning. The teacher provides students with opportunities to be creative and generate ideas. The teacher consistently links concepts to one another and to previous learning and relates concepts to students’ lives.

Content Understanding

Instructional Support domain, Grades 4− 12

Content Understanding refers to the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this dimension refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles (*CLASS Upper Elementary Manual*, p. 70, *CLASS Secondary Manual,* p. 68).

Table 11. Content Understanding: Number of Classrooms for Each Rating and District Average

Content Understanding District Average\*: 4.2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 40 | 4.2 |
| Grades 4-5\*\* | 0 | 1 | 4 | 2 | 3 | 1 | 1 | 12 | 4.2 |
| Grades 6-8 | 0 | 0 | 2 | 6 | 3 | 2 | 0 | 13 | 4.4 |
| Grades 9-12 | 0 | 2 | 4 | 3 | 4 | 1 | 1 | 15 | 4.1 |

\*The district average is an average of the observation scores. In Table 11, the district average is computed as:
([2 x 3] + [3 x 10] + [4 x 11] + [5 x 10] + [6 x 4] + [7 x 2]) ÷ 40 observations = 4.2

\*\*Content Understanding does not appear in the CLASS K-3 Manual, therefore scores for the Elementary School Level represent grades 4-5 only.

Ratings in the Low Range. At the low range, the focus of the class is primarily on presenting discrete pieces of topically related information, absent broad, organizing ideas. The discussion and materials fail to effectively communicate the essential attributes of the concepts and procedures to students. The teacher makes little effort to elicit or acknowledge students’ background knowledge or misconceptions or to integrate previously learned material when presenting new information.

Ratings in the Middle Range. At the middle range, the focus of the class is sometimes on meaningful discussion and explanation of broad, organizing ideas. At other times, the focus is on discrete pieces of information. Class discussion and materials communicate some of the essential attributes of concepts and procedures, but examples are limited in scope or not consistently provided. The teacher makes some attempt to elicit and/or acknowledge students’ background knowledge or misconceptions and/or to integrate information with previously learned materials; however, these moments are limited in depth or inconsistent.

Ratings in the High Range. At the high range, the focus of the class is on encouraging deep understanding of content through the provision of meaningful, interactive discussion and explanation of broad, organizing ideas. Class discussion and materials consistently communicate the essential attributes of concepts and procedures to students. New concepts and procedures and broad ideas are consistently linked to students’ prior knowledge in ways that advance their understanding and clarify misconceptions.

Analysis and Inquiry

Instructional Support domain, Grades 4− 12

Analysis and Inquiry assesses the degree to which students are engaged in higher level thinking skills through their application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition (thinking about thinking) also are included (*CLASS Upper Elementary Manual*, p. 81, *CLASS Secondary Manual*, p. 76).

Table 12. Analysis and Inquiry: Number of Classrooms for Each Rating and District Average

Analysis and Inquiry District Average\*: 2.4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 40 | 2.4 |
| Grades 4-5\*\* | 6 | 1 | 2 | 0 | 1 | 1 | 1 | 12 | 2.7 |
| Grades 6-8 | 4 | 6 | 0 | 0 | 3 | 0 | 0 | 13 | 2.4 |
| Grades 9-12 | 5 | 6 | 2 | 0 | 2 | 0 | 0 | 15 | 2.2 |

\*The district average is an average of the observation scores. In Table 12, the district average is computed as:
([1 x 15] + [2 x 13] + [3 x 4] + [5 x 6] + [6 x 1] + [7 x 1]) ÷ 40 observations = 2.4

\*\*Analysis and Inquiry does not appear in the CLASS K-3 Manual, therefore scores for the Elementary School Level represent grades 4-5 only.

Ratings in the Low Range. At the low range, students do not engage in higher order thinking skills. Instruction is presented in a rote manner, and there are no opportunities for students to engage in novel or open-ended tasks. Students are not challenged to apply previous knowledge and skills to a new problem, nor are they encouraged to think about, evaluate, or reflect on their own learning. Students do not have opportunities to plan their own learning experiences.

Ratings in the Middle Range. Students occasionally engage in higher order thinking through analysis and inquiry, but the episodes are brief or limited in depth. The teacher provides opportunities for students to apply knowledge and skills within familiar contexts and offers guidance to students but does not provide opportunities for analysis and problem solving within novel contexts and/or without teacher support. Students have occasional opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning; these opportunities, however, are brief and limited in depth.

Ratings in the High Range. At the high range, students consistently engage in extended opportunities to use higher order thinking through analysis and inquiry. The teacher provides opportunities for students to independently solve or reason through novel and open-ended tasks that require students to select, utilize, and apply existing knowledge and skills. Students have multiple opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning.

Quality of Feedback

Instructional Support domain, Grades K− 12

Quality of Feedback refers to the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation in the learning activity (*CLASS K–3 Manual*, p. 72). In the upper elementary and secondary classrooms, significant feedback also may be provided by peers (*CLASS Upper Elementary Manual*, p. 89, *CLASS Secondary Manual*, p. 93). Regardless of the source, the focus of the feedback motivates learning.

Table 13. Quality of Feedback: Number of Classrooms for Each Rating and District Average

Quality of Feedback District Average\*: 3.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 60 | 3.1 |
| Grades K-5 | 1 | 13 | 7 | 4 | 4 | 3 | 0 | 32 | 3.2 |
| Grades 6-8 | 2 | 3 | 3 | 1 | 2 | 0 | 2 | 13 | 3.5 |
| Grades 9-12 | 4 | 4 | 5 | 1 | 1 | 0 | 0 | 15 | 2.4 |

\*The district average is an average of the observation scores. In Table 13, the district average is computed as:
([1 x 7] + [2 x 20] + [3 x 15] + [4 x 6] + [5 x 7] + [6 x 3] + [7 x 2]) ÷ 60 observations = 3.1

Ratings in the Low Range. At the low range, the teacher dismisses incorrect responses or misperceptions and rarely scaffolds student learning. The teacher is more interested in students providing the correct answer than understanding. Feedback is perfunctory. The teacher may not provide opportunities to learn whether students understand or are interested. The teacher rarely questions students or asks them to explain their thinking and reasons for their responses. The teacher does not or rarely provides information that might expand student understanding and rarely offers encouragement that increases student effort and persistence.

Ratings in the Middle Range. In the middle range, the teacher sometimes scaffolds students, but this is not consistent. On occasion, the teacher facilitates feedback loops so that students may elaborate and expand on their thinking, but these moments are not sustained long enough to accomplish a learning objective. Sometimes, the teacher asks students about or prompts them to explain their thinking and provides information to help students understand, but sometimes the feedback is perfunctory. At times, the teacher encourages student efforts and persistence.

Ratings in the High Range. In this range, the teacher frequently scaffolds students who are having difficulty, providing hints or assistance as needed. The teacher engages students in feedback loops to help them understand ideas or reach the right response. The teacher often questions students, encourages them to explain their thinking, and provides additional information that may help students understand. The teacher regularly encourages students’ efforts and persistence.

Language Modeling

Instructional Support domain, Grades K− 3

Language Modeling refers to the quality and amount of the teacher’s use of language stimulation and language facilitation techniques (*CLASS K–3 Manual*, p. 79).

Table 14. Language Modeling: Number of Classrooms for Each Rating and District Average

Language Modeling District Average\*: 2.9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 20 | 2.9 |
| Grades K-3\*\* | 3 | 7 | 4 | 2 | 4 | 0 | 0 | 20 | 2.9 |

\*The district average is an average of the observation scores. In Table 14, the district average is computed as:
([1 x 3] + [2 x 7] + [3 x 4] + [4 x 2] + [5 x 4]) ÷ 20 observations = 2.9

\*\*Language Modeling does not appear in the CLASS Upper Elementary Manual, therefore scores for the Elementary School Level represent grades K-3 only.

Ratings in the Low Range. In the low range, there are few conversations in the classroom, particularly between the students and the teacher. The teacher responds to students’ initiating talk with only a few words, limits students’ use of language (in responding to questions) and asks questions that mainly elicit closed-ended responses. The teacher does not or rarely extends students’ responses or repeats them for clarification. The teacher does not engage in self-talk or parallel talk—explaining what he or she or the students are doing. The teacher does not use new words or advanced language with students. The language used has little variety.

Ratings in the Middle Range. In this range, the teacher talks with students and shows some interest in students, but the conversations are limited and not prolonged. Usually, the teacher directs the conversations, although the conversations may focus on topics of interest to students. More often, there is a basic exchange of information but limited conversation. The teacher asks a mix of closed- and open-ended questions, although the closed-ended questions may require only short responses. Sometimes, the teacher extends students’ responses or repeats what students say. Sometimes, the teacher maps his or her own actions and the students’ actions through language and description. The teacher sometimes uses advanced language with students.

Ratings in the High Range.There are frequent conversations in the classroom, particularly between students and the teacher, and these conversations promote language use. Students are encouraged to converse and feel they are valued conversational partners. The teacher asks many open-ended questions that require students to communicate more complex ideas. The teacher often extends or repeats student responses. Frequently, the teacher maps his or her actions and student actions descriptively and uses advanced language with students.

Instructional Dialogue

Instructional Support domain, Grades 4− 12

Instructional Dialogue captures the purposeful use of content-focused discussion among teachers and students that is cumulative, with the teacher supporting students to chain ideas together in ways that lead to deeper understanding of content. Students take an active role in these dialogues, and both the teacher and students use strategies that facilitate extended dialogue (*CLASS Upper Elementary Manual*, p. 97, *CLASS Secondary Manual*, p. 101).

Table 15. Instructional Dialogue: Number of Classrooms for Each Rating and District Average

Instructional Dialogue District Average\*: 2.6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 40 | 2.6 |
| Grades 4-5\*\* | 2 | 3 | 3 | 1 | 1 | 2 | 0 | 12 | 3.2 |
| Grades 6-8 | 6 | 3 | 1 | 1 | 0 | 2 | 0 | 13 | 2.4 |
| Grades 9-12 | 6 | 2 | 5 | 1 | 1 | 0 | 0 | 15 | 2.3 |

\*The district average is an average of the observation scores. In Table 15, the district average is computed as:
([1 x 14] + [2 x 8] + [3 x 9] + [4 x 3] + [5 x 2] + [6 x 4]) ÷ 40 observations = 2.6

\*\*Instructional Dialogue does not appear in the CLASS K-3 Manual, therefore scores for the Elementary School Level represent grades 4-5 only.

Ratings in the Low Range. At the low range, there are no or few discussions in the class, the discussions are not related to content or skill development, or the discussions contain only simple question-response exchanges between the teacher and students. The class is dominated by teacher talk, and discussion is limited. The teacher and students ask closed-ended questions; rarely acknowledge, report, or extend other students’ comments; and/or appear disinterested in other students’ comments, resulting in many students not being engaged in instructional dialogues.

Ratings in the Middle Range. At this range, there are occasional content-based discussions in class among teachers and students; however, these exchanges are brief or quickly move from one topic to another without follow-up questions or comments from the teacher and other students. The class is mostly dominated by teacher talk, although there are times when students take a more active role, or there are distributed dialogues that involve only a few students in the class. The teacher and students sometimes facilitate and encourage more elaborate dialogue, but such efforts are brief, inconsistent, or ineffective at consistently engaging students in extended dialogues.

Ratings in the High Range.At the high range, there are frequent, content-driven discussions in the class between teachers and students or among students. The discussions build depth of knowledge through cumulative, contingent exchanges. The class dialogues are distributed in a way that the teacher and the majority of students take an active role or students are actively engaged in instructional dialogues with each other. The teacher and students frequently use strategies that encourage more elaborate dialogue, such as open-ended questions, repetition or extension, and active listening. Students respond to these techniques by fully participating in extended dialogues.

Student Engagement

Student Engagement domain, Grades 4−12

Student Engagement refers to the extent to which all students in the class are focused and participating in the learning activity that is presented or facilitated by the teacher. The difference between passive engagement and active engagement is reflected in this rating (*CLASS Upper Elementary Manual*, p. 105).

Table 16. Student Engagement: Number of Classrooms for Each Rating and District Average

Student Engagement District Average\*: 5.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | Middle Range | High Range | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 40 | 5.1 |
| Grades 4-5\*\* | 0 | 0 | 0 | 2 | 6 | 2 | 2 | 12 | 5.3 |
| Grades 6-8 | 0 | 0 | 0 | 1 | 10 | 2 | 0 | 13 | 5.1 |
| Grades 9-12 | 0 | 0 | 1 | 3 | 9 | 2 | 0 | 15 | 4.8 |

\*The district average is an average of the observation scores. In Table 16, the district average is computed as:
([3 x 1] + [4 x 6] + [5 x 25] + [6 x 6] + [7 x 2]) ÷ 40 observations = 5.1

\*\*Student Engagement does not appear in the CLASS K-3 Manual, therefore scores for the Elementary School Level represent grades 4-5 only.

Ratings in the Low Range. In the low range, the majority of students appear distracted or disengaged.

Ratings in the Middle Range. In the middle range, students are passively engaged, listening to or watching the teacher; student engagement is mixed, with the majority of students actively engaged for part of the time and disengaged for the rest of the time; or there is a mix of student engagement, with some students actively engaged and some students disengaged.

Ratings in the High Range. In the high range, most students are actively engaged in the classroom discussions and activities.

Summary of Average Ratings: Grades K–5

Table 17. Summary Table of Average Ratings for Each Dimension in Grades K–5

|  | Low Range | Middle Range | High Range | n | Average Scores\* |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Emotional Support Domain | 4 | 8 | 10 | 12 | 27 | 29 | 38 | 128 | 5.3 |
| Positive Climate | 0 | 0 | 0 | 4 | 15 | 9 | 4 | 32 | 5.4 |
| Negative Climate\*\* | 0 | 0 | 0 | 0 | 2 | 5 | 25 | 32 | 6.7 |
| Teacher Sensitivity | 0 | 0 | 1 | 4 | 6 | 12 | 9 | 32 | 5.8 |
| Regard for Student Perspectives | 4 | 8 | 9 | 4 | 4 | 3 | 0 | 32 | 3.2 |
| Classroom Organization Domain | 0 | 0 | 2 | 6 | 28 | 19 | 41 | 96 | 5.9 |
| Behavior Management | 0 | 0 | 1 | 2 | 5 | 8 | 16 | 32 | 6.1 |
| Productivity | 0 | 0 | 0 | 1 | 3 | 5 | 23 | 32 | 6.6 |
| Instructional Learning Formats\*\*\* | 0 | 0 | 1 | 3 | 20 | 6 | 2 | 32 | 5.2 |
| Instructional Support Domain | 15 | 34 | 24 | 13 | 13 | 7 | 2 | 108 | 3.0 |
| Concept Development (K-3 only) | 3 | 9 | 4 | 4 | 0 | 0 | 0 | 20 | 2.5 |
| Content Understanding (UE only) | 0 | 1 | 4 | 2 | 3 | 1 | 1 | 12 | 4.2 |
| Analysis and Inquiry (UE only) | 6 | 1 | 2 | 0 | 1 | 1 | 1 | 12 | 2.7 |
| Quality of Feedback | 1 | 13 | 7 | 4 | 4 | 3 | 0 | 32 | 3.2 |
| Language Modeling (K-3 only) | 3 | 7 | 4 | 2 | 4 | 0 | 0 | 20 | 2.9 |
| Instructional Dialogue (UE only) | 2 | 3 | 3 | 1 | 1 | 2 | 0 | 12 | 3.2 |
| Student Engagement (UE only) | **0** | **0** | **0** | **2** | **6** | **2** | **2** | **12** | **5.3** |

\*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([4 x 4] + [5 x 15] + [6 x 9] + [7 x 4]) ÷ 32 observations = 5.4

\*\*Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([5 x 2] + [6 x 5] + [7 x 25]) ÷ 32 observations = 6.7. In addition, Negative Climate appears in the Classroom Organization Domain for the Upper Elementary Manual.

\*\*\*Instructional Learning Formats appears in the Instructional Support Domain for the Upper Elementary Manual.

Summary of Average Ratings: Grades 6–8

Table 18. Summary Table of Average Ratings for Each Dimension in Grades 6–8

|  | Low Range | Middle Range | High Range | n | Average Scores\* |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Emotional Support Domain | 1 | 2 | 4 | 5 | 14 | 12 | 1 | 39 | 4.8 |
| Positive Climate | 0 | 0 | 0 | 2 | 8 | 3 | 0 | 13 | 5.1 |
| Teacher Sensitivity | 0 | 0 | 0 | 0 | 5 | 7 | 1 | 13 | 5.7 |
| Regard for Student Perspectives | 1 | 2 | 4 | 3 | 1 | 2 | 0 | 13 | 3.5 |
| Classroom Organization Domain | 0 | 0 | 0 | 1 | 6 | 14 | 18 | 39 | 6.3 |
| Behavior Management | 0 | 0 | 0 | 1 | 2 | 6 | 4 | 13 | 6.0 |
| Productivity | 0 | 0 | 0 | 0 | 3 | 5 | 5 | 13 | 6.2 |
| Negative Climate\*\* | 0 | 0 | 0 | 0 | 1 | 3 | 9 | 13 | 6.6 |
| Instructional Support Domain | 12 | 13 | 6 | 9 | 14 | 9 | 2 | 65 | 3.5 |
| Instructional Learning Formats | 0 | 1 | 0 | 1 | 6 | 5 | 0 | 13 | 5.1 |
| Content Understanding | 0 | 0 | 2 | 6 | 3 | 2 | 0 | 13 | 4.4 |
| Analysis and Inquiry | 4 | 6 | 0 | 0 | 3 | 0 | 0 | 13 | 2.4 |
| Quality of Feedback | 2 | 3 | 3 | 1 | 2 | 0 | 2 | 13 | 3.5 |
| Instructional Dialogue | 6 | 3 | 1 | 1 | 0 | 2 | 0 | 13 | 2.4 |
| Student Engagement | 0 | 0 | 0 | 1 | 10 | 2 | 0 | 13 | 5.1 |

\*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([4 x 2] + [5 x 8] + [6 x 3]) ÷ 13 observations = 5.1

\*\*Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([5 x 1] + [6 x 3] + [7 x 9]) ÷ 13 observations = 6.6

Summary of Average Ratings: Grades 9–12

Table 19. Summary Table of Average Ratings for Each Dimension in Grades 9–12

|  | Low Range | Middle Range | High Range | n | Average Scores\* |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Emotional Support Domain | 2 | 5 | 5 | 6 | 11 | 11 | 5 | 45 | 4.6 |
| Positive Climate | 0 | 1 | 1 | 1 | 6 | 5 | 1 | 15 | 5.1 |
| Teacher Sensitivity | 0 | 1 | 0 | 2 | 4 | 4 | 4 | 15 | 5.5 |
| Regard for Student Perspectives | 2 | 3 | 4 | 3 | 1 | 2 | 0 | 15 | 3.3 |
| Classroom Organization Domain | 0 | 1 | 1 | 1 | 2 | 9 | 31 | 45 | 6.4 |
| Behavior Management | 0 | 1 | 1 | 0 | 1 | 4 | 8 | 15 | 6.0 |
| Productivity | 0 | 0 | 0 | 0 | 1 | 5 | 9 | 15 | 6.5 |
| Negative Climate\*\* | 0 | 0 | 0 | 1 | 0 | 0 | 14 | 15 | 6.8 |
| Instructional Support Domain | 15 | 14 | 18 | 7 | 17 | 2 | 2 | 75 | 3.1 |
| Instructional Learning Formats | 0 | 0 | 2 | 2 | 9 | 1 | 1 | 15 | 4.8 |
| Content Understanding | 0 | 2 | 4 | 3 | 4 | 1 | 1 | 15 | 4.1 |
| Analysis and Inquiry | 5 | 6 | 2 | 0 | 2 | 0 | 0 | 15 | 2.2 |
| Quality of Feedback | 4 | 4 | 5 | 1 | 1 | 0 | 0 | 15 | 2.4 |
| Instructional Dialogue | 6 | 2 | 5 | 1 | 1 | 0 | 0 | 15 | 2.3 |
| Student Engagement | 0 | 0 | 1 | 3 | 9 | 2 | 0 | 15 | 4.8 |

\*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([2 x 1] + [3 x 1] + [4 x 1] + [5 x 6] + [6 x 5] + [7 x 1]) ÷ 15 observations = 5.1

\*\*Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([4 x 1] + [7 x 14]) ÷ 15 observations = 6.8

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## Appendix C. Resources to Support Implementation of DESE’s District Standards and Indicators

Table C1. Resources to Support Curriculum and Instruction

| Resource | Description |
| --- | --- |
| [Coherence Guidebook](https://www.doe.mass.edu/csdp/guidebook/coherence-guidebook.pdf) | The guidebook illustrates a systems-level path toward deeper learning. School system leaders and teams may use the guidebook, along with its companion self-assessment, to articulate a vision of deeper learning, identify high-leverage instructional priorities, refine tiered supports, and leverage systems and structures—all in service of the articulated vision. |
| [Curriculum Frameworks Resources](https://www.doe.mass.edu/frameworks/) | Some of the most frequently used resources include “What to Look For” classroom observation guides; the Family Guides to help families understand what students are expected to know and do by the end of each grade; and the Standards Navigator tool and app, which can be used to explore the standards, see how they are connected to other standards and related student work samples, reference guides, and definitions. |
| [Curriculum Matters Webpage](https://www.doe.mass.edu/instruction/impd/default.html) | A suite of resources to support the use of high-quality curriculum, including [IMplement MA](https://www.doe.mass.edu/instruction/impd/implement-ma.html), our recommended four-phase process to prepare for, select, launch, and implement new high-quality instructional materials with key tasks and action steps. Also includes [CURATE](https://www.doe.mass.edu/instruction/curate/default.html), which convenes panels of Massachusetts teachers to review and rate evidence on the quality and alignment of specific curricular materials and then publish their findings for educators across the Commonwealth to consult. |
| [Digital Literacy and Computer Science (DLCS) Curriculum Guide](https://www.doe.mass.edu/stem/dlcs/curriculum-guide.pdf?v=4/12/2023) | The DLCS Curriculum Guide provides curricular overviews for schools to engage students in learning digital literacy and computer science (DLCS) concepts and skills aligned to the standards found in the 2016 Massachusetts DLCS Framework. |
| [Early Warning Indicator System (EWIS)](https://www.doe.mass.edu/ccte/ccr/ewis/) | Tools for districts to identify students who are at risk of not meeting important academic goals to help students get back on track. This comprehensive system spans first grade through high school graduation and beyond. |
| [Foundations for Inclusive Practices](https://www.doe.mass.edu/edeval/guidebook/) | This Guidebook includes tools for districts, schools, and educators that are aligned to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusion. |
| [Guidebook of Culturally Diverse Artists and Artworks](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Finstruction%2Farts%2Fdiverse-arts-guidebook.docx&wdOrigin=BROWSELINK) | The purpose of this resource is to promote culturally responsive teaching in the arts through the study of culturally diverse artists and their artworks. This guidebook highlights art made by people with racial identities that historically have been and continue to be marginalized. |
| [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/) | An interactive site with research, information, and resources on evidence-based practices for early literacy that are culturally responsive and sustaining. There is current information on complex text, fluent word reading, language comprehension, students experiencing reading difficulties, equity in literacy, how to support a multitiered system of support for ELA/literacy, and much more.  |
| [Massachusetts Blueprint for English Learner Success](https://www.doe.mass.edu/ele/blueprint/default.html) | Framework for English learner education in MA, with embedded Quick Reference Guides (QRGs) and other resources to support implementation. |
| Massachusetts Curricular Resources: * [Appleseeds](https://sites.google.com/view/appleseedsk2/home)
* [Investigating History](https://www.doe.mass.edu/investigatinghistory/)
* [OpenSciEd](https://www.doe.mass.edu/stem/ste/openscied.html)
 | Free, open-source curricular resources aligned to the Massachusetts Curriculum Frameworks. |
| [Planning for Deeper Learning](https://www.doe.mass.edu/kaleidoscope/planning/default.html) | KCL worked with educators and leaders across the Commonwealth to develop tools, protocols, examples, and professional learning experiences. |
| [Supporting Culturally and Linguistically Sustaining Practices](https://www.doe.mass.edu/instruction/culturally-sustaining/default.html) | Culturally and linguistically sustaining practices are essential for all students in the classroom, regardless of their background, culture, or identity. |
| [Synthesized ILT Framework](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fcsdp%2Fguidebook%2Fappendix-ilt-framework.docx&wdOrigin=BROWSELINK) | District and school teams can use this resource to reflect and identify specific actions they could take to establish or improve their instructional leadership teams (ILTs). |

Table C2. Resources to Support Assessment

| Resource | Description |
| --- | --- |
| [Approved Early Language and Literacy Assessments for Preschool](https://www.doe.mass.edu/sfs/earlylearning/default.html) | DESE's Early Learning Team in collaboration with EEC is working with a vendor to approve preschool language and literacy assessments to support classroom instruction. |
| [Assessment Literacy Continuum](https://www.doe.mass.edu/acls/assessment/continuum.pdf) | Tool to help teachers identify what aspects of assessment literacy they should focus on for their own goal setting. |
| [District Data Team Toolkit](http://www.doe.mass.edu/accountability/toolkit/) | A set of resources to help a district establish, grow, and maintain a culture of inquiry and data use through a district data team. |
| [Early Literacy Universal Screening Assessments](https://www.doe.mass.edu/instruction/screening-assessments.html) | Guidance and support for schools and districts to select and use an early literacy universal screening assessment. Grant funding may be available. |
| [Student Assessment](https://www.doe.mass.edu/assessment/) | Statewide assessments help parents, students, educators, and policymakers determine where districts, schools, and students are meeting expectations and where they need additional support. |

Table C3. Resources to Support Student Support

| Resource  | Description |
| --- | --- |
| [Bullying Prevention and Intervention](https://www.doe.mass.edu/sfs/bullying/default.html) | DESE’s Guidance and Technical Assistance for districts/schools related to state requirements around bullying prevention and intervention.  |
| Emergency Management:* [Readiness and Emergency Management for Schools](https://rems.ed.gov/) (Federal Guidance)
* [Emergency Management Planning](https://www.doe.mass.edu/sfs/emergencyplan/default.html) (State Guidance)
 | Guidance and Technical Assistance for districts/schools related to emergency management planning and implementation.  |
| Family Partnerships:* [DESE Family Portal](https://www.doe.mass.edu/families/)
* [Strengthening Partnerships: A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts](https://www.doe.mass.edu/sfs/family-engagement-framework.pdf)
* [Learning Standards For Families](https://www.doe.mass.edu/highstandards/default.html)
 | Resources for authentically engaging families in their child’s education and centering families voices in school and district decision-making. |
| [Guidance on Updated Expectations for School and District Leaders Related to Student Discipline](https://www.doe.mass.edu/sfs/discipline/updated-expectations.docx) | Guidance on updated expectations for school and district leaders related to student discipline associated with the 2022 mental health law (G.L. c. 71, §37H¾). |
| MTSS Resources: * [MTSS Blueprint, Self-Assessment, and Resources](https://www.doe.mass.edu/sfss/mtss/)
* [Massachusetts Tools for Schools](https://matoolsforschools.com/)
 | MTSS is a framework for how school districts can build the necessary systems to ensure that every student receives a high-quality educational experience. |
| [Resources for Supporting Immigrant and Refugee Students](https://www.doe.mass.edu/ele/resources/immigrant-refugee.html) | An evolving compilation of resources that can support districts in meeting the needs of immigrant and refugee students. |
| [Safe and Supportive Schools Framework and Self-Reflection Tool](https://www.sassma.org/) | These resources can help guide school- and district-based teams to create safer and more supportive school climates and cultures. Through a phased process (with preliminary and deeper dive self-reflection options) teams can create plans based on local context and data, and through examination of six areas of school operation.  |
| [School Breakfast: Breakfast After the Bell Resources](https://www.projectbread.org/resource-directory/breakfast-after-the-bell-resources) | The Breakfast After the Bell Toolkit Series is designed to help with the launch and implementation of alternative breakfast models.  |
| [School Wellness Initiative for Thriving Community Health](https://massschoolwellness.org/) (SWITCH) | SWITCH provides resources that support and advance wellness efforts for Massachusetts students, schools, and communities. |
| Social Emotional Learning:* [SEL Resources Grades 1-3](https://www.doe.mass.edu/sfs/earlylearning/resources/sel1-3/resources-g1-3.docx)
* [SEL Guide](https://www.doe.mass.edu/sfs/bullying/selguide.docx) (K-12)
* [SEL/APL Standards](https://www.doe.mass.edu/sfs/earlylearning/resources/#standards) (PK/K)
* [Playful Learning Institute, Preschool through 3rd Grade](https://www.doe.mass.edu/sfs/earlylearning/pli.html)
* [Culturally Responsive Social-Emotional Competency Development](https://www.doe.mass.edu/sfs/sel/sel-all.docx)
 | These resources provide evidence-based and developmentally appropriate guidance around supporting social emotional learning in schools. |
| [Students with Limited or Interrupted Formal Education](https://www.doe.mass.edu/ele/slife/default.html) | Guidance and resources to support districts in meeting the needs of Students with Limited or Interrupted Formal Education (SLIFE). |

## Appendix D. Enrollment, Attendance, Expenditures

Table D1. Hoosac Valley Regional School District: Student Enrollment by Race/Ethnicity, 2023‑2024

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | District | Percentage of total | State | Percentage of total |
| All | 978 | 100.0% | 914,959 | 100.0% |
| African American | 32 | 3.3% | 88,104 | 9.6% |
| Asian | 6 | 0.6% | 67,847 | 7.4% |
| Hispanic | 52 | 5.3% | 229,930 | 25.1% |
| Native American | 2 | 0.2% | 2,178 | 0.2% |
| White | 850 | 86.9% | 484,692 | 53.0% |
| Native Hawaiian | 1 | 0.1% | 790 | 0.1% |
| Multi-Race, Non-Hispanic  | 35 | 3.6% | 41,418 | 4.5% |

*Note*. As of October 1, 2023.

Table D2. Hoosac Valley Regional School District: 2023-2024 Student Enrollment by High Needs Populations

|  | District | State |
| --- | --- | --- |
| Group | *N* | Percentage of high needs | Percentage of district | *N* | Percentage of high needs | Percentage of state |
| All students with high needs | 652 | 100.0% | 66.5% | 515,939 | 100.0% | 55.8% |
| Students with disabilities | 251 | 38.5% | 25.6% | 187,160 | 36.3% | 20.2% |
| Low-income  | 583 | 89.4% | 59.6% | 385,697 | 74.8% | 42.2% |
| English learner | 15 | 2.3% | 1.5% | 119,749 | 23.2% | 13.1% |

*Note*. As of October 1, 2023. District and state numbers and percentages for students with disabilities and high needs are calculated including students in out-of-district placements. Total district enrollment including students in out-of-district placement is 981; total state enrollment including students in out-of-district placement is 924,947.

Table D3. Hoosac Valley Regional School District: Chronic Absencea Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | *N* (2023) | 2021 | 2022 | 2023 | State (2023) |
| All students | 1,037 | 34.2 | 48.3 | 39.2 | 22.2 |
| African American/Black | 32 | 51.4 | 52.9 | 40.6 | 25.3 |
| Asian | 6 | 16.7 |  | 16.7 | 13.9 |
| Hispanic/Latino | 45 | 51.5 | 46.3 | 35.6 | 34.5 |
| Multi-Race, non-Hispanic/Latino | 37 | 51.9 | 69.0 | 43.2 | 23.3 |
| Native American | — |  |  | — | 33.5 |
| Native Hawaiian, Pacific Islander | 1 | — |  |  | 28.3 |
| White | 916 | 32.5 | 47.6 | 39.2 | 17.0 |
| High needs | 721 | 45.2 | 55.6 | 43.7 | 30.3 |
| Low income | 658 | — | 56.6 | 45.1 | 33.5 |
| English learner | 11 | 25.0 | 50.0 | 36.4 | 33.5 |
| Students w/disabilities | 273 | 42.8 | 55.9 | 42.1 | 30.4 |

a The percentage of students absent is 10 percent or more of their total number of student days of membership in a school.

Table D4. Hoosac Valley Regional School District: Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years, 2020-2022

|   | Fiscal year 2020 | Fiscal year 2021 | Fiscal year 2022 |
| --- | --- | --- | --- |
|   | Estimated | Actual | Estimated | Actual | Estimated | Actual |
| Expenditures |
| From local appropriations for schools |  |
| By school committee | $20,008,866 | $19,508,011 | $20,100,111 | $19,521,813 | $20,228,714 | $20,030,436 |
| From revolving funds and grants | — | $2,123,965 | — | $2,411,473 | — | $3,192,690 |
| Total expenditures | — | $21,631,976 | — | $21,933,286 | — | $23,223,126 |
| **Chapter 70 aid to education program** |
| Chapter 70 state aida | — | $10,354,753 | — | $10,354,753 | — | $10,390,093 |
| Required local contribution | — | $5,891,351 | — | $5,843,907 | — | $5,725,567 |
| Required net school spendingb | — | $16,246,104 | — | $16,198,660 | — | $16,115,660 |
| Actual net school spending | — | $17,680,188 | — | $17,662,461 | — | $18,092,968 |
| Over/under required ($) | — | $1,434,084 | — | $1,463,801 | — | $1,977,308 |
| Over/under required (%) | — | 8.8% | — | 9.0% | — | 12.3% |

*Note*. Data as of July 25, 2023, and sourced from fiscal year 2022 district end-of-year reports and Chapter 70 program information on DESE website.

a Chapter 70 state aid funds are deposited in the local general fund and spent as local appropriations. b Required net school spending is the total of Chapter 70 aid and required local contribution. Net school spending includes only expenditures from local appropriations, not revolving funds, and grants. It includes expenditures for most administration, instruction, operations, and out-of-district tuitions. It does not include transportation, school lunches, debt, or capital.

Table D5. Hoosac Valley Regional School District: Expenditures Per In-District Pupil, Fiscal Years 2020-2022

|  |  |  |  |
| --- | --- | --- | --- |
| Expenditure category | 2020 | 2021 | 2022 |
| Administration | $653 | $787 | $1,042 |
| Instructional leadership (district and school) | $862 | $1,042 | $1,215 |
| Teachers | $6,306 | $6,336 | $6,256 |
| Other teaching services | $1,311 | $1,465 | $1,969 |
| Professional development | $71 | $535 | $519 |
| Instructional materials, equipment, and technology | $313 | $929 | $727 |
| Guidance, counseling, and testing services | $371 | $522 | $567 |
| Pupil services | $1,724 | $1,778 | $2,147 |
| Operations and maintenance | $1,043 | $1,207 | $1,453 |
| Insurance, retirement, and other fixed costs | $3,727 | $4,001 | $3,896 |
| Total expenditures per in-district pupil | $16,382 | $18,603 | $19,791 |

*Note*. Any discrepancy between expenditures and total is because of rounding. Data are from <https://www.doe.mass.edu/finance/statistics/per-pupil-exp.xlsx>.

## Appendix E. Hoosac Valley Regional School District: Student Performance Data

[Table E1. Next-Generation MCAS ELA Achievement by Student Group, Grades 3-8, 2022-2023 E-2](#_Toc160635227)

[Table E2. Next-Generation MCAS ELA Achievement by Student Group, Grade 10, 2022-2023 E-2](#_Toc160635228)

[Table E3. Next-Generation MCAS Mathematics Achievement by Student Group, Grades 3-8, 2022-2023 E-3](#_Toc160635229)

[Table E4. Next-Generation MCAS Mathematics Achievement by Student Group, Grade 10, 2022-2023 E-3](#_Toc160635230)

[Table E5. Next-Generation MCAS Science Achievement by Student Group, Grades 5 and 8, 2022-2023 E-4](#_Toc160635231)

[Table E6. Next-Generation MCAS Science Achievement by Student Group, Grade 10, 2022-2023 E-4](#_Toc160635232)

[Table E7. Next-Generation MCAS ELA Achievement by Grade, 2022-2023 E-5](#_Toc160635233)

[Table E8. Next-Generation MCAS Mathematics Achievement by Grade, 2022-2023 E-5](#_Toc160635234)

[Table E9. Next-Generation MCAS Science Achievement by Grade, 2022-2023 E-6](#_Toc160635235)

[Table E10. Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023 E-7](#_Toc160635236)

[Table E11. Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grade 10, 2022-2023 E-7](#_Toc160635237)

[Table E12. Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023 E-8](#_Toc160635238)

[Table E13. Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grade 10, 2022-2023 E-8](#_Toc160635239)

[Table E14. Next-Generation MCAS ELA Mean Student Growth Percentile by Grade, 2022-2023 E-9](#_Toc160635240)

[Table E15. Next-Generation MCAS Mathematics Mean Student Growth Percentile by Grade, 2022-2023 E-9](#_Toc160635241)

[Table E16. Four-Year Cohort Graduation Rates by Student Group, 2020-2022 E-9](#_Toc160635242)

[Table E17. Five-Year Cohort Graduation Rates by Student Group, 2019-2021 E-10](#_Toc160635243)

[Table E18. Annual Dropout Rates by Student Group, 2020-2022 E-10](#_Toc160635244)

[Table E19. In-School Suspension Rates by Student Group, 2021-2023 E-11](#_Toc160635245)

[Table E20. Out-of-School Suspension Rates by Student Group, 2021-2023 E-11](#_Toc160635246)

[Table E21. Advanced Coursework Completion Rates by Student Group, 2021-2023 E-12](#_Toc160635247)

[Table E22. Accountability Percentile and Classification, 2023 E-12](#_Toc160635248)

Table E1. Next-Generation MCAS ELA Achievement by Student Group, Grades 3-8, 2022-2023

| Group | # included (2023) | Percentage meeting or exceeding expectations | Percentage partially meeting expectations | Percentage not meeting expectations |
| --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| All | 473 | 25 | 25 | 42 | 50 | 46 | 39 | 25 | 30 | 19 |
| African American/Black | 12 | 15 | 0 | 26 | 46 | 67 | 45 | 38 | 33 | 29 |
| Asian | 1 | — | — | 64 | — | — | 27 | — | — | 9 |
| Hispanic/Latino | 23 | 6 | 13 | 22 | 63 | 48 | 43 | 31 | 39 | 34 |
| Multi-Race, non-Hispanic/Latino | 15 | 8 | 20 | 49 | 62 | 53 | 35 | 31 | 27 | 16 |
| Native American | — | — | — | 29 | — | — | 42 | — | — | 28 |
| Native Hawaiian, Pacific Islander | — | — | — | 45 | — | — | 37 | — | — | 18 |
| White | 422 | 26 | 26 | 50 | 49 | 45 | 37 | 24 | 29 | 13 |
| High needs | 323 | 18 | 16 | 24 | 48 | 46 | 45 | 33 | 38 | 31 |
| Low income | 293 | 20 | 17 | 24 | 50 | 48 | 44 | 30 | 34 | 32 |
| ELs and former ELs | — | — | — | 20 | — | — | 42 | — | — | 38 |
| Students w/disabilities | 115 | 5 | 5 | 12 | 34 | 25 | 40 | 61 | 70 | 48 |

Table E2. Next-Generation MCAS ELA Achievement by Student Group, Grade 10, 2022-2023

| Group | # included (2023) | Percentage meeting or exceeding expectations | Percentage partially meeting expectations | Percentage not meeting expectations |
| --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| All | 44 | 52 | 34 | 58 | 42 | 59 | 30 | 6 | 7 | 11 |
| African American/Black | 4 | — | — | 42 | — | — | 41 | — | — | 17 |
| Asian | — | — | — | 79 | — | — | 16 | — | — | 5 |
| Hispanic/Latino | 1 | — | — | 36 | — | — | 39 | — | — | 24 |
| Multi-Race, non-Hispanic/Latino | 2 | — | — | 63 | — | — | 29 | — | — | 9 |
| Native American | — | — | — | 42 | — | — | 41 | — | — | 18 |
| Native Hawaiian, Pacific Islander | — | — | — | 41 | — | — | 47 | — | — | 11 |
| White | 37 | 52 | 35 | 67 | 41 | 57 | 27 | 7 | 8 | 6 |
| High needs | 33 | 38 | 27 | 37 | 50 | 64 | 42 | 12 | 9 | 21 |
| Low income | 30 | 42 | 30 | 39 | 50 | 60 | 40 | 8 | 10 | 21 |
| ELs and former ELs | — | — | — | 16 | — | — | 39 | — | — | 45 |
| Students w/disabilities | 14 | — | 7 | 22 | — | 71 | 47 | — | 21 | 31 |

Table E3. Next-Generation MCAS Mathematics Achievement by Student Group, Grades 3-8, 2022-2023

| Group | # included (2023) | Percentage meeting or exceeding expectations | Percentage partially meeting expectations | Percentage not meeting expectations |
| --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| All | 475 | 16 | 17 | 41 | 56 | 50 | 41 | 27 | 33 | 18 |
| African American/Black | 12 | 8 | 17 | 21 | 54 | 33 | 47 | 38 | 50 | 32 |
| Asian | 1 | — | — | 71 | — | — | 23 | — | — | 6 |
| Hispanic/Latino | 23 | 0 | 4 | 19 | 69 | 48 | 47 | 31 | 48 | 34 |
| Multi-Race, non-Hispanic/Latino | 14 | 8 | 7 | 46 | 54 | 64 | 38 | 38 | 29 | 16 |
| Native American | — | — | — | 28 | — | — | 46 | — | — | 26 |
| Native Hawaiian, Pacific Islander | — | — | — | 41 | — | — | 43 | — | — | 16 |
| White | 424 | 18 | 19 | 49 | 56 | 50 | 40 | 26 | 31 | 11 |
| High needs | 324 | 12 | 11 | 23 | 52 | 48 | 47 | 36 | 40 | 30 |
| Low income | 294 | 13 | 13 | 21 | 54 | 49 | 48 | 34 | 38 | 31 |
| ELs and former ELs | 9 | — | — | 21 | — | — | 44 | — | — | 34 |
| Students w/disabilities | 117 | 5 | 3 | 13 | 37 | 30 | 41 | 58 | 68 | 46 |

Table E4. Next-Generation MCAS Mathematics Achievement by Student Group, Grade 10, 2022-2023

| Group | # included (2023) | Percentage meeting or exceeding expectations | Percentage partially meeting expectations | Percentage not meeting expectations |
| --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| All | 43 | 47 | 16 | 50 | 47 | 72 | 42 | 6 | 12 | 9 |
| African American/Black | 4 | — | — | 27 | — | — | 58 | — | — | 15 |
| Asian | — | — | — | 80 | — | — | 17 | — | — | 3 |
| Hispanic/Latino | 1 | — | — | 25 | — | — | 57 | — | — | 18 |
| Multi-Race, non-Hispanic/Latino | 2 | — | — | 54 | — | — | 39 | — | — | 8 |
| Native American | — | — | — | 32 | — | — | 59 | — | — | 10 |
| Native Hawaiian, Pacific Islander | — | — | — | 36 | — | — | 57 | — | — | 7 |
| White | 36 | 51 | 19 | 60 | 44 | 69 | 36 | 5 | 11 | 4 |
| High needs | 32 | 24 | 3 | 27 | 64 | 81 | 57 | 12 | 16 | 16 |
| Low income | 29 | 26 | 3 | 27 | 61 | 83 | 57 | 13 | 14 | 16 |
| ELs and former ELs | — | — | — | 14 | — | — | 58 | — | — | 28 |
| Students w/disabilities | 13 | — | 0 | 16 | — | 69 | 59 | — | 31 | 25 |

Table E5. Next-Generation MCAS Science Achievement by Student Group, Grades 5 and 8, 2022-2023

| Group | # included (2023) | Percentage meeting or exceeding expectations | Percentage partially meeting expectations | Percentage not meeting expectations |
| --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| All | 176 | 20 | 19 | 41 | 56 | 48 | 40 | 23 | 33 | 19 |
| African American/Black | 6 | — | — | 21 | — | — | 47 | — | — | 32 |
| Asian | 1 | — | — | 65 | — | — | 27 | — | — | 8 |
| Hispanic/Latino | 8 | — | — | 20 | — | — | 45 | — | — | 35 |
| Multi-Race, non-Hispanic/Latino | 3 | — | — | 47 | — | — | 37 | — | — | 15 |
| Native American | — | — | — | 31 | — | — | 44 | — | — | 25 |
| Native Hawaiian, Pacific Islander | — | — | — | 43 | — | — | 41 | — | — | 16 |
| White | 157 | 21 | 22 | 50 | 56 | 47 | 38 | 23 | 31 | 11 |
| High needs | 119 | 13 | 10 | 23 | 57 | 45 | 46 | 30 | 45 | 31 |
| Low income | 107 | 14 | 11 | 22 | 58 | 44 | 46 | 28 | 45 | 32 |
| ELs and former ELs | 3 | — | — | 18 | — | — | 43 | — | — | 39 |
| Students w/disabilities | 48 | 2 | 4 | 14 | 40 | 38 | 40 | 58 | 58 | 45 |

Table E6. Next-Generation MCAS Science Achievement by Student Group, Grade 10, 2022-2023

| Group | # included (2023) | Percentage meeting or exceeding expectations | Percentage partially meeting expectations | Percentage not meeting expectations |
| --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| All | 38 | 37 | 18 | 47 | 44 | 61 | 42 | 20 | 21 | 11 |
| African American/Black | 4 | — | — | 26 | — | — | 55 | — | — | 20 |
| Asian | — | — | — | 75 | — | — | 21 | — | — | 4 |
| Hispanic/Latino | 1 | — | — | 24 | — | — | 52 | — | — | 24 |
| Multi-Race, non-Hispanic/Latino | 2 | — | — | 51 | — | — | 39 | — | — | 10 |
| Native American | — | — | — | 30 | — | — | 58 | — | — | 12 |
| Native Hawaiian, Pacific Islander | — | — | — | 31 | — | — | 54 | — | — | 15 |
| White | 31 | 39 | 19 | 55 | 42 | 61 | 39 | 18 | 19 | 6 |
| High needs | 27 | 30 | 11 | 26 | 30 | 59 | 54 | 40 | 30 | 21 |
| Low income | 25 | 32 | 12 | 26 | 32 | 56 | 53 | 37 | 32 | 21 |
| ELs and former ELs | — | — | — | 13 | — | — | 50 | — | — | 38 |
| Students w/disabilities | 11 | — | 9 | 16 | — | 36 | 53 | — | 55 | 31 |

Table E7. Next-Generation MCAS ELA Achievement by Grade, 2022-2023

| Grade | # included (2023) | Percentage meeting or exceeding expectations | Percentage partially meeting expectations | Percentage not meeting expectations |
| --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| 3 | 89 | 38 | 25 | 44 | 45 | 56 | 40 | 17 | 19 | 16 |
| 4 | 64 | 39 | 38 | 40 | 41 | 42 | 43 | 20 | 20 | 17 |
| 5 | 77 | 23 | 38 | 44 | 56 | 38 | 40 | 21 | 25 | 16 |
| 6 | 65 | 18 | 20 | 42 | 53 | 43 | 34 | 29 | 37 | 24 |
| 7 | 79 | 16 | 15 | 40 | 46 | 57 | 40 | 38 | 28 | 19 |
| 8 | 99 | 21 | 16 | 44 | 56 | 38 | 34 | 22 | 45 | 22 |
| 3-8 | 473 | 25 | 25 | 42 | 50 | 46 | 39 | 25 | 30 | 19 |
| 10 | 44 | 52 | 34 | 58 | 42 | 59 | 30 | 6 | 7 | 11 |

Table E8. Next-Generation MCAS Mathematics Achievement by Grade, 2022-2023

| Grade | # included (2023) | Percentage meeting or exceeding expectations | Percentage partially meeting expectations | Percentage not meeting expectations |
| --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| 3 | 89 | 25 | 16 | 41 | 54 | 47 | 39 | 22 | 37 | 20 |
| 4 | 64 | 29 | 38 | 45 | 43 | 44 | 37 | 28 | 19 | 18 |
| 5 | 78 | 16 | 28 | 41 | 57 | 53 | 46 | 27 | 19 | 13 |
| 6 | 65 | 16 | 9 | 41 | 60 | 63 | 42 | 23 | 28 | 17 |
| 7 | 79 | 7 | 15 | 38 | 54 | 51 | 40 | 39 | 34 | 22 |
| 8 | 100 | 12 | 5 | 38 | 66 | 45 | 42 | 22 | 50 | 20 |
| 3-8 | 475 | 16 | 17 | 41 | 56 | 50 | 41 | 27 | 33 | 18 |
| 10 | 43 | 47 | 16 | 50 | 47 | 72 | 42 | 6 | 12 | 9 |

Table E9. Next-Generation MCAS Science Achievement by Grade, 2022-2023

| Grade | # included (2023) | Percentage meeting or exceeding expectations | Percentage partially meeting expectations | Percentage not meeting expectations |
| --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| 5 | 77 | 23 | 30 | 42 | 49 | 47 | 40 | 27 | 23 | 19 |
| 8 | 99 | 18 | 11 | 41 | 62 | 48 | 40 | 20 | 40 | 19 |
| 5 and 8 | 176 | 20 | 19 | 41 | 56 | 48 | 40 | 23 | 33 | 19 |
| 10 | 38 | 37 | 18 | 47 | 44 | 61 | 42 | 20 | 21 | 11 |

Table E10. Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | # included (2023) | 2022 | 2023 | State (2023) |
| All students | 361 | 45.1 | 45.3 | 49.7 |
| African American/Black | 10 | — | — | 48.0 |
| Asian | 1 | — | — | 56.4 |
| Hispanic/Latino | 15 | — | — | 47.5 |
| Multi-Race, non-Hispanic/Latino | 9 | — | — | 50.0 |
| Native American | — | — | — | 46.7 |
| Native Hawaiian, Pacific Islander | — | — | — | 50.5 |
| White | 326 | 45.5 | 44.8 | 50.0 |
| High needs | 239 | 42.8 | 43.8 | 47.3 |
| Low income | 215 | 43.6 | 44.2 | 47.0 |
| ELs and former ELs | 7 | — | — | 49.7 |
| Students w/disabilities | 84 | 41.1 | 40.4 | 43.7 |

Table E11. Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grade 10, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | # included (2023) | 2022 | 2023 | State (2023) |
| All students | 37 | 45.4 | 54.0 | 49.5 |
| African American/Black | 4 | — | — | 45.5 |
| Asian | — | — | — | 56.2 |
| Hispanic/Latino | 1 | — | — | 45.1 |
| Multi-Race, non-Hispanic/Latino | 1 | — | — | 51.3 |
| Native American | — | — | — | 46.4 |
| Native Hawaiian, Pacific Islander | — | — | — | 45.2 |
| White | 31 | 46.2 | 53.7 | 50.7 |
| High needs | 26 | — | 58.5 | 44.7 |
| Low income | 23 | — | 60.6 | 44.9 |
| ELs and former ELs | — | — | — | 42.1 |
| Students w/disabilities | 11 | — | — | 39.9 |

Table E12. Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | # included (2023) | 2022 | 2023 | State (2023) |
| All students | 360 | 42.0 | 44.6 | 49.8 |
| African American/Black | 10 | — | — | 47.8 |
| Asian | 1 | — | — | 57.7 |
| Hispanic/Latino | 15 | — | — | 47.5 |
| Multi-Race, non-Hispanic/Latino | 8 | — | — | 50.3 |
| Native American | — | — | — | 47.1 |
| Native Hawaiian, Pacific Islander | — | — | — | 51.5 |
| White | 326 | 41.9 | 45.0 | 50.1 |
| High needs | 238 | 39.9 | 44.4 | 47.8 |
| Low income | 214 | 41.1 | 43.8 | 47.3 |
| ELs and former ELs | 7 | — | — | 49.3 |
| Students w/disabilities | 84 | 39.3 | 39.8 | 44.8 |

Table E13. Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grade 10, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | # included (2023) | 2022 | 2023 | State (2023) |
| All students | 36 | 45.9 | 43.5 | 49.6 |
| African American/Black | 4 | — | — | 41.4 |
| Asian | — | — | — | 55.9 |
| Hispanic/Latino | 1 | — | — | 41.8 |
| Multi-Race, non-Hispanic/Latino | 1 | — | — | 51.1 |
| Native American | — | — | — | 45.4 |
| Native Hawaiian, Pacific Islander | — | — | — | 56.1 |
| White | 30 | 46.3 | 44.2 | 52.9 |
| High needs | 25 | — | 44.9 | 43.9 |
| Low income | 22 | — | 47.5 | 43.2 |
| ELs and former ELs | — | — | — | 40.2 |
| Students w/disabilities | 10 | — | — | 41.7 |

Table E14. Next-Generation MCAS ELA Mean Student Growth Percentile by Grade, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | # included (2023) | 2022 | 2023 | State (2023) |
| 3 | — | — | — | — |
| 4 | 61 | 54.8 | 52.4 | 49.4 |
| 5 | 71 | 47.2 | 47.2 | 49.8 |
| 6 | 64 | 40.2 | 46.8 | 49.9 |
| 7 | 74 | 37.9 | 38.2 | 49.9 |
| 8 | 91 | 46.7 | 43.7 | 49.7 |
| 3-8 | 361 | 45.1 | 45.3 | 49.7 |
| 10 | 37 | 45.4 | 54.0 | 49.5 |

Table E15. Next-Generation MCAS Mathematics Mean Student Growth Percentile by Grade, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | # included (2023) | 2022 | 2023 | State (2023) |
| 3 | — | — | — | — |
| 4 | 61 | 42.2 | 56.1 | 49.6 |
| 5 | 71 | 46.1 | 48.3 | 50.0 |
| 6 | 64 | 29.6 | 37.9 | 49.9 |
| 7 | 74 | 44.5 | 43.1 | 49.9 |
| 8 | 90 | 45.3 | 39.9 | 49.7 |
| 3-8 | 360 | 42.0 | 44.6 | 49.8 |
| 10 | 36 | 45.9 | 43.5 | 49.6 |

Table E16. Four-Year Cohort Graduation Rates by Student Group, 2020-2022

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2022) | 2020 | 2021 | 2022 | State (2022) |
| All | 72 | 84.0 | 83.0 | 84.7 | 90.1 |
| African American/Black | 4 | 85.7 | — | — | 86.2 |
| Asian | — | — | — | — | 96.2 |
| Hispanic/Latino | 3 | — | — | — | 81.2 |
| Multi-Race, non-Hispanic/Latino | — | — | — | — | 88.7 |
| Native American | — | — | — | — | 82.2 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 81.3 |
| White | 65 | 85.9 | 83.3 | 87.7 | 93.2 |
| High needs | 46 | 72.7 | 69.2 | 78.3 | 83.9 |
| Low income | 44 | 71.4 | 69.2 | 79.5 | 83.2 |
| English learner | 1 | — | — | — | 73.1 |
| Students w/disabilities | 18 | 55.6 | 63.6 | 66.7 | 78.0 |

Table E17. Five-Year Cohort Graduation Rates by Student Group, 2019-2021

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2021) | 2019 | 2020 | 2021 | State (2021) |
| All | 47 | 90.9 | 89.3 | 83.0 | 91.8 |
| African American/Black | 3 | — | 85.7 | — | 88.1 |
| Asian | 1 | — | — | — | 97.0 |
| Hispanic/Latino | 1 | — | — | — | 84.0 |
| Multi-Race, non-Hispanic/Latino | — | — | — | — | 91.2 |
| Native American | — | — | — | — | 84.1 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 87.7 |
| White | 42 | 92.2 | 92.2 | 83.3 | 94.4 |
| High needs | 26 | 86.0 | 81.8 | 69.2 | 85.8 |
| Low income | 26 | 88.6 | 81.0 | 69.2 | 85.1 |
| English learner | — | — | — | — | 78.0 |
| Students w/disabilities | 11 | 70.6 | 72.2 | 63.6 | 80.6 |

Table E18. Annual Dropout Rates by Student Group, 2020-2022

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2022) | 2020 | 2021 | 2022 | State (2022) |
| All | 237 | 2.4 | 2.5 | 4.2 | 2.1 |
| African American/Black | 13 | 5.6 | 10.0 | 7.7 | 2.8 |
| Asian | — | — | — | — | 0.6 |
| Hispanic/Latino | 5 | — | — | — | 4.3 |
| Multi-Race, non-Hispanic/Latino | 4 | — | — | — | 2.4 |
| Native American | 2 | — | — | — | 4.3 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 1.2 |
| White | 213 | 1.8 | 2.3 | 3.8 | 1.3 |
| High needs | 143 | 3.2 | 4.0 | 7.0 | 3.6 |
| Low income | 134 | — | — | 7.5 | 3.8 |
| English learner | 0 | — | — | — | 7.8 |
| Students w/disabilities | 47 | 5.2 | 7.8 | 6.4 | 3.4 |

Table E19. In-School Suspension Rates by Student Group, 2021-20232

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 1,046 | — | 0.3 | 1.6 | 1.4 |
| African American/Black | 32 | — | — | — | 2.1 |
| Asian | 6 | — | — | — | 0.3 |
| Hispanic/Latino | 46 | — | — | — | 1.8 |
| Multi-Race, non-Hispanic/Latino | 37 | — | — | — | 1.6 |
| Native American | 0 | — | — | — | 1.5 |
| Native Hawaiian, Pacific Islander | 1 | — | — | — | 1.4 |
| White | 924 | — | 0.3 | 1.5 | 1.2 |
| High needs | 734 | — | 0.4 | 1.9 | 2.0 |
| Low income | 664 | — | 0.4 | 1.4 | 2.1 |
| English learner | 13 | — | — | — | 1.3 |
| Students w/disabilities | 291 | — | 0.0 | 2.1 | 2.5 |

Table E20. Out-of-School Suspension Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 1,046 | — | 0.9 | 1.2 | 2.5 |
| African American/Black | 32 | — | — | — | 5.0 |
| Asian | 6 | — | — | — | 0.6 |
| Hispanic/Latino | 46 | — | — | — | 3.9 |
| Multi-Race, non-Hispanic/Latino | 37 | — | — | — | 3.0 |
| Native American | 0 | — | — | — | 4.1 |
| Native Hawaiian, Pacific Islander | 1 | — | — | — | 3.1 |
| White | 924 | — | 0.9 | 1.4 | 1.6 |
| High needs | 734 | — | 1.2 | 1.5 | 3.8 |
| Low income | 664 | — | 1.3 | 1.7 | 4.3 |
| English learner | 13 | — | — | — | 2.7 |
| Students w/disabilities | 291 | — | 1.0 | 2.1 | 4.7 |

Table E21. Advanced Coursework Completion Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 92 | 53.6 | 67.5 | 51.1 | 65.8 |
| African American/Black | 1 | — | 50.0 | — | 57.3 |
| Asian | — | — | — | — | 84.9 |
| Hispanic/Latino | 3 | — | — | — | 51.2 |
| Multi-Race, non-Hispanic/Latino | 1 | — | — | — | 67.4 |
| Native American | — | — | — | — | 50.6 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 60.0 |
| White | 87 | 52.9 | 70.2 | 51.7 | 70.4 |
| High needs | 48 | 30.9 | 55.4 | 37.5 | 49.8 |
| Low income | 43 | — | 53.8 | 39.5 | 50.7 |
| English learner | 1 | — | — | — | 31.7 |
| Students w/disabilities | 14 | 4.0 | 38.9 | 21.4 | 36.0 |

Table E22. Accountability Percentile and Classification, 2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School | Progress toward improvement targets (%) | Percentile | Overall classification | Reason for classification |
| District | 32 | — | Not requiring assistance or intervention | Moderate progress toward targets |
| Hoosac Valley Elementary School | 5 | — | Not requiring assistance or intervention | Limited or no progress toward target |
| Hoosac Valley Middle School | 61 | 11 | Requiring assistance or intervention | In need of focused/targeted support: Low student group performance for White students |
| Hoosac Valley High School | 13 | 19 | Not requiring assistance or intervention | Limited or no progress toward target |

1. DESE’s District Standards and Indicators are at <http://www.doe.mass.edu/accountability/district-review/district-standards-indicators.pdf>. [↑](#footnote-ref-2)
2. For more information on the Teachstone CLASS protocol, visit <https://teachstone.com/class/>. [↑](#footnote-ref-3)
3. Districts with similar demographics and similar wealth are based on [Resource Allocation and District Action Reports (RADAR)](https://www.doe.mass.edu/research/radar/) (retrieved February 2024). [↑](#footnote-ref-4)
4. Average SGP ranges: Very Low Growth = 1.0-29.9, Low Growth = 30.0-39.9; Typical Growth = 40.0-59.9; Exceeded Typical Growth = 60.0 or higher. [↑](#footnote-ref-5)
5. CURATE: CUrriculum RAtings by TEachers. See <https://www.doe.mass.edu/instruction/curate>. [↑](#footnote-ref-6)
6. When observers rate this dimension it is scored so that a low rating (indicating little or no evidence of a negative climate) is better than a high rating (indicating abundant evidence of a negative climate). To be consistent across all ratings, for the purposes of this report we have inversed this scoring. [↑](#footnote-ref-7)