# Dover Public Schools,

# Sherborn Public Schools, and

# Dover-Sherborn Regional School District

Targeted District Review Report

January 2024

Massachusetts Department of Elementary and Secondary Education

Office of District Reviews and Monitoring

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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 Dover Public Schools, Sherborn Public Schools, and Dover-Sherborn Regional School District (hereafter “Dover-Sherborn” or “the districts,” when referred to collectively) in January 2024. Data collection activities associated with the review included interviews, focus groups, and document reviews and were 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)

Five observers, who focused primarily on instruction in the classroom, visited Dover-Sherborn during the week of January 29, 2024. The observers conducted 73 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 suggest mixed evidence of emotional support, mixed evidence of rigorous instructional support, and mixed evidence of student engagement (Grades 4-5), while providing strong evidence of classroom organization. For the 6-8 grade band, instructional observations provide mixed evidence of emotional support, mixed evidence of rigorous instructional support, and mixed evidence of student engagement, while providing strong evidence of classroom organization. For the 9-12 grade band, instructional observations provide mixed evidence of emotional support, mixed evidence of rigorous instructional support, and mixed evidence of student engagement, while providing strong evidence of classroom organization.

### [Leadership and Governance](#_Leadership_and_Governance)

Three school committees operate Dover-Sherborn. The school committees, along with district leaders, ensure compliance with Massachusetts laws, manage budgets, set policies, and maintain fiduciary responsibilities. Their primary roles include evaluating the superintendent, gathering community input, setting policies, and developing budgets. Despite having three school committees within Dover-Sherborn, efforts focus on aligning agendas, facilitating communication, and holding joint meetings to ensure cohesion and transparency.

District and school leaders have collaborative working relationships and use structured processes to engage with each other in their work. The superintendent meets with school leaders regularly, conducts classroom walkthroughs, and aims to establish accessible data systems. Leadership opportunities are available at various levels, fostering collaboration and responsiveness to feedback from teachers and stakeholders.

Stakeholders actively participate in developing school improvement plans and the district strategic plan, focusing on priorities such as equity and transparent communication. The district demonstrates a commitment to equitable student outcomes. However, room for improvement exists in enhancing communication with families and the community.

The budget development process reflects close collaboration across the three districts, the three school committees, and the two towns, ensuring transparency and efficiency. District leaders consider various factors, including enrollment trends, strategic initiatives, and allocating resources effectively. Although assessing program efficacy is a strength, a need exists to involve stakeholders consistently in resource allocation decisions.

Strengths of the districts include a strong culture of collaboration and communication between the district and the three school committees, a strong working relationship between district and school leaders marked by established structures to support their work, alignment between the three school committees to evaluate the superintendent, and the inclusion of a wide range of stakeholders in district improvement planning. Additional strengths include focusing on taking concrete steps to close achievement, access, and opportunity gaps; a clearly defined budget development process; and assessing the efficacy and value of programs. Areas for growth include increasing effective communication between schools and families and the community and using a consistent process to involve district stakeholders in providing input on the use of resources.

### [Human Resources and Professional Development](#_Curriculum_and_Instruction)

Dover-Sherborn recently hired a director of human resources as a shared position between the three districts and the town of Dover. This role aims to streamline operations and improve coherence across the districts with human resources practices. The districts are actively working to implement coherent human resources policies and practices. Dover-Sherborn maintains seamless functioning across multiple districts, school committees, and towns. Human resource forms, policies, and resources are readily available on the district website, promoting accessibility and transparency.

Recruitment, hiring, and staff assignment processes are collaborative efforts between district and school leaders and focus on alignment and budgetary considerations. The districts emphasize the use of multiple data sources to determine staffing needs and aligns the evaluation process and professional development priorities to its strategic plan. The districts also actively promote opportunities for leadership development and recognition of excellence in teaching, which reflects a commitment to supporting educators’ career advancement and fostering a culture of continuous improvement.

Strengths of the districts include adding a Director of Human Resources to bring coherence to the human resources operations across the districts, using multiple sources of data to determine staffing needs, consistently using school-based hiring committees, offering professional development to all evaluators to provide effective evaluations, consistently identifying areas of strength through the evaluation process, and elevating teacher voice and choice in the development and implementation of professional development, and providing a variety of leadership opportunities throughout the districts for teachers, supporting teachers in building leadership skills to advance professionally.

Areas for growth for the districts include articulating areas for improvement to support ongoing instructional and professional improvement, fully implementing the evaluation process throughout the districts for administrative staff and teachers and creating more opportunities to recognize excellence in teaching.

### [Financial and Asset Management](#_Financial_and_Asset)

The business administrator leads the district’s budget management. The districts keep stakeholders informed about its financial status through regular presentations and online accessibility of budget documents. The business administrator maintains diligence in accurately reporting spending from all funding sources. Budget presentations in March offer comprehensive overviews of operating revenue and expenditures, but they could benefit from stronger ties to improvement planning and student performance data.

Support for resource allocation decisions comes from annual staffing and scheduling reviews and focuses on factors such as class sizes and projected enrollment. Dover-Sherborn prioritizes capital planning and facility maintenance, with each town having its own capital plan and budget. External assessments and collaboration with town committees were the foundation for capital plan projects. Regular reviews allow for making adjustments from year to year and supporting the districts in maintaining its buildings.

Strengths of the districts include conducting annual reviews of staffing and scheduling to support effective use of people and time, providing regular financial reports to the superintendent and school committees, each district plans for contingencies with accessible funds and conducting annual reviews to revise the comprehensive capital plans for the three districts. An area for growth is the lack of an explicit connection between budget presentations and district and school improvement plans.

## Dover-Sherborn: District Review Overview

### Purpose

Conducted under Chapter 15, Section 55A of the Massachusetts General Laws, 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. The Dover-Sherborn review focused on only the three governance-centered standards: Leadership and Governance, Human Resources and Professional Development, and Financial and Asset Management. 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 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 districts.

### 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 districts 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 Dover-Sherborn occurred during the week of January 29, 2024. The site visit included 12 hours of interviews and focus groups with approximately 47 stakeholders, including school committee members, district administrators, school staff, students’ families, and teachers’ association representatives. The review team conducted three teacher focus groups with three elementary school teachers, eight middle school teachers, and five high school teachers and one family focus group with 14 parents.

The site team also conducted 73 observations of classroom instruction in all four schools. Certified team members conducted instructional observations using the Teachstone CLASS protocol.

### District Profiles

Elizabeth McCoy has been the superintendent of Dover-Sherborn since 2022. The superintendent receives support from the assistant superintendent, the business administrator, the director of student services, the director of human resources, and four principals. Three school committees, composed of 16 members who are elected for three-year terms, govern Dover-Sherborn.

In the 2023-2024 school year, there were 182 teachers in Dover-Sherborn, with 2,003 students enrolled in the four schools. Table 1 provides an overview of student enrollment by school.

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

|  |  |  |  |
| --- | --- | --- | --- |
| School | Type | Grades served | Enrollment |
| Chickering Elementary School (Dover) | Elementary | PK-5 | 497 |
| Pine Hill Elementary School (Sherborn) | Elementary | K-5 | 401 |
| Dover-Sherborn Middle School | Middle | 6-8 | 457 |
| Dover-Sherborn High School | High | 9-12 | 648 |
| Total |  |  | 2,003 |

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

Between 2021 and 2024, overall student enrollment decreased by 48 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–D3 for race/ethnicity and Tables D4–D6 for high needs populations 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 Dover was $21,097, for Sherborn was $20,660, and for Dover-Sherborn was $22,842 which is $1,403, $820, and $2,408 more than the average in-district per-pupil expenditure in districts with similar demographics respectively. Dover, Sherborn, and Dover-Sherborn spent $5,571, $4,360, and $1,338 less than the average in-district per-pupil expenditures in districts of similar wealth respectively.[[3]](#footnote-4) In-district per pupil expenditures for Dover were $1,530, Sherborn were $1,093, and Dover-Sherborn were $3,275 more than the average state spending per pupil ($19,567). Actual net school spending was greater than what is required by the Chapter 70 state education aid program in Dover, Sherborn, and Dover-Sherborn, as shown in Table D4 in Appendix D.

### School and Student Performance

The following section includes selected highlights regarding student performance in Dover, Sherborn, and Dover-Sherborn Regional School District. 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=06550000&orgtypecode=5).

#### Achievement

* In Grades 3-8 in ELA and mathematics and in Grades 5 and 8 in science, the percentage of students meeting or exceeding expectations on the Next Generation Massachusetts Comprehensive Assessment System (MCAS) was higher than the state rate for each student group, except high needs students in Dover.
  + ELA: the percentage of students meeting or exceeding expectations was higher than their statewide peers by 17 to 53 percentage points in Dover, by 11 to 35 percentage points in Sherborn, and by 7 to 42 percentage points in Dover-Sherborn.
  + Mathematics: the percentage of students meeting or exceeding expectations was higher than their statewide peers by 16 to 54 percentage points in Dover, by 11 to 38 percentage points in Sherborn, and by 16 to 50 percentage points in Dover-Sherborn.
  + Science: the percentage of students meeting or exceeding expectations was higher than their statewide peers by 2 to 19 percentage points in Dover (high needs students were a percentage point lower than their statewide peers), by 13 to 30 percentage points in Sherborn, and by 15 to 45 percentage points in Dover-Sherborn.
* In Grade 10 in Dover-Sherborn, the percentage of students meeting or exceeding expectations on the 2023 Next Generation MCAS in ELA, mathematics, and science was higher than the state rate for each student group.
  + ELA: the percentage of students meeting or exceeding expectations was between 4 and 28 percentage points higher than their statewide peers.
  + Mathematics: the percentage of students meeting or exceeding expectations was between 15 and 44 percentage points higher than their statewide peers.
  + Science: the percentage of students meeting or exceeding expectations was between 15 and 39 percentage points higher than their statewide peers.

#### Growth

* ELA student growth percentiles (SGP)[[4]](#footnote-5) were typical in 2023 in Dover, Sherborn, and Dover-Sherborn for each student group with reportable data in Grades 3-8 and Grade 10, except for Asian students in Grades 3-8 in Dover-Sherborn (who exceeded typical growth).
* Math SGPs for high needs students in 2023 in Grades 3-8 were low in Dover, but exceeded typical growth in Sherborn.

#### Other Indicators

* Dover-Sherborn’s four-year graduation rates in 2022 were above the state rate for each student group with reportable data by 0.1 percentage point to 18.8 percentage points, except for Asian students who were 8 percentage points below the state rate.
* Dropout rates in Dover-Sherborn in 2022 were well below the state rate for every student group with reportable data, except for Asian students whose dropout rate as 1.4 percent compared with the state rate of 0.6 percent.
* In 2023, there were no reportable numbers of in-school suspensions and out-of-school suspensions in Dover or Sherborn. Dover-Sherborn had lower rates of suspensions than the state for each reportable student group.
* High needs students, student from low-income households, and students with disabilities in Dover-Sherborn completed advanced coursework in 2023 at rates 24.6 percentage points to 40 percentage points higher than their statewide peers.
* In 2023, the Dover-Sherborn Public Schools and Dover-Sherborn Middle School were identified as in need of focused/targeted support due to low MCAS participation for select student groups (Dover-Sherborn Public Schools: students with disabilities and students with high needs; Dover-Sherborn Middle School: all students, Hispanic/Latino students, students with disabilities, and students with high needs).

### Classroom Observations

Five observers, who focused primarily on instruction in the classroom, visited Dover, Sherborn, and Dover-Sherborn during the week of January 29, 2024. The observers conducted 73 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 Dover-Sherborn, 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 Dover-Sherborn is in Appendix B, and summary results are in Tables 17, 18, and 19 in this appendix.

In summary, findings from the Dover-Sherborn observations were as follows:

* Emotional Support. Ratings were in the high middle range for the K-5 and 9-12 grade bands (5.7 and 5.0, respectively) and the middle range for the 6-8 grade band (4.8).
* Classroom Organization. Ratings were in the high range for all three grade bands (6.3 for K‑5, 6.7 for 6-8, and 6.6 for 9-12).
* Instructional Support. Ratings were in the middle range for all three grade bands (3.8 for K‑5, 4.3 for 6-8, and 4.2 for 9-12).
* Student Engagement. For Grades 4 and up, where student engagement was measured as an independent domain, ratings were in the high middle range for all three grade bands (5.8 for K-5, 5.0 for 6-8, and 5.7 for 9-12).

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

## Leadership and Governance

Elizabeth McCoy has been the superintendent of Dover-Sherborn since 2022. She receives support from the assistant superintendent, the business administrator, the director of student services, the director of human resources, and four principals. These district and school leaders, particularly the superintendent, work closely with the elected school committee members who represent Dover-Sherborn residents through their oversight of the districts. The Dover-Sherborn districts have three school committees: Dover school committee (five members); Sherborn school committee (five members); and a Dover-Sherborn regional school committee (six members). The districts also meet collectively a few times a year to focus on K-12 overarching goals and updates, though the committees continue to act as three entities and vote separately on items requiring action. The superintendency committee consists of the chair of each school committee and two additional appointed members from each school committee.

The school committees are responsible for policy and statutory requirements and oversight and assess the desires of the citizens served by the districts. The school committees aim to (a) maintain two-way communication with the citizens of the communities about the progress and problems of the school system, (b) establish policies and decisions based on the declared educational philosophy and goals, and (c) act as a truly representative body for members of the community regarding public education. To meet these responsibilities, the school committees collectively hire and annually evaluate the performance of the superintendent. They also negotiate contracts with collective bargaining units and individuals employed by the schools. During 2023-2024, the Dover and Sherborn school committees were scheduled to meet eight times separately; the Dover-Sherborn regional school committee 10 times, and the collection of the three school committees five times. The committees’ agendas, packets, and minutes are publicly accessible on the district’s website.

The districts’ five-year strategic plan for 2023-2028 identifies five district priorities and four or five strategic initiatives within each priority area. The newest strategic plan used an inclusive process during its development. District leaders actively engaged stakeholders, including parents, students, educators, school leaders, town officials, and union leaders, to develop these priorities through interviews, focus groups, and surveys. District leaders presented the plan at the September 2023 meeting. In addition to the districts’ strategic plan, each individual school has a school improvement plan, which the principals presented at their September school committee meetings.

Table 2 summarizes key strengths and areas for growth in leadership and governance.

Table 2. Summary of Key Strengths and Areas for Growth: Leadership and Governance Standard

| Indicator | Strengths | Areas for growth |
| --- | --- | --- |
| [School committee governance](#_School_Committee_Governance) | * A strong culture of collaboration and communication between the districts and the three school committees enables the different districts and school committees to stay aligned on strategic priorities. * The districts have an aligned process between the three school committees to evaluate the superintendent. |  |
| [District and school leadership](#_District_and_School) | * District and school leaders have strong working relationships and structures in place that facilitate their work. |  |
| [District and school improvement planning](#_District_and_School_1) | * A wide range of stakeholders participate in district improvement planning. * Based on the equity audit and sense of belonging data, district leaders are taking concrete steps to close achievement, access, and opportunity gaps. | * Increasing effective communication between schools, families, and the community |
| [Budget development](#_Budget_Development) | * The districts have a clearly defined budget development process that includes close collaboration across the three school committees and two towns. * District leaders assess the efficacy and value of programs. | * Involving all stakeholders across buildings to provide input on the use of resources |

### School Committee Governance

A strong culture of collaboration and communication between the districts and the Dover, Sherborn, Dover-Sherborn, and occasional meetings across the three school committees enables everyone to stay aligned on strategic priorities, which is a clear strength of the district. The three school committees collaborate with district leaders to uphold Massachusetts laws and regulations, oversee the budget, make school policy, and maintain their fiduciary responsibilities to the districts and towns of Dover and Sherborn. According to the districts’ policy manual and interviews with the school committee and district leaders, the primary roles of the school committees pertain to evaluating the superintendent, gathering input from community members, setting policy, and developing the budget.

The three school committees and the superintendent demonstrate a commitment to ongoing collaboration and communication on district policy. With three school committees, the superintendent reports primarily to the chairs of each committee. Acknowledging that three school committees is unusual, one school committee member stated that they “work really hard to walk together” and “to go down the same runway because we ultimately merge together.” School committee members said communication between the committees, the superintendent, and community members is “incredibly important,” and they explained that the superintendent aims to align all the school committee agendas and send information in advance so that members have time to review. In addition, two students attend school committee meetings to represent student interests. The three school committees meet jointly a few times a year to keep all the committees aligned. One member also described the superintendent as an “excellent listener and extremely open-minded.”

The alignment of the process between three school committees to evaluate the superintendent is another strength of the districts. The school committees use DESE’s evaluation rubric to annually evaluate the superintendent. School committee members explained that in years past, workshops helped members understand the rubric. School committee members also emphasized the importance of holding these workshops regularly to address the revolving membership that one committee member described as “a lot of churn.” The committees base the superintendent’s evaluation on the goals they set at the beginning of the year, enrollment data, Panorama data, and student achievement data. The superintendent shares her goals with the school committee in September and then gives an update in January. At one of the meetings of all three school committees in April, the superintendent gives another update, a summative self-reflection, and supporting evidence. After all 16 members rate the superintendent, their ratings are synthesized, and the superintendent’s rating is shared publicly at the second April meeting. According to meeting notes from April 26, 2023 (the second April meeting), the superintendent evaluation subcommittee presented the results of the compilation of the data from all three school committees.

### District and School Leadership

The districts’ organizational chart outlines that the superintendent receives support from a leadership team comprising the assistant superintendent, the business administrator, the director of student support, the director of human resources, and school leaders. These roles make up the leadership team, which meets twice per month to discuss various topics.

District and school leaders have strong working relationships and structures in place that facilitate their work, which is a strength of the district. The superintendent employs several strategies to engage with school leaders and stay informed. According to district and school leaders, the superintendent has a formal meeting with the school leaders as a group at least twice per month to check in about their goals and solve problems. This communication and collaboration create conditions in which school leaders have the necessary autonomy to make decisions about staffing, scheduling, and budgeting. District and school leaders explained that their decisions are driven by their mission of meeting the needs of all students. According to school leaders, many program decisions occur at the school level by involving instructional staff, and the superintendent and school committees support the decisions.

According to the superintendent, one of Dover-Sherborn’s goals is to have a system that allows stakeholders to access student achievement and growth data. The districts do not currently have a data dashboard, and they are currently in the process of creating a publicly available data dashboard that will measure progress toward district goals. Although they have not finalized what data to include on the dashboard, they are currently considering attendance, access to AP courses, AP scores for all student subgroups, disaggregated MCAS scores, and measures of student belonging.

### District and School Improvement Planning

Meaningfully engaging a wide range of stakeholders in district improvement planning is a clear strength of the districts. Teachers, school leaders, and district leaders agreed that the districts use a clear, thoughtful, and inclusive process to develop its five-year district strategic plan. Each school has a school improvement plan that each principal presents at each September school committee meeting, according to meeting agendas and materials. A review of the plans shows that each school improvement plan includes action steps, the person responsible, and evidence of effectiveness. At a September school committee meeting, district leaders presented Dover-Sherborn’s strategic plan and each school improvement plan for the school year. According to the PowerPoint presentation, district leaders engaged the community through interviews, focus groups, and surveys with students, educators, parents, school committee members, union leaders, town officials, and school and district leaders to hear their views about the strengths, challenges, and suggestions for improvement. In addition, district leaders examined multiple documents pertaining to curriculum, management and operations, community engagement, and professional culture. In interviews, district and school leaders spoke about being very involved with gathering information through which district priorities emerged.

After finalizing the overall plan for the district, Dover-Sherborn identified four to five strategic initiatives for each of the five priorities; excellence & innovation in learning; challenge & support all students; professional learning & growth; family & community engagement; safe & sustainable spaces. For the 2023-2024 school year, the strategic plan identified three goals to further define and guide the priorities:

* Vision for Teaching and Learning. Establish a shared vision for teaching and learning that engages students as active learners in the development of the skills depicted in the Dover-Sherborn Portrait of a Graduate.
* Student Sense of Belonging. Nurture a positive school culture and strong sense of belonging as a means to improve academic and social-emotional outcomes for all students.
* Transparent Communication. Refine communication strategies relative to district goals and practices as a means to increase transparency and build trust with families and the community.

According to district leaders, the districts have embedded equity into the three goals. During the 2023-2024 school year, the districts engaged with New York University to perform an equity audit. The audit resulted in the districts creating and implementing a curriculum checklist tool to ensure the curriculum included diversity. The audit also led the district to examine the school calendar and look for ways a diversity of cultures could be included and how to make the calendar more secular. Additionally, findings revealed that their METCO families did not have the same access to events as other families. As a response, the districts now hold an event in Boston for families to meet with administration and counselors. District leaders are incorporating the recommendations into their strategic plan. The audit provided the districts with data that is guiding AP course offerings. The districts are working to ensure that everyone has access to the same coursework. In addition, the districts are looking at sense of belonging data and working to find ways to support all students. Taking concrete steps to close achievement, access, and opportunity gaps is a strength of the district.

The districts use several strategies to communicate with stakeholders. In January 2024 the superintendent gave a state-of-the-district address to families and community members, in which she discussed the new strategic plan. The presentation also included disaggregated data regarding student access to advanced coursework. One school leader reported that the superintendent attends parent teacher organization meetings and begins with a district update. The superintendent also sends out newsletters to the community. These newsletters, as well as school newsletters, are available on the district website in the newly created communications hub. In the February 2023 newsletter, the superintendent provided updates on the three goals for the 2022-2023 school year. Parent focus group participants reported mixed views about the school-level engagement of and communication with families. One parent described “minimal” communication from their principals, and another parent described the communication as “excellent.” Several parents described listening sessions and a discussion about curriculum, whereas others described communication as being “selective” to certain groups. A few parents described the districts as not responsive to parents’ concerns about the district’s literacy curriculum. Increasing consistent and effective communication between the schools and families and the community is one of the districts’ goals for the 2023-2024 school year and is an area of growth for the districts.

### Budget Development

Dover-Sherborn has a clearly defined budget development process that includes close collaboration across the districts, the three school committees, and the two towns, which is a clear strength. The budget development process starts at the building level in early fall when principals meet with department chairs and other team members to determine their needs. District leaders meet with each principal and begin developing the budget. The districts release a preliminary version 1.0 in either November or December, depending on the district. Between December and February, they refine the budget based on information about retirements and any programming or staffing shifts and create version 2.0. The school committee members work with district leaders to craft an initial budget and ultimately finalize the budget in March, at which point district leaders meet with each town’s select board and finance boards and then engage with both towns to secure funding prior to voting on the budgets in May.

The budget guidelines for Dover and Sherborn are different; Sherborn is level funded, and Dover is level serviced. For the level-serviced town, the districts can add items to the budget if needs arise; however, in the level-funded town, addressing newly identified needs comes only by reducing the budget elsewhere. Each town’s elementary school follows its town’s guidelines. However, for the middle and high schools, which are governed by both towns, a district leader described a need to “marry” the two systems. This district leader reported being able to build consensus because of strong relationships, and “the level of respect that the two towns have for our administration right now is a great benefit to us.” The March budget presentations begin with a stated assumption that the budget aligns with the district’s strategic plan but offers no further details.

Assessing the efficacy and value of programs to determine what is budgeted is a strength of the district. A district leader reported strategically using funds shift programming and to pilot curricula to determine the value and efficacy of programs and curricula. District leaders agree that deciding which programs and initiatives to fund are based on data and evaluated on a regular basis. In addition, district leaders reported considering enrollment trends, student needs, students with disabilities, programming, and the strategic plan as part of the budget process. For instance, according to district leaders, the districts are planning to bring in a new mathematics curriculum and will budget funds to support the initiative.

Teachers report mixed levels of involvement in developing the budget. A district leader stated that efforts involve various stakeholders in the budget development process, although the degree of involvement varies across stakeholders. Elementary and middle school teachers agreed that they have little input on the development of the budget from year to year. Some high school teachers reported not being involved in budgeting conversations, whereas others explained that department heads make decisions about allocating resources. Involving additional school-level stakeholders in the development of the districts’ budgets is an area for growth.

A district leader explained that parents play a large role in the budget development process. Through school site council meetings, school committee meetings, and town meetings, parents express their views on the budget during its planning stages. Parents also are asked for input through surveys. Parent focus group participants supported the district leaders’ views on having an opportunity to attend school committee and town meetings but stated that not many parents attend. In addition, two high school students attend school committee meetings.,

### DESE Recommendations

* *The districts should develop guidance to support school leaders in communicating with families and the community in a consistent, clear, and effective way.*
* *The districts should develop systems for soliciting and implementing feedback from school-level stakeholders around resource allocation decisions.*

## Human Resources and Professional Development

The director of human resources is a newly created position shared between the three districts and the town of Dover. Previously, human resources responsibilities were distributed across a range of district staff. The director of human resources reports to the superintendent and contributes to staffing decisions, recruitment, hiring, evaluation, professional development, and the mentoring and induction program. Professional learning and growth are a strategic priority for the districts. Specifically, the districts aim to “expand opportunities for professional growth and collaboration among educators in support of the district’s vision for teaching and learning.”

Dover-Sherborn has a mentor program for all new teachers that includes stipends for mentors. With the recent Dover-Sherborn Education Association contract, new teachers can now continue engaging in the mentoring program through their second year in the district. In addition to being a mentor, teachers have a variety of leadership opportunities, including serving as curriculum coordinators, PLC leads, and department heads.

Table 3 summarizes key strengths and areas for growth in human resources and professional development.

Table 3. Summary of Key Strengths and Areas for Growth: Human Resources and Professional Development Standard

|  |  |  |
| --- | --- | --- |
| Indicator | Strengths | Areas for growth |
| [Infrastructure](#_Infrastructure) | * The districts added a Director of Human Resources to bring coherence to the human resources operations across the districts. |  |
| [Recruitment, hiring, and assignment](#_Recruitment,_Hiring,_and) | * The districts use multiple sources of data to determine staffing needs. * The districts consistently use school-based hiring committees. |  |
| [Supervision, evaluation, and educator development](#_Supervision,_Evaluation,_and) | * The districts provide evaluators with training and support so that they can provide effective evaluations. * The districts consistently identify areas of strength through the evaluation process. * The districts elevate teacher voice and choice in the development and implementation of professional development. | * Articulating areas for improvement to support ongoing instructional and professional growth * Fully implementing the evaluation process throughout the districts for administrative staff and teachers |
| [Recognition, leadership development, and advancement](#_Recognition,_Leadership_Development) | * The districts support teachers to build leadership skills and advance professionally. * The districts provide a variety of leadership opportunities for teachers. | * Creating more opportunities to recognize excellence in teaching |

### Infrastructure

The director of human resources manages the district’s human resource operations. Created in July 2023, the director is a shared position between the three districts and the town of Dover. Adding a director of Human Resources to bring coherence to the human resources operations across the three districts is a strength of the district. Previously, when the districts lacked this role, multiple people filled the responsibilities held by this new position. Because school employees are employees of each town, respectively they had human resources provided by the town. According to one focus group participant, human resources “has been a real shortfall” of the district. District leaders are hopeful that staffing this position will support coherence across the district; they agree that the development of a structure for the human resources department is a priority for the districts but believe they have started the process.

Human resource forms, policies, and resources are publicly available on the district website. The website includes a list of employment opportunities, onboarding documents, benefits, and employee services for applicants and new hires. The website also includes the Dover-Sherborn Education Association contract, the *Professional Growth and Evaluation Handbook*, nondiscrimination policies and the Pregnant Workers Fairness Act, Title IX regulations, a list of mandated trainings, and the employee handbook for each district.

### Recruitment, Hiring, and Assignment

District leaders described a collaborative process with school leaders regarding the recruitment and hiring of staff. As part of the budget process, district leaders speak with building leaders about their staffing needs. School leaders must bring data to support their request for additional staff and then district leaders determine whether to include the request in the budget. School leaders also described looking at data, including enrollment numbers, special education requirements, and the needs of ELs based on their proficiency level, to determine staffing needs. For example, a district leader reported using student achievement and growth data last year to justify the hiring of a mathematics coach. The use of multiple sources of data to determine staffing needs is a strength of the district.

The *Dover-Sherborn Public Schools Workflow* document clearly outlines the step-by-step hiring process. According to district interviews, district and school leaders collaborate to determine the job description and postings. School leaders are then responsible for assembling a hiring committee, and each school facilitates the interview process using district protocols and guidelines. The consistent use of school-based hiring committees is a strength of the district. After selecting a candidate, school leaders make a recommendation to the superintendent who then meets with the candidate for a final interview. The director of human resources recently created a working group to further refine the hiring process, including establishing standard interview questions and creating documentation to communicate more clarity about the process.

All open positions are first posted internally; then the districts decide whether to post the position externally. External positions appear on the district website, School Spring, and with the Massachusetts Partnership for Diversity in Education. The districts are working to attract diverse candidates by expanding partnerships with universities and participating in job fairs. A district leader said that the Massachusetts Partnership for Diversity in Education has been important in helping create more equitable hiring practices. For example, the organization helped the districts reduce biases in interview questions. According to one district leader, people’s preconceived notions of the community as two, predominately White, affluent towns create challenges in diversifying the workforce. District leaders also cited a lack of public transportation into the community as a barrier to attracting candidates from outside the community. The districts are trying to counter these assumptions by broadening the definition of diversity, including international families and gender diversity, in its human resources brochure. Job fair handouts reviewed prior to the site visit highlight the number of languages spoken at homes in the district, and some job postings explicitly state the district‘s commitment to strengthening diversity, equity, and inclusion. A district leader also shared the importance of retaining existing diversity within their workforce.

Once teachers are recruited and hired, school leaders work to assign them equitably. Elementary school leaders agree that educator assignment is determined by class size fluctuations from year to year as well as interest from teachers to teach different grade levels. At the high school, school leaders and department heads review an annual report prior to the beginning of each year that shows staffing numbers, and they determine staffing recommendations to discuss with grade-level and content teams. A district leader explained that this practice helps school leaders make sure “educators are distributed equitably across grade level and content.” Although most educator assignments are determined at the building level, the districts support school leaders through various practices. For example, the districts ensure that students do not have a first-year teacher two years in a row. The districts also make certain the ELs have teachers with a Sheltered English Immersion endorsement. District leaders reported no challenges with making sure that teachers teach primarily in-field.

### Supervision, Evaluation, and Educator Development

The assistant superintendent is responsible for managing the staff evaluation process. The process begins at the start of the school year when each educator completes a self-reflection based on the educator evaluation rubric. The self-assessment is entered into Vector Solutions, formerly TeachPoint. After the self-reflection, each educator meets with their evaluator to set professional practice goals. New and nonprofessional status teachers have four observations during the year, whereas professional status teachers have observations every two years. All teachers being evaluated also submit evidence of practice, engage in a formative meeting in February with their evaluator, and then submit additional evidence before the end-of-year summative evaluation meeting. The *Dover-Sherborn Public Schools Professional Growth and Evaluation System* document states that the educator evaluation system aligns with statewide Standards and Indicators for Effective Administrative Leadership and Teaching Practice.

Providing evaluators with training and support so that they can provide effective evaluations is a strength of the district. According to one district leader, the districts offer professional development to all evaluators and did, in one instance, hire a coach to work with a school leader to improve that person’s knowledge, skill, and confidence in observation, feedback, and evaluations. In addition, multiple district leaders reported having conversations with the leadership team and anyone who is an evaluator about specific areas of instructional focus for the year to maintain an emphasis on the identified priorities. The assistant superintendent also sends out reminders and shares exemplars about goals and artifacts with teachers. According to one school leader, after school leaders conduct an observation, teachers receive feedback within a few days followed by a 15-minute meeting to discuss the observation.

District records suggest that teacher evaluations are consistently inputted into Vector Solutions. Simple random sampling was used to select the sample of 10 percent of 217 Professional Teacher Status teachers (22 teachers) due for summative evaluations for the 2022-2023 school year. All teacher evaluations selected for review (100 percent) had a summative evaluation available for review. However, only nine teacher evaluations (41 percent) were complete and not missing required components, including a rating for each standard or an overall rating. All evaluations reviewed included both student learning and professional practice SMART (specific, measurable, achievable, realistic, and timely) goals; however, the goals were inconsistently included on the summative evaluation report along with the teacher’s reported progress toward goals. Less than half of the student learning and professional goals were in the summative evaluation report, whereas more than half were on only the goal-setting form. The majority of evaluations reviewed (17) included multiple sources of evidence, such as observations, student work samples, or other evidence to support progress toward student learning goals, professional learning goals, standards, and indicators. Less than half of the summative evaluations (10) included feedback for each standard; however, the majority of evaluations (19) included an overall rating. About three quarters of the evaluations (77 percent) included feedback naming strengths or practices the teacher should continue, but only three evaluations included feedback indicating areas of improvement.

Administrative evaluations in Dover-Sherborn also are inputted into Vector Solutions. Of the 16 administrative district staff who were due for a summative evaluation in the 2022-2023 school year, nine evaluations (56 percent) were available for review. However, only seven of the nine evaluations (78 percent) were complete with performance ratings and assessment of progress toward goals. Of the nine summative evaluations reviewed, all (100 percent) included student learning and professional practice SMART goals. No evaluation included school improvement SMART goals, and no section in the evaluation documented school improvement goals. Only three evaluations included multiple sources of evidence to assess performance on summative evaluation standards. A majority of the summative evaluations (seven of the nine evaluations) included feedback for each standard, complete with evaluator comments with specific, actionable feedback naming each administrator’s strengths; only five of the nine evaluations identified areas of improvement for administrative district staff.

Taken together, the review of teacher and administrative evaluations highlights that a strength of the districts is in identifying areas of strength through the evaluation process. On the other hand, this evidence also indicates areas for growth for the districts by articulating areas for improvement to support ongoing instructional and professional improvement and fully implement the evaluation process throughout the districts for administrative staff and teachers.

Expanding opportunities for professional growth and collaboration among educators in support of the district’s vision for teaching and learning is one of the district’s five priorities. According to a district leader, professional development priorities are based on the strategic plan. Staff new to the district, and any veteran staff who want to participate, take an identities class on how to include all students, especially ELs. In addition, the districts have identified nine best teaching practices and focuses on supporting teachers in the application of these practices. The nine best teaching practices are: relationships; voice; agency; relevance; equitable access; critical thinking; collaboration; individualization; and growth. Focusing on building knowledge and skills related to the nine best teaching practices has been a focus during common planning time and professional learning community (PLC) meetings.

One district leader emphasized the importance of “voice and choice” for teachers in the same way that it is important for students. In the district’s most recent yearly professional development day, students led a panel discussing the centering of student voices. Teachers could then choose which morning workshop to attend, depending on their specific goals. Furthermore, the superintendent sends out a survey to staff, several times each year, which includes questions about professional development and its effectiveness. The leadership team then debriefs about the feedback and uses the feedback to inform professional development topics. “Exit Ticket Notes” from the November professional development session shows a list of five major takeaways, including ways to improve future full-day sessions. In addition, the union contract requires that a professional development committee advises the assistant superintendent about professional development, including what the members are hearing from teachers. Several educators agreed that administrators have been responsive to their concerns about having “one-off PDs” and instead have continued to support ongoing initiatives. Elevating teacher voice and choice in the development and implementation of professional development is a strength of the district.

The assistant superintendent and the mentor coordinators run a teacher induction program that matches every new teacher with a mentor. New administrators are matched with a mentor from another district and are encouraged to join “job-alike groups.” The district’s *Mentoring & Induction Program Handbook* details the roles and responsibilities of mentors, mentees, and administrators. It also includes information about mentor selection and mentor/mentee matching. According to teacher focus groups, principals and assistant principals make recommendations about choosing mentors; teachers can become a mentor after teaching in the districts for three years. Mentors receive their assignments based on the identified areas of need for the incoming teacher(s). A district leader gave an example of a new teacher who, based on their experience, might need some support in teaching students with disabilities and was then assigned a special education teacher as a mentor. High school teachers reported some challenges with the mentoring program. They explained that many subject areas do not have common planning time, which makes it more difficult for the mentor and the mentee to meet. The districts use a survey to collect feedback from mentors and mentees at the end of each school year. According to a district leader, the feedback helps inform the program for the following year.

### Recognition, Leadership Development, and Advancement

Teachers reported having a variety of leadership opportunities available in the districts which is a strength of the district. Teachers who have been teaching in the districts for three years are eligible to apply to become mentors for new teachers. At the elementary level, one teacher from each grade serves as the PLC representative. The representative meets with the principal and the assistant principal to bring forward any issues and problem-solve, and also serves as the curriculum coordinator for that grade. The representative reports back to the grade-level team. Teachers at all levels also can be members of their school advisory committee, which meets monthly to work on the school improvement plan. School leaders surveyed reported that instructional leadership teams are present at the elementary and middle school levels. At the middle school, specifically, teachers serve as curriculum and team leaders. The high school has teachers serving as department heads. In addition, at the secondary level, teachers can participate in various committees, including scheduling, hiring, and school council, on a voluntary basis.

Supporting teachers to build leadership skills and advance professionally is a strength of the district. One district leader described encouraging teachers to pursue administrative opportunities, and teachers agreed that they have received this messaging and encouragement. To support teachers in this endeavor, one of the assistant principals led a group of teachers through an informal leadership program in which they met weekly and completed their Performance Assessment for Leaders for their licensure. Similarly, a teacher reported that in recent years a few staff members moved into administrative positions, but they could keep their teaching role while completing their hours for administrative licensure.

Regarding recognizing excellence in education, the districts submitted a list of master teacher awards from 2022 as part of the document review for the district review. A district leader reported that recognizing excellence is part of the evaluation process and the exemplary rating. The districts encourage teachers to apply to present at conferences, and district and school leaders nominate teachers for awards. In addition, the towns also recognize teachers with scholarships and grants. In contrast, a teacher described recognizing excellence as an area for growth, reporting very few opportunities, formal and informal, to do so. Teachers agreed that in years past professional development was led by teachers sharing their practice, and more opportunities formerly existed to showcase high-quality teaching. As teachers would like to see more such opportunities in the future, creating more opportunities to recognize excellence in teaching is an area for growth.

### DESE Recommendations

* *The districts should set expectations around incorporating greater levels of constructive feedback on evaluations for both teachers and administrators.*
* *The districts should disseminate guidance to all evaluators to ensure that all teacher and administrator evaluations are completed in full and include all required elements.*
* *The districts should work with school leaders to develop systems for employee recognition that reinforce the district’s mission to serve all students.*

## Financial and Asset Management

The business administrator and her team, who are responsible for monitoring the budget, provide regular reports to the superintendent, the executive committee, and the school committees. Each district has a 20-year capital plan, which is updated every five years, that the superintendent, the business administrator, and each school committee review annually. The capital plans are based on the “Capital Needs Plan,” a report prepared by an external company that visits Dover-Sherborn every five to 10 years and provides a detailed assessment of the expected life of all facilities.

Table 4 summarizes key strengths and areas for growth in financial and asset management.

Table 4. Summary of Key Strengths and Areas for Growth: Financial and Asset Management Standard

|  |  |  |
| --- | --- | --- |
| Indicator | Strengths | Areas for growth |
| [Budget documentation and reporting](#_Budget_Documentation_and) |  | * Lack of explicit connection between budget presentations and district and school improvement plans |
| [Adequate budget](#_Adequate_Budget) | * The districts annually review staffing and scheduling to inform budgetary decisions that lead to an adequate budget. |  |
| [Financial tracking, forecasting, controls, and audits](#_Financial_Tracking,_Forecasting,) | * The business office provides regular, accurate reports to the superintendent and school committees on spending from all funding sources and forecasts spending through the end of the year. * Each district plans for contingencies with accessible funds. |  |
| [Capital planning and facility maintenance](#_Capital_Planning_and) | * The districts annually review and revise their comprehensive capital plans using a comprehensive and detailed process. |  |

### Budget Documentation and Reporting

The business administrator plays a pivotal role in overseeing the budget. According to the organizational chart, the business administrator, who reports to the superintendent, and has one direct report on her team, an assistant business administrator who oversees payroll, accounts payable, and monitoring of the budget. School committee members have a budget binder, and new printouts are distributed for each school committee meeting. Regular presentations by the business administrator at school committee meetings and detailed printouts contribute to the transparency and understanding of the financial status of the district. School committee respondents agreed that the information provided to them is comprehensive and satisfactory. One member stated the budget information “could not be more transparent.” Similarly, a district leader described the business leader as “meticulous with documentation,” always looking at the big picture and how the districts can be “smarter” about their budgets. The business administrator provides regular, accurate reports to the superintendent and the school committees on spending from all funding sources and forecasts spending through the end of the year, which is a strength of the district.

The Dover-Sherborn budget is presented to the three school committees at March school committee meetings. The presentations include detailed operating revenue and expenditures summaries with historical comparisons. They also include overviews of educational services, administrative and related support services, and benefit-related expenses. The presentations are not explicitly connected to district and school improvement planning, which is an area for growth.

### Adequate Budget

According to the March 2023 budget presentations, Dover-Sherborn’s proposed operating budget in fiscal year 2024 was $27,972,540, which was a 3.51 percent increase from the previous year. Dover’s proposed operating budget in fiscal year 2024 was $10,778,641, a 3.94 percent increase from the previous year. Sherborn’s proposed operating budget in fiscal year 2024 was $7,925,571, an 8.17 percent increase from the previous year. Data from DESE’s District Analysis and Review Tools show that between 2018 and 2022, student enrollment in Dover stayed the same, whereas the expenditure per pupil increased by 4 percent. During the same period, (a) student enrollment in Sherborn declined by 6 percent, whereas expenditures per pupil increased 13 percent; and (b) student enrollment in Dover-Sherborn declined by 1 percent, whereas expenditures per student increased 11 percent. One district leader acknowledged the differences between the two town’s budgets and pointed out that ensuring students at both elementary schools have similar experiences is “a bit of struggle,” which is a priority of Dover-Sherborn. Still, the districts are intentional about focusing on equity between the elementary schools. School committee members reported that despite differences in funding, the districts ensure the funds from both towns serve the needs and goals of the district.

The annual reviews of staffing and scheduling to plan for the effective use of people and time are a strength of the district. Multiple district leaders described how the districts monitor staffing and scheduling at the different school levels. At the high school, leaders review the teacher workload to maintain balance. At the middle school, they look at class sizes, aiming to keep classes between 17 and 22 students. At the elementary schools, projected staffing needs come from each town’s census, historic enrollment numbers, and five-year projections of enrollment. District and school leaders then project student enrollment by grade level and make staffing decisions for each grade. The two towns have slightly different guidelines for elementary class sizes. In Dover, the elementary school class sizes are between 17 and 22 students, whereas in Sherborn they are between 18 and 23 students. The towns also consider staffing needs for students with disabilities. Currently, the Joint Advisory Council for Special Education is looking at teacher caseloads and scheduling.

### Financial Tracking, Forecasting, Controls, and Audits

The district’s business office provides regular, accurate reports to the superintendent and school committees on spending from all funding sources and forecasts spending through the end of the year, which is a strength of the district. The district’s business administrator and her team are responsible for monitoring spending. The districts use BudgetSense as its accounting technology, along with Microsoft Excel sheets for supporting documentation. The superintendent and the executive team have a weekly standing meeting, during which the business administrator can bring up any budgetary issues. According to district leaders and school committee members, the business administrator provides monthly updates to the school committees. School committee meeting packets reflect these updates and include year-to-date spending and project spending and a written running narrative, with new information in boldface. She also reports on approvals of accounts payable warrants during the month. School committee members agree that they go through the budget item by item in their meetings. One school committee member explained that these reports are “a very thoughtful analysis in terms of where we are currently, where we’re projected, and [a] rationale” and the reports help inform future budgets and budgetary decisions. In addition, recordings of school committee meetings allow anyone to track the conversation and explanations about the budget. Updated budget reports are publicly available through the school committee packets. The business administrator and her team are responsible for completing DESE’s end-of-year reports for all three districts. According to a district leader, “it is pretty labor intensive to do the three [reports].” The districts complete end-of-year compliance audits annually for the regional district and for the individual districts on a three-year rotating basis, which requires Dover-Sherborn to file a waiver with DESE. Dover-Sherborn also reconciles its books with the two towns annually. The business administrator participates in job-alike groups that share best practices and collaborates with a district treasurer to receive support in meeting the reporting requirements. Consequently, the districts have “no challenges in meeting reporting requirements.”

The districts have three levels of review to maintain accurate payroll. According to a district leader, someone at the building level reviews the payroll, then the payroll manager reviews contracts and work agreements, and finally the business administrator reviews payroll “in a detailed manner” every cycle. Concerning the monitoring of grants, the business office uses a “grant cheat sheet,” which they update every two months to show the status of all grants and all reporting requirements. Typically, Dover-Sherborn budgets for the grants, spends the grants, and submits all required reports by the established deadlines. According to a district leader, the districts typically spend down grant funding and do not have to return funds.

District and school leaders agreed that they use census data to forecast needs at the elementary level to forecast budgetary needs. The director of finance is a board member on the team that manages healthcare and can inform about projected rate increases to further support forecasting. A district leader explained how the district handles contingencies and said that out-of-district placements at the elementary level have the largest impact. Dover budgets for out-of-district placements by providing a safety net for contingencies in the amount of 1 million dollars. Sherborn has a special education reserve fund as well as its own reserve set up. Regionally, the district has an Excess and Deficiency fund that they can access in the event of unforeseen expenses. Each district plans for contingencies with accessible funds and is the strength of the districts.

### Capital Planning and Facility Maintenance

Each of the three districts has its own capital plan and budget. All three districts contract with an external company, On-site Insight, that visits each district every five to 10 years to assess the expected needs of all facilities. Based on their work, Dover-Sherborn has a blueprint of what projects need to happen each year. The *Capital Needs Plans* of each district show a detailed assessment of capital assets and includes estimated costs for each project with the anticipated year of need. School committee members explained they use these reports to prioritize projects. According to a district leader, the towns give each district generous building maintenance budgets for doing preventive maintenance, such as maintaining the HVAC systems, boilers, and fire systems, to increase the longevity of the buildings. In addition, each district has reserve funds for unplanned emergencies.

The districts annually review and revise their comprehensive capital plans using a detailed process, which is a strength. The superintendent officially reviews and updates the five-year plan in the fall with the business administrator and the school committee. In addition, the director of finance, the director of facilities, the head custodian, and school committee liaisons for capital budgets review the capital budgets more frequently. The 20-year plan undergoes regular updates to more accurately estimate the cost of identified projects because of increased costs of labor and materials.

Dover-Sherborn works with the two towns’ capital committees to support each district’s capital planning. Each elementary school submits its capital requests each year as part of its five-year plan, and the requests go through review with the school committee’s capital plan committee. The regional district capital plan also is assessed by the regional school committee, with budgetary requests directed to each town.

### DESE Recommendations

* *The districts should explicitly connect their budget documents and presentations to the goals and priorities outlined in its strategic plan.*

## Appendix A. Summary of Site Visit Activities

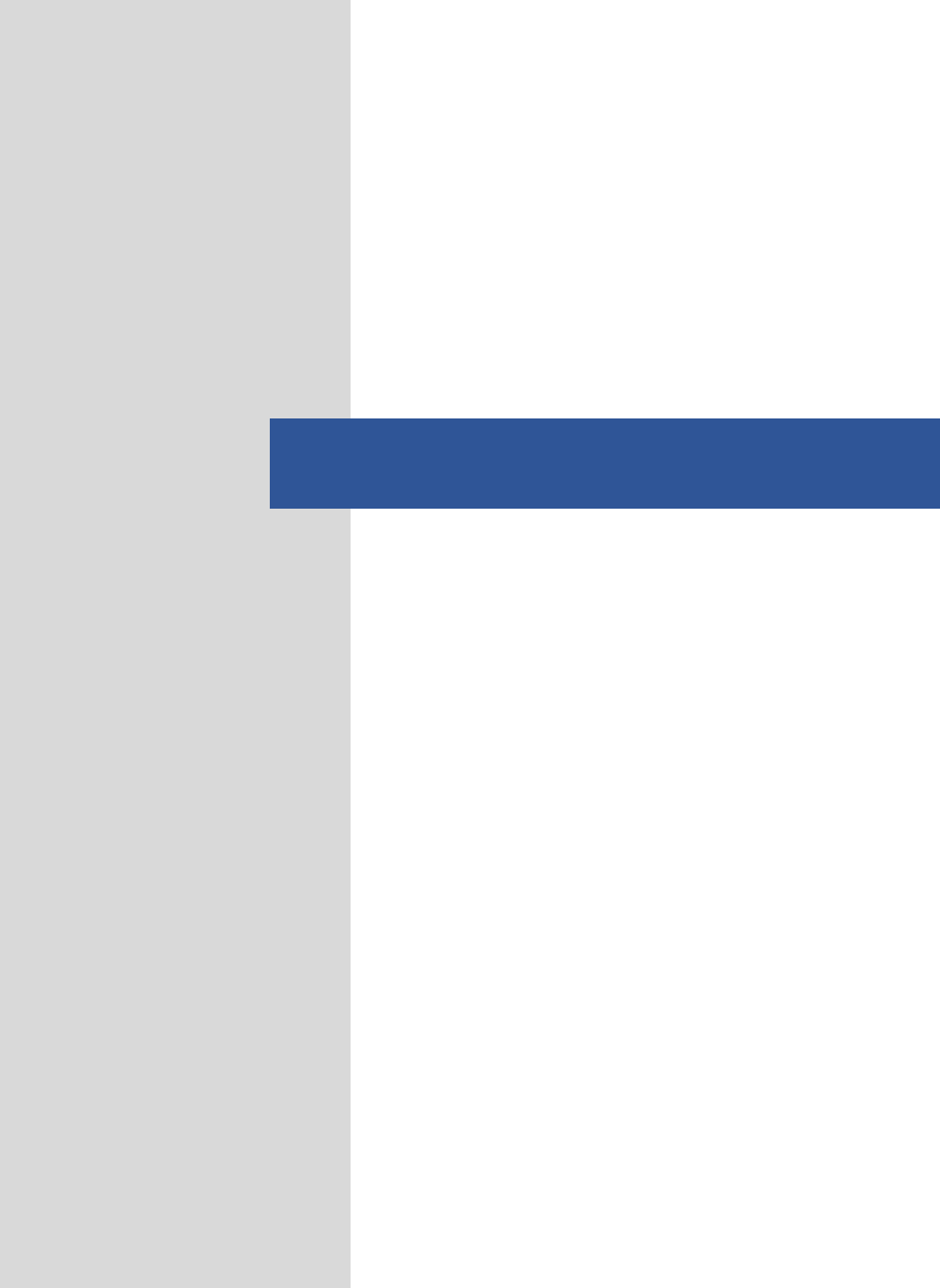
The AIR team completed the following activities as part of the district review activities in Dover-Sherborn. The team conducted 73 classroom observations during the week of January 29, 2024, and held interviews and focus groups between January 23 and February 7, 2024. The site visit team conducted interviews and focus groups with the following representatives from the school and the district:

* Superintendent
* Other district leaders
* School committee members
* Teachers’ association members
* Principals
* Teachers
* Parents
* Town representatives

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

* Data on the district’s staffing and finances
* 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 and meeting notes; leadership team meeting agendas; job descriptions and recruitment handouts; human resources documents, policies, and forms; newsletters; mentoring and induction documents; faculty handbooks; professional development documents; evaluation tools for staff; school schedules; budget presentations; capital needs plans; and the district’s end-of-year financial reports
* All completed program and administrator evaluations and a random selection of completed teacher evaluations

## Appendix B. Districtwide Instructional Observation Report



Dover-Sherborn Public Schools

Classroom Visits: Summary of Findings

Districtwide Instructional Observation Report

February 2024



201 Jones Road  
Waltham, Massachusetts  
[www.air.org](http://www.air.org)

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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.

Five observers visited Dover-Sherborn Public Schools during the week of January 29, 2024. Observers conducted 73 observations in a sample of classrooms across four 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 | 73 | 5.3 |
| Grades K-5 | 0 | 0 | 3 | 2 | 13 | 6 | 7 | 31 | 5.4 |
| Grades 6-8 | 0 | 0 | 1 | 5 | 7 | 6 | 1 | 20 | 5.1 |
| Grades 9-12 | 0 | 4 | 1 | 0 | 3 | 8 | 6 | 22 | 5.3 |

\*The district average is an average of the observation scores. In Table 3, the district average is computed as:   
([2 x 4] + [3 x 5] + [4 x 7] + [5 x 23] + [6 x 20] + [7 x 14]) ÷ 73 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\*: 5.9

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 73 | 5.9 |
| Grades K-5 | 0 | 0 | 0 | 2 | 9 | 7 | 13 | 31 | 6.0 |
| Grades 6-8 | 0 | 0 | 0 | 2 | 6 | 6 | 6 | 20 | 5.8 |
| Grades 9-12 | 0 | 0 | 2 | 1 | 4 | 7 | 8 | 22 | 5.8 |

\*The district average is an average of the observation scores. In Table 4, the district average is computed as:   
([3 x 2] + [4 x 5] + [5 x 19] + [6 x 20] + [7 x 27]) ÷ 73 observations = 5.9

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\*: 4.0

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 73 | 4.0 |
| Grades K-5 | 0 | 3 | 4 | 9 | 10 | 5 | 0 | 31 | 4.3 |
| Grades 6-8 | 1 | 6 | 4 | 3 | 4 | 1 | 1 | 20 | 3.5 |
| Grades 9-12 | 1 | 3 | 6 | 2 | 5 | 5 | 0 | 22 | 4.0 |

\*The district average is an average of the observation scores. In Table 5, the district average is computed as:   
([1 x 2] + [2 x 12] + [3 x 14] + [4 x 14] + [5 x 19] + [6 x 11] + [7 x 1]) ÷ 73 observations = 4.0

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.[[5]](#footnote-6)

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

Negative Climate District Average\*: 6.9

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 73 | 6.9 |
| Grades K-5 | 0 | 0 | 0 | 0 | 0 | 3 | 28 | 31 | 6.9 |
| Grades 6-8 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 20 | 7.0 |
| Grades 9-12 | 0 | 0 | 0 | 0 | 2 | 0 | 20 | 22 | 6.8 |

\*The district average is an average of the observation scores. In Table 6, the district average is computed as:   
([5 x 2] + [6 x 3] + [7 x 68]) ÷ 73 observations = 6.9

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\*: 6.6

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 73 | 6.6 |
| Grades K-5 | 0 | 0 | 0 | 0 | 2 | 6 | 23 | 31 | 6.7 |
| Grades 6-8 | 0 | 0 | 0 | 1 | 2 | 2 | 15 | 20 | 6.6 |
| Grades 9-12 | 0 | 0 | 1 | 1 | 1 | 4 | 15 | 22 | 6.4 |

\*The district average is an average of the observation scores. In Table 7, the district average is computed as:   
([3 x 1] + [4 x 2] + [5 x 5] + [6 x 12] + [7 x 53]) ÷ 73 observations = 6.6

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\*: 6.6

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 73 | 6.6 |
| Grades K-5 | 0 | 0 | 0 | 1 | 2 | 5 | 23 | 31 | 6.6 |
| Grades 6-8 | 0 | 0 | 0 | 0 | 2 | 3 | 15 | 20 | 6.7 |
| Grades 9-12 | 0 | 0 | 0 | 1 | 2 | 3 | 16 | 22 | 6.5 |

\*The district average is an average of the observation scores. In Table 8, the district average is computed as:   
([4 x 2] + [5 x 6] + [6 x 11] + [7 x 54]) ÷ 73 observations = 6.6

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\*: 5.4

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 73 | 5.4 |
| Grades K-5 | 0 | 0 | 0 | 1 | 14 | 11 | 5 | 31 | 5.6 |
| Grades 6-8 | 0 | 0 | 1 | 1 | 7 | 8 | 3 | 20 | 5.6 |
| Grades 9-12 | 1 | 0 | 1 | 5 | 6 | 6 | 3 | 22 | 5.0 |

\*The district average is an average of the observation scores. In Table 9, the district average is computed as:   
([1 x 1] + [3 x 2] + [4 x 7] + [5 x 27] + [6 x 25] + [7 x 11]) ÷ 73 observations = 5.4

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\*: 2.8

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 19 | 2.8 |
| Grades K-3\*\* | 4 | 7 | 1 | 4 | 2 | 1 | 0 | 19 | 2.8 |

\*The district average is an average of the observation scores. In Table 10, the district average is computed as:   
([1 x 4] + [2 x 7] + [3 x 1] + [4 x 4] + [5 x 2] + [6 x 1]) ÷ 19 observations = 2.8

\*\*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\*: 5.2

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 54 | 5.2 |
| Grades 4-5\*\* | 0 | 1 | 1 | 3 | 2 | 4 | 1 | 12 | 4.8 |
| Grades 6-8 | 0 | 0 | 3 | 1 | 5 | 8 | 3 | 20 | 5.4 |
| Grades 9-12 | 0 | 0 | 2 | 2 | 8 | 6 | 4 | 22 | 5.4 |

\*The district average is an average of the observation scores. In Table 11, the district average is computed as:   
([2 x 1] + [3 x 6] + [4 x 6] + [5 x 15] + [6 x 18] + [7 x 8]) ÷ 54 observations = 5.2

\*\*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\*: 3.2

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 54 | 3.2 |
| Grades 4-5\*\* | 0 | 2 | 4 | 2 | 1 | 2 | 1 | 12 | 4.0 |
| Grades 6-8 | 4 | 5 | 3 | 3 | 3 | 2 | 0 | 20 | 3.1 |
| Grades 9-12 | 6 | 6 | 4 | 0 | 1 | 5 | 0 | 22 | 3.0 |

\*The district average is an average of the observation scores. In Table 12, the district average is computed as:   
([1 x 10] + [2 x 13] + [3 x 11] + [4 x 5] + [5 x 5] + [6 x 9] + [7 x 1]) ÷ 54 observations = 3.2

\*\*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\*: 4.0

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 73 | 4.0 |
| Grades K-5 | 0 | 5 | 8 | 3 | 10 | 4 | 1 | 31 | 4.1 |
| Grades 6-8 | 0 | 5 | 3 | 1 | 5 | 3 | 3 | 20 | 4.4 |
| Grades 9-12 | 4 | 7 | 1 | 0 | 3 | 4 | 3 | 22 | 3.7 |

\*The district average is an average of the observation scores. In Table 13, the district average is computed as:   
([1 x 4] + [2 x 17] + [3 x 12] + [4 x 4] + [5 x 18] + [6 x 11] + [7 x 7]) ÷ 73 observations = 4.0

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 | 19 | 2.9 |
| Grades K-3\*\* | 0 | 9 | 4 | 5 | 1 | 0 | 0 | 19 | 2.9 |

\*The district average is an average of the observation scores. In Table 14, the district average is computed as:   
([2 x 9] + [3 x 4] + [4 x 5] + [5 x 1]) ÷ 19 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\*: 3.8

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 54 | 3.8 |
| Grades 4-5\*\* | 0 | 1 | 3 | 2 | 2 | 2 | 2 | 12 | 4.6 |
| Grades 6-8 | 4 | 4 | 3 | 3 | 3 | 2 | 1 | 20 | 3.4 |
| Grades 9-12 | 8 | 1 | 1 | 1 | 5 | 2 | 4 | 22 | 3.7 |

\*The district average is an average of the observation scores. In Table 15, the district average is computed as:   
([1 x 12] + [2 x 6] + [3 x 7] + [4 x 6] + [5 x 10] + [6 x 6] + [7 x 7]) ÷ 54 observations = 3.8

\*\*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\*: 5.4

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 54 | 5.4 |
| Grades 4-5\*\* | 0 | 0 | 0 | 1 | 4 | 4 | 3 | 12 | 5.8 |
| Grades 6-8 | 0 | 2 | 2 | 4 | 5 | 1 | 6 | 20 | 5.0 |
| Grades 9-12 | 0 | 0 | 1 | 2 | 7 | 4 | 8 | 22 | 5.7 |

\*The district average is an average of the observation scores. In Table 16, the district average is computed as:   
([2 x 2] + [3 x 3] + [4 x 7] + [5 x 16] + [6 x 9] + [7 x 17]) ÷ 54 observations = 5.4

\*\*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 | 0 | 3 | 7 | 13 | 32 | 21 | 48 | 124 | 5.7 |
| Positive Climate | 0 | 0 | 3 | 2 | 13 | 6 | 7 | 31 | 5.4 |
| Negative Climate\*\* | 0 | 0 | 0 | 0 | 0 | 3 | 28 | 31 | 6.9 |
| Teacher Sensitivity | 0 | 0 | 0 | 2 | 9 | 7 | 13 | 31 | 6.0 |
| Regard for Student Perspectives | 0 | 3 | 4 | 9 | 10 | 5 | 0 | 31 | 4.3 |
| Classroom Organization Domain | 0 | 0 | 0 | 2 | 18 | 22 | 51 | 93 | 6.3 |
| Behavior Management | 0 | 0 | 0 | 0 | 2 | 6 | 23 | 31 | 6.7 |
| Productivity | 0 | 0 | 0 | 1 | 2 | 5 | 23 | 31 | 6.6 |
| Instructional Learning Formats\*\*\* | 0 | 0 | 0 | 1 | 14 | 11 | 5 | 31 | 5.6 |
| Instructional Support Domain | 4 | 25 | 21 | 19 | 18 | 13 | 5 | 105 | 3.8 |
| Concept Development (K-3 only) | 4 | 7 | 1 | 4 | 2 | 1 | 0 | 19 | 2.8 |
| Content Understanding (UE only) | 0 | 1 | 1 | 3 | 2 | 4 | 1 | 12 | 4.8 |
| Analysis and Inquiry (UE only) | 0 | 2 | 4 | 2 | 1 | 2 | 1 | 12 | 4.0 |
| Quality of Feedback | 0 | 5 | 8 | 3 | 10 | 4 | 1 | 31 | 4.1 |
| Language Modeling (K-3 only) | 0 | 9 | 4 | 5 | 1 | 0 | 0 | 19 | 2.9 |
| Instructional Dialogue (UE only) | 0 | 1 | 3 | 2 | 2 | 2 | 2 | 12 | 4.6 |
| Student Engagement (UE only) | **0** | **0** | **0** | **1** | **4** | **4** | **3** | **12** | **5.8** |

\*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([3 x 3] + [4 x 2] + [5 x 13] + [6 x 6] + [7 x 7]) ÷ 31 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: ([6 x 3] + [7 x 28]) ÷ 31 observations = 6.9. 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 | 6 | 5 | 10 | 17 | 13 | 8 | 60 | 4.8 |
| Positive Climate | 0 | 0 | 1 | 5 | 7 | 6 | 1 | 20 | 5.1 |
| Teacher Sensitivity | 0 | 0 | 0 | 2 | 6 | 6 | 6 | 20 | 5.8 |
| Regard for Student Perspectives | 1 | 6 | 4 | 3 | 4 | 1 | 1 | 20 | 3.5 |
| Classroom Organization Domain | 0 | 0 | 0 | 1 | 4 | 5 | 50 | 60 | 6.7 |
| Behavior Management | 0 | 0 | 0 | 1 | 2 | 2 | 15 | 20 | 6.6 |
| Productivity | 0 | 0 | 0 | 0 | 2 | 3 | 15 | 20 | 6.7 |
| Negative Climate\*\* | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 20 | 7.0 |
| Instructional Support Domain | 8 | 14 | 13 | 9 | 23 | 23 | 10 | 100 | 4.3 |
| Instructional Learning Formats | 0 | 0 | 1 | 1 | 7 | 8 | 3 | 20 | 5.6 |
| Content Understanding | 0 | 0 | 3 | 1 | 5 | 8 | 3 | 20 | 5.4 |
| Analysis and Inquiry | 4 | 5 | 3 | 3 | 3 | 2 | 0 | 20 | 3.1 |
| Quality of Feedback | 0 | 5 | 3 | 1 | 5 | 3 | 3 | 20 | 4.4 |
| Instructional Dialogue | 4 | 4 | 3 | 3 | 3 | 2 | 1 | 20 | 3.4 |
| Student Engagement | 0 | 2 | 2 | 4 | 5 | 1 | 6 | 20 | 5.0 |

\*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([3 x 1] + [4 x 5] + [5 x 7] + [6 x 6] + [7 x 1]) ÷ 20 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: ([7 x 20]) ÷ 20 observations = 7.0

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 | 1 | 7 | 9 | 3 | 12 | 20 | 14 | 66 | 5.0 |
| Positive Climate | 0 | 4 | 1 | 0 | 3 | 8 | 6 | 22 | 5.3 |
| Teacher Sensitivity | 0 | 0 | 2 | 1 | 4 | 7 | 8 | 22 | 5.8 |
| Regard for Student Perspectives | 1 | 3 | 6 | 2 | 5 | 5 | 0 | 22 | 4.0 |
| Classroom Organization Domain | 0 | 0 | 1 | 2 | 5 | 7 | 51 | 66 | 6.6 |
| Behavior Management | 0 | 0 | 1 | 1 | 1 | 4 | 15 | 22 | 6.4 |
| Productivity | 0 | 0 | 0 | 1 | 2 | 3 | 16 | 22 | 6.5 |
| Negative Climate\*\* | 0 | 0 | 0 | 0 | 2 | 0 | 20 | 22 | 6.8 |
| Instructional Support Domain | 19 | 14 | 9 | 8 | 23 | 23 | 14 | 110 | 4.2 |
| Instructional Learning Formats | 1 | 0 | 1 | 5 | 6 | 6 | 3 | 22 | 5.0 |
| Content Understanding | 0 | 0 | 2 | 2 | 8 | 6 | 4 | 22 | 5.4 |
| Analysis and Inquiry | 6 | 6 | 4 | 0 | 1 | 5 | 0 | 22 | 3.0 |
| Quality of Feedback | 4 | 7 | 1 | 0 | 3 | 4 | 3 | 22 | 3.7 |
| Instructional Dialogue | 8 | 1 | 1 | 1 | 5 | 2 | 4 | 22 | 3.7 |
| Student Engagement | 0 | 0 | 1 | 2 | 7 | 4 | 8 | 22 | 5.7 |

\*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([2 x 4] + [3 x 1] + [5 x 3] + [6 x 8] + [7 x 6]) ÷ 22 observations = 5.3

\*\*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] + [7 x 20]) ÷ 22 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 Leadership and Governance

|  |  |
| --- | --- |
| Resource | Description |
| [*Transforming School Funding: A Guide to Implementing Student-Based Budgeting (SBB)*](https://www.erstrategies.org/cms/files/2752-student-based-budgeting-guide.pdf),%20from%20Education%20Resource%20Strategies) from Education Resource Strategies | This guide describes a process to help districts tie funding to specific student needs. |
| [Principal Induction and Mentoring Handbook](https://www.doe.mass.edu/edeffectiveness/mentor/principal.html) | A series of modules designed to support novice principals and their mentors in the development of antiracist leadership competencies aligned to the Professional Standards for Administrative Leadership. |
| [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. |

Table C2. Resources to Support Human Resources and Professional Development

| Resource | Description |
| --- | --- |
| [Educator Evaluation Implementation Resources](https://www.doe.mass.edu/edeval/implementation/default.html) | A suite of resources and practical tools that reflect feedback from educators on how to implement educator evaluation in support of more equitable, culturally responsive schools and classrooms for all. These resources include Focus Indicators, a subset of indicators from the Classroom Teacher and School Level Administrator Rubrics that represent high-priority practices for the 2023-2024 school year. |
| [Guide to Building Supportive Talent Systems](https://www.doe.mass.edu/edeffectiveness/talent-guide/default.html) | Resources, considerations, and updates for recruiting, hiring, evaluating, and supporting educators and school staff, with a focus on racial equity. |
| [Professional Learning Partner Guide](https://plpartnerguide.org/) | A free, online, searchable list of vetted professional development providers who have expertise in specific sets of high-quality instructional materials. Schools and districts can use this guide to easily find professional development providers to support the launch or implementation of high-quality instructional materials. |

Table C3. Resources to Support Financial and Asset Management

|  |  |
| --- | --- |
| Resource | Description |
| [*Spending Money Wisely: Getting the Most From School District* *Budgets*](https://cdn2.hubspot.net/hubfs/3412255/Spending-Money-Wisely-Getting-the-Most-from-School-District-Budgets-e-book.pdf) (scroll down to Research section) | A discussion of the top 10 opportunities for districts to realign resources and free up funds to support strategic priorities. |
| [Resource Allocation and District Action Reports (RADAR)](https://www.doe.mass.edu/research/radar/) | RADAR is a suite of innovative data reports, case studies, and other resources that provide a new approach to resource decisions. |
| [Planning for Success](https://www.doe.mass.edu/research/success/) | An inclusive, hands-on planning process designed to build district and school capacity and coherence while also building community understanding and support. |
| [DESE spending comparisons website](https://www.doe.mass.edu/finance/statistics/default.html) | A clearinghouse of school finance data reports and other resources available to district users and the public. |

## Appendix D. Enrollment, Attendance, Expenditures

Table D1. Dover Public Schools: Student Enrollment by Race/Ethnicity, 2023-2024

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | District | Percentage of total | State | Percentage of total |
| All | 497 | 100.0% | 914,959 | 100.0% |
| African American | 15 | 3.0% | 88,104 | 9.6% |
| Asian | 61 | 12.3% | 67,847 | 7.4% |
| Hispanic | 23 | 4.6% | 229,930 | 25.1% |
| Native American | 1 | 0.2% | 2,178 | 0.2% |
| White | 364 | 73.2% | 484,692 | 53.0% |
| Native Hawaiian | 0 | 0.0% | 790 | 0.1% |
| Multi-Race, Non-Hispanic | 33 | 6.6% | 41,418 | 4.5% |

*Note*. As of October 1, 2023.

Table D2. Sherborn Public Schools: Student Enrollment by Race/Ethnicity, 2023-2024

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | District | Percentage of total | State | Percentage of total |
| All | 401 | 100.0% | 914,959 | 100.0% |
| African American | 18 | 4.5% | 88,104 | 9.6% |
| Asian | 37 | 9.2% | 67,847 | 7.4% |
| Hispanic | 20 | 5.0% | 229,930 | 25.1% |
| Native American | 0 | 0.0% | 2,178 | 0.2% |
| White | 303 | 75.6% | 484,692 | 53.0% |
| Native Hawaiian | 0 | 0.0% | 790 | 0.1% |
| Multi-Race, Non-Hispanic | 23 | 5.7% | 41,418 | 4.5% |

*Note*. As of October 1, 2023.

Table D3. Dover-Sherborn Public Schools: Student Enrollment by Race/Ethnicity, 2023-2024

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | District | Percentage of total | State | Percentage of total |
| All | 1,105 | 100.0% | 914,959 | 100.0% |
| African American | 31 | 2.8% | 88,104 | 9.6% |
| Asian | 143 | 12.9% | 67,847 | 7.4% |
| Hispanic | 61 | 5.5% | 229,930 | 25.1% |
| Native American | 2 | 0.2% | 2,178 | 0.2% |
| White | 791 | 71.6% | 484,692 | 53.0% |
| Native Hawaiian | 0 | 0.0% | 790 | 0.1% |
| Multi-Race, Non-Hispanic | 77 | 7.0% | 41,418 | 4.5% |

*Note*. As of October 1, 2023.

Table D4. Dover Public Schools: Student Enrollment by High Needs Populations, 2023-2024

|  | District | | | State | | |
| --- | --- | --- | --- | --- | --- | --- |
| Group | *N* | Percentage of high needs | Percentage of district | *N* | Percentage of high needs | Percentage of state |
| All students with high needs | 115 | 100.0% | 23.0% | 515,939 | 100.0% | 55.8% |
| Students with disabilities | 85 | 73.9% | 17.0% | 187,160 | 36.3% | 20.2% |
| Low-income | 16 | 13.9% | 3.2% | 385,697 | 74.8% | 42.2% |
| English learner | 8 | 7.0% | 1.6% | 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 500; total state enrollment including students in out-of-district placement is 924,947.

Table D5. Sherborn Public Schools: Student Enrollment by High Needs Populations, 2023-2024

|  | District | | | State | | |
| --- | --- | --- | --- | --- | --- | --- |
| Group | *N* | Percentage of high needs | Percentage of district | *N* | Percentage of high needs | Percentage of state |
| All students with high needs | 95 | 100.0% | 23.5% | 515,939 | 100.0% | 55.8% |
| Students with disabilities | 71 | 74.7% | 17.6% | 187,160 | 36.3% | 20.2% |
| Low-income | 21 | 22.1% | 5.2% | 385,697 | 74.8% | 42.2% |
| English learner | 5 | 5.3% | 1.2% | 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 404; total state enrollment including students in out-of-district placement is 924,947.

Table D6. Dover-Sherborn Public Schools: Student Enrollment by High Needs Populations, 2023‑2024

|  | District | | | State | | |
| --- | --- | --- | --- | --- | --- | --- |
| Group | *N* | Percentage of high needs | Percentage of district | *N* | Percentage of high needs | Percentage of state |
| All students with high needs | 270 | 100.0% | 23.9% | 515,939 | 100.0% | 55.8% |
| Students with disabilities | 191 | 70.7% | 16.9% | 187,160 | 36.3% | 20.2% |
| Low-income | 78 | 28.9% | 7.1% | 385,697 | 74.8% | 42.2% |
| English learner | 10 | 3.7% | 0.9% | 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 1,130; total state enrollment including students in out-of-district placement is 924,947.

Table D7. Dover Public Schools: Chronic Absencea Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | *N* (2023) | 2021 | 2022 | 2023 | State (2023) |
| All students | 520 | 3.6 | 14.5 | 8.7 | 22.2 |
| African American/Black | 17 | 18.8 | 29.4 | 29.4 | 25.3 |
| Asian | 68 | 0.0 | 8.7 | 10.3 | 13.9 |
| Hispanic/Latino | 25 | 9.5 | 15.0 | 8.0 | 34.5 |
| Multi-Race, non-Hispanic/Latino | 32 | 0.0 | 8.8 | 9.4 | 23.3 |
| Native American | 1 | — | — | — | 33.5 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 28.3 |
| White | 377 | 3.6 | 15.4 | 7.4 | 17.0 |
| High needs | 135 | 5.4 | 16.4 | 13.3 | 30.3 |
| Low income | 25 | — | 36.4 | 20.0 | 33.5 |
| ELs | 12 | 11.1 | 10.0 | 0.0 | 33.5 |
| Students w/disabilities | 99 | 1.3 | 11.0 | 12.1 | 30.4 |

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

Table D8. Sherborn Public Schools: Chronic Absencea Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | *N* (2023) | 2021 | 2022 | 2023 | State (2023) |
| All students | 414 | 5.6 | 8.3 | 8.0 | 22.2 |
| African American/Black | 16 | 25.0 | 14.3 | 12.5 | 25.3 |
| Asian | 32 | 9.1 | 5.9 | 21.9 | 13.9 |
| Hispanic/Latino | 19 | 11.1 | 6.7 | 5.3 | 34.5 |
| Multi-Race, non-Hispanic/Latino | 24 | 4.0 | 6.5 | 0.0 | 23.3 |
| Native American | — | — | — | — | 33.5 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 28.3 |
| White | 323 | 4.3 | 8.5 | 7.1 | 17.0 |
| High needs | 102 | 11.7 | 9.6 | 7.8 | 30.3 |
| Low income | 25 | — | 20.7 | 16.0 | 33.5 |
| ELs | 5 | 30.8 | 12.5 |  | 33.5 |
| Students w/disabilities | 77 | 8.2 | 9.5 | 5.2 | 30.4 |

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

Table D9. Dover-Sherborn Public Schools: Chronic Absencea Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | *N* (2023) | 2021 | 2022 | 2023 | State (2023) |
| All students | 1,176 | 4.7 | 11.3 | 7.1 | 22.2 |
| African American/Black | 33 | 20.5 | 16.7 | 9.1 | 25.3 |
| Asian | 148 | 1.4 | 5.8 | 4.7 | 13.9 |
| Hispanic/Latino | 72 | 6.8 | 12.8 | 9.7 | 34.5 |
| Multi-Race, non-Hispanic/Latino | 81 | 5.3 | 9.7 | 4.9 | 23.3 |
| Native American | 2 | — | — | — | 33.5 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 28.3 |
| White | 840 | 4.3 | 11.9 | 7.3 | 17.0 |
| High needs | 268 | 12.1 | 17.8 | 13.4 | 30.3 |
| Low income | 87 | — | 20.7 | 4.6 | 33.5 |
| ELs | 6 | — | — | 0.0 | 33.5 |
| Students w/disabilities | 195 | 13.3 | 18.6 | 16.4 | 30.4 |

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

Table D10. Dover Public Schools: 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 | $10,616,354 | $9,345,559 | $10,372,691 | $9,683,180 | $10,369,665 | $9,365,164 |
| By municipality | $15,611,480 | $15,684,835 | $16,154,308 | $15,979,863 | $16,138,978 | $15,847,989 |
| Total from local appropriations | $26,227,834 | $25,030,394 | $26,526,999 | $25,663,043 | $26,508,643 | $25,213,153 |
| From revolving funds and grants | — | $445,730 | — | $595,032 | — | $848,104 |
| Total expenditures | — | $25,476,124 | — | $26,258,075 | — | $26,061,257 |
| Chapter 70 aid to education program | | | | | | |
| Chapter 70 state aida | — | $853,856 | — | $872,062 | — | $886,342 |
| Required local contribution | — | $4,020,768 | — | $4,111,154 | — | $4,110,989 |
| Required net school spendingb | — | $4,874,624 | — | $4,983,216 | — | $4,997,331 |
| Actual net school spending | — | $11,060,867 | — | $11,383,748 | — | $11,052,126 |
| Over/under required ($) | — | $6,186,243 | — | $6,400,532 | — | $6,054,795 |
| Over/under required (%) | — | 126.9% | — | 128.4% | — | 121.2% |

*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 D11. Sherborn Public Schools: 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 | $7,248,819 | $7,174,621 | $6,996,534 | $6,589,376 | $7,001,886 | $7,014,901 |
| By municipality | $11,281,617 | $11,132,362 | $11,563,309 | $11,377,460 | $11,775,117 | $11,511,226 |
| Total from local appropriations | $18,530,436 | $18,306,983 | $18,559,843 | $17,966,836 | $18,777,003 | $18,526,127 |
| From revolving funds and grants | — | $595,265 | — | $654,118 | — | $638,138 |
| Total expenditures | — | $18,902,248 | — | $18,620,954 | — | $19,164,265 |
| Chapter 70 aid to education program | | | | | | |
| Chapter 70 state aida | — | $693,583 | — | $715,207 | — | $726,817 |
| Required local contribution | — | $3,236,252 | — | $3,371,686 | — | $3,376,106 |
| Required net school spendingb | — | $3,929,835 | — | $4,086,893 | — | $4,102,923 |
| Actual net school spending | — | $7,987,506 | — | $7,495,836 | — | $7,899,843 |
| Over/under required ($) | — | $4,057,671 | — | $3,408,943 | — | $3,796,920 |
| Over/under required (%) | — | 103.3% | — | 83.4% | — | 92.5% |

*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 D12. Dover-Sherborn Public Schools: 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 | $25,176,497 | $24,704,709 | $26,161,669 | $25,234,584 | $26,428,618 | $26,599,753 |
| From revolving funds and grants | — | $2,637,703 | — | $2,621,722 | — | $2,961,784 |
| Total expenditures | — | $27,342,412 | — | $27,856,306 | — | $29,561,537 |
| Chapter 70 aid to education program | | | | | | |
| Chapter 70 state aida | — | $2,282,394 | — | $2,363,014 | — | $2,413,514 |
| Required local contribution | — | $10,740,432 | — | $11,139,922 | — | $11,329,309 |
| Required net school spendingb | — | $13,022,826 | — | $13,502,936 | — | $13,742,823 |
| Actual net school spending | — | $22,059,846 | — | $22,461,824 | — | $23,534,390 |
| Over/under required ($) | — | $9,037,020 | — | $8,958,888 | — | $9,791,567 |
| Over/under required (%) | — | 69.4% | — | 66.3% | — | 71.2% |

*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 D13. Dover Public Schools: Expenditures Per In-District Pupil, Fiscal Years 2020-2022

|  |  |  |  |
| --- | --- | --- | --- |
| Expenditure category | 2020 | 2021 | 2022 |
| Administration | $1,230 | $1,448 | $1,470 |
| Instructional leadership (district and school) | $1,219 | $1,248 | $1,231 |
| Teachers | $7,613 | $7,966 | $8,171 |
| Other teaching services | $2,096 | $2,313 | $2,571 |
| Professional development | $125 | $125 | $144 |
| Instructional materials, equipment, and technology | $365 | $704 | $606 |
| Guidance, counseling, and testing services | $369 | $280 | $329 |
| Pupil services | $830 | $1,012 | $1,138 |
| Operations and maintenance | $1,694 | $1,583 | $1,545 |
| Insurance, retirement, and other fixed costs | $3,864 | $4,031 | $3,893 |
| Total expenditures per in-district pupil | $19,405 | $20,709 | $21,097 |

*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>.

Table D14. Sherborn Public Schools: Expenditures Per In-District Pupil, Fiscal Years 2020-2022

|  |  |  |  |
| --- | --- | --- | --- |
| Expenditure category | 2020 | 2021 | 2022 |
| Administration | $796 | $885 | $884 |
| Instructional leadership (district and school) | $1,397 | $1,449 | $1,441 |
| Teachers | $7,941 | $8,083 | $8,230 |
| Other teaching services | $2,709 | $2,896 | $3,063 |
| Professional development | $126 | $158 | $145 |
| Instructional materials, equipment, and technology | $352 | $728 | $605 |
| Guidance, counseling, and testing services | $477 | $431 | $482 |
| Pupil services | $872 | $1,169 | $1,306 |
| Operations and maintenance | $1,462 | $1,517 | $1,379 |
| Insurance, retirement, and other fixed costs | $2,799 | $3,018 | $3,125 |
| Total expenditures per in-district pupil | $18,932 | $20,333 | $20,660 |

*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>.

Table D15. Dover-Sherborn Public Schools: Expenditures Per In-District Pupil, Fiscal Years   
2020-2022

|  |  |  |  |
| --- | --- | --- | --- |
| Expenditure category | 2020 | 2021 | 2022 |
| Administration | $465 | $456 | $549 |
| Instructional leadership (district and school) | $1,255 | $1,305 | $1,341 |
| Teachers | $8,831 | $9,342 | $9,634 |
| Other teaching services | $1,255 | $1,215 | $1,449 |
| Professional development | $120 | $153 | $153 |
| Instructional materials, equipment, and technology | $452 | $613 | $506 |
| Guidance, counseling, and testing services | $923 | $1,020 | $1,125 |
| Pupil services | $1,959 | $2,000 | $2,492 |
| Operations and maintenance | $1,922 | $1,785 | $1,908 |
| Insurance, retirement, and other fixed costs | $3,374 | $3,626 | $3,684 |
| Total expenditures per in-district pupil | $20,555 | $21,514 | $22,842 |

*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. Dover-Sherborn: Student Performance Data

[Table E1. Dover: Next-Generation MCAS ELA Achievement by Student Group, Grades 3-8, 2022-2023 E–3](#_Toc165823924)

[Table E2. Sherborn: Next-Generation MCAS ELA Achievement by Student Group, Grades 3-8, 2022-2023 E–3](#_Toc165823925)

[Table E3. Dover-Sherborn: Next-Generation MCAS ELA Achievement by Student Group, Grades 3-8, 2022-2023 E–4](#_Toc165823926)

[Table E4. Dover-Sherborn: Next-Generation MCAS ELA Achievement by Student Group, Grade 10, 2022-2023 E–4](#_Toc165823927)

[Table E5. Dover: Next-Generation MCAS Mathematics Achievement by Student Group, Grades 3-8, 2022-2023 E–5](#_Toc165823928)

[Table E6. Sherborn: Next-Generation MCAS Mathematics Achievement by Student Group, Grades 3-8, 2022-2023 E–5](#_Toc165823929)

[Table E7. Dover-Sherborn: Next-Generation MCAS Mathematics Achievement by Student Group, Grades 3-8, 2022-2023 E–6](#_Toc165823930)

[Table E8. Dover-Sherborn: Next-Generation MCAS Mathematics Achievement by Student Group, Grade 10, 2022-2023 E–6](#_Toc165823931)

[Table E9. Dover: Next-Generation MCAS Science Achievement by Student Group, Grades 5 and 8, 2022-2023 E–7](#_Toc165823932)

[Table E10. Sherborn: Next-Generation MCAS Science Achievement by Student Group, Grades 5 and 8, 2022-2023 E–7](#_Toc165823933)

[Table E11. Dover-Sherborn: Next-Generation MCAS Science Achievement by Student Group, Grades 5 and 8, 2022-2023 E–8](#_Toc165823934)

[Table E12. Dover-Sherborn: Next-Generation MCAS Science Achievement by Student Group, Grade 10, 2022-2023 E–8](#_Toc165823935)

[Table E13. Dover: Next-Generation MCAS ELA Achievement by Grade, 2022-2023 E–9](#_Toc165823936)

[Table E14. Sherborn: Next-Generation MCAS ELA Achievement by Grade, 2022-2023 E–9](#_Toc165823937)

[Table E15. Dover-Sherborn: Next-Generation MCAS ELA Achievement by Grade, 2022-2023 E–10](#_Toc165823938)

[Table E16. Dover: Next-Generation MCAS Mathematics Achievement by Grade, 2022-2023 E–10](#_Toc165823939)

[Table E17. Sherborn: Next-Generation MCAS Mathematics Achievement by Grade, 2022-2023 E–11](#_Toc165823940)

[Table E18. Dover-Sherborn: Next-Generation MCAS Mathematics Achievement by Grade, 2022-2023 E–11](#_Toc165823941)

[Table E19. Dover: Next-Generation MCAS Science Achievement by Grade, 2022-2023 E–12](#_Toc165823942)

[Table E20. Sherborn: Next-Generation MCAS Science Achievement by Grade, 2022-2023 E–12](#_Toc165823943)

[Table E21. Dover-Sherborn: Next-Generation MCAS Science Achievement by Grade, 2022-2023 E–12](#_Toc165823944)

[Table E22. Dover: Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023 E–13](#_Toc165823945)

[Table E23. Sherborn: Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023 E–13](#_Toc165823946)

[Table E24. Dover-Sherborn: Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023 E–14](#_Toc165823947)

[Table E25. Dover-Sherborn: Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grade 10, 2022-2023 E–14](#_Toc165823948)

[Table E26. Dover: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023 E–15](#_Toc165823949)

[Table E27. Sherborn: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023 E–15](#_Toc165823950)

[Table E28. Dover-Sherborn: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023   
E–16](#_Toc165823951)

[Table E29. Dover-Sherborn: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grade 10, 2022-2023 E–16](#_Toc165823952)

[Table E30. Dover: Next-Generation MCAS. ELA Mean Student Growth Percentile by Grade, 2022-2023 E–17](#_Toc165823953)

[Table E31. Sherborn: Next-Generation MCAS ELA Mean Student Growth Percentile by Grade, 2022-2023 E–17](#_Toc165823954)

[Table E32. Dover-Sherborn: Next-Generation MCAS ELA Mean Student Growth Percentile by Grade, 2022-2023 E–17](#_Toc165823955)

[Table E33. Dover: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Grade, 2022-2023 E–18](#_Toc165823956)

[Table E34. Sherborn: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Grade, 2022-2023 E–18](#_Toc165823957)

[Table E35. Dover-Sherborn: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Grade, 2022-2023 E–18](#_Toc165823958)

[Table E36. Dover-Sherborn: Four-Year Cohort Graduation Rates by Student Group, 2020-2021 E–19](#_Toc165823959)

[Table E37. Dover-Sherborn: Five-Year Cohort Graduation Rates by Student Group, 2020-2022 E–19](#_Toc165823960)

[Table E38. Dover-Sherborn: Annual Dropout Rates by Student Group, 2020-2022 E–20](#_Toc165823961)

[Table E39. Dover: In-School Suspension Rates by Student Group, 2021-2023 E–20](#_Toc165823962)

[Table E40. Sherborn: In-School Suspension Rates by Student Group, 2021-2023 E–21](#_Toc165823963)

[Table E41. Dover-Sherborn: In-School Suspension Rates by Student Group, 2021-2023 E–21](#_Toc165823964)

[Table E42. Dover: Out-of-School Suspension Rates by Student Group, 2021-2023 E–22](#_Toc165823965)

[Table E43. Sherborn: Out-of-School Suspension Rates by Student Group, 2021-2023 E–22](#_Toc165823966)

[Table E44. Dover-Sherborn: Out-of-School Suspension Rates by Student Group, 2021-2023 E–23](#_Toc165823967)

[Table E45. Dover-Sherborn: Advanced Coursework Completion Rates by Student Group, 2021-2023 E–23](#_Toc165823968)

[Table E46. Dover: Accountability Percentile and Classification, 2023 E–24](#_Toc165823969)

[Table E47. Sherborn: Accountability Percentile and Classification, 2023 E–24](#_Toc165823970)

[Table E48. Dover-Sherborn: Accountability Percentile and Classification, 2023 E–24](#_Toc165823971)

Table E1. Dover Public Schools: 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 | 260 | 67 | 62 | 42 | 30 | | 33 | 39 | 3 | | 4 | 19 |
| African American/Black | 11 | 36 | 36 | 26 | 45 | | 55 | 45 | 18 | | 9 | 29 |
| Asian | 34 | 86 | 85 | 64 | 14 | | 15 | 27 | 0 | | 0 | 9 |
| Hispanic/Latino | 11 | — | 64 | 22 | — | | 27 | 43 | — | | 9 | 34 |
| Multi-Race, non-Hispanic/Latino | 17 | 63 | 82 | 49 | 37 | | 18 | 35 | 0 | | 0 | 16 |
| Native American | 1 | — | — | 29 | — | | — | 42 | — | | — | 28 |
| Native Hawaiian, Pacific Islander | — | — | — | 45 | — | | — | 37 | — | | — | 18 |
| White | 186 | 66 | 58 | 50 | 31 | | 37 | 37 | 3 | | 5 | 13 |
| High needs | 77 | 30 | 32 | 24 | 60 | | 55 | 45 | 10 | | 13 | 31 |
| Low income | 13 | 10 | 31 | 24 | 70 | | 54 | 44 | 20 | | 15 | 32 |
| ELs and former ELs | 16 | 57 | 50 | 20 | 36 | | 31 | 42 | 7 | | 19 | 38 |
| Students w/disabilities | 58 | 21 | 24 | 12 | 67 | | 59 | 40 | 12 | | 17 | 48 |

Table E2. Sherborn Public Schools: 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 | 204 | 63 | 66 | 42 | 35 | | 30 | 39 | 1 | | 3 | 19 |
| African American/Black | 10 | — | 30 | 26 | — | | 40 | 45 | — | | 30 | 29 |
| Asian | 12 | 94 | 92 | 64 | 6 | | 8 | 27 | 0 | | 0 | 9 |
| Hispanic/Latino | 8 | — | — | 22 | — | | — | 43 | — | | — | 34 |
| Multi-Race, non-Hispanic/Latino | 14 | 67 | 71 | 49 | 27 | | 29 | 35 | 7 | | 0 | 16 |
| Native American | — | — | — | 29 | — | | — | 42 | — | | — | 28 |
| Native Hawaiian, Pacific Islander | — | — | — | 45 | — | | — | 37 | — | | — | 18 |
| White | 160 | 61 | 66 | 50 | 37 | | 32 | 37 | 1 | | 3 | 13 |
| High needs | 55 | 49 | 42 | 24 | 45 | | 47 | 45 | 6 | | 11 | 31 |
| Low income | 19 | 53 | 42 | 24 | 35 | | 37 | 44 | 12 | | 21 | 32 |
| ELs and former ELs | 8 | — | — | 20 | — | | — | 42 | — | | — | 38 |
| Students w/disabilities | 36 | 36 | 31 | 12 | 55 | | 58 | 40 | 9 | | 11 | 48 |

Table E3. Dover-Sherborn RSD: 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 | 466 | 71 | 72 | 42 | 25 | | 24 | 39 | 4 | | 3 | 19 |
| African American/Black | 10 | 63 | 60 | 26 | 25 | | 30 | 45 | 13 | | 10 | 29 |
| Asian | 61 | 89 | 89 | 64 | 8 | | 10 | 27 | 3 | | 2 | 9 |
| Hispanic/Latino | 28 | 68 | 75 | 22 | 26 | | 14 | 43 | 5 | | 11 | 34 |
| Multi-Race, non-Hispanic/Latino | 36 | 69 | 69 | 49 | 31 | | 31 | 35 | 0 | | 0 | 16 |
| Native American | — | — | — | 29 | — | | — | 42 | — | | — | 28 |
| Native Hawaiian, Pacific Islander | — | — | — | 45 | — | | — | 37 | — | | — | 18 |
| White | 330 | 69 | 69 | 50 | 28 | | 27 | 37 | 4 | | 3 | 13 |
| High needs | 110 | 42 | 41 | 24 | 46 | | 46 | 45 | 13 | | 13 | 31 |
| Low income | 32 | 34 | 44 | 24 | 41 | | 34 | 44 | 25 | | 22 | 32 |
| ELs and former ELs | 17 | 45 | 47 | 20 | 30 | | 35 | 42 | 25 | | 18 | 38 |
| Students w/disabilities | 81 | 37 | 32 | 12 | 45 | | 54 | 40 | 18 | | 14 | 48 |

Table E4. Dover-Sherborn RSD: 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 | 155 | 82 | 86 | 58 | 17 | | 14 | 30 | 1 | | 0 | 11 |
| African American/Black | 5 | — | — | 42 | — | | — | 41 | — | | — | 17 |
| Asian | 20 | 89 | 90 | 79 | 5 | | 10 | 16 | 5 | | 0 | 5 |
| Hispanic/Latino | 7 | 73 | — | 36 | 27 | | — | 39 | 0 | | — | 24 |
| Multi-Race, non-Hispanic/Latino | 8 | 100 | — | 63 | 0 | | — | 29 | 0 | | — | 9 |
| Native American | — | — | — | 42 | — | | — | 41 | — | | — | 18 |
| Native Hawaiian, Pacific Islander | — | — | — | 41 | — | | — | 47 | — | | — | 11 |
| White | 115 | 82 | 89 | 67 | 17 | | 11 | 27 | 1 | | 0 | 6 |
| High needs | 35 | 58 | 57 | 37 | 37 | | 43 | 42 | 5 | | 0 | 21 |
| Low income | 11 | — | 55 | 39 | — | | 45 | 40 | — | | 0 | 21 |
| ELs and former ELs | — | — | — | 16 | — | | — | 39 | — | | — | 45 |
| Students w/disabilities | 28 | 52 | 57 | 22 | 42 | | 43 | 47 | 6 | | 0 | 31 |

Table E5. Dover Public Schools: 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 | 260 | 78 | 72 | 41 | 22 | | 27 | 41 | 1 | | 2 | 18 |
| African American/Black | 11 | 55 | 55 | 21 | 45 | | 45 | 47 | 0 | | 0 | 32 |
| Asian | 34 | 97 | 88 | 71 | 3 | | 12 | 23 | 0 | | 0 | 6 |
| Hispanic/Latino | 11 | — | 55 | 19 | — | | 45 | 47 | — | | 0 | 34 |
| Multi-Race, non-Hispanic/Latino | 17 | 89 | 100 | 46 | 11 | | 0 | 38 | 0 | | 0 | 16 |
| Native American | 1 | — | — | 28 | — | | — | 46 | — | | — | 26 |
| Native Hawaiian, Pacific Islander | — | — | — | 41 | — | | — | 43 | — | | — | 16 |
| White | 186 | 75 | 68 | 49 | 24 | | 29 | 40 | 1 | | 3 | 11 |
| High needs | 77 | 48 | 40 | 23 | 48 | | 53 | 47 | 3 | | 6 | 30 |
| Low income | 13 | 30 | 54 | 21 | 70 | | 46 | 48 | 0 | | 0 | 31 |
| ELs and former ELs | 16 | 93 | 69 | 21 | 7 | | 31 | 44 | 0 | | 0 | 34 |
| Students w/disabilities | 58 | 36 | 29 | 13 | 60 | | 62 | 41 | 5 | | 9 | 46 |

Table E6. Sherborn Public Schools: 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 | 204 | 61 | 69 | 41 | 35 | | 28 | 41 | 4 | | 2 | 18 |
| African American/Black | 9 | — | — | 21 | — | | 40 | 47 | — | | 30 | 32 |
| Asian | 12 | 100 | 83 | 71 | 0 | | 17 | 23 | 0 | | 0 | 6 |
| Hispanic/Latino | 8 | — | — | 19 | — | | — | 47 | — | | — | 34 |
| Multi-Race, non-Hispanic/Latino | 14 | 73 | 57 | 46 | 20 | | 36 | 38 | 7 | | 7 | 16 |
| Native American | — | — | — | 28 | — | | — | 46 | — | | — | 26 |
| Native Hawaiian, Pacific Islander | — | — | — | 41 | — | | — | 43 | — | | — | 16 |
| White | 161 | 59 | 73 | 49 | 37 | | 26 | 40 | 4 | | 1 | 11 |
| High needs | 56 | 41 | 59 | 23 | 49 | | 34 | 47 | 10 | | 7 | 30 |
| Low income | 19 | 41 | 47 | 21 | 47 | | 42 | 48 | 12 | | 11 | 31 |
| ELs and former ELs | 8 | — | — | 21 | — | | — | 44 | — | | — | 34 |
| Students w/disabilities | 37 | 27 | 51 | 13 | 58 | | 38 | 41 | 15 | | 11 | 46 |

Table E7. Dover-Sherborn RSD: 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 | 469 | 71 | 70 | 41 | 26 | | 27 | 41 | 3 | | 4 | 18 |
| African American/Black | 10 | 44 | 60 | 21 | 44 | | 40 | 47 | 13 | | 0 | 32 |
| Asian | 61 | 95 | 93 | 71 | 2 | | 3 | 23 | 3 | | 3 | 6 |
| Hispanic/Latino | 29 | 57 | 69 | 19 | 32 | | 21 | 47 | 11 | | 10 | 34 |
| Multi-Race, non-Hispanic/Latino | 36 | 78 | 69 | 46 | 22 | | 28 | 38 | 0 | | 3 | 16 |
| Native American | — | — | — | 28 | — | | — | 46 | — | | — | 26 |
| Native Hawaiian, Pacific Islander | — | — | — | 41 | — | | — | 43 | — | | — | 16 |
| White | 332 | 69 | 65 | 49 | 29 | | 31 | 40 | 2 | | 3 | 11 |
| High needs | 111 | 36 | 41 | 23 | 51 | | 46 | 47 | 13 | | 14 | 30 |
| Low income | 32 | 31 | 44 | 21 | 53 | | 34 | 48 | 16 | | 22 | 31 |
| ELs and former ELs | 17 | 57 | 53 | 21 | 19 | | 29 | 44 | 24 | | 18 | 34 |
| Students w/disabilities | 82 | 28 | 32 | 13 | 54 | | 51 | 41 | 18 | | 17 | 46 |

Table E8. Dover-Sherborn RSD: 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 | 156 | 82 | 88 | 50 | 17 | | 11 | 42 | 1 | | 1 | 9 |
| African American/Black | 5 | — | — | 27 | — | | — | 58 | — | | — | 15 |
| Asian | 20 | 89 | 95 | 80 | 5 | | 5 | 17 | 5 | | 0 | 3 |
| Hispanic/Latino | 7 | 45 | — | 25 | 45 | | — | 57 | 9 | | — | 18 |
| Multi-Race, non-Hispanic/Latino | 8 | 90 | — | 54 | 10 | | — | 39 | 0 | | — | 8 |
| Native American | — | — | — | 32 | — | | — | 59 | — | | — | 10 |
| Native Hawaiian, Pacific Islander | — | — | — | 36 | — | | — | 57 | — | | — | 7 |
| White | 116 | 85 | 89 | 60 | 15 | | 11 | 36 | 0 | | 0 | 4 |
| High needs | 37 | 53 | 62 | 27 | 42 | | 35 | 57 | 5 | | 3 | 16 |
| Low income | 11 | — | 64 | 27 | — | | 36 | 57 | — | | 0 | 16 |
| ELs and former ELs | — | — | — | 14 | — | | — | 58 | — | | — | 28 |
| Students w/disabilities | 30 | 45 | 60 | 16 | 48 | | 37 | 59 | 6 | | 3 | 25 |

Table E9. Dover Public Schools: 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 | 77 | 71 | 60 | 41 | 26 | | 30 | 40 | 2 | | 10 | 19 |
| African American/Black | 3 | — | — | 21 | — | | — | 47 | — | | — | 32 |
| Asian | 10 | 81 | 70 | 65 | 19 | | 30 | 27 | 0 | | 0 | 8 |
| Hispanic/Latino | 2 | — | — | 20 | — | | — | 45 | — | | — | 35 |
| Multi-Race, non-Hispanic/Latino | 4 | — | — | 47 | — | | — | 37 | — | | — | 15 |
| Native American | 1 | — | — | 31 | — | | — | 44 | — | | — | 25 |
| Native Hawaiian, Pacific Islander | — | — | — | 43 | — | | — | 41 | — | | — | 16 |
| White | 57 | 72 | 58 | 50 | 27 | | 30 | 38 | 2 | | 12 | 11 |
| High needs | 23 | 54 | 22 | 23 | 42 | | 43 | 46 | 4 | | 35 | 31 |
| Low income | 6 | — | — | 22 | — | | — | 46 | — | | — | 32 |
| ELs and former ELs | 3 | — | — | 18 | — | | — | 43 | — | | — | 39 |
| Students w/disabilities | 17 | 38 | 12 | 14 | 56 | | 47 | 40 | 6 | | 41 | 45 |

Table E10. Sherborn Public Schools: 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 | 60 | 65 | 63 | 41 | 33 | | 35 | 40 | 3 | | 2 | 19 |
| African American/Black | 4 | — | — | 21 | — | | — | 47 | — | | — | 32 |
| Asian | 2 | 73 | — | 65 | 27 | | — | 27 | 0 | | — | 8 |
| Hispanic/Latino | 2 | — | — | 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 | 49 | 58 | 63 | 50 | 38 | | 37 | 38 | 4 | | 0 | 11 |
| High needs | 15 | 44 | 53 | 23 | 44 | | 47 | 46 | 13 | | 0 | 31 |
| Low income | 6 | — | — | 22 | — | | — | 46 | — | | — | 32 |
| ELs and former ELs | 3 | — | — | 18 | — | | — | 43 | — | | — | 39 |
| Students w/disabilities | 7 | 27 | — | 14 | 55 | | — | 40 | 18 | | — | 45 |

Table E11. Dover-Sherborn RSD: 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 | 148 | 73 | 69 | 41 | 24 | | 27 | 40 | 3 | | 4 | 19 |
| African American/Black | 3 | — | — | 21 | — | | — | 47 | — | | — | 32 |
| Asian | 19 | 96 | 89 | 65 | 4 | | 0 | 27 | 0 | | 11 | 8 |
| Hispanic/Latino | 8 | 50 | — | 20 | 43 | | — | 45 | 7 | | — | 35 |
| Multi-Race, non-Hispanic/Latino | 13 | 81 | 77 | 47 | 19 | | 23 | 37 | 0 | | 0 | 15 |
| Native American | — | — | — | 31 | — | | — | 44 | — | | — | 25 |
| Native Hawaiian, Pacific Islander | — | — | — | 43 | — | | — | 41 | — | | — | 16 |
| White | 105 | 70 | 65 | 50 | 27 | | 32 | 38 | 4 | | 3 | 11 |
| High needs | 35 | 51 | 51 | 23 | 44 | | 37 | 46 | 5 | | 11 | 31 |
| Low income | 12 | 50 | 67 | 22 | 42 | | 25 | 46 | 8 | | 8 | 32 |
| ELs and former ELs | 3 | — | — | 18 | — | | — | 43 | — | | — | 39 |
| Students w/disabilities | 25 | 41 | 40 | 14 | 55 | | 48 | 40 | 5 | | 12 | 45 |

Table E12. Dover-Sherborn RSD: 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 | 154 | 86 | 86 | 47 | 13 | | 14 | 42 | 1 | | 0 | 11 |
| African American/Black | 4 | — | — | 26 | — | | — | 55 | — | | — | 20 |
| Asian | 21 | 94 | 90 | 75 | 0 | | 10 | 21 | 6 | | 0 | 4 |
| Hispanic/Latino | 6 | 64 | — | 24 | 36 | | — | 52 | 0 | | — | 24 |
| Multi-Race, non-Hispanic/Latino | 8 | 100 | — | 51 | 0 | | — | 39 | 0 | | — | 10 |
| Native American | — | — | — | 30 | — | | — | 58 | — | | — | 12 |
| Native Hawaiian, Pacific Islander | — | — | — | 31 | — | | — | 54 | — | | — | 15 |
| White | 115 | 87 | 87 | 55 | 13 | | 13 | 39 | 0 | | 0 | 6 |
| High needs | 37 | 63 | 57 | 26 | 34 | | 43 | 54 | 3 | | 0 | 21 |
| Low income | 11 | — | 64 | 26 | — | | 36 | 53 | — | | 0 | 21 |
| ELs and former ELs | — | — | — | 13 | — | | — | 50 | — | | — | 38 |
| Students w/disabilities | 30 | 59 | 50 | 16 | 38 | | 50 | 53 | 3 | | 0 | 31 |

Table E13. Dover Public Schools: 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 | 97 | 77 | 69 | 44 | 21 | 27 | 40 | 1 | 4 | 16 |
| 4 | 86 | 53 | 56 | 40 | 39 | 41 | 43 | 8 | 3 | 17 |
| 5 | 77 | 69 | 61 | 44 | 31 | 34 | 40 | 0 | 5 | 16 |
| 6 | — | — | — | 42 | — | — | 34 | — | — | 24 |
| 7 | — | — | — | 40 | — | — | 40 | — | — | 19 |
| 8 | — | — | — | 44 | — | — | 34 | — | — | 22 |
| 3-8 | 260 | 67 | 62 | 42 | 30 | 33 | 39 | 3 | 4 | 19 |
| 10 | — | — | — | 58 | — | — | 30 | — | — | 11 |

Table E14. Sherborn Public Schools: 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 | 72 | 62 | 71 | 44 | 36 | 25 | 40 | 2 | 4 | 16 |
| 4 | 72 | 62 | 54 | 40 | 38 | 42 | 43 | 0 | 4 | 17 |
| 5 | 60 | 65 | 75 | 44 | 33 | 23 | 40 | 3 | 2 | 16 |
| 6 | — | — | — | 42 | — | — | 34 | — | — | 24 |
| 7 | — | — | — | 40 | — | — | 40 | — | — | 19 |
| 8 | — | — | — | 44 | — | — | 34 | — | — | 22 |
| 3-8 | 204 | 63 | 66 | 42 | 35 | 30 | 39 | 1 | 3 | 19 |
| 10 | — | — | — | 58 | — | — | 30 | — | — | 11 |

Table E15. Dover-Sherborn RSD: 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 | — | — | — | 44 | — | — | 40 | — | — | 16 |
| 4 | — | — | — | 40 | — | — | 43 | — | — | 17 |
| 5 | — | — | — | 44 | — | — | 40 | — | — | 16 |
| 6 | 169 | 75 | 60 | 42 | 19 | 36 | 34 | 6 | 4 | 24 |
| 7 | 153 | 68 | 78 | 40 | 28 | 18 | 40 | 4 | 4 | 19 |
| 8 | 144 | 71 | 79 | 44 | 28 | 19 | 34 | 1 | 2 | 22 |
| 3-8 | 466 | 71 | 72 | 42 | 25 | 24 | 39 | 4 | 3 | 19 |
| 10 | 155 | 82 | 86 | 58 | 17 | 14 | 30 | 1 | 0 | 11 |

Table E16. Dover Public Schools: 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 | 97 | 76 | 65 | 41 | 23 | 34 | 39 | 1 | 1 | 20 |
| 4 | 86 | 77 | 79 | 45 | 21 | 19 | 37 | 1 | 2 | 18 |
| 5 | 77 | 79 | 71 | 41 | 21 | 26 | 46 | 0 | 3 | 13 |
| 6 | — | — | — | 41 | — | — | 42 | — | — | 17 |
| 7 | — | — | — | 38 | — | — | 40 | — | — | 22 |
| 8 | — | — | — | 38 | — | — | 42 | — | — | 20 |
| 3-8 | 260 | 78 | 72 | 41 | 22 | 27 | 41 | 1 | 2 | 18 |
| 10 | — | — | — | 50 | — | — | 42 | — | — | 9 |

Table E17. Sherborn Public Schools: 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 | 73 | 51 | 58 | 41 | 42 | 37 | 39 | 8 | 5 | 20 |
| 4 | 72 | 71 | 76 | 45 | 28 | 22 | 37 | 2 | 1 | 18 |
| 5 | 59 | 63 | 75 | 41 | 34 | 25 | 46 | 3 | 0 | 13 |
| 6 | — | — | — | 41 | — | — | 42 | — | — | — |
| 7 | — | — | — | 38 | — | — | 40 | — | — | 22 |
| 8 | — | — | — | 38 | — | — | 42 | — | — | 20 |
| 3-8 | 204 | 61 | 69 | 41 | 35 | 28 | 41 | 4 | 2 | 18 |
| 10 | — | — | — | 50 | — | — | 42 | — | — | 9 |

Table E18. Dover-Sherborn RSD: 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 | — | — | — | 41 | — | — | 39 | — | — | 20 |
| 4 | — | — | — | 45 | — | — | 37 | — | — | 18 |
| 5 | — | — | — | 41 | — | — | 46 | — | — | 13 |
| 6 | 168 | 71 | 69 | 41 | 25 | 29 | 42 | 4 | 2 | 2 |
| 7 | 153 | 73 | 73 | 38 | 24 | 22 | 40 | 3 | 5 | 22 |
| 8 | 148 | 69 | 66 | 38 | 29 | 30 | 42 | 3 | 4 | 20 |
| 3-8 | 469 | 71 | 70 | 41 | 26 | 27 | 41 | 3 | 4 | 18 |
| 10 | 156 | 82 | 88 | 50 | 17 | 11 | 42 | 1 | 1 | 9 |

Table E19. Dover Public Schools: 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 | 71 | 60 | 42 | 26 | 30 | 40 | 2 | 10 | 19 |
| 8 | — | — | — | 41 | — | — | 40 | — | — | 19 |
| 5 and 8 | 77 | 71 | 60 | 41 | 26 | 30 | 40 | 2 | 10 | 19 |
| 10 | — | — | — | 47 | — | — | 42 | — | — | 11 |

Table E20. Sherborn Public Schools: 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 | 60 | 65 | 63 | 42 | 33 | 35 | 40 | 3 | 2 | 19 |
| 8 | — | — | — | 41 | — | — | 40 | — | — | 19 |
| 5 and 8 | 60 | 65 | 63 | 41 | 33 | 35 | 40 | 3 | 2 | 19 |
| 10 | — | — | — | 47 | — | — | 42 | — | — | 11 |

Table E21. Dover-Sherborn RSD: 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 | — | — | — | 42 | — | — | 40 | — | — | 19 |
| 8 | 148 | 73 | 69 | 41 | 24 | 27 | 40 | 3 | 4 | 19 |
| 5 and 8 | 148 | 73 | 69 | 41 | 24 | 27 | 40 | 3 | 4 | 19 |
| 10 | 154 | 86 | 86 | 47 | 13 | 14 | 42 | 1 | 0 | 11 |

Table E22. Dover Public Schools: 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 | 154 | 51.0 | 45.3 | 49.7 |
| African American/Black | 9 | — | — | 48.0 |
| Asian | 20 | 61.2 | 51.6 | 56.4 |
| Hispanic/Latino | 3 | — | — | 47.5 |
| Multi-Race, non-Hispanic/Latino | 10 | — | — | 50.0 |
| Native American | — | — | — | 46.7 |
| Native Hawaiian, Pacific Islander | — | — | — | 50.5 |
| White | 112 | 49.1 | 44.5 | 50.0 |
| High needs | 38 | 42.5 | 42.3 | 47.3 |
| Low income | 9 | — | — | 47.0 |
| ELs and former ELs | 7 | — | — | 49.7 |
| Students w/disabilities | 26 | 40.0 | 45.3 | 43.7 |

Table E23. Sherborn Public Schools: 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 | 122 | 59.2 | 59.3 | 49.7 |
| African American/Black | 7 | — | — | 48.0 |
| Asian | 7 | — | — | 56.4 |
| Hispanic/Latino | 5 | — | — | 47.5 |
| Multi-Race, non-Hispanic/Latino | 6 | — | — | 50.0 |
| Native American | — | — | — | 46.7 |
| Native Hawaiian, Pacific Islander | — | — | — | 50.5 |
| White | 97 | 57.7 | 58.7 | 50.0 |
| High needs | 32 | 51.4 | 44.5 | 47.3 |
| Low income | 12 | — | — | 47.0 |
| ELs and former ELs | 5 | — | — | 49.7 |
| Students w/disabilities | 19 | — | — | 43.7 |

Table E24. Dover-Sherborn RSD: 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 | 439 | 50.4 | 56.4 | 49.7 |
| African American/Black | 10 | — | — | 48.0 |
| Asian | 58 | 57.7 | 63.7 | 56.4 |
| Hispanic/Latino | 26 | 57.5 | 52.6 | 47.5 |
| Multi-Race, non-Hispanic/Latino | 34 | 51.9 | 58.9 | 50.0 |
| Native American | — | — | — | 46.7 |
| Native Hawaiian, Pacific Islander | — | — | — | 50.5 |
| White | 311 | 48.0 | 55.5 | 50.0 |
| High needs | 97 | 44.0 | 54.3 | 47.3 |
| Low income | 27 | 39.1 | 51.7 | 47.0 |
| ELs and former ELs | 15 | — | — | 49.7 |
| Students w/disabilities | 70 | 44.2 | 53.7 | 43.7 |

Table E25. Dover-Sherborn RSD: Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grade 10, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | # included (2023) | 2022 | 2023 | State (2023) |
| All students | 128 | 52.9 | 53.2 | 49.5 |
| African American/Black | 4 | — | — | 45.5 |
| Asian | 20 | — | 52.7 | 56.2 |
| Hispanic/Latino | 4 | — | — | 45.1 |
| Multi-Race, non-Hispanic/Latino | 6 | — | — | 51.3 |
| Native American | — | — | — | 46.4 |
| Native Hawaiian, Pacific Islander | — | — | — | 45.2 |
| White | 94 | 51.9 | 53.7 | 50.7 |
| High needs | 29 | 52.8 | 44.0 | 44.7 |
| Low income | 8 | — | — | 44.9 |
| ELs and former ELs | — | — | — | 42.1 |
| Students w/disabilities | 23 | 50.9 | 44.3 | 39.9 |

Table E26. Dover Public Schools: 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 | 155 | 54.4 | 46.0 | 49.8 |
| African American/Black | 9 | — | — | 47.8 |
| Asian | 20 | 64.8 | 54.6 | 57.7 |
| Hispanic/Latino | 3 | — | — | 47.5 |
| Multi-Race, non-Hispanic/Latino | 10 | — | — | 50.3 |
| Native American | — | — | — | 47.1 |
| Native Hawaiian, Pacific Islander | — | — | — | 51.5 |
| White | 113 | 52.6 | 45.8 | 50.1 |
| High needs | 38 | 51.8 | 36.3 | 47.8 |
| Low income | 9 | — | — | 47.3 |
| ELs and former ELs | 7 | — | — | 49.3 |
| Students w/disabilities | 26 | 46.3 | 35.2 | 44.8 |

Table E27. Sherborn Public Schools: 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 | 120 | 52.5 | 64.7 | 49.8 |
| African American/Black | 6 | — | — | 47.8 |
| Asian | 7 | — | — | 57.7 |
| Hispanic/Latino | 5 | — | — | 47.5 |
| Multi-Race, non-Hispanic/Latino | 6 | — | — | 50.3 |
| Native American | — | — | — | 47.1 |
| Native Hawaiian, Pacific Islander | — | — | — | 51.5 |
| White | 96 | 50.8 | 66.8 | 50.1 |
| High needs | 32 | 50.7 | 63.4 | 47.8 |
| Low income | 12 | — | — | 47.3 |
| ELs and former ELs | 5 | — | — | 49.3 |
| Students w/disabilities | 19 | — | — | 44.8 |

Table E28. Dover-Sherborn RSD: 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 | 440 | 49.5 | 45.6 | 49.8 |
| African American/Black | 10 | — | — | 47.8 |
| Asian | 58 | 62.4 | 53.9 | 57.7 |
| Hispanic/Latino | 27 | 48.9 | 45.5 | 47.5 |
| Multi-Race, non-Hispanic/Latino | 34 | 47.3 | 48.3 | 50.3 |
| Native American | — | — | — | 47.1 |
| Native Hawaiian, Pacific Islander | — | — | — | 51.5 |
| White | 311 | 47.4 | 43.8 | 50.1 |
| High needs | 98 | 44.4 | 47.8 | 47.8 |
| Low income | 27 | 44.8 | 43.6 | 47.3 |
| ELs and former ELs | 15 | — | — | 49.3 |
| Students w/disabilities | 71 | 40.7 | 46.6 | 44.8 |

Table E29. Dover-Sherborn RSD: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grade 10, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | # included (2023) | 2022 | 2023 | State (2023) |
| All students | 124 | 59.1 | 55.9 | 49.6 |
| African American/Black | 4 | — | — | 41.4 |
| Asian | 20 | — | 62.5 | 55.9 |
| Hispanic/Latino | 4 | — | — | 41.8 |
| Multi-Race, non-Hispanic/Latino | 6 | — | — | 51.1 |
| Native American | — | — | — | 45.4 |
| Native Hawaiian, Pacific Islander | — | — | — | 56.1 |
| White | 90 | 59.6 | 54.9 | 52.9 |
| High needs | 28 | 64.2 | 56.2 | 43.9 |
| Low income | 8 | — | — | 43.2 |
| ELs and former ELs | — | — | — | 40.2 |
| Students w/disabilities | 22 | 64.9 | 54.6 | 41.7 |

Table E30. Dover Public Schools: Next-Generation MCAS. ELA Mean Student Growth Percentile by Grade, 2022‑2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | # included (2023) | 2022 | 2023 | State (2023) |
| 3 | — | — | — | — |
| 4 | 82 | 37.6 | 39.2 | 49.4 |
| 5 | 72 | 62.1 | 52.2 | 49.8 |
| 6 | — | — | — | 49.9 |
| 7 | — | — | — | 49.9 |
| 8 | — | — | — | 49.7 |
| 3-8 | 154 | 51.0 | 45.3 | 49.7 |
| 10 | — | — | — | 49.5 |

Table E31. Sherborn Public Schools: Next-Generation MCAS ELA Mean Student Growth Percentile by Grade, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | # included (2023) | 2022 | 2023 | State (2023) |
| 3 | — | — | — | — |
| 4 | 64 | 54.5 | 54.0 | 49.4 |
| 5 | 58 | 62.8 | 65.1 | 49.8 |
| 6 | — | — | — | 49.9 |
| 7 | — | — | — | 49.9 |
| 8 | — | — | — | 49.7 |
| 3-8 | 122 | 59.2 | 59.3 | 49.7 |
| 10 | — | — | — | 49.5 |

Table E32. Dover-Sherborn RSD: Next-Generation MCAS ELA Mean Student Growth Percentile by Grade, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | # included (2023) | 2022 | 2023 | State (2023) |
| 3 | — | — | — | — |
| 4 | — | — | — | 49.4 |
| 5 | — | — | — | 49.8 |
| 6 | 159 | 53.2 | 45.9 | 49.9 |
| 7 | 140 | 47.7 | 64.2 | 49.9 |
| 8 | 140 | 50.2 | 60.7 | 49.7 |
| 3-8 | 439 | 50.4 | 56.4 | 49.7 |
| 10 | 128 | 52.9 | 53.2 | 49.5 |

Table E33. Dover Public Schools: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Grade, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | # included (2023) | 2022 | 2023 | State (2023) |
| 3 | — | — | — | — |
| 4 | 82 | 45.9 | 49.1 | 49.6 |
| 5 | 73 | 61.5 | 42.5 | 50.0 |
| 6 | — | — | — | 49.9 |
| 7 | — | — | — | 49.9 |
| 8 | — | — | — | 49.7 |
| 3-8 | 155 | 54.4 | 46.0 | 49.8 |
| 10 | — | — | — | 49.6 |

Table E34. Sherborn Public Schools: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Grade, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | # included (2023) | 2022 | 2023 | State (2023) |
| 3 | — | — | — | — |
| 4 | 63 | 50.5 | 66.7 | 49.6 |
| 5 | 57 | 54.0 | 62.4 | 50.0 |
| 6 | — | — | — | 49.9 |
| 7 | — | — | — | 49.9 |
| 8 | — | — | — | 49.7 |
| 3-8 | 120 | 52.5 | 64.7 | 49.8 |
| 10 | — | — | — | 49.6 |

Table E35. Dover-Sherborn RSD: Next-Generation MCAS Mathematics Mean Student Growth Percentile by Grade, 2022-2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | # included (2023) | 2022 | 2023 | State (2023) |
| 3 | — | — | — | — |
| 4 | — | — | — | 49.6 |
| 5 | — | — | — | 50.0 |
| 6 | 159 | 50.6 | 44.7 | 49.9 |
| 7 | 139 | 52.2 | 52.2 | 49.9 |
| 8 | 142 | 46.3 | 40.1 | 49.7 |
| 3-8 | 440 | 49.5 | 45.6 | 49.8 |
| 10 | 124 | 59.1 | 55.9 | 49.6 |

Table E36. Dover-Sherborn RSD: Four-Year Cohort Graduation Rates by Student Group, 2020-2021

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2022) | 2020 | 2021 | 2022 | State (2022) |
| All | 165 | 96.4 | 96.0 | 96.4 | 90.1 |
| African American/Black | 6 | — | — | 100 | 86.2 |
| Asian | 17 | — | 93.3 | 88.2 | 96.2 |
| Hispanic/Latino | 9 | 100 | — | 100 | 81.2 |
| Multi-Race, non-Hispanic/Latino | 6 | 90.9 | 100 | 100 | 88.7 |
| Native American | — | — | — | — | 82.2 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 81.3 |
| White | 127 | 96.5 | 95.9 | 96.9 | 93.2 |
| High needs | 47 | 85.4 | 90.9 | 87.2 | 83.9 |
| Low income | 18 | 83.3 | 100 | 83.3 | 83.2 |
| English learner | 3 | — | — | — | 73.1 |
| Students w/disabilities | 34 | 82.9 | 88.9 | 82.4 | 78.0 |

Table E37. Dover-Sherborn RSD: Five-Year Cohort Graduation Rates by Student Group, 2020-2022

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2021) | 2019 | 2020 | 2021 | State (2021) |
| All | 176 | 96.2 | 98.8 | 96.6 | 91.8 |
| African American/Black | 3 | — | — | — | 88.1 |
| Asian | 15 | 100 | — | 93.3 | 97.0 |
| Hispanic/Latino | 3 | 83.3 | 100 | — | 84.0 |
| Multi-Race, non-Hispanic/Latino | 7 | — | 100 | 100 | 91.2 |
| Native American | 1 | — | — | — | 84.1 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 87.7 |
| White | 147 | 96.2 | 98.6 | 96.6 | 94.4 |
| High needs | 44 | 89.2 | 95.1 | 90.9 | 85.8 |
| Low income | 20 | 83.3 | 91.7 | 100 | 85.1 |
| English learner | 2 | — | — | — | 78.0 |
| Students w/disabilities | 36 | 87.5 | 94.3 | 88.9 | 80.6 |

Table E38. Dover-Sherborn RSD: Annual Dropout Rates by Student Group, 2020-2022

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2022) | 2020 | 2021 | 2022 | State (2022) |
| All | 657 | 0.0 | 0.0 | 0.2 | 2.1 |
| African American/Black | 24 | 0.0 | 0.0 | 0.0 | 2.8 |
| Asian | 73 | 0.0 | 0.0 | 1.4 | 0.6 |
| Hispanic/Latino | 36 | 0.0 | 0.0 | 0.0 | 4.3 |
| Multi-Race, non-Hispanic/Latino | 34 | 0.0 | 0.0 | 0.0 | 2.4 |
| Native American | 2 | — | — | — | 4.3 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 1.2 |
| White | 488 | 0.0 | 0.0 | 0.0 | 1.3 |
| High needs | 124 | 0.0 | 0.0 | 0.8 | 3.6 |
| Low income | 37 | — | — | 0.0 | 3.8 |
| English learner | 1 | — | — | — | 7.8 |
| Students w/disabilities | 98 | 0.0 | 0.0 | 1.0 | 3.4 |

Table E39. Dover Public Schools: In-School Suspension Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 518 | 0.0 | 0.0 | 0.0 | 1.4 |
| African American/Black | 17 | 0.0 | 0.0 | 0.0 | 2.1 |
| Asian | 68 | 0.0 | 0.0 | 0.0 | 0.3 |
| Hispanic/Latino | 23 | 0.0 | 0.0 | 0.0 | 1.8 |
| Multi-Race, non-Hispanic/Latino | 32 | 0.0 | 0.0 | 0.0 | 1.6 |
| Native American | 1 | — | — | — | 1.5 |
| Native Hawaiian, Pacific Islander | 0 | — | — | — | 1.4 |
| White | 377 | 0.0 | 0.0 | 0.0 | 1.2 |
| High needs | 138 | 0.0 | 0.0 | 0.0 | 2.0 |
| Low income | 24 | 0.0 | 0.0 | 0.0 | 2.1 |
| English learner | 16 | 0.0 | 0.0 | 0.0 | 1.3 |
| Students w/disabilities | 102 | 0.0 | 0.0 | 0.0 | 2.5 |

Table E40. Sherborn Public Schools: In-School Suspension Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 412 | — | — | — | 1.4 |
| African American/Black | 16 | — | — | — | 2.1 |
| Asian | 32 | — | — | — | 0.3 |
| Hispanic/Latino | 19 | — | — | — | 1.8 |
| Multi-Race, non-Hispanic/Latino | 23 | — | — | — | 1.6 |
| Native American | 0 | — | — | — | 1.5 |
| Native Hawaiian, Pacific Islander | 0 | — | — | — | 1.4 |
| White | 322 | — | — | — | 1.2 |
| High needs | 104 | — | — | — | 2.0 |
| Low income | 25 | — | — | — | 2.1 |
| English learner | 5 | — | — | — | 1.3 |
| Students w/disabilities | 79 | — | — | — | 2.5 |

Table E41. Dover-Sherborn RSD: In-School Suspension Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 1,153 | 0.3 | 0.8 | 0.6 | 1.4 |
| African American/Black | 33 | — | — | — | 2.1 |
| Asian | 145 | — | — | — | 0.3 |
| Hispanic/Latino | 70 | — | — | — | 1.8 |
| Multi-Race, non-Hispanic/Latino | 79 | — | — | — | 1.6 |
| Native American | 2 | — | — | — | 1.5 |
| Native Hawaiian, Pacific Islander | 0 | — | — | — | 1.4 |
| White | 824 | 0.2 | 0.7 | 0.2 | 1.2 |
| High needs | 261 | — | 0.8 | 1.5 | 2.0 |
| Low income | 83 | — | — | — | 2.1 |
| English learner | 6 | — | — | — | 1.3 |
| Students w/disabilities | 192 | — | 1.0 | — | 2.5 |

Table E42. Dover Public Schools: Out-of-School Suspension Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 518 | 0.0 | 0.0 | 0.0 | 2.5 |
| African American/Black | 17 | 0.0 | 0.0 | 0.0 | 5.0 |
| Asian | 68 | 0.0 | 0.0 | 0.0 | 0.6 |
| Hispanic/Latino | 23 | 0.0 | 0.0 | 0.0 | 3.9 |
| Multi-Race, non-Hispanic/Latino | 32 | 0.0 | 0.0 | 0.0 | 3.0 |
| Native American | 1 | — | — | — | 4.1 |
| Native Hawaiian, Pacific Islander | 0 | — | — | — | 3.1 |
| White | 377 | 0.0 | 0.0 | 0.0 | 1.6 |
| High needs | 138 | 0.0 | 0.0 | 0.0 | 3.8 |
| Low income | 24 | 0.0 | 0.0 | 0.0 | 4.3 |
| English learner | 16 | 0.0 | 0.0 | 0.0 | 2.7 |
| Students w/disabilities | 102 | 0.0 | 0.0 | 0.0 | 4.7 |

Table E43. Sherborn Public Schools: Out-of-School Suspension Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 412 | — | — | — | 2.5 |
| African American/Black | 16 | — | — | — | 5.0 |
| Asian | 32 | — | — | — | 0.6 |
| Hispanic/Latino | 19 | — | — | — | 3.9 |
| Multi-Race, non-Hispanic/Latino | 23 | — | — | — | 3.0 |
| Native American | .0 | — | — | — | 4.1 |
| Native Hawaiian, Pacific Islander | 0 | — | — | — | 3.1 |
| White | 322 | — | — | — | 1.6 |
| High needs | 104 | — | — | — | 3.8 |
| Low income | 25 | — | — | — | 4.3 |
| English learner | 5 | — | — | — | 2.7 |
| Students w/disabilities | 79 | — | — | — | 4.7 |

Table E44. Dover-Sherborn RSD: Out-of-School Suspension Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 1,153 | 0.5 | 1.7 | 0.6 | 2.5 |
| African American/Black | 33 | — | — | — | 5.0 |
| Asian | 145 | — | — | — | 0.6 |
| Hispanic/Latino | 70 | — | — | — | 3.9 |
| Multi-Race, non-Hispanic/Latino | 79 | — | — | — | 3.0 |
| Native American | 2 | — | — | — | 4.1 |
| Native Hawaiian, Pacific Islander | 0 | — | — | — | 3.1 |
| White | 824 | 1.0 | 1.4 | 0.5 | 1.6 |
| High needs | 261 | — | 1.9 | 0.8 | 3.8 |
| Low income | 83 | — | — | — | 4.3 |
| English learner | 6 | — | — | — | 2.7 |
| Students w/disabilities | 192 | — | 2.6 | — | 4.7 |

Table E45. Dover-Sherborn RSD: Advanced Coursework Completion Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 326 | 94.9 | 95.9 | 93.6 | 65.8 |
| African American/Black | 11 | 66.7 | 76.9 | 63.6 | 57.3 |
| Asian | 35 | 100.0 | 97.1 | 97.1 | 84.9 |
| Hispanic/Latino | 19 | 84.6 | 90.0 | 78.9 | 51.2 |
| Multi-Race, non-Hispanic/Latino | 18 | 100.0 | 93.3 | 100 | 67.4 |
| Native American | 2 | — | — | — | 50.6 |
| Native Hawaiian, Pacific Islander | — | — | — | — | 60.0 |
| White | 241 | 95.5 | 97.4 | 95.0 | 70.4 |
| High needs | 64 | 82.8 | 85.5 | 78.1 | 49.8 |
| Low income | 20 | — | 77.3 | 80.0 | 50.7 |
| English learner | — | — | — | — | 31.7 |
| Students w/disabilities | 50 | 78.0 | 88.9 | 76.0 | 36.0 |

Table E46. Dover Public Schools: Accountability Percentile and Classification, 2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School | Progress toward improvement targets (%) | Percentile | Overall classification | Reason for classification |
| District | 60 | — | Not requiring assistance or intervention | Substantial progress toward targets |
| Chickering | 60 | 79 | Not requiring assistance or intervention | Substantial progress toward targets |

Table E47. Sherborn Public Schools: Accountability Percentile and Classification, 2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School | Progress toward improvement targets (%) | Percentile | Overall classification | Reason for classification |
| District | 90 | — | Not requiring assistance or intervention | Meeting or exceeding targets |
| Pine Hill | 90 | 92 | Not requiring assistance or intervention | Meeting or exceeding targets |

Table E48. Dover-Sherborn RSD: Accountability Percentile and Classification, 2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School | Progress toward improvement targets (%) | Percentile | Overall classification | Reason for classification |
| District | 92 | — | Requiring assistance or intervention | In need of focused/targeted support for low participation rates for students with disabilities and students with high needs |
| Dover-Sherborn Regional Middle School | 79 | 89 | Requiring assistance or intervention | In need of focused/targeted support for low participation rates for students with disabilities, students with high needs, Hispanic/Latino students, and all students |
| Dover-Sherborn High School | 94 | 94 | Not requiring assistance or intervention | Meeting or exceeding targets |

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. 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-6)