# Pioneer Valley Regional School District

Targeted District Review Report

April 2024

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Acting Commissioner

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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 Pioneer Valley Regional School District (hereafter, Pioneer Valley) in April 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)

Four observers, who focused primarily on instruction in the classroom, visited Pioneer Valley during the week of April 1, 2024. The observers conducted 50 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, in the K-5 grade band, instructional observations suggest generally strong emotional support, high classroom organization and student engagement (Grades 4-5), and mixed evidence of consistently rigorous instructional support. In both the 6-8 and 9-12 grade bands, instructional observations provide strong evidence of emotional support and classroom organization and mixed evidence of consistently rigorous instructional support and student engagement.

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

Pioneer Valley uses a mix of published and teacher-created curricula for core content areas with varying degrees of alignment with educational standards. A recent hire for director of teaching and learning supports the district’s intention of centralizing curriculum selection and review processes. The district established a committee to select a new elementary mathematics curriculum, with plans for a mini pilot accompanied by professional development for teachers.

The district lacks guidance regarding specific instructional models and expectations, resulting in varied teaching approaches across classrooms. Limited time for teacher collaboration contributes to a lack of awareness regarding instructional practices occurring across classrooms. The high school offers Advanced Placement (AP) courses and has high completion rates for advanced coursework.

Students in the district have access to various extracurricular and elective opportunities, including art, music, physical education, and a special elementary program called Playful Engineering. Middle and high school students also choose from a range of electives such as woodshop, theater, and band. They also have the option to participate in dual enrollment through a partnership with Greenfield Community College. However, staffing limitations and vacancies have affected students’ opportunities, with some students placed in classes because of scheduling gaps rather than preference. The district has a goal to enhance college and career planning support and is exploring expansion of the environmental education program and vocational offerings.

Areas of strength for the district include its recent hiring of a director of teaching and learning and its commitment to the open enrollment policy for advanced coursework. Areas for growth include adopting and implementing highly rated curricula across all subjects and grade levels; establishing vertical and horizontal curricular alignment across the district; adopting a system and structures to document curricula; providing regular time for teachers to collaborate; implementing lessons and activities that emphasize students’ interests, motivations, and points of view; providing students opportunities to promote higher order thinking and deeper understanding of content; and increasing consistency of observations and the quality of feedback provided to teachers.

### [Assessment](#_Assessment)

Pioneer Valley uses both published and teacher-created assessments across grade levels. The elementary schools benefit from structured data systems and benchmark assessments to track student progress, but middle and high school students lack a unified assessment system. Teachers at all levels use various formative assessment methods such as classroom observation and student feedback alongside summative assessments such as quizzes and tests.

The director of teaching and learning plays a role in reviewing and analyzing student data to guide instructional planning at the elementary level. An expectation across the district is for teachers to use data in their instruction. However, school leaders and teachers expressed a need for more time for collaborative data analysis at the secondary level.

Practices and sharing student data with families vary across the district. Elementary schools typically provide progress reports twice a year, and some teachers share FastBridge data during conferences, particularly during individualized education program (IEP) meetings. At the secondary level, teachers use PlusPortals and Google Classroom to share progress reports and assignments. Elementary teachers use strategies to provide feedback to students including one-on-one conferences, and oral and written feedback. Secondary students have access to information about their performance through online platforms.

An area of strength is the elementary schools use benchmark assessment tools to identify students who are struggling and to track their progress. Areas for growth include adopting systems and structures to support the tracking, monitoring, and sharing of student data at the secondary level; providing teachers with time to collaborate for data analysis and planning; providing teachers at all levels with support to use data; and adopting a consistent, formal system or structures for sharing data with families.

### [Student Support](#_Student_Support)

Pioneer Valley has implemented various social-emotional learning programs across all grade levels, focusing on Responsive Classroom and Second Step at the elementary levels and restorative practices at the secondary level. Even with behavioral expectations posted, inconsistencies in discipline policies and turnover in administration at the secondary level pose challenges.

Implementation of tiered support systems varies across schools in the district; elementary schools use FastBridge and mySAEBRS (my Social, Academic, and Emotional Behavior Risk Screener, which is part of FastBridge) for screening and have data teams to determine interventions and supports. At the secondary level, students have one intervention block per week for additional assistance as well as after-school support. However, lack of transportation for after-school help poses a barrier.

The district lacks specific expectations for building relationships with families. School leaders use platforms such as ClassDojo to communicate with families, and some schools conduct surveys or hold events to engage parents. Students have avenues to share their views through student representatives on the school committee as well as through student councils at the secondary level and suggestion boxes at the elementary schools.

Areas of strength for the district include the implementation of social-emotional learning curricula across all grade levels, positive and warm relationships among the teachers and students as well as teacher awareness of and ability to address student needs and implementing Responsive Classroom and Second Step as a Tier 1 nonacademic support at the elementary schools, and the detailed and structured tiered supports at the elementary level.

Areas for growth include articulating behavior expectations at the secondary level; using a consistent process for systematically reviewing students who are struggling, identifying appropriate interventions, and monitoring progress; and implementing Tier 2 and 3 interventions at the secondary level.

## Pioneer Valley Regional School District: 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 Pioneer Valley review focused on only the three student-centered standards: Curriculum and Instruction, Assessment, and Student Support. Reviews identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results. The design of the district review promotes district reflection on its own performance and potential next steps. In addition to providing information to each district reviewed, DESE uses review reports to identify resources and/or technical assistance to provide to the district.

### Methodology

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

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

### Site Visit

The site visit to Pioneer Valley occurred during the week of April 1, 2024. The site visit included approximately 12 hours of interviews and focus groups with approximately 34 stakeholders, including district administrators, school staff, and students. The review team scheduled a family focus group; however, no one attended this focus group. The review team conducted three teacher focus groups with four elementary school teachers, four middle school teachers, and five high school teachers as well as two focus groups with three middle school students and four high school students. Data collection also included distributing a questionnaire to each principal to gather information on district and school processes and operations.

The site team also conducted 50 observations of classroom instruction in three schools. Certified team members conducted instructional observations using the Teachstone CLASS protocol.

### District Profile

Appointed in 2021, Patricia Kinsella leads Pioneer Valley, along with the director of teaching and learning, the director of operations, and the director of student services. A school committee composed of nine members who are elected for four-year terms governs the district.

In the 2023-2024 school year, there were 58 teachers in the district, with 616 students enrolled in the district’s three 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 |
| Bernardston Elementary School | Elementary | PK-6 | 207 |
| Northfield Elementary School | Elementary | PK-6 | 168 |
| Pioneer Valley Regional School | Middle and high | 7-12 | 241 |
| Total |  |  | 616 |

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

Between 2021 and 2024, overall student enrollment decreased by 15 students. Enrollment figures by race/ethnicity and high needs populations (i.e., students with disabilities, students from low-income families, and English learners [ELs] and former ELs) compared with the state are in Tables D1 and D2 in Appendix D. Appendix D also provides additional information about district enrollment, attendance, and expenditures.

In fiscal year 2022, the total in-district per-pupil expenditure for Pioneer Valley was $22,410, which is $1,214 more than the average in-district per-pupil expenditure in districts with similar demographics ($21,196), and $1,499 more than the average in-district per-pupil expenditures in districts of similar wealth ($20,911).[[3]](#footnote-4) In-district per pupil expenditures for Pioneer Valley were $2,856 more than the average state spending per pupil ($19,554). Actual net school spending was greater than what is required by the Chapter 70 state education aid program, as shown in Table D4 in Appendix D.

### School and Student Performance

The following section includes selected highlights regarding student performance in Pioneer Valley. 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=07500000&orgtypecode=5).

#### Achievement

* In Grades 3-8, the percentage of all students meeting or exceeding expectations on the Next Generation Massachusetts Comprehensive Assessment System (MCAS) in ELA, mathematics, and science was lower than the state rate.
  + ELA: the percentage of students meeting or exceeding expectations was 32 percent and was 10 percentage points lower than the state rate of 42 percent.
  + Mathematics: the percentage of students meeting or exceeding expectations was 26 percent and was 15 percentage points lower than the state rate of 41 percent.
  + Science: the percentage of students meeting or exceeding expectations in grades 5 and 8 was 34 percent and was 7 percentage points lower than the state rate of 41 percent.
* In Grade 10 between 2022 and 2023, the percentage of all students meeting or exceeding expectations on the Next Generation MCAS improved in ELA, mathematics, and science.
  + ELA: the percentage of students meeting or exceeding expectations improved by 24 percentage points.
  + Mathematics: the percentage of students meeting or exceeding expectations improved by 6 percentage points.
  + Science: the percentage of students meeting or exceeding expectations improved by 21 percentage points.
* White students in Grades 3-8 met or exceeded expectations on the Next Generation MCAS at lower rates than their statewide peers.
  + ELA: the percentage of white students meeting or exceeding expectations was 32 percent and was 18 percentage points lower than the state rate of 50 percent.
  + Mathematics: the percentage of white students meeting or exceeding expectations was 27 percent and was 22 percentage points lower than the state rate of 49 percent.
  + Science: the percentage of white students meeting or exceeding expectations in grades 5 and 8 was 35 percent and was 15 percentage points lower than the state rate of 50 percent.

#### Growth

* ELA student growth percentiles (SGPs)[[4]](#footnote-5) were typical in 2023 for each student group with reportable data in Grades 3-8 and Grade 10.
* The mathematics SGP for students with disabilities was low in Grades 3-8.
* Mathematics SGPs in Grade 10 exceeded typical growth for the All students group and White students group.

#### Other Indicators

* The four-year graduation rate in 2022 for all students was 96.3 percent and was 6.2 percentage points higher than the state rate of 90.1 percent.
* The five-year graduation rate in 2021 was 100 percent for each student group with reportable data.
* The 2022 dropout rate in Pioneer Valley for high needs students was 1.7 percent, which was almost half the state rate of 3.6 percent.
* The percentage of students completing advanced coursework in 2023 was above the state rate for each student group with reportable data by 24.5 to 39 percentage points.

### Classroom Observations

Four observers, who focused primarily on instruction in the classroom, visited Pioneer Valley during the week of April 1, 2024. The observers conducted 50 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 Pioneer Valley, 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 Pioneer Valley is in Appendix B, and summary results are in Tables 17, 18, and 19 in this appendix.

In summary, findings from the Pioneer Valley observations were as follows:

* Emotional Support. Ratings were in the high middle range for the K-5 grade band (5.9) and in the middle range for the 6-8 and 9-12 grade bands (4.1 and 4.2, respectively).
* Classroom Organization. Ratings were in the high range for all grade bands (6.1 for K-5, 6.0 for 6-8, 6.0 for 9-12).
* Instructional Support. Ratings were in the middle range for the K-5 grade band (4.1) and in the low middle range for the 6-8 and 9-12 grade bands (3.0 for both).
* Student Engagement. For Grades 4 and up, where student engagement was measured as an independent domain, ratings were in the high range for Grades 4-5 (6.3) and in the middle range for the 6-8 and 9-12 grade bands (4.5 and 3.7, respectively).

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

## Curriculum and Instruction

Pioneer Valley uses teacher-created curricula and published curricula. The four published curricula have ratings of “partially meeting expectations” (Collaborative Literacy and Math Expressions), not meeting expectations (Big Ideas Integrated Math), and not rated (Mystery Science) by CURATE[[5]](#footnote-6) and/or EdReports. In July 2023, the district hired a director of teaching and learning, which is a new position for the district. The district is currently in the process of creating a curriculum review process, which includes a committee with broad representation and will focus on identifying curricula that meet expectations.

Neither the district nor individual schools use a specific model of instruction. Students report mixed views about the extent to which teachers make the materials relevant to their lives and related to their interests, a finding consistent with classroom observations. Students at all three levels of schooling have opportunities to take classes outside core subjects. The high school offers AP courses, and the district has an open enrollment policy to enroll in AP courses; any student can choose to take advanced classes. In the 2022-2023 school year, 96 percent of 11th- and 12th-grade students completed advanced coursework, and 90 percent of students from low-income backgrounds completed advanced coursework.

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

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

|  |  |  |
| --- | --- | --- |
| Indicator | Strengths | Areas for growth |
| [Curriculum selection and use](#_Curriculum_Selection_and) | * The addition of a director of teaching and learning who oversees curriculum selection and developed a system to support curriculum review and selection. | * Adopting and implementing highly rated curricula across all subjects and grade levels * Establishing vertical and horizontal curricular alignment across the district * Adopting a system and structures to house curricula and resources |
| [Classroom instruction](#_Classroom_Instruction) |  | * Providing regular time for teachers to collaborate * Providing activities that place an emphasis on students’ interests, motivations, and points of view in the classroom * Providing opportunities to promote higher-order thinking and a deeper understanding of content * Increasing consistency of observations and the quality of feedback provided to teachers |
| [Student access to coursework](#_Student_Access_to) | * The district has an open enrollment policy for advanced coursework. |  |

### Curriculum Selection and Use

Pioneer Valley relies on a combination of published and teacher-created curricula for ELA, mathematics, and science. The district’s K-6 ELA curriculum is Collaborative Literacy, and the K-6 mathematics curriculum is Math Expressions, both of which have a “partially meeting expectations” rating by EdReports. Collaborative Literacy also has a “partially meeting expectations” rating by CURATE. In Grades 7-12, the mathematics curriculum, Big Ideas Integrated Math, “does not meet expectations” according to EdReports. In Grades 7-12, the ELA curriculum is teacher-created. In K-6, the science curriculum, Mystery Science, does not have a rating by EdReports or CURATE. In Grades 7-12, the science curriculum is primarily teacher-created. Adopting and implementing highly rated curricula across all subjects and grade levels is an area for growth.

District leaders agreed that the current curricula lack both horizontal and vertical alignment, which is an area for growth. Taught curricula vary across grades and content areas. School leaders agree that areas for growth include improving curriculum maps and supporting teachers. Teachers reported not knowing whether a consistent curriculum is implemented across classrooms, although they also noted that because of Pioneer Valley’s small size, often only one course section is available at the secondary level. Multiple teachers also reported that they have not had discussions about vertical alignment, and to their knowledge, no one is checking to determine whether teacher-created curricula align with state standards. One teacher explained that “people are kind of left to their own devices” to create scope and sequences in their classes, and structures previously in place to ensure that materials were standards-aligned and at grade level have “fallen apart.”

Teachers creating their own curricular resources has led to the lack of a districtwide system or structures to document curricula. Teachers agreed that they have the autonomy to create curricula but do not use a specific system to document the curricula. District leaders also stated that much of the curricula is teacher-created, and teachers do not have a central location to store curricula. Although some of the district’s materials are available in Google Drive, the absence of a central location to house curricula and resources is an area for growth for the district.

According to district leaders, prior to the 2022-2023 school year, Pioneer Valley had not engaged in a formal curriculum selection and review process in several years. The district recently added the position and hired a director of teaching and learning, which is a strength of the district. According to school leaders, since hiring a director of teaching and learning, the district is now overseeing curriculum selection and has adopted a system to support selecting new curricula. Previously, teachers identified areas that needed supplementing and identified their own materials. School leaders explained that during the 2023-2024 school year, the district convened a committee with broad representation to identify an elementary mathematics curriculum that meets DESE’s expectations. The district is currently considering four options, and they plan to do a mini pilot with two new curricula, visit local schools that are using the curriculum, analyze materials with a rubric, and then select a curriculum. The director of teaching and learning intends to provide professional development as part of the plan for curriculum adoption to support teachers in implementing the new curricula. Selecting the elementary mathematics curriculum was the district’s first priority, and according to district leaders, they will be using this process to select new curricula in all subject areas on an ongoing basis.

The director of teaching and learning also is working to create a curriculum review process. The *PVRSD: Curriculum Review Process, 4/1/24*, describes a series of review steps that include needs assessment, establishment of a curriculum review committee, review of state standards, gathering input, research and best practices, drafting and reviewing curriculum documents, pilot implementation, approval process, professional development, and monitoring and evaluation. Interviews with various district leaders indicated that this new curriculum review process is cyclical, will focus on curricula approved by DESE or EdReports, and will align with the district’s budget so that funds are available to implement the process with fidelity.

### Classroom Instruction

According to multiple interview and focus group participants and the school leader surveys, neither the district nor the individual schools use a specific instructional model. Student focus group participants reported that some of their classes are discussion-based, whereas others are more lecture-based, and yet other classes include more hands-on and project-based activities. Teachers agreed that their school lacks a common instructional expectation. Several teachers noted that because they have very limited time to collaborate with their colleagues, they do not know what is happening in other classes. One teacher explained that it would be “beneficial” to know more about what their colleagues were doing in their classrooms in order to support having a unified instructional vision. Providing regular time for teachers to collaborate is an area for growth for the district.

The lack of standards-aligned curricula has contributed to gaps in student achievement. As the staff identified concerns with the curricula, 83.4 percent of students completed the MassCore curriculum, but only 74.8 percent of students with disabilities completed MassCore in 2022-2023. CLASS ratings for the Regard for Student Perspectives dimension at the low-middle range for all grade bands (4.4 for Grades K-5, 3.0 for Grades 6-8, and 3.0 for Grades 9-12) indicate that classroom practices do not consistently allow student choice or opportunities to follow student interest or encourage responsibility and autonomy. Students reported mixed views about the extent to which teachers make the information relevant to their lives. One student offered an example of connecting mathematics and probabilities to the recent March Madness basketball tournament. Another student stated that history class connects current events with historical events. In contrast, multiple students find that ELA content does not reflect their interests. Classroom observations were consistent with these findings. Across all grade bands, providing activities that emphasize students’ interests, motivations, and points of view in the classroom is an area for growth.

Instructional observations suggest that providing opportunities to promote higher-order thinking and a deeper understanding of content is an area for growth for Pioneer Valley. Instructional observation ratings for Analysis and Inquiry in the low or low-middle range for all grade bands (3.3 for Grades 4-5, 2.5 for Grades 6-8, and 2.1 for Grades 9-12) suggest that students rarely have opportunities to engage in open-ended tasks, problem solve, or reflect on their own learning. Furthermore, instructional observation ratings for the Instructional Dialogue dimension in the low range for Grades 6-8 and 9-12 (1.8 and 2.4, respectively) indicate that students have limited or inconsistent opportunities to actively participate in extended, content-focused dialogues at the secondary school level. Likewise, some students reported their classes as being dominated by the teacher writing on the blackboard. A student described teachers “writing stuff on the board” so that students are “staring at a board as a teacher’s talking.” In addition, instructional observation ratings for Quality of Feedback were in the middle range for Grades K-5 (4.2) and the low range for Grades 6-8 (2.8) and Grades 9-12 (3.0). This finding indicates that, especially at the middle school level, teachers do not consistently scaffold student learning, encourage student persistence, or have students elaborate and expand on their thinking. Consistent with this finding, student focus group participants could not recall teachers asking for their feedback.

Teachers reported mixed experiences about the frequency of classroom observations and the extent to which teachers receive actionable feedback on instruction. One teacher described the frequency of observations as an “ebb and flow.” Another teacher reported seeing the principal every few weeks. A third teacher stated that their school leader comes to the classroom frequently. Teachers described the visits as sometimes less than 3 minutes or a check-in to make sure they are doing okay. District leaders also described variation between the principals regarding their strengths in conducting observations and ability to give actionable feedback to improve classroom instruction. Increasing the consistency of observations and the quality of feedback provided to teachers is an area of growth for the district.

### Student Access to Coursework

Students across Pioneer Valley have opportunities to take classes outside of core subjects and are occasionally surveyed about their opinions regarding elective offerings. At the elementary level, students take art, music, and physical education. In addition, the district received a grant to offer a two-week program called Playful Engineering, which is a combination of art and science. They also have time in the library, and students in Grades 4-6 can participate in chorus. Students in middle and high schools take electives, which can include woodshop, gym, health, art, music, theater, and band. One student described their options as a “somewhat decent selection.” Students also can take classes online, and the district has a dual enrollment partnership with Greenfield Community College.

The district is seeking to better establish and expand the environmental education programming and offer more vocational opportunities for students. A team is going to visit a school in Vermont to learn more about its environmental education program. District leaders believe that the program will play to the strengths of the district and the surrounding community. Students also reported that students were interviewed about what courses they wanted and what the school could do to keep the students in the school, instead of going to the career and technical high school. However, staffing limitations and vacancies impact students’ opportunities. During the 23-24 school year, students did not receive college and career planning support. One of the actions to address this gap, according to *PVRSD: MYCAP–My Career and Academic Plan Process, 4/1/24,* is that a team of district leaders was projected to recommend a college and career readiness platform to the superintendent in May 2024. In addition to college and career planning support gaps, a teacher reported that because of staffing limitations, students sometimes have limited say in their schedule and are assigned to a particular class because of a gap in their schedule, not because they necessarily want to take the class. Multiple students also reported not getting their electives of choice.

The high school offers AP classes to 11th and 12th graders. According to DESE’s district profile, 96 percent of 11th- and 12th-grade students complete advanced coursework. Multiple focus group participants, at the school and district levels, emphasized Pioneer Valley’s open enrollment policy for advanced courses, which is a strength of the district. Several participants reported that the district was one of the first in the nation to eliminate tracking. A school leader described the process as driven by student choice and interest in whether to access an advanced class. A district leader stated that the district still has “a commitment to keeping kids of varying current academic potential in the same room and learning with each other.” According to DESE’s district profile, 90 percent of students from low-income backgrounds completed advanced coursework.

### DESE Recommendations

* *The district should use research-based curriculum review tools, such as CURATE and EdReports, to select high-quality instructional materials in all subjects where these tools are available.*
* *The district should develop systems for reviewing curricula across grade levels and content areas for vertical and horizontal alignment, as well as alignment with state standards.*
* *The district should develop a system for curricular documentation that includes a centralized repository for housing teacher-created curricular materials.*
* *The district should work with school leaders to identify time for teachers to collaborate regularly.*
* *The district should partner with school leaders and teachers to develop lessons and activities that emphasize students’ interests, motivations, and points of view.*
* *The district should support educators in developing lessons and activities that engage students in higher-order thinking and promote a deeper understanding of content.*
* *The district should work with school leaders to identify the barriers to conducting regular instructional observations and support school leaders in providing high-quality feedback to staff.*

## Assessment

The director of teaching and learning oversees assessment in the district. Pioneer Valley uses curriculum-based assessments and FastBridge for students in Grades K-6 in both ELA and mathematics as well as Math Expressions for mathematics. At the middle school, teachers use a curriculum-based assessment in mathematics and teacher-created assessments in ELA. At the high school, teachers develop all ELA and mathematics assessments. Elementary schools have data teams and have time to collaborate. However, at the middle and high school there is a lack of time available for teachers to collaborate. Except for FastBridge training at the elementary school level, teachers have not received any professional development on using data in recent years. Teacher-created assessments are also used across all grade levels and subject areas.

At the elementary schools, teachers share information about students’ strengths and areas for growth during parent-teacher conferences twice a year.At the middle and high schools, parents can access Google Classroom, where teachers post work. Teachers also share weekly progress reports and grade updates through PlusPortals.

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

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

|  |  |  |
| --- | --- | --- |
| Indicator | Strengths | Areas for growth |
| [Data and assessment systems](#_Data_and_Assessment) | * The elementary schools use benchmark assessment tools to identify students who are struggling and to track their progress. | * Adopting systems and structures to support the tracking, monitoring, and sharing of student data |
| [Data use](#_Data_Use) |  | * Providing teachers with time to collaborate for data analysis and planning * Providing support for teachers to use student data to inform instruction |
| [Sharing results](#_Sharing_Results) |  | * Adopting a consistent, formal system or structures for sharing data with families |

### Data and Assessment Systems

Pioneer Valley uses a combination of published and teacher-created assessments. According to the district’s assessment inventory, in Grades K-6, the district administers FastBridge for ELA and mathematics to all students multiple times per year. Furthermore, all students in Grades K-6 take Math Expressions assessments multiple times per year and benchmark assessments are administered to students who are not showing adequate progress. In Grades 7-8, students take the IXL math assessment multiple times per year. In the spring, the district administers ACCESS to English learners at all grade levels—elementary, middle, and high school. They also use teacher-created assessments throughout the district at all grade levels. In addition, teachers at all levels reported collecting formative data by walking around the classroom and listening to students in conversation. Several teachers described using “a thumbs up, thumbs down, thumbs in the middle” strategy to assess students’ understanding of the material. Teachers also implement summative assessments in the form of quizzes and tests.

According to a district leader, Pioneer Valley uses FastBridge to collect, store, and organize data at the elementary level. Each elementary school has a data team that keeps records of student growth and achievement. The director of teaching and learning attends some of their meetings to gain an understanding of what is occurring at the elementary level regarding student assessment and monitoring. Teachers reported using FastBridge to inform grouping of students or conversations regarding the need for an intervention, and some teachers use it for progress monitoring of interventions. According to school leaders, the elementary schools also use the FastBridge benchmark assessments up to three times per year to identify students who are not at grade level or who are struggling and to track their progress, which is a strength of the district.

According to a district leader, the middle and high schools do not maintain a shared assessment system, and no repository of information exists at the secondary level. One school leader reported that teachers use data generated from teacher-created assessments, standardized test scores, and information included on a student’s 504 plan or IEP to help inform their instruction. The lack of a systems and structures to support the tracking, monitoring, and sharing of student data at the secondary level is an area for growth.

### Data Use

The director of teaching and learning has developed a system for the review and analysis of data. Teachers, school leaders, and other district leaders spoke of this system and spoke of the expectations to use data to inform instructional planning. Data are reviewed in data teams at the elementary level three times per year, focusing on FastBridge assessment results. School leaders indicate that both elementary schools employ data teams. The middle and high school do not utilize data teams to analyze student work. However, at the high school, teachers look at AP and MCAS scores at the beginning of the year to support planning. School leaders at all three levels acknowledged a need for more time. School leaders noted a lack of time for teacher collaboration, both for looking at data together and more generally. Similarly, teachers also reported feeling like “we are on our own” and would like more time to collaborate with colleagues. Providing teachers with time to collaborate for data analysis and planning is an area for growth.

According to district leaders, with the exception of a FastBridge training for elementary school teachers, Pioneer Valley has not supported educators to use data despite the expectation to use data to inform instruction. Secondary focus group participants agreed that professional development on data use has not been provided in recent years. One focus group participant recalled professional development on ways to use data that occurred more than eight years ago. Another participant referred to benchmark assessment training that was “way back.” Similarly, middle school teachers said that they did not have professional development on how to effectively use data to inform instruction. The lack of support for teachers to be able to use data is an area for growth.

### Sharing Results

Focus group participants reported various approaches regarding sharing data with families. Because no families attended the focus group for families, their views about communication with families and how the district shares information about their children’s progress are not represented. Teachers differ in the frequency with which they share data and what data they share. The elementary schools share progress reports twice a year. In addition, although not required to do so, some elementary school teachers reported sharing FastBridge data with families during fall and spring conferences, during which they discuss strengths and areas in which students might need more support. The exception, according to focus group participants, are IEP meetings, when teachers share specific data and information to guide the conversation. Teacher specialists reported sending progress notes four times per year and additional emails to parents about their students’ success. At the secondary level, teachers share progress reports and grade updates through the software PlusPortals, with weekly updates. In addition, families can access Google Classroom. According to a school leader, most secondary-level teachers post work on Google Classroom. The lack of a consistent, formal system or structure for sharing data with families is an area for growth.

In terms of communicating with students, elementary school teachers reported using multiple strategies to give students feedback. Teachers described one-on-one conferences with students during writing time, during which they identify strengths and areas for growth. They also give oral and written feedback. Students at the secondary level reported that teachers share information about their performance through PlusPortals and Google Classroom. Students agreed that they can ask teachers about a grade if they are not doing well.

### DESE Recommendations

* *The district should build upon the data team structure at the elementary level to develop formalized systems and structures for storing and sharing student data among relevant school staff.*
* *The district should provide teachers with sufficient time to analyze and collaborate around student data.*
* *The district should provide high-quality professional learning opportunities to support teachers in using student data to inform and adjust instruction.*
* *The district should develop guidance and consistent expectations for sharing student performance data with families.*

## Student Support

Pioneer Valley is working to create a safe and supportive environment for students through the implementation of several social-emotional learning programs. Results from the Views of Climate and Learning (VOCAL) student survey indicate a relatively strong school climate across the elementary school level and a “somewhat favorable” school climate at the secondary level. The elementary schools have interventionists who help support students who are struggling academically, and they also are implementing social-emotional curricula to support students. The middle and high schools have more limited interventions available to help students who are struggling academically. All school levels have counselors who work with students both in groups and individually. Although Pioneer Valley does not have specific expectations regarding building relationships with families, teachers are encouraged to build relationships with families. Additionally, many teachers reported using ClassDojo to communicate with families and school leaders to send out newsletters.

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

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

|  |  |  |
| --- | --- | --- |
| Indicator | Strengths | Areas for growth |
| [Safe and supportive school climate and culture](#_Safe_and_Supportive) | * The district has prioritized implementing social-emotional learning curricula across all grade levels. * At the elementary level, students have positive and warm relationships with their teachers and teachers demonstrate awareness of and ability to address student needs. | * Articulating clear behavior expectations at the secondary level |
| [Tiered systems of support](#_Tiered_Systems_of) | * The elementary schools are implementing Responsive Classroom and Second Step as a Tier 1 nonacademic support. * The district has detailed and structured tiered supports at the elementary level. | * Using a consistent process for systematically reviewing students who are struggling, identifying appropriate interventions, and monitoring progress * Implementing Tier 2 and Tier 3 interventions at the secondary school level |
| [Family, student, and community engagement and partnerships](#_Family,_Student,_and) |  |  |

### Safe and Supportive School Climate and Culture

Pioneer Valley has implemented several social-emotional learning programs across all grade levels to support safe and supportive environments for students, which is a strength of the district. At the elementary level, the district has been using the Responsive Classroom program for several years to improve classroom and school culture and climate. When surveyed by the district, teachers expressed an interest in recommitting to this program at the elementary level. As a result, the district developed professional development opportunities around the implementation of Responsive Classroom, including three trainings during the 2023-2024 school year. The district also has brought in Responsive Classroom staff to conduct observations of teachers and provide coaching and feedback. In addition to using Responsive Classroom, the elementary schools also use Second Step. According to teachers, Second Step includes 30 lessons, and each teacher determines the cadence for implementing the lessons.

The secondary student and family handbook references and makes a commitment to restorative justice, which the district began implementing in the 2023-2024 school year. At the middle school, students have pathways, which is similar to an advisory period, twice a week. It includes teacher-led lessons and restorative justice circles. High school students help to lead restorative justice circles for seventh-grade students. Focus group participants reported that teacher and student leaders are implementing restorative justice, but more consistency and time are necessary to fully implement the initiative. At the high school level, the district also is working with an organization called Coalition for Anti-Racism & Equity in Education, which provided a training for school leaders and teachers in restorative justice.

Regarding classroom climate, instructional observations indicate high ratings of a positive climate (6.2) and teacher sensitivity (6.3) in Grades K-5. These ratings suggest positive and warm relationships among the teachers and students with positive communication and mutual respect, which is a strength of the district. The ratings also suggest that students are comfortable with teachers and are willing to take risks. In Grades 6-8 and 9-12, ratings for positive climate are in the middle range (4.4 and 4.7, respectively), as are ratings for teacher sensitivity (4.8 and 5.1, respectively), suggesting that these practices are not consistent across all classrooms. Middle and high school student focus group participants and teacher focus group participants at all levels reported that teachers have strong relationships with students and that they integrate social-emotional learning practices in academic settings. Results from the VOCAL student survey indicate a relatively strong school climate across all the elementary school levels and across most student subgroups, as evidenced by overall school climate scores in the “favorable” range. The only exception was in the district student group of fourth-grade female students, whose results indicated an overall school climate score on the high end of the “somewhat favorable” range. Results for eighth- and 10th-grade students were more mixed. The results for all eighth-grade students indicate a “somewhat favorable” school climate, but the results for female students, students who were not from low income families, and those who were not students with disabilities were lower. In 10th grade, results also indicate a “somewhat favorable” school climate, with lower results for 10th-grade female students.

Elementary focus group participants agree that behavioral expectations exist across elementary schools in the district. At one elementary school, positive behavioral interventions and supports are used with the acronym BEST—be safe, self-control, and treat everyone with care. At the other elementary school, the principal had students from each grade level help develop schoolwide expectations, which appear on a poster in the cafeteria. Middle and high school teacher focus group participants explained that the secondary school lacks uniform schoolwide expectations; however, each teacher develops individual classroom expectations. Student focus group participants agreed that behavioral expectations exist and appear in most classrooms. Instructional observations indicate high-middle to high scores on the Behavior Management dimension (6.3 in Grades K-5, 5.8 in Grades 6-8, and 5.4 in Grades 9-12), suggesting teachers’ ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior. Yet district leaders and multiple focus group participants reported inconsistencies in the implementation of discipline policies at the secondary level. Middle school students reported that consequences are “inconsistent” and depend on the teacher. Both students and adults reported that the turnover of administration at the middle and high schools has contributed to the inconsistencies because of differing philosophies and approaches. The lack of articulated clear behavior expectations at the secondary level is an area for growth.

### Tiered Systems of Support

Both elementary schools have clearly articulated tiered supports for academic and non-academic student needs. Supports are clearly articulated with tiers two and three utilizing purchased curricular resources and assessments to support intervention and progress monitoring. Both elementary schools use FastBridge (ELA and mathematics) and mySAEBRS as screeners; however, the schools do not have a dyslexia screener. The elementary school data teams meet quarterly to determine which students will receive mathematics or reading interventions. The elementary schools have reading interventions to support students who are struggling. Each elementary school also has a child study team or a student support team (SST), which teachers can refer students to if they have academic or social-emotional concerns. According to the principal surveys, at Bernardston Elementary School, Tier 2 interventions include small-group instruction and Tier 3 interventions include support from a reading interventionist. For students with disabilities, Bernardston uses the Wilson Reading System for reading instruction and the Bridges Intervention for mathematics. Tier 1 nonacademic supports in the elementary schools include Responsive Classroom and Second Step. In addition, the reading and writing curriculum also explicitly allows time for collaboration, turn-taking, and other social-emotional competencies. Adjustment counselors and the school psychologist support teachers in implementing interventions. Elementary schools use a “buddies” program that pairs older elementary school students with younger students. Tier 2 interventions include students working with a behaviorist. In addition, school counselors work with groups and individual students to support them as Tier 2 or Tier 3 supports. Furthermore, the elementary schools have a Board-Certified Behavioral Analyst consultant once a week to support students. The detailed and structured tiered supports at the elementary level are a strength of the district.

Pioneer Valley allocates time for an intervention period once per week in all schools, but the middle and high schools lack specific Tier 2 and Tier 3 academic interventions for students who are struggling. A district leader described tiered supports at the secondary level as an area for growth. The middle and high schools have an SST, which is in place to support identifying students for intervention, delivery of intervention, and monitoring student progress. According to the principal survey, the SST meets weekly and includes the principal, the assistant principal, the guidance counselor, and other nonacademic support staff. Both the SST and teachers identify students of concern who are to receive interventions during the intervention block. Students described their intervention block as a time when students can seek out teachers for help or teachers sign up students for support. The students identified for interventions get support instead of attending advisory. According to *PVRSD\_PVRS SST Referral Form*, teachers submit a referral form that includes information about their concerns, which interventions they have tried, and the student’s strengths. The SST issues a list of students of concern quarterly. Academic support also includes afterschool help, although no bus is available for students who stay. Students reported the lack of transportation as a barrier to getting help after school. The lack of available Tier 2 and Tier 3 interventions at the secondary school level is an area for growth. The lack of a consistent process for systematically reviewing students who are struggling, identifying appropriate interventions, and monitoring progress is an area for growth for the district at the middle and high school levels.

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

Pioneer Valley engages in a variety of practices to engage families throughout the district. School leaders and teachers agree that ClassDojo is commonly used to communicate with families. One elementary school sent out a survey to families to learn about how they engage with the schools and about barriers to engagement. Another elementary school sends out a newsletter a few times per month. At the middle school, the principal targeted eighth-grade parents to learn more about their experiences interacting with the school. A district leader emphasized that because the community and the schools are small, collaboration mostly occurs through conversations. Because no families attended the family focus group, their views about the district’s partnership and collaboration with families are not represented in this report.

School leaders encourage teachers to be in contact with families, and teacher focus group respondents reported strong relationships with parents. One school staff member reported informally checking in with parents while doing bus duty and directing traffic. The elementary schools hold events, such as Science Night, that help school leaders and teachers build relationships with families. The middle school has student-led conferences that parents attend. According to *PVRSD: Student Services and SEPAC Survey Responses, Jan 2023*, the district sent a survey to parents of students who have an IEP or 504 plan to get their feedback on a range of issues, including whether the plan is meeting their needs, their comfort level in voicing concerns about their child’s progress, and any other feedback about the district’s ability to meet the needs of students with disabilities.

District leaders stated that students have several opportunities to share their views. The school committee has two student representatives who attend school committee meetings regularly. At the secondary level, students participate in the middle school council and high school student government. At the elementary level, the principals have a suggestion box at the main office and will respond to suggestions students have made.

### DESE Recommendations

* *The district should develop a comprehensive plan for consistently communicating and upholding behavioral expectations for students at the secondary level.*
* *The district should create a robust tiered intervention system at the secondary level in which teams of educators systematically review student performance, identify appropriate tiered interventions, implement interventions, monitor student progress over time, and adjust the interventions provided as students build skills and content knowledge.*
* *The district should identify high quality academic and nonacademic intervention materials to implement as part of Tier 2 and 3 instruction at the secondary level.*

## Appendix A. Summary of Site Visit Activities

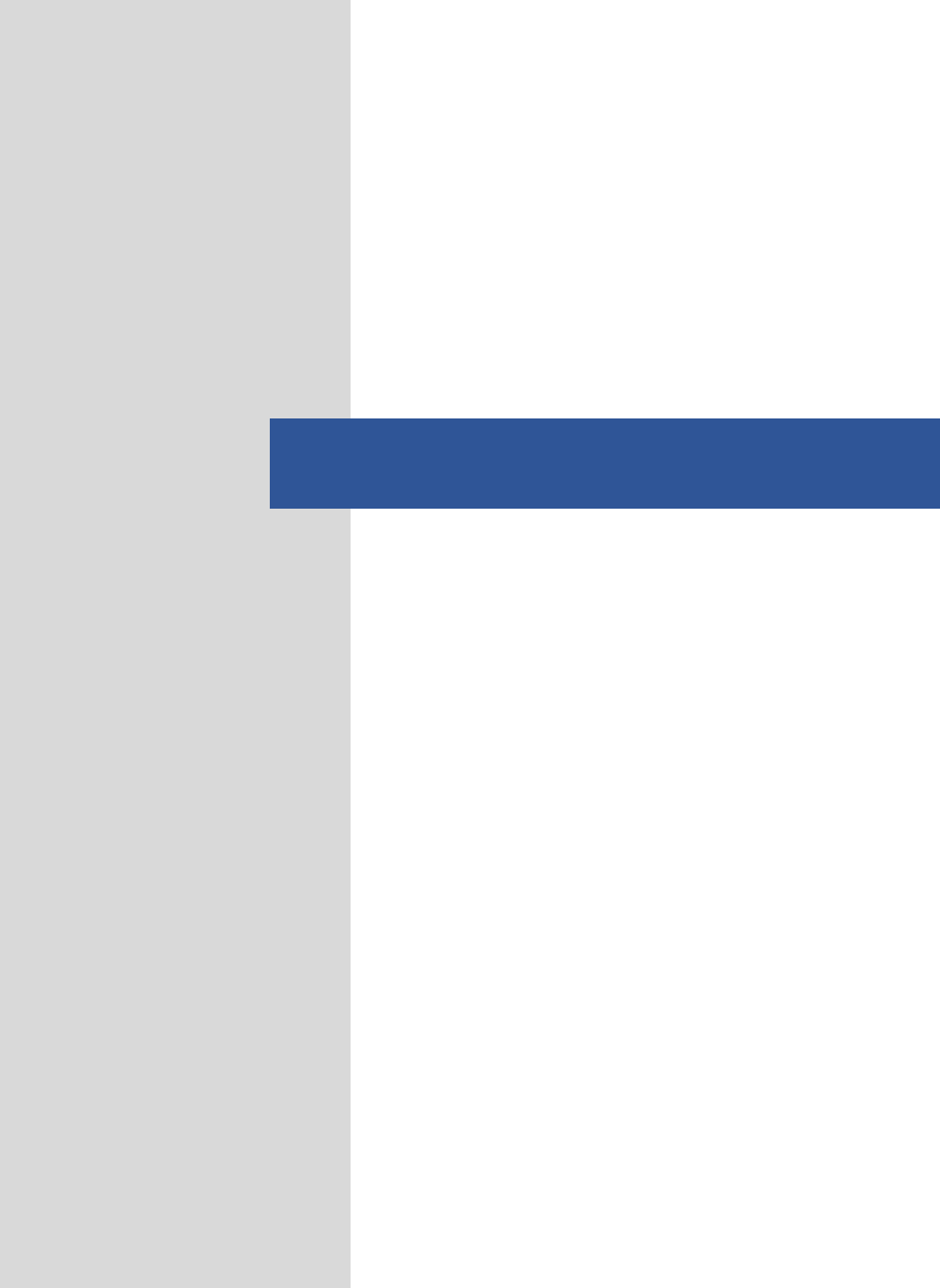
The AIR team completed the following activities as part of the district review in Pioneer Valley. The team conducted 50 classroom observations and held interviews and focus groups during the week of April 1, 2024. The site visit team conducted interviews and focus groups with the following representatives from the school and the district:

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

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

* Student and school performance data, including achievement and growth, enrollment, advanced course taking, and MassCore completion rates
* VOCAL survey
* Curriculum list and ratings
* Assessment inventory
* District documents such as curriculum review process, student services and Special Education Parent Advisory Council survey, SST student referral and meeting request forms, My Career and Academic Plan process, data review process, and Tiered Focus Monitoring Reports.

## Appendix B. Districtwide Instructional Observation Report



Pioneer Valley Regional School District

Classroom Visits: Summary of Findings

Districtwide Instructional Observation Report

April 2024



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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.

Four observers visited Pioneer Valley Regional School District during the week of April 2, 2024. Observers conducted 50 observations in a sample of classrooms across three schools. Observations were conducted in grades K-12 and focused primarily on literacy, English language arts, and mathematics instruction.

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

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

Table 1. CLASS K–3 Domains and Dimensions

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

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

Table 2. CLASS Upper Elementary and Secondary Domains and Dimensions

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

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

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

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

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

Positive Climate

Emotional Support domain, Grades K−12

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

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

Positive Climate District Average\*: 5.3

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 50 | 5.3 |
| Grades K-5 | 0 | 0 | 0 | 0 | 6 | 5 | 11 | 22 | 6.2 |
| Grades 6-8 | 0 | 1 | 2 | 4 | 3 | 3 | 0 | 13 | 4.4 |
| Grades 9-12 | 0 | 1 | 2 | 3 | 6 | 1 | 2 | 15 | 4.7 |

\*The district average is an average of the observation scores. In Table 3, the district average is computed as:   
([2 x 2] + [3 x 4] + [4 x 7] + [5 x 15] + [6 x 9] + [7 x 13]) ÷ 50 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\*: 5.5

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 50 | 5.5 |
| Grades K-5 | 0 | 0 | 0 | 0 | 4 | 8 | 10 | 22 | 6.3 |
| Grades 6-8 | 0 | 0 | 1 | 3 | 6 | 3 | 0 | 13 | 4.8 |
| Grades 9-12 | 0 | 1 | 0 | 3 | 6 | 3 | 2 | 15 | 5.1 |

\*The district average is an average of the observation scores. In Table 4, the district average is computed as:   
([2 x 1] + [3 x 1] + [4 x 6] + [5 x 16] + [6 x 14] + [7 x 12]) ÷ 50 observations = 5.5

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

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

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

Regard for Student Perspectives

Emotional Support domain, Grades K−12

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

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

Regard for Student Perspectives District Average\*: 3.6

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 50 | 3.6 |
| Grades K-5 | 0 | 4 | 4 | 1 | 7 | 4 | 2 | 22 | 4.4 |
| Grades 6-8 | 0 | 7 | 2 | 1 | 3 | 0 | 0 | 13 | 3.0 |
| Grades 9-12 | 0 | 4 | 9 | 1 | 0 | 1 | 0 | 15 | 3.0 |

\*The district average is an average of the observation scores. In Table 5, the district average is computed as:   
([2 x 15] + [3 x 15] + [4 x 3] + [5 x 10] + [6 x 5] + [7 x 2]) ÷ 50 observations = 3.6

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

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

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

Negative Climate

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

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

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

Negative Climate District Average\*: 6.8

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 50 | 6.8 |
| Grades K-5 | 0 | 0 | 0 | 0 | 1 | 1 | 20 | 22 | 6.9 |
| Grades 6-8 | 0 | 0 | 0 | 0 | 1 | 3 | 9 | 13 | 6.6 |
| Grades 9-12 | 0 | 0 | 0 | 0 | 0 | 2 | 13 | 15 | 6.9 |

\*The district average is an average of the observation scores. In Table 6, the district average is computed as:   
([5 x 2] + [6 x 6] + [7 x 42]) ÷ 50 observations = 6.8

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\*: 5.9

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 50 | 5.9 |
| Grades K-5 | 0 | 0 | 0 | 0 | 4 | 7 | 11 | 22 | 6.3 |
| Grades 6-8 | 0 | 0 | 0 | 3 | 3 | 0 | 7 | 13 | 5.8 |
| Grades 9-12 | 0 | 0 | 2 | 4 | 1 | 2 | 6 | 15 | 5.4 |

\*The district average is an average of the observation scores. In Table 7, the district average is computed as:   
([3 x 2] + [4 x 7] + [5 x 8] + [6 x 9] + [7 x 24]) ÷ 50 observations = 5.9

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\*: 6.0

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 50 | 6.0 |
| Grades K-5 | 0 | 0 | 0 | 0 | 3 | 5 | 14 | 22 | 6.5 |
| Grades 6-8 | 0 | 0 | 1 | 2 | 2 | 5 | 3 | 13 | 5.5 |
| Grades 9-12 | 0 | 0 | 1 | 1 | 3 | 5 | 5 | 15 | 5.8 |

\*The district average is an average of the observation scores. In Table 8, the district average is computed as:   
([3 x 2] + [4 x 3] + [5 x 8] + [6 x 15] + [7 x 22]) ÷ 50 observations = 6.0

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\*: 4.8

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 50 | 4.8 |
| Grades K-5 | 0 | 0 | 0 | 1 | 11 | 6 | 4 | 22 | 5.6 |
| Grades 6-8 | 0 | 0 | 3 | 3 | 6 | 1 | 0 | 13 | 4.4 |
| Grades 9-12 | 0 | 2 | 5 | 3 | 3 | 2 | 0 | 15 | 3.9 |

\*The district average is an average of the observation scores. In Table 9, the district average is computed as:   
([2 x 2] + [3 x 8] + [4 x 7] + [5 x 20] + [6 x 9] + [7 x 4]) ÷ 50 observations = 4.8

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\*: 3.6

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 16 | 3.6 |
| Grades K-3\*\* | 0 | 7 | 2 | 2 | 1 | 3 | 1 | 16 | 3.6 |

\*The district average is an average of the observation scores. In Table 10, the district average is computed as:   
([2 x 7] + [3 x 2] + [4 x 2] + [5 x 1] + [6 x 3] + [7 x 1]) ÷ 16 observations = 3.6

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

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

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

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

Content Understanding

Instructional Support domain, Grades 4− 12

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

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

Content Understanding District Average\*: 4.0

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 34 | 4.0 |
| Grades 4-5\*\* | 0 | 0 | 1 | 0 | 2 | 2 | 1 | 6 | 5.3 |
| Grades 6-8 | 0 | 2 | 4 | 3 | 3 | 1 | 0 | 13 | 3.8 |
| Grades 9-12 | 1 | 1 | 4 | 5 | 4 | 0 | 0 | 15 | 3.7 |

\*The district average is an average of the observation scores. In Table 11, the district average is computed as:   
([1 x 1] + [2 x 3] + [3 x 9] + [4 x 8] + [5 x 9] + [6 x 3] + [7 x 1]) ÷ 34 observations = 4.0

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

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

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

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

Analysis and Inquiry

Instructional Support domain, Grades 4− 12

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

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

Analysis and Inquiry District Average\*: 2.5

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 34 | 2.5 |
| Grades 4-5\*\* | 0 | 2 | 1 | 2 | 1 | 0 | 0 | 6 | 3.3 |
| Grades 6-8 | 1 | 6 | 5 | 1 | 0 | 0 | 0 | 13 | 2.5 |
| Grades 9-12 | 5 | 4 | 5 | 1 | 0 | 0 | 0 | 15 | 2.1 |

\*The district average is an average of the observation scores. In Table 12, the district average is computed as:   
([1 x 6] + [2 x 12] + [3 x 11] + [4 x 4] + [5 x 1]) ÷ 34 observations = 2.5

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

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

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

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

Quality of Feedback

Instructional Support domain, Grades K− 12

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

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

Quality of Feedback District Average\*: 3.5

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 50 | 3.5 |
| Grades K-5 | 0 | 5 | 5 | 1 | 2 | 9 | 0 | 22 | 4.2 |
| Grades 6-8 | 4 | 1 | 3 | 4 | 1 | 0 | 0 | 13 | 2.8 |
| Grades 9-12 | 1 | 5 | 3 | 5 | 1 | 0 | 0 | 15 | 3.0 |

\*The district average is an average of the observation scores. In Table 13, the district average is computed as:   
([1 x 5] + [2 x 11] + [3 x 11] + [4 x 10] + [5 x 4] + [6 x 9]) ÷ 50 observations = 3.5

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\*: 4.1

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 16 | 4.1 |
| Grades K-3\*\* | 2 | 2 | 2 | 2 | 4 | 3 | 1 | 16 | 4.1 |

\*The district average is an average of the observation scores. In Table 14, the district average is computed as:   
([1 x 2] + [2 x 2] + [3 x 2] + [4 x 2] + [5 x 4] + [6 x 3] + [7 x 1]) ÷ 16 observations = 4.1

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

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

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

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

Instructional Dialogue

Instructional Support domain, Grades 4− 12

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

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

Instructional Dialogue District Average\*: 2.6

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 34 | 2.6 |
| Grades 4-5\*\* | 1 | 0 | 0 | 0 | 2 | 2 | 1 | 6 | 5.0 |
| Grades 6-8 | 6 | 5 | 0 | 2 | 0 | 0 | 0 | 13 | 1.8 |
| Grades 9-12 | 4 | 5 | 3 | 2 | 1 | 0 | 0 | 15 | 2.4 |

\*The district average is an average of the observation scores. In Table 15, the district average is computed as:   
([1 x 11] + [2 x 10] + [3 x 3] + [4 x 4] + [5 x 3] + [6 x 2] + [7 x 1]) ÷ 34 observations = 2.6

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

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

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

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

Student Engagement

Student Engagement domain, Grades 4−12

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

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

Student Engagement District Average\*: 4.4

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 34 | 4.4 |
| Grades 4-5\*\* | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 6 | 6.3 |
| Grades 6-8 | 0 | 1 | 1 | 3 | 7 | 1 | 0 | 13 | 4.5 |
| Grades 9-12 | 0 | 2 | 7 | 1 | 4 | 1 | 0 | 15 | 3.7 |

\*The district average is an average of the observation scores. In Table 16, the district average is computed as:   
([2 x 3] + [3 x 8] + [4 x 4] + [5 x 11] + [6 x 6] + [7 x 2]) ÷ 34 observations = 4.4

\*\*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 | 4 | 4 | 1 | 18 | 18 | 43 | 88 | 5.9 |
| Positive Climate | 0 | 0 | 0 | 0 | 6 | 5 | 11 | 22 | 6.2 |
| Negative Climate\*\* | 0 | 0 | 0 | 0 | 1 | 1 | 20 | 22 | 6.9 |
| Teacher Sensitivity | 0 | 0 | 0 | 0 | 4 | 8 | 10 | 22 | 6.3 |
| Regard for Student Perspectives | 0 | 4 | 4 | 1 | 7 | 4 | 2 | 22 | 4.4 |
| Classroom Organization Domain | 0 | 0 | 0 | 1 | 18 | 18 | 29 | 66 | 6.1 |
| Behavior Management | 0 | 0 | 0 | 0 | 4 | 7 | 11 | 22 | 6.3 |
| Productivity | 0 | 0 | 0 | 0 | 3 | 5 | 14 | 22 | 6.5 |
| Instructional Learning Formats\*\*\* | 0 | 0 | 0 | 1 | 11 | 6 | 4 | 22 | 5.6 |
| Instructional Support Domain | 3 | 16 | 11 | 7 | 12 | 19 | 4 | 72 | 4.1 |
| Concept Development (K-3 only) | 0 | 7 | 2 | 2 | 1 | 3 | 1 | 16 | 3.6 |
| Content Understanding (UE only) | 0 | 0 | 1 | 0 | 2 | 2 | 1 | 6 | 5.3 |
| Analysis and Inquiry (UE only) | 0 | 2 | 1 | 2 | 1 | 0 | 0 | 6 | 3.3 |
| Quality of Feedback | 0 | 5 | 5 | 1 | 2 | 9 | 0 | 22 | 4.2 |
| Language Modeling (K-3 only) | 2 | 2 | 2 | 2 | 4 | 3 | 1 | 16 | 4.1 |
| Instructional Dialogue (UE only) | 1 | 0 | 0 | 0 | 2 | 2 | 1 | 6 | 5.0 |
| Student Engagement (UE only) | **0** | **0** | **0** | **0** | **0** | **4** | **2** | **6** | **6.3** |

\*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([5 x 6] + [6 x 5] + [7 x 11]) ÷ 22 observations = 6.2

\*\*Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([5 x 1] + [6 x 1] + [7 x 20]) ÷ 22 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 | 0 | 8 | 5 | 8 | 12 | 6 | 0 | 39 | 4.1 |
| Positive Climate | 0 | 1 | 2 | 4 | 3 | 3 | 0 | 13 | 4.4 |
| Teacher Sensitivity | 0 | 0 | 1 | 3 | 6 | 3 | 0 | 13 | 4.8 |
| Regard for Student Perspectives | 0 | 7 | 2 | 1 | 3 | 0 | 0 | 13 | 3.0 |
| Classroom Organization Domain | 0 | 0 | 1 | 5 | 6 | 8 | 19 | 39 | 6.0 |
| Behavior Management | 0 | 0 | 0 | 3 | 3 | 0 | 7 | 13 | 5.8 |
| Productivity | 0 | 0 | 1 | 2 | 2 | 5 | 3 | 13 | 5.5 |
| Negative Climate\*\* | 0 | 0 | 0 | 0 | 1 | 3 | 9 | 13 | 6.6 |
| Instructional Support Domain | 11 | 14 | 15 | 13 | 10 | 2 | 0 | 65 | 3.0 |
| Instructional Learning Formats | 0 | 0 | 3 | 3 | 6 | 1 | 0 | 13 | 4.4 |
| Content Understanding | 0 | 2 | 4 | 3 | 3 | 1 | 0 | 13 | 3.8 |
| Analysis and Inquiry | 1 | 6 | 5 | 1 | 0 | 0 | 0 | 13 | 2.5 |
| Quality of Feedback | 4 | 1 | 3 | 4 | 1 | 0 | 0 | 13 | 2.8 |
| Instructional Dialogue | 6 | 5 | 0 | 2 | 0 | 0 | 0 | 13 | 1.8 |
| Student Engagement | 0 | 1 | 1 | 3 | 7 | 1 | 0 | 13 | 4.5 |

\*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([2 x 1] + [3 x 2] + [4 x 4] + [5 x 3] + [6 x 3]) ÷ 13 observations = 4.4

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

Summary of Average Ratings: Grades 9–12

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

|  | Low Range | | Middle Range | | | High Range | | n | Average Scores\* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Emotional Support Domain | 0 | 6 | 11 | 7 | 12 | 5 | 4 | 45 | 4.2 |
| Positive Climate | 0 | 1 | 2 | 3 | 6 | 1 | 2 | 15 | 4.7 |
| Teacher Sensitivity | 0 | 1 | 0 | 3 | 6 | 3 | 2 | 15 | 5.1 |
| Regard for Student Perspectives | 0 | 4 | 9 | 1 | 0 | 1 | 0 | 15 | 3.0 |
| Classroom Organization Domain | 0 | 0 | 3 | 5 | 4 | 9 | 24 | 45 | 6.0 |
| Behavior Management | 0 | 0 | 2 | 4 | 1 | 2 | 6 | 15 | 5.4 |
| Productivity | 0 | 0 | 1 | 1 | 3 | 5 | 5 | 15 | 5.8 |
| Negative Climate\*\* | 0 | 0 | 0 | 0 | 0 | 2 | 13 | 15 | 6.9 |
| Instructional Support Domain | 11 | 17 | 20 | 16 | 9 | 2 | 0 | 75 | 3.0 |
| Instructional Learning Formats | 0 | 2 | 5 | 3 | 3 | 2 | 0 | 15 | 3.9 |
| Content Understanding | 1 | 1 | 4 | 5 | 4 | 0 | 0 | 15 | 3.7 |
| Analysis and Inquiry | 5 | 4 | 5 | 1 | 0 | 0 | 0 | 15 | 2.1 |
| Quality of Feedback | 1 | 5 | 3 | 5 | 1 | 0 | 0 | 15 | 3.0 |
| Instructional Dialogue | 4 | 5 | 3 | 2 | 1 | 0 | 0 | 15 | 2.4 |
| Student Engagement | 0 | 2 | 7 | 1 | 4 | 1 | 0 | 15 | 3.7 |

\*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([2 x 1] + [3 x 2] + [4 x 3] + [5 x 6] + [6 x 1] + [7 x 2]) ÷ 15 observations = 4.7

\*\*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 2] + [7 x 13]) ÷ 15 observations = 6.9

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

Table C1. Resources to Support Curriculum and Instruction

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

Table C2. Resources to Support Assessment

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

Table C3. Resources to Support Student Support

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

## Appendix D. Enrollment, Attendance, and Expenditures

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | District | Percentage of total | State | Percentage of total |
| All | 616 | 100.0% | 914,959 | 100.0% |
| African American | 1 | 0.2% | 88,104 | 9.6% |
| Asian | 2 | 0.3% | 67,847 | 7.4% |
| Hispanic | 14 | 2.3% | 229,930 | 25.1% |
| Native American | 0 | 0.0% | 2,178 | 0.2% |
| White | 575 | 93.3% | 484,692 | 53.0% |
| Native Hawaiian | 1 | 0.2% | 790 | 0.1% |
| Multi-Race, non-Hispanic | 23 | 3.7% | 41,418 | 4.5% |

*Note*. As of October 1, 2023.

Table D2. Pioneer Valley Regional School District: 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 | 262 | 100.0% | 42.3% | 515,939 | 100.0% | 55.8% |
| Students with disabilities | 110 | 42.0% | 17.8% | 187,160 | 36.3% | 20.2% |
| Low-income | 191 | 72.9% | 31.0% | 385,697 | 74.8% | 42.2% |
| English learners | 4 | 1.5% | 0.6% | 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 619; total state enrollment including students in out-of-district placement is 924,947.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | *N* (2023) | 2021 | 2022 | 2023 | State (2023) |
| All students | 692 | 5.9 | 19.3 | 18.1 | 22.2 |
| African American/Black | 2 | — | — | — | 25.3 |
| Asian | 3 | — | — | — | 13.9 |
| Hispanic/Latino | 16 | 50.0 | 68.4 | 25.0 | 34.5 |
| Multi-Race, non-Hispanic/Latino | 29 | 0.0 | 16.7 | 6.9 | 23.3 |
| Native American | 1 | — | — | — | 33.5 |
| Native Hawaiian, Pacific Islander | 3 | — | — | — | 28.3 |
| White | 638 | 5.2 | 18.1 | 18.5 | 17.0 |
| High needs | 329 | 10.4 | 27.8 | 23.4 | 30.3 |
| Low income | 260 | — | 30.7 | 25.8 | 33.5 |
| English learners | 8 | 37.5 | 37.5 | 12.5 | 33.5 |
| Students w/disabilities | 142 | 11.8 | 26.4 | 23.9 | 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 D4. Pioneer Valley Regional School District: Expenditures, Chapter 70 State Aid, and Net School Spending, Fiscal Years 2020‑2022

|  | Fiscal year 2020 | | Fiscal year 2021 | | Fiscal year 2022 | |
| --- | --- | --- | --- | --- | --- | --- |
| Estimated | Actual | Estimated | Actual | Estimated | Actual |
| Expenditures | | | | | | |
| From local appropriations for schools |  | | | | | |
| By school committee | $14,313,132 | $14,158,210 | $14,356,936 | $13,598,234 | $14,120,058 | $14,716,801 |
| From revolving funds and grants | — | $1,590,432 | — | $2,354,154 | — | $1,349,200 |
| Total expenditures | — | $15,748,642 | — | $15,952,388 | — | $16,066,001 |
| Chapter 70 aid to education program | | | | | | |
| Chapter 70 state aida | — | $4,170,581 | — | $4,170,581 | — | $4,189,121 |
| Required local contribution | — | $4,812,665 | — | $4,952,541 | — | $4,945,385 |
| Required net school spendingb | — | $8,983,246 | — | $9,123,122 | — | $9,134,506 |
| Actual net school spending | — | $12,468,141 | — | $12,052,433 | — | $13,043,456 |
| Over/under required ($) | — | $3,484,895 | — | $2,929,311 | — | $3,908,950 |
| Over/under required (%) | — | 38.8% | — | 32.1% | — | 42.8% |

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Expenditure category | 2020 | 2021 | 2022 |
| Administration | $842 | $1,066 | $1,089 |
| Instructional leadership (district and school) | $992 | $1,998 | $1,197 |
| Teachers | $6,012 | $6,749 | $6,823 |
| Other teaching services | $2,111 | $1,881 | $2,285 |
| Professional development | $89 | $119 | $139 |
| Instructional materials, equipment, and technology | $583 | $624 | $410 |
| Guidance, counseling, and testing services | $733 | $639 | $835 |
| Pupil services | $2,689 | $3,236 | $2,956 |
| Operations and maintenance | $1,799 | $1,630 | $1,912 |
| Insurance, retirement, and other fixed costs | $4,558 | $4,905 | $4,766 |
| Total expenditures per in-district pupil | $20,408 | $22,847 | $22,410 |

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

## Appendix E. Pioneer Valley RSD: Student Performance Data

[Table E1. Next-Generation MCAS ELA Achievement by Student Group, Grades 3-8, 2022-2023 E-2](#_Toc173506997)

[Table E2. Next-Generation MCAS ELA Achievement by Student Group, Grade 10, 2022-2023 E-2](#_Toc173506998)

[Table E3. Next-Generation MCAS Mathematics Achievement by Student Group, Grades 3-8, 2022-2023 E-3](#_Toc173506999)

[Table E4. Next-Generation MCAS Mathematics Achievement by Student Group, Grade 10, 2022-2023 E-3](#_Toc173507000)

[Table E5. Next-Generation MCAS Science Achievement by Student Group, Grades 5 and 8, 2022-2023 E-4](#_Toc173507001)

[Table E6. Next-Generation MCAS Science Achievement by Student Group, Grade 10, 2022-2023 E-4](#_Toc173507002)

[Table E7. Next-Generation MCAS ELA Achievement by Grade, 2022-2023 E-5](#_Toc173507003)

[Table E8. Next-Generation MCAS Mathematics Achievement by Grade, 2022-2023 E-5](#_Toc173507004)

[Table E9. Next-Generation MCAS Science Achievement by Grade, 2022-2023 E-6](#_Toc173507005)

[Table E10. Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023 E-7](#_Toc173507006)

[Table E11. Next-Generation MCAS ELA Mean Student Growth Percentile by Student Group, Grade 10, 2022-2023 E-7](#_Toc173507007)

[Table E12. Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2023 E-8](#_Toc173507008)

[Table E13. Next-Generation MCAS Mathematics Mean Student Growth Percentile by Student Group, Grade 10, 2022-2023 E-8](#_Toc173507009)

[Table E14. Next-Generation MCAS ELA Mean Student Growth Percentile by Grade, 2022-2023 E-9](#_Toc173507010)

[Table E15. Next-Generation MCAS Mathematics Mean Student Growth Percentile by Grade, 2022-2023 E-9](#_Toc173507011)

[Table E16. Four-Year Cohort Graduation Rates by Student Group, 2020-2022 E-9](#_Toc173507012)

[Table E17. Five-Year Cohort Graduation Rates by Student Group, 2019-2021 E-10](#_Toc173507013)

[Table E18. Annual Dropout Rates by Student Group, 2020-2022 E-10](#_Toc173507014)

[Table E19. In-School Suspension Rates by Student Group, 2021-2023 E-11](#_Toc173507015)

[Table E20. Out-of-School Suspension Rates by Student Group, 2021-2023 E-11](#_Toc173507016)

[Table E21. Advanced Coursework Completion Rates by Student Group, 2021-2023 E-12](#_Toc173507017)

[Table E22. Accountability Percentile and Classification, 2023 E-12](#_Toc173507018)

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

| Group | # Included (2023) | Percent meeting or exceeding expectations | | | | Percent partially meeting expectations | | | | Percent not meeting expectations | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | | 2023 | State (2023) | 2022 | | 2023 | State (2023) |
| All | 318 | 36 | 32 | 42 | 44 | | 48 | 39 | 20 | | 20 | 19 |
| African American/Black | 1 | -- | -- | 26 | -- | | -- | 45 | -- | | -- | 29 |
| Asian | -- | -- | -- | 64 | -- | | -- | 27 | -- | | -- | 9 |
| Hispanic/Latino | 8 | -- | -- | 22 | -- | | -- | 43 | -- | | -- | 34 |
| Multi-Race, non-Hispanic/Latino | 15 | 63 | 47 | 49 | 25 | | 27 | 35 | 13 | | 27 | 16 |
| Native American | -- | -- | -- | 29 | -- | | -- | 42 | -- | | -- | 28 |
| Native Hawaiian, Pacific Islander | 2 | -- | -- | 45 | -- | | -- | 37 | -- | | -- | 18 |
| White | 292 | 36 | 32 | 50 | 45 | | 48 | 37 | 19 | | 20 | 13 |
| High needs | 160 | 18 | 21 | 24 | 48 | | 47 | 45 | 33 | | 33 | 31 |
| Low income | 123 | 23 | 22 | 24 | 50 | | 49 | 44 | 26 | | 29 | 32 |
| ELs and former ELs | 9 | -- | -- | 20 | -- | | -- | 42 | -- | | -- | 38 |
| Students w/disabilities | 74 | 4 | 11 | 12 | 40 | | 41 | 40 | 56 | | 49 | 48 |

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

| Group | # Included (2023) | Percent meeting or exceeding expectations | | | | Percent partially meeting expectations | | | | Percent not meeting expectations | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | | 2023 | State (2023) | 2022 | | 2023 | State (2023) |
| All | 35 | 53 | 77 | 58 | 38 | | 20 | 30 | 10 | | 3 | 11 |
| African American/Black | -- | -- | -- | 42 | -- | | -- | 41 | -- | | -- | 17 |
| Asian | -- | -- | -- | 79 | -- | | -- | 16 | -- | | -- | 5 |
| Hispanic/Latino | 1 | -- | -- | 36 | -- | | -- | 39 | -- | | -- | 24 |
| Multi-Race, non-Hispanic/Latino | 2 | -- | -- | 63 | -- | | -- | 29 | -- | | -- | 9 |
| Native American | -- | -- | -- | 42 | -- | | -- | 41 | -- | | -- | 18 |
| Native Hawaiian, Pacific Islander | -- | -- | -- | 41 | -- | | -- | 47 | -- | | -- | 11 |
| White | 32 | 51 | 75 | 67 | 37 | | 22 | 27 | 11 | | 3 | 6 |
| High needs | 9 | 43 | -- | 37 | 38 | | -- | 42 | 19 | | -- | 21 |
| Low income | 7 | 47 | -- | 39 | 37 | | -- | 40 | 16 | | -- | 21 |
| ELs and former ELs | -- | -- | -- | 16 | -- | | -- | 39 | -- | | -- | 45 |
| Students w/disabilities | 3 | -- | -- | 22 | -- | | -- | 47 | -- | | -- | 31 |

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

| Group | # Included (2023) | Percent meeting or exceeding expectations | | | | Percent partially meeting expectations | | | | Percent not meeting expectations | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | | 2023 | State (2023) | 2022 | | 2023 | State (2023) |
| All | 318 | 22 | 26 | 41 | 57 | | 51 | 41 | 21 | | 23 | 18 |
| African American/Black | 1 | -- | -- | 21 | -- | | -- | 47 | -- | | -- | 32 |
| Asian | -- | -- | -- | 71 | -- | | -- | 23 | -- | | -- | 6 |
| Hispanic/Latino | 8 | -- | -- | 19 | -- | | -- | 47 | -- | | -- | 34 |
| Multi-Race, non-Hispanic/Latino | 15 | 25 | 27 | 46 | 56 | | 40 | 38 | 19 | | 33 | 16 |
| Native American | -- | -- | -- | 28 | -- | | -- | 46 | -- | | -- | 26 |
| Native Hawaiian, Pacific Islander | 2 | -- | -- | 41 | -- | | -- | 43 | -- | | -- | 16 |
| White | 292 | 23 | 27 | 49 | 58 | | 51 | 40 | 20 | | 22 | 11 |
| High needs | 160 | 12 | 14 | 23 | 57 | | 50 | 47 | 31 | | 36 | 30 |
| Low income | 123 | 15 | 15 | 21 | 59 | | 54 | 48 | 27 | | 32 | 31 |
| ELs and former ELs | 9 | -- | -- | 21 | -- | | -- | 44 | -- | | -- | 34 |
| Students w/disabilities | 74 | 5 | 7 | 13 | 49 | | 36 | 41 | 45 | | 57 | 46 |

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

| Group | # Included (2023) | Percent meeting or exceeding expectations | | | | Percent partially meeting expectations | | | | Percent not meeting expectations | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | | 2023 | State (2023) | 2022 | | 2023 | State (2023) |
| All | 33 | 55 | 61 | 50 | 25 | | 39 | 42 | 20 | | 0 | 9 |
| African American/Black | -- | -- | -- | 27 | -- | | -- | 58 | -- | | -- | 15 |
| Asian | -- | -- | -- | 80 | -- | | -- | 17 | -- | | -- | 3 |
| Hispanic/Latino | 1 | -- | -- | 25 | -- | | -- | 57 | -- | | -- | 18 |
| Multi-Race, non-Hispanic/Latino | 2 | -- | -- | 54 | -- | | -- | 39 | -- | | -- | 8 |
| Native American | -- | -- | -- | 32 | -- | | -- | 59 | -- | | -- | 10 |
| Native Hawaiian, Pacific Islander | -- | -- | -- | 36 | -- | | -- | 57 | -- | | -- | 7 |
| White | 30 | 54 | 60 | 60 | 26 | | 40 | 36 | 20 | | 0 | 4 |
| High needs | 7 | 48 | -- | 27 | 19 | | -- | 57 | 33 | | -- | 16 |
| Low income | 5 | 53 | -- | 27 | 21 | | -- | 57 | 26 | | -- | 16 |
| ELs and former ELs | -- | -- | -- | 14 | -- | | -- | 58 | -- | | -- | 28 |
| Students w/disabilities | 2 | -- | -- | 16 | -- | | -- | 59 | -- | | -- | 25 |

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

| Group | # Included (2023) | Percent meeting or exceeding expectations | | | | Percent partially meeting expectations | | | | Percent not meeting expectations | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | | 2023 | State (2023) | 2022 | | 2023 | State (2023) |
| All | 118 | 43 | 34 | 41 | 40 | | 46 | 40 | 17 | | 20 | 19 |
| African American/Black | 1 | -- | -- | 21 | -- | | -- | 47 | -- | | -- | 32 |
| Asian | -- | -- | -- | 65 | -- | | -- | 27 | -- | | -- | 8 |
| Hispanic/Latino | 4 | -- | -- | 20 | -- | | -- | 45 | -- | | -- | 35 |
| Multi-Race, non-Hispanic/Latino | 4 | -- | -- | 47 | -- | | -- | 37 | -- | | -- | 15 |
| Native American | -- | -- | -- | 31 | -- | | -- | 44 | -- | | -- | 25 |
| Native Hawaiian, Pacific Islander | -- | -- | -- | 43 | -- | | -- | 41 | -- | | -- | 16 |
| White | 109 | 43 | 35 | 50 | 40 | | 45 | 38 | 16 | | 20 | 11 |
| High needs | 62 | 24 | 26 | 23 | 44 | | 45 | 46 | 32 | | 29 | 31 |
| Low income | 47 | 26 | 30 | 22 | 46 | | 40 | 46 | 29 | | 30 | 32 |
| ELs and former ELs | 3 | -- | -- | 18 | -- | | -- | 43 | -- | | -- | 39 |
| Students w/disabilities | 30 | 13 | 13 | 14 | 43 | | 47 | 40 | 43 | | 40 | 45 |

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

| Group | # Included (2023) | Percent meeting or exceeding expectations | | | | Percent partially meeting expectations | | | | Percent not meeting expectations | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | | 2023 | State (2023) | 2022 | | 2023 | State (2023) |
| All | 31 | 31 | 52 | 47 | 56 | | 48 | 42 | 14 | | 0 | 11 |
| African American/Black | -- | -- | -- | 26 | -- | | -- | 55 | -- | | -- | 20 |
| Asian | -- | -- | -- | 75 | -- | | -- | 21 | -- | | -- | 4 |
| Hispanic/Latino | 1 | -- | -- | 24 | -- | | -- | 52 | -- | | -- | 24 |
| Multi-Race, non-Hispanic/Latino | 2 | -- | -- | 51 | -- | | -- | 39 | -- | | -- | 10 |
| Native American | -- | -- | -- | 30 | -- | | -- | 58 | -- | | -- | 12 |
| Native Hawaiian, Pacific Islander | -- | -- | -- | 31 | -- | | -- | 54 | -- | | -- | 15 |
| White | 28 | 26 | 46 | 55 | 61 | | 54 | 39 | 13 | | 0 | 6 |
| High needs | 7 | 28 | -- | 26 | 44 | | -- | 54 | 28 | | -- | 21 |
| Low income | 5 | 29 | -- | 26 | 47 | | -- | 53 | 24 | | -- | 21 |
| ELs and former ELs | -- | -- | -- | 13 | -- | | -- | 50 | -- | | -- | 38 |
| Students w/disabilities | 3 | -- | -- | 16 | -- | | -- | 53 | -- | | -- | 31 |

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

| Grade | # Included (2023) | Percent meeting or exceeding expectations | | | Percent partially meeting expectations | | | Percent not meeting expectations | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| 3 | 38 | 44 | 37 | 44 | 40 | 47 | 40 | 16 | 16 | 16 |
| 4 | 51 | 18 | 33 | 40 | 54 | 53 | 43 | 28 | 14 | 17 |
| 5 | 65 | 35 | 25 | 44 | 44 | 49 | 40 | 21 | 26 | 16 |
| 6 | 52 | 53 | 46 | 42 | 33 | 27 | 34 | 14 | 27 | 24 |
| 7 | 57 | 36 | 32 | 40 | 48 | 58 | 40 | 16 | 11 | 19 |
| 8 | 55 | 35 | 22 | 44 | 43 | 51 | 34 | 22 | 27 | 22 |
| 3-8 | 318 | 36 | 32 | 42 | 44 | 48 | 39 | 20 | 20 | 19 |
| 10 | 35 | 53 | 77 | 58 | 38 | 20 | 30 | 10 | 3 | 11 |

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

| Grade | # Included (2023) | Percent meeting or exceeding expectations | | | Percent partially meeting expectations | | | Percent not meeting expectations | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| 3 | 38 | 25 | 29 | 41 | 50 | 39 | 39 | 25 | 32 | 20 |
| 4 | 51 | 5 | 27 | 45 | 67 | 55 | 37 | 28 | 18 | 18 |
| 5 | 64 | 33 | 19 | 41 | 55 | 58 | 46 | 12 | 23 | 13 |
| 6 | 53 | 39 | 49 | 41 | 53 | 30 | 42 | 9 | 21 | 17 |
| 7 | 57 | 18 | 21 | 38 | 53 | 60 | 40 | 29 | 19 | 22 |
| 8 | 55 | 12 | 16 | 38 | 66 | 56 | 42 | 22 | 27 | 20 |
| 3-8 | 318 | 22 | 26 | 41 | 57 | 51 | 41 | 21 | 23 | 18 |
| 10 | 33 | 55 | 61 | 50 | 25 | 39 | 42 | 20 | 0 | 9 |

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

| Grade | # Included (2023) | Percent meeting or exceeding expectations | | | Percent partially meeting expectations | | | Percent not meeting expectations | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) | 2022 | 2023 | State (2023) |
| 5 | 64 | 41 | 36 | 42 | 39 | 44 | 40 | 20 | 20 | 19 |
| 8 | 54 | 45 | 31 | 41 | 41 | 48 | 40 | 14 | 20 | 19 |
| 5 and 8 | 118 | 43 | 34 | 41 | 40 | 46 | 40 | 17 | 20 | 19 |
| 10 | 31 | 31 | 52 | 47 | 56 | 48 | 42 | 14 | 0 | 11 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | # Included (2023) | 2022 | 2023 | State (2023) |
| All students | 260 | 43.4 | 43.6 | 49.7 |
| African American/Black | -- | -- | -- | 48.0 |
| Asian | -- | -- | -- | 56.4 |
| Hispanic/Latino | 5 | -- | -- | 47.5 |
| Multi-Race, non-Hispanic/Latino | 14 | -- | -- | 50.0 |
| Native American | -- | -- | -- | 46.7 |
| Native Hawaiian, Pacific Islander | 2 | -- | -- | 50.5 |
| White | 239 | 42.8 | 43.0 | 50.0 |
| High needs | 124 | 40.0 | 46.4 | 47.3 |
| Low income | 92 | 39.8 | 48.9 | 47.0 |
| ELs and former ELs | 8 | -- | -- | 49.7 |
| Students w/disabilities | 58 | 42.0 | 43.3 | 43.7 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | # Included (2023) | 2022 | 2023 | State (2023) |
| All students | 31 | 51.8 | 48.1 | 49.5 |
| African American/Black | -- | -- | -- | 45.5 |
| Asian | -- | -- | -- | 56.2 |
| Hispanic/Latino | 1 | -- | -- | 45.1 |
| Multi-Race, non-Hispanic/Latino | 2 | -- | -- | 51.3 |
| Native American | -- | -- | -- | 46.4 |
| Native Hawaiian, Pacific Islander | -- | -- | -- | 45.2 |
| White | 28 | 50.1 | 49.4 | 50.7 |
| High needs | 7 | -- | -- | 44.7 |
| Low income | 6 | -- | -- | 44.9 |
| ELs and former ELs | -- | -- | -- | 42.1 |
| Students w/disabilities | 2 | -- | -- | 39.9 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | # Included (2023) | 2022 | 2023 | State (2023) |
| All students | 260 | 42.5 | 46.9 | 49.8 |
| African American/Black | -- | -- | -- | 47.8 |
| Asian | -- | -- | -- | 57.7 |
| Hispanic/Latino | 6 | -- | -- | 47.5 |
| Multi-Race, non-Hispanic/Latino | 14 | -- | -- | 50.3 |
| Native American | -- | -- | -- | 47.1 |
| Native Hawaiian, Pacific Islander | 2 | -- | -- | 51.5 |
| White | 238 | 42.2 | 47.2 | 50.1 |
| High needs | 124 | 42.0 | 43.8 | 47.8 |
| Low income | 92 | 40.3 | 44.1 | 47.3 |
| ELs and former ELs | 8 | -- | -- | 49.3 |
| Students w/disabilities | 59 | 42.4 | 37.8 | 44.8 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | # Included (2023) | 2022 | 2023 | State (2023) |
| All students | 29 | 48.1 | 61.6 | 49.6 |
| African American/Black | -- | -- | -- | 41.4 |
| Asian | -- | -- | -- | 55.9 |
| Hispanic/Latino | 1 | -- | -- | 41.8 |
| Multi-Race, non-Hispanic/Latino | 2 | -- | -- | 51.1 |
| Native American | -- | -- | -- | 45.4 |
| Native Hawaiian, Pacific Islander | -- | -- | -- | 56.1 |
| White | 26 | 48.0 | 62.2 | 52.9 |
| High needs | 5 | -- | -- | 43.9 |
| Low income | 4 | -- | -- | 43.2 |
| ELs and former ELs | -- | -- | -- | 40.2 |
| Students w/disabilities | 1 | -- | -- | 41.7 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | # Included (2023) | 2022 | 2023 | State (2023) |
| 3 | -- | -- | -- | -- |
| 4 | 48 | 36.7 | 44.0 | 49.4 |
| 5 | 58 | 42.2 | 41.0 | 49.8 |
| 6 | 49 | 56.5 | 56.2 | 49.9 |
| 7 | 53 | 45.2 | 42.7 | 49.9 |
| 8 | 52 | 35.8 | 35.2 | 49.7 |
| 3-8 | 260 | 43.4 | 43.6 | 49.7 |
| 10 | 31 | 51.8 | 48.1 | 49.5 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | # Included (2023) | 2022 | 2023 | State (2023) |
| 3 | -- | -- | -- | -- |
| 4 | 49 | 31.1 | 42.4 | 49.6 |
| 5 | 57 | 64.0 | 59.0 | 50.0 |
| 6 | 49 | 48.7 | 53.5 | 49.9 |
| 7 | 53 | 33.1 | 36.8 | 49.9 |
| 8 | 52 | 35.0 | 42.0 | 49.7 |
| 3-8 | 260 | 42.5 | 46.9 | 49.8 |
| 10 | 29 | 48.1 | 61.6 | 49.6 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # Included (2022) | 2020 | 2021 | 2022 | State (2022) |
| All | 27 | 97.5 | 100 | 96.3 | 90.1 |
| African American/Black | -- | -- |  | -- | 86.2 |
| Asian | -- | -- |  | -- | 96.2 |
| Hispanic/Latino | -- | -- |  | -- | 81.2 |
| Multi-Race, non-Hispanic/Latino | 1 | -- |  | -- | 88.7 |
| Native American | -- | -- |  | -- | 82.2 |
| Native Hawaiian, Pacific Islander | -- | -- |  | -- | 81.3 |
| White | 26 | 97.4 | 100 | 96.2 | 93.2 |
| High needs | 6 | 91.7 | 100 | 100 | 83.9 |
| Low income | 5 | 91.7 | 100 | -- | 83.2 |
| English learners | -- | -- | -- | -- | 73.1 |
| Students w/disabilities | 2 | -- | 100 | -- | 78.0 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # Included (2021) | 2019 | 2020 | 2021 | State (2021) |
| All | 50 | 98.3 | 97.5 | 100 | 91.8 |
| African American/Black | 1 | -- | -- | -- | 88.1 |
| Asian | 2 | -- | -- | -- | 97.0 |
| Hispanic/Latino | 1 | -- | -- | -- | 84.0 |
| Multi-Race, non-Hispanic/Latino | 1 | -- | -- | -- | 91.2 |
| Native American | -- | -- | -- | -- | 84.1 |
| Native Hawaiian, Pacific Islander | -- | -- | -- | -- | 87.7 |
| White | 45 | 98.1 | 97.4 | 100 | 94.4 |
| High needs | 17 | 94.4 | 91.7 | 100 | 85.8 |
| Low income | 16 | 92.9 | 91.7 | 100 | 85.1 |
| English learners | -- | -- | -- | -- | 78.0 |
| Students w/disabilities | 6 | 100 | -- | 100 | 80.6 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # Included (2022) | 2020 | 2021 | 2022 | State (2022) |
| All | 153 | 0.0 | 0.6 | 2.0 | 2.1 |
| African American/Black | 1 | -- | -- | -- | 2.8 |
| Asian | 1 | -- | -- | -- | 0.6 |
| Hispanic/Latino | 5 | -- | -- | -- | 4.3 |
| Multi-Race, non-Hispanic/Latino | 9 | -- | 0.0 | 0.0 | 2.4 |
| Native American | -- | -- | -- | -- | 4.3 |
| Native Hawaiian, Pacific Islander | -- | -- | -- | -- | 1.2 |
| White | 137 | 0.0 | 0.7 | 1.5 | 1.3 |
| High needs | 58 | 0.0 | 2.0 | 1.7 | 3.6 |
| Low income | 49 | -- | -- | 2.0 | 3.8 |
| English learners | 1 | -- | -- | -- | 7.8 |
| Students w/disabilities | 22 | 0.0 | 0.0 | 0.0 | 3.4 |

Table E19. In-School Suspension Rates by Student Group, 2021-2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # Included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 692 | 0.9 | 1.6 | 1.3 | 1.4 |
| African American/Black | 2 | -- | -- | -- | 2.1 |
| Asian | 3 | -- | -- | -- | 0.3 |
| Hispanic/Latino | 16 | -- | -- | -- | 1.8 |
| Multi-Race, non-Hispanic/Latino | 29 | -- | -- | -- | 1.6 |
| Native American | 1 | -- | -- | -- | 1.5 |
| Native Hawaiian, Pacific Islander | 3 | -- | -- | -- | 1.4 |
| White | 638 | 0.8 | 1.8 | 1.4 | 1.2 |
| High needs | 328 | -- | 1.7 | -- | 2.0 |
| Low income | 261 | -- | 2.2 | -- | 2.1 |
| English learners | 8 | -- | -- | -- | 1.3 |
| Students w/disabilities | 139 | -- | -- | -- | 2.5 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # Included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 692 | 0.6 | 0.3 | 0.6 | 2.5 |
| African American/Black | 2 | -- | -- | -- | 5.0 |
| Asian | 3 | -- | -- | -- | 0.6 |
| Hispanic/Latino | 16 | -- | -- | -- | 3.9 |
| Multi-Race, non-Hispanic/Latino | 29 | -- | -- | -- | 3.0 |
| Native American | 1 | -- | -- | -- | 4.1 |
| Native Hawaiian, Pacific Islander | 3 | -- | -- | -- | 3.1 |
| White | 638 | 0.7 | 0.3 | 0.5 | 1.6 |
| High needs | 328 | -- | 0.3 | -- | 3.8 |
| Low income | 261 | -- | 0.4 | -- | 4.3 |
| English learners | 8 | -- | -- | -- | 2.7 |
| Students w/disabilities | 139 | -- | -- | -- | 4.7 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | # Included (2023) | 2021 | 2022 | 2023 | State (2023) |
| All | 88 | 98.6 | 97.3 | 95.5 | 65.8 |
| African American/Black | 1 | -- | -- | -- | 57.3 |
| Asian | 2 | -- | -- | -- | 84.9 |
| Hispanic/Latino | 2 | -- | -- | -- | 51.2 |
| Multi-Race, non-Hispanic/Latino | 5 | -- | -- | -- | 67.4 |
| Native American | -- | -- | -- | -- | 50.6 |
| Native Hawaiian, Pacific Islander | -- | -- | -- | -- | 60.0 |
| White | 78 | 98.5 | 97.1 | 94.9 | 70.4 |
| High needs | 34 | 94.7 | 96.2 | 88.2 | 49.8 |
| Low income | 29 | -- | 95.7 | 89.7 | 50.7 |
| English learners | 1 | -- | -- | -- | 31.7 |
| Students w/disabilities | 12 | 83.3 | 88.9 | 66.7 | 36.0 |

Table E22. Accountability Percentile and Classification, 2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School | Progress Toward Improvement Targets (%) | Percentile | Overall Classification | Reason for Classification |
| District | 57 | -- | Not requiring assistance or intervention | Substantial progress toward targets |
| Bernardston Elementary | 66 | 45 | Not requiring assistance or intervention | Substantial progress toward targets |
| Northfield Elementary | 33 | 20 | Not requiring assistance or intervention | Moderate progress toward targets |
| Pioneer Valley Regional | 60 | 59 | Not requiring assistance or intervention | Substantial progress toward 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. CURATE: CUrriculum RAtings by TEachers. See <https://www.doe.mass.edu/instruction/curate>. [↑](#footnote-ref-6)
6. When observers rate this dimension it is scored so that a low rating (indicating little or no evidence of a negative climate) is better than a high rating (indicating abundant evidence of a negative climate). To be consistent across all ratings, for the purposes of this report we have inversed this scoring. [↑](#footnote-ref-7)