

Carver Public Schools

Targeted District Review Report

February 2025

Massachusetts Department of Elementary and Secondary
Education

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This document was prepared by the American Institutes for Research, in collaboration with the
Massachusetts Department of Elementary and Secondary Education.

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Commissioner
Published July 2025

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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 Carver Public Schools (hereafter, Carver) in February 2025. Data collection activities associated with the review included interviews, focus groups, and document reviews and were designed to understand how districts operate in support of 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. The resulting report provides an in-depth look at district systems, policies, and practices and includes recommendations to promote systemic improvements and advance equitable student outcomes and experiences.

In addition, to collect data on instructional practices, three observers, who focused primarily on instruction in the classroom, visited Carver during the week of February 24, 2025. The observers conducted 60 observations in a sample of classrooms across grade levels, focused primarily 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,¹ 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).

Curriculum and Instruction

The assistant superintendent of teaching and learning is responsible for curriculum and instruction in Carver, supported by curriculum leadership teams at both the elementary and middle high schools. Carver demonstrates a commitment to student voice and project-based learning (PBL) and has adopted a specific instructional approach across all grade levels using *The Skillful Teacher* by Research for Better Teaching. The district has a current strategic plan, called the Educational Blueprint, which has had the same strategic objectives for several years, but it updates the specific priority initiatives annually. These priorities are collaboratively determined, including parent input through school councils and parent teacher organizations (PTOs) as well as student input through student councils.

In addition, the district has a comprehensive approach to curriculum selection and review, which includes reviewing curricular resources, gathering teacher input, piloting curricular materials, and conducting site visits. The district does not currently have a consistent schedule for regularly reviewing all content areas. In addition, most curricula used across the district are not rated or do not meet expectations according to CURATE² or EdReports.

¹ For more information on the Teachstone CLASS protocol, visit <https://teachstone.com/class/>.

² CURATE: CURriculum RATings by TEachers. See <https://www.doe.mass.edu/instruction/curate>.

The district has many opportunities for middle and high school students to access diverse and rigorous learning opportunities, including honors and Advanced Placement (AP) courses, a variety of electives, and career and technical education offerings. Middle and high school students also participate in long-term performance assessments that culminate in public presentations to demonstrate their learning. However, students described variation in the amount of meaningful feedback they receive from teachers about how they performed on assignments. For students in need of more academic support, there are defined interventions in ELA and mathematics at the elementary level across Tier 2 and 3 supports, although there are few to no defined academic interventions at the middle and high school levels.

Assessment

Carver gathers a range of academic data at all levels to inform instruction, including Dynamic Indicators of Basic Early Literacy Skills, NWEA Measures of Academic Progress (MAP) assessments, district-developed common writing benchmarks, and unit-based performance assessments. However, the district does not currently gather individual nonacademic data such as social-emotional learning screeners.

At the elementary level, time is allocated for teachers to collaboratively review and discuss student data as grade-level teams with an instructional coach during bonus blocks, a collaborative meeting structure. Teachers meet during bonus blocks once every seven days, and they frequently use this time to review data. Data collection and use are less robust at the middle school level and in early stages at the high school level. Establishing a culture of data use at the middle and high school levels is an area of growth. In addition, unlike at the elementary school, middle and high school teachers do not have consistent time built into their schedules to collaboratively review and discuss data.

Data are collected and stored across a few digital platforms, and those platforms are regularly reviewed and monitored for ongoing compliance with student data privacy laws and regulations. The district also uses a variety of strategies to ensure data privacy, including using Google Classroom's closed campus feature, restricting teacher access specifically to their own students, annual trainings, and more. Families and students had several critiques of how the district shares data with them. Specifically, parents at the elementary level would like more frequent feedback on their students' progress throughout the year. Parents at the high school also described challenges with accessing parent-teacher conferences, limiting their ability to meaningfully participate. Challenges included not having enough time slots for parents to sign up and limitations of the group conference approach, in which all teachers are present. High school students also described challenges with the timeliness of teachers entering grades into the Aspen system. Last, district and school staff are in the early stages of creating standardized, calibrated guidelines for grading practices.

Student Support

Carver prioritizes providing a safe and supportive school environment for its students and staff, with particular emphases on student attendance and promoting positive behavior approaches. Since the COVID-19 pandemic, the district has emphasized the importance of student attendance and implemented effective attendance strategies. For example, the district has an active attendance committee that reviews data, coordinates outreach to families, and aligns supports across schools. The district also emphasizes positive behavioral approaches, with positive behavioral interventions and supports implemented through the Safe and Supportive Schools (SSS) Committee at the elementary level. However, at the middle and high school levels, school leaders utilize exclusionary discipline practices such as in-school and out-of-school suspensions more frequently, and the district is in the early stages of implementing restorative practices.

The district and school committee are dedicated to providing students with leadership opportunities that are accessible and meaningful. Both the middle and high schools offer student government structures, and additional opportunities at the high school include the student advisory committee, National Honor Society, and Captains Council. The school committee revised district policies regarding sports participation, on the basis of advocacy by the Captains Council, to expand students' access to athletics and promote their physical health and well-being.

The district has strong community partnerships to support families, including physical and mental health services, housing and food assistance, and clothing support. In addition, the district adopted SchoolConnect—a mobile application designed to facilitate access to school-related information—to more easily facilitate communication with parents. In addition, school staff use multiple ways to celebrate students' progress and accomplishments across the district. However, some families described ongoing challenges with accessing SchoolConnect, despite multiple attempts to gain access.

For students in need of additional academic and nonacademic supports, the district does have interventions available at Tiers 2 and 3, although more interventions are available at the elementary level. Similarly, the process for connecting students with these supports is more structured and consistent at the elementary level.

Carver Public Schools: District Review Overview

Purpose

Conducted under Chapter 15, Section 55A of the Massachusetts General Laws, comprehensive district reviews support local school districts in establishing or strengthening a cycle of continuous improvement. Reviews carefully consider the effectiveness of systemwide functions, referring to the six district standards used by DESE: Leadership and Governance, Curriculum and Instruction, Assessment, Human Resources and Professional Development, Student Support, and Financial and Asset Management.³ Reviews provide the state, district leaders, and the public with an in-depth look into the systems, structures, and practices of a district and how they affect student experiences and opportunities. District reviews provide information and recommendations to support districts in implementing systemic improvements and advance equitable student outcomes and experiences.

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 municipal staff, school committee members, teachers' association representatives, district and school administrators, teachers, students, and students' families. Reviewers also conduct focus groups and virtual interviews 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, all interview and focus group data are transcribed using automated transcription. The transcripts are then coded using both deterministic coding, based on the protocol questions, and natural language processing models. Team members analyze the coded 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 provide 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.

³ DESE's District Standards and Indicators are available at <https://www.doe.mass.edu/accountability/district-review/district-standards-indicators.docx>.

Site Visit

The site visit to Carver occurred during the week of February 24, 2025. The site visit included 17 hours of interviews and focus groups with approximately 110 stakeholders, including school committee members, district administrators, school staff, students, students’ families, and teachers’ association representatives. The review team conducted three teacher focus groups with seven elementary school teachers, 10 middle school teachers, and 10 high school teachers; two focus groups with nine middle school and nine high school students; and one family focus group with 16 parents. Data collection also included distributing a questionnaire to district leaders, as well as to each principal, to gather information about district and school processes and operations; respondents in Carver completed the district questionnaire and principal questionnaires for both schools.

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

District Profile

The Town of Carver is south of Boston and borders the towns of Plympton, Middleborough, and Wareham and the city of Plymouth. According to census data, Carver’s median income from 2019 to 2023 was \$78,955, which is below the state median income of \$101,341. In 2023, the Town of Carver had an estimated 11,675 residents.

The superintendent of Carver is Scott Knief, who was appointed in 2016. In addition, governance of the district is through a school committee composed of five members who are elected for three-year terms.

In the 2024-2025 school year, the district served 1,476 students across its two schools. Since the 2020-2021 school year, total enrollment has remained consistent. Table 1 provides an overview of student enrollment by school for the 2024-2025 school year.

Table 1. Schools, Type, Grades Served, and Enrollment, 2024-2025

School	Type	Grades served	Enrollment
Carver Elementary School	Elementary	PK-5	788
Carver Middle High School	Middle/High	6-12	688
		Total	1,476

Figure 1 shows the distribution of Carver’s students by race/ethnicity. Figure 2 shows student makeup for selected populations compared with state averages. Full enrollment figures compared with the state are in Tables D1 and D2 in Appendix D. Appendix D also provides additional information about district enrollment, student attendance, and expenditures.

Figure 1. Distribution of Students, by Race/Ethnicity (2024-2025)

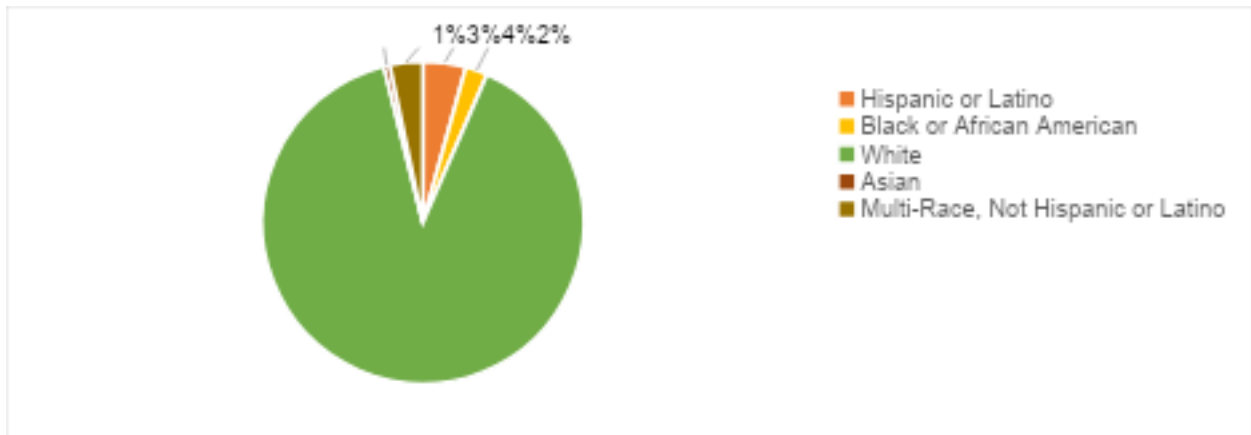


Figure 2. Distribution of Students, by Selected Populations (2024-2025)

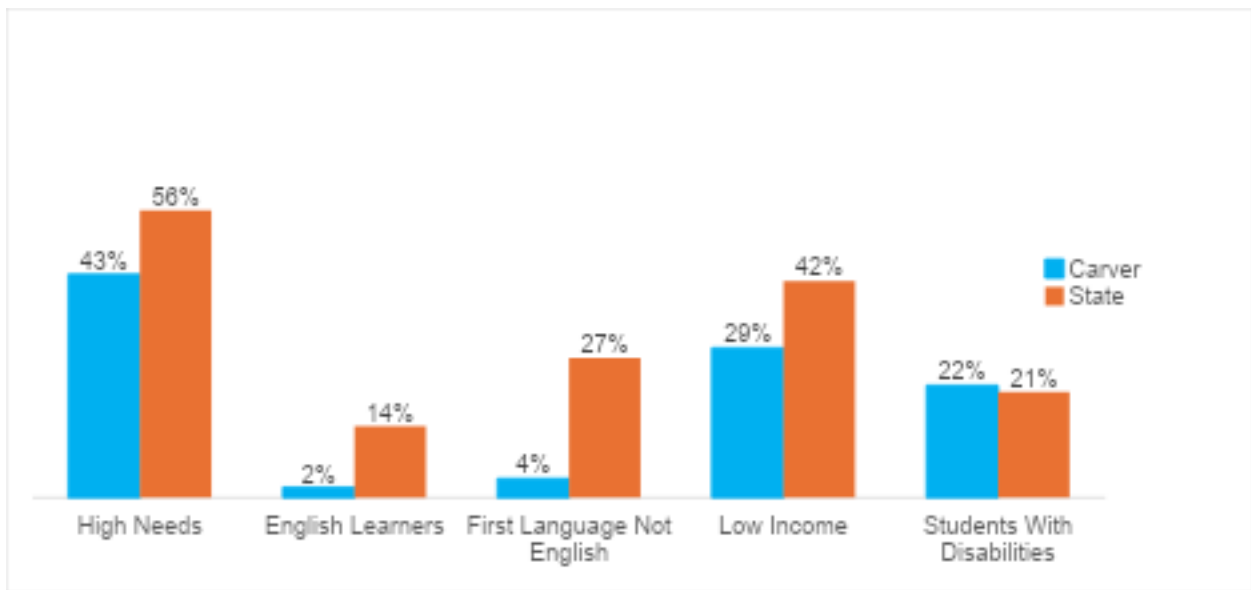
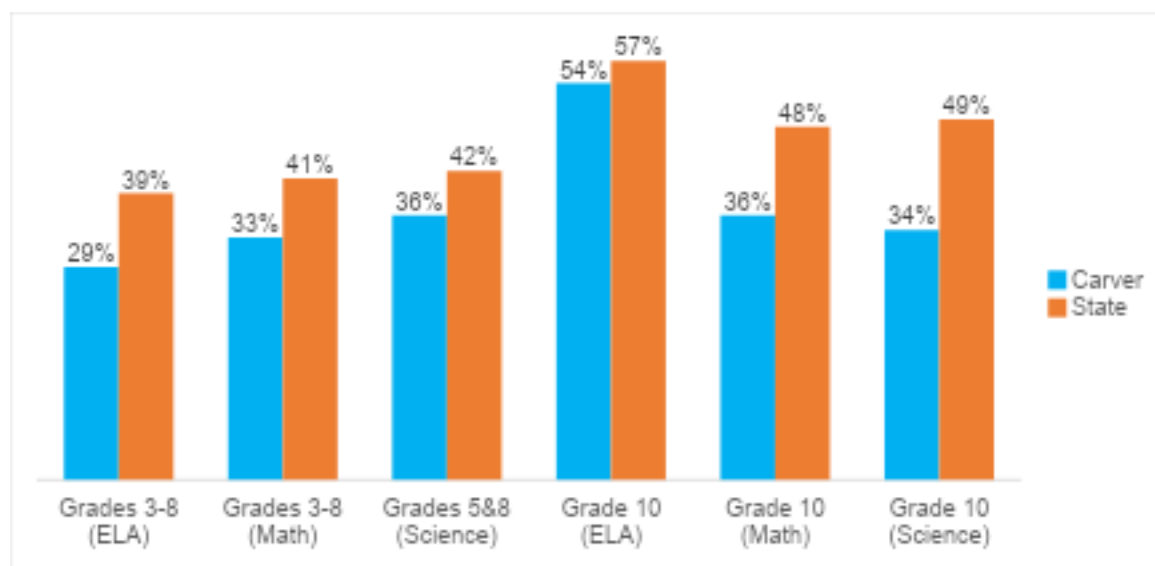


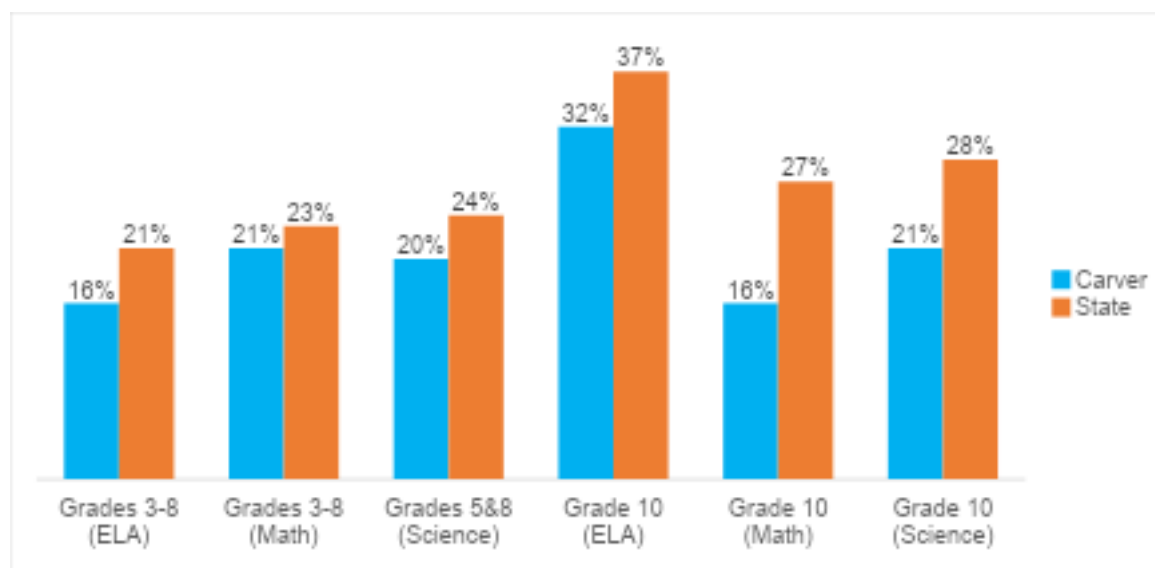
Figure 3 shows the percentage of Carver’s All Students group meeting or exceeding expectations on the Massachusetts Comprehensive Assessment System (MCAS), compared with the statewide percentage of students meeting or exceeding expectations on MCAS. In 2024, the percentage of students meeting or exceeding expectations was lower for Carver than for the state in Grades 3-8 (ELA and mathematics), 5 and 8 (science), and 10 (ELA, mathematics, science).

Figure 3. Percentage of Students Meeting or Exceeding Expectations, MCAS, 2024



Carver's High Needs students, who comprise 42.2 percent of the district, met or exceeded expectations on the 2024 MCAS assessments at rates 2 percentage points to 11 percentage points below High Needs students across the state (see Figure 4).

Figure 4. Percentage of High Needs Students Meeting or Exceeding Expectations, MCAS, 2024



Many high school students in Carver attend Carver Middle High School, but other options in the region include vocational and private schools. Carver's 2023 four-year cohort graduation rate (91.6 percent) was 2.4 percentage points higher than the state rate (89.2 percent). Furthermore, the district's dropout rate is 1.6 percentage points lower than the state rate (0.5 percent and 2.1 percent, respectively). According to school committee minutes, 33 students withdrew during the transition from Grade 8 to 9 this school year, an increase

compared to prior years. According to an exit survey administered to families who withdrew their children from the district, the leading reason was transferring to local career and technical education high schools.

Of students who graduated from the district in 2022-2023, 58.4 percent went on to attend college or university by March 2024, which is less than the state rate of 63.2 percent. In addition, 15.3 percent of 2023-2024 graduates planned on entering the workforce or an apprenticeship after high school, similar to the statewide data (14.6 percent).

In the 2024 statewide accountability results, neither the district nor its two schools were identified as requiring assistance or intervention, and the district made substantial progress toward accountability targets, as set by DESE. Furthermore, Carver Elementary School made substantial progress toward its targets, and Carver Middle High School made moderate progress toward its targets in 2024.

In fiscal year 2023, the total in-district per-pupil expenditure for Carver was \$18,506, which is \$588 less than the average in-district per-pupil expenditure in districts with similar demographics (\$19,094) and \$539 more than the average in-district per-pupil expenditure in districts of similar wealth (\$17,967).⁴ In-district per-pupil expenditures for Carver were \$2,750 less than the average state spending per pupil (\$21,256). Actual net school spending was greater than what is required by the Chapter 70 state education aid program, as shown in Table D5 in Appendix D.

Classroom Observations

Three observers, who focused primarily on instruction in the classroom, visited Carver during the week of February 24, 2025. The observers conducted 60 observations in a sample of classrooms across grade levels, focused on literacy, ELA, and mathematics. The CLASS protocol guided all classroom observations in the district. These observations used the three grade-band levels of CLASS protocols: K-3, Upper Elementary (4-5), and Secondary (6-12).

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

- Emotional Support. Describes the social-emotional functioning of the classroom, including teacher-student relationships and responsiveness to social-emotional needs.

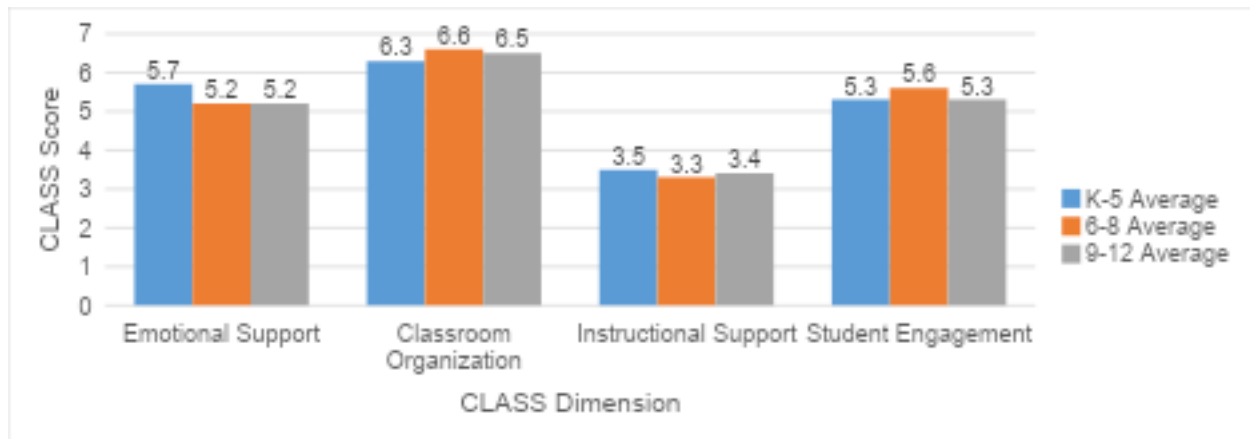
⁴ Districts with similar demographics and similar wealth are based on [Resource Allocation and District Action Reports](#) (retrieved February 2024).

- 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 from 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 Carver, 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. Figure 5 shows average ratings, by domain, for each grade band. The full report of findings from observations conducted in Carver is in Appendix B, and summary results are in Tables 17, 18, and 19 in this appendix.

Figure 5. Carver Public Schools CLASS Domain Averages by Grade Band



Overall, in all grade bands, instructional observations suggest generally strong evidence of classroom organization, moderately strong evidence of emotional support and student engagement, and mixed evidence of consistently rigorous instructional support.

Curriculum and Instruction

This section examines the extent to which district leaders have established a shared instructional vision, anchored in culturally and linguistically sustaining practices, that guides all curricular and instructional decisions toward equitable outcomes for all students. It also focuses on the extent to which the district pairs high-quality curricula and instructional materials, and high expectations for all students, with individualized supports so that every student can engage in deeper learning and develop the knowledge and skills that will prepare them to succeed in college and/or the workplace.

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

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

Indicator	Strengths	Areas for growth
Instructional Leadership	<ul style="list-style-type: none">■ The district's Educational Blueprint priorities are collaboratively determined, including parent and student input.	
Curriculum and Instructional Materials	<ul style="list-style-type: none">■ The district has a comprehensive curriculum review process.	<ul style="list-style-type: none">■ Developing a consistent curriculum review cycle■ Selecting and implementing high-quality curricula
Equitable Practices and Access	<ul style="list-style-type: none">■ Middle and high school students have access to many diverse and rigorous learning opportunities.	<ul style="list-style-type: none">■ Implementing defined academic interventions for students at the middle high school
Effective Instruction and Curricular Implementation	<ul style="list-style-type: none">■ Middle and high school students participate in long-term performance assessments that culminate in public presentations to demonstrate their learning.	<ul style="list-style-type: none">■ Providing meaningful feedback on assignments to help students understand and improve their work at the middle high school

Instructional Leadership

The assistant superintendent of teaching and learning is responsible for curriculum and instruction in Carver, supported by curriculum leadership teams at both the elementary and middle high schools. At the elementary school, the team consists of the principal, associate principals, Director of Special Education, and ELA and mathematics coaches, and at the middle high school, the team consists of the principal, assistant principals, Director of Special Education and the department chairs. In this role, the coaches and department chairs are called curriculum team leaders. The superintendent also is a member of both

teams and actively participates in instructional leadership activities such as classroom observations. The assistant superintendent and curriculum team leaders are responsible for overseeing decisions about curriculum and instruction across the district.

Carver has a District Vision Statement, which states,

All Carver Public School students will respect the rights and diversity of others, think creatively, learn continually, and contribute to their community. The students will be challenged by a purposeful and relevant curriculum, one that is essential to the human experience and prepares them to be citizens of the 21st Century. Staff, parents, community members and businesses will join in a partnership committed to high standards and dedicated to continuous improvement.

In alignment with this districtwide vision statement, as described by district leaders in interviews, the district's broader instructional vision specifically emphasizes student voice and project-based learning (PBL). District leaders in interviews summarized,

So [the district team] have had lots of conversations about student agency, student voice, and what we can do to provide students with more voice in the classroom setting, which leads to more student engagement. And we've definitely been pushing teachers to think about more of a project-based approach to teaching and learning.

According to principals, as part of this effort, 35 staff members previously participated in a three-day training on PBL. However, how teachers incorporate this training into their classrooms is up to the teachers' discretion.

In addition to the push toward implementing PBL throughout the district, school leaders also described that the district has adopted a specific instructional approach across all grade levels using *The Skillful Teacher* by Research for Better Teaching. The teacher contract requires teachers to take the Research for Better Teaching course by their sixth year in the district, which pays for this professional development offering. Principals explained that they found this instructional model to be "a great tool" for teachers "that gives a common language for teachers about their instructional strategies and gives a common language for all of the evaluators to explain what we're looking for in the classrooms." Principals noted that this instructional approach ties into the educator rubric that they use for evaluations. However, teachers in focus groups across all grade levels did not explicitly mention this instructional model.

District and school leaders identified that Carver's instructional goals closely align with the district's improvement plan, known as the Educational Blueprint. This Educational Blueprint, referenced in district and school leader interviews, contains four strategic objectives that the district is currently focusing on. Of these four broad objectives, the third listed objective relates to curriculum and instruction:

Enhance Teaching & Learning: To sustain a systemwide environment wherein exceptional instruction and student achievement are the core of our work and realized through collaborative action.

To accomplish this, the district identified several priority initiatives for the 2024-2025 school year, including the following:

- Provide professional learning reflecting faculty and staff feedback and students needs to include respecting differences; cultural, family, gender, abilities, and so forth.
- Continue to implement best practices that eliminate barriers to learning.
- Embed the Vision of the Graduate in written curriculum, determine measurement of student progress toward developing qualities, and update curriculum library.
- Utilize student-centered instruction to increase student engagement and promote deeper learning, such as PBL, Universal Design for Learning, and social-emotional learning.
- Continue to develop eighth-grade exploratory classes and the pathways program to ensure college and career readiness.
- Provide professional development for staff and training for students in diversity, equity, and inclusion.
- Collaborate and analyze student data to improve curriculum, assessment, and instruction.
- Increase vertical collaboration throughout the district.
- Continue to build/strengthen common planning time for Carver Elementary School educators to review ongoing data cycles.

District leaders noted that the four strategic objectives have been consistent for years, with Educational Blueprints since 2017-2018 available on the district's website, all featuring the same objectives. However, the district updates specific initiatives related to each goal annually, as needed, to target the needs of schools. Principals noted that the district's Educational Blueprint closely aligns with their schools' improvement plans.

In focus groups, district leaders, school leaders, and students described a variety of ways that the district's priorities are collaboratively determined, a strength of the district. For example, parents can provide input on the goals through school councils and PTOs. Students also have the opportunity to give feedback in student councils. One student in a focus group described the process:

I'm also on the school improvement council with [several teachers]. . . . I voice a lot of opinions there, and parents are there too. And [one teacher] takes everything that we work on [related to] the Educational Blueprint, and she takes that and brings it to the school committee board. And [that teacher] invites us to go all the time and says, "Please, if you are interested, go ahead." It's very open. Anyone can go.

In addition to conducting the meetings on the development of the Educational Blueprint, district leadership noted that they administer a survey to the community at large to get feedback on the strategies selected.

District and school leaders agreed that the district has systems in place for monitoring and improving instruction according to the objectives. One of these methods for monitoring progress is through regular teacher observations, including both informal observations and those through the educator evaluation system. According to district leaders, walkthroughs happen at both schools on a weekly basis, with a focus on student voice and student engagement. In interviews, district leaders described how these walkthroughs help them keep informed of instructional progress and improvement. Likewise, other district and school leaders maintain similar cadences of informal observations and feedback to teachers.

In terms of leadership structures, both the elementary school and the middle high school have curriculum leadership teams (CLTs), which guide instruction for each building. At each school, CLTs consist of principals, assistant principals, administrators, instructional coaches, and an English Learner specialist. Members of each school's CLT meet weekly and collaborate to lead instruction. In addition, the district has a curriculum leadership team, with curriculum lead teachers from each school and grade level, that meets twice per month. The curriculum lead teacher is responsible for "elevating the teachers and the instruction and help[ing] to provide a point person at the grade level." Principals in focus groups mentioned that curriculum lead teachers work closely with their buildings' CLTs as well as the district-level curriculum directors and the assistant superintendent for teaching and learning. For example, at the time of the district review, the curriculum leadership team was engaging in a book study with the text *The Shift to Student-Led* and discussing how to increase student choice and engagement through instruction and assessment.

Principals agree that the district has guidance and systems in place to empower the CLTs at each school. According to principals, the district sets expectations for the CLT's authority and scope of work as well as grade-level professional learning community times. Per the teacher contract, each grade level's curriculum team leader leads the grade-level professional learning communities, which occur once per month. In addition to attending professional learning communities, staff at the elementary school have bonus blocks once every seven days for 25 minutes, which are led by the instructional coaches. According to teachers, they often use bonus blocks to discuss curriculum pacing and review data collaboratively as grade-level teams. At the middle high school, teachers have a block that

they can use for collaboration if others teaching the same courses have it during the same time block. Otherwise, school staff reported having monthly department meetings, in which staff discuss curriculum pacing and share resources.

Curriculum and Instructional Materials

District leaders described a comprehensive curriculum review and selection process, which starts by creating a curriculum council to address the curriculum needs of the identified grade levels and content area. The district's assistant superintendent of teaching and learning and instructional coach lead the curriculum council, which is composed entirely of teacher representatives for the appropriate grade levels and subject areas as well as English Learner teachers, special education teachers, interventionists, and co-teachers. When asked, one district leader described their commitment to making sure that teams are representative and inclusive:

We want to make sure that there is proportionate representation if not overproportionate in making sure that everyone's there and that we also . . . still value the focus of diversity and making sure that that's inclusive.

After the curriculum council is set up, they begin by creating a faculty staff survey that is sent to relevant staff to gather their perceptions about the current curricular materials, including what is working and not working, as well as data collection and use and curriculum format styles and preferences. After these data are received, a three-day "launch" occurs in which the council looks at best practices, research, and pedagogy; discusses options for new curriculum; and defines what an "ideal" classroom for that content area would look like. A district leader described this process:

We ask them to talk about the environment, the supports for teachers, how the instruction works for students, the clarity of the content. We want them to really take all of those pieces and to define them. Then we go around and everybody presents our ideal classroom, and we do that in a vertical fashion. So kindergarten will go first, then first grade, and we look for commonality between that, and then from there, we generate a rubric of what we're looking for with the new curriculum.

Following the launch, the assistant superintendent and an instructional coach review different curricula using CURATE, EdReports, and other sources against the rubric, eventually narrowing their search to five options in the district's budget. From there, the curriculum council meets monthly to narrow down the options to three for deeper investigation, including speaking with the curriculum vendors. The curriculum council pilots materials in their classrooms, sharing what they have tried, including positives and negatives, and how the materials align with the rubric during ongoing meetings. The council also conducts site visits to learn from other districts. Eventually, each teacher completes the rubric for the final curriculum under consideration, and a vote is taken to determine which option the district will ultimately select. Teachers who have been members of prior

curriculum councils reported that their feedback was meaningful and was taken into account based on the curriculum that was selected. This comprehensive curriculum review process is a strength of the district.

Although the curriculum selection process is robust and meaningfully engages numerous stakeholders, curriculum reviews do not follow a specific cadence or timeline. District leaders identified this as an area for growth for the district and highlighted the need to regularly review curricula. To address this need, the assistant superintendent wrote a proposal to establish regular review cycles beginning in school year 2025-2026. Although the school committee approved the plan, it was eventually removed from the budget because of funding constraints and was not anticipated to be implemented at the time of the district review.

The implementation cycle begins after the curricula have been selected and includes the following stages: being piloted, early implementation, established implementation, and under curriculum review. According to the district's 2024-2025 curriculum table, most of the curricula listed below are in the established implementation phase. Exceptions are Units of Study Writing, Investigating History, Illustrative Math in Grades 6-8, and Word Love, which are in early implementation; Illustrative Math–Algebra, which is being piloted; and Democratic Knowledge Project, which is under curriculum review.

Table 3 summarizes the status of curricula being used districtwide.

Table 3. Curricula Used in Carver

Grade	Subject	Curriculum	Type	CURATE rating	EdReports rating
K-2	ELA	Units of Study Reading (2022)	Comprehensive	NR	NR
K-2	ELA	Units of Study Writing (2023)	Comprehensive	NR	NR
K-2	ELA	Units of Study Phonics (2018)	Comprehensive	NR	NR
3-5	ELA	Units of Study Reading (2015)	Comprehensive	NR	DNME
3-5	ELA	Word Love	Supplemental	NR	NR
6-12	ELA	Teacher created	Comprehensive	NR	NR
K-5	History/social studies	Teacher created	Comprehensive	NR	NR
6-7	History/social studies	Investigating History	Comprehensive	NR	NR
8	History/social studies	Democratic Knowledge Project	Supplemental	NR	NR
9-12	History/social studies	Teacher created	Comprehensive	NR	NR
PK-2	Mathematics	Bridges in Mathematics	Comprehensive	PM	NR
3-5	Mathematics	Bridges in Mathematics (2024 Version 3)	Comprehensive	NR	NR
6-8	Mathematics	Illustrative Math	Comprehensive	ME	ME
8-9	Mathematics	Illustrative Math–Algebra	Comprehensive	ME	ME
10-12	Other	Advanced Placement	Comprehensive	NR	NR
K-5	Science	Mystery Science	Supplemental	NR	NR
K-5	Science	Teacher created	Comprehensive	NR	NR
6-8	Science	Science Education for Public Understanding Program (SEPUP)	Comprehensive	NR	ME
9-12	Science	Teacher created	Comprehensive	NR	NR

Note. CURATE = Curriculum RATings by TEachers; NR = not rated; DNME = does not meet expectations; PM = partially meets expectations; ME = meets expectations; Investigating History is DESE developed or informed.

A review of curricular resources, including CURATE or EdReports, found that most curricula used across the district have no rating. According to CURATE, 16 curricula were not rated,

two meet expectations, and one does not meet expectations while according to EdReports, 15 were not rated, three meet expectations, and one does not meet expectations.

Exceptions are in mathematics and science: CURATE rated Bridges in Mathematics as partially meets expectations (Grades PK-2), and EdReports rated Illustrative Math as meets expectations (Grades 6-9) and SEPUP as meets expectations (Grades 6-8). In literacy, EdReports rated Units of Study as not meeting expectations (Grades 3-5). An area for growth for the district is selecting and implementing high-quality curricula.

Although Units of Study does not meet expectations on CURATE or EdReports, both district and school staff members consistently reported that this curriculum has been effective in the classroom. More specifically, elementary school teachers described in the focus group that Units of Study creates opportunities for students to enjoy reading and to have access to a robust selection of books through classroom libraries. School staff members agree, saying that they have noticed that their students are engaged in reading more now than they were with their previous curriculum. One teacher explained,

The kids absolutely love it. They love to read. With all the books that we have in the school, I am able to provide all students with the level of book that is just right for them and to keep pushing them along through the (Lexile) levels that they need. And whatever books we do not have, our reading coach is spectacular, and we will get what we need if we don't have it. So, I do feel like the materials that we have are meeting the needs of our students.

Despite the positive comments, school staff still agree that the curriculum is lacking in spelling, grammar, and practice opportunities. To combat this, the elementary school has been implementing Units of Study Writing (K-2) and Units of Study Phonics (K-2) as well as Word Love (Grades 3-5). Parents have mixed opinions on Units of Study; some parents view it positively, whereas others are hesitant to support its use on the basis of recent criticisms in the media.

For the elementary mathematics curriculum, Bridges, teachers and parents had only positive comments surrounding how well the program meets the academic needs of their students, especially in kindergarten. Teachers appreciate the practice opportunities that Bridges provides for students and how this curriculum promotes their mathematical thinking skills, and parents find the printable materials helpful in understanding how to best support their child in their learning.

At the middle school level, the curriculum is a mix of teacher-created and published curricula. According to ELA teachers, the curricula are teacher-created, and each grade level has a literary theme with a set of curriculum texts that have been selected so there is consistency across the grade level. In addition, standardized common writing assessments occur once per term. Otherwise, teachers have autonomy within their classrooms in how they teach the content, as one teacher explained, “Within that, the teachers decide what

activities they're going to choose." Regarding mathematics, teachers are implementing Illustrative Math, which is in its second year of implementation. As no mathematics teachers were in the middle school teacher focus group, the district review did not collect information on teachers' perceptions of the mathematics curriculum. For science, teachers have been implementing SEPUP for many years, and teachers again reported autonomy in how it is implemented in their classrooms. Last year, teachers began comparing this curriculum with the most recent science frameworks to be sure they align and determine how any gaps would be addressed.

At the high school level, the curriculum is largely teacher-created, and high school teachers reported that there are certain guidelines that departments follow when creating their curriculum. For example, high school teachers said that they have adapted their science curriculum from the middle school SEPUP rubrics. Teachers also described how they adhere to the Massachusetts Curriculum Frameworks while developing their curricula and use collaborative time and professional development blocks to modify on the basis of how students respond and what their needs are.

District staff added that the district provides formal districtwide professional learning opportunities to support effective curriculum implementation. For example, the district has partnered with the Teaching & Learning Alliance to support implementation of Units of Study. In addition, district leaders described how teachers were given training on how to interpret Lexile scores for determining students' reading levels:

We adopted NWEA where we were able to get a Lexile score for each student, and we did a fair amount of in-house professional development around what that means. So, some teachers were aware of what reading within your zone of proximal development meant, but not everybody. . . . [We] gave examples of two very different reading passages that were geared more towards an adult and asked them to analyze those reading passages . . . because the sentence complexity and the text complexity was so high out of kind of their range of what the teachers could do that, they like all of a sudden understood—if you're not reading within your zone of proximal development, you're not going to get to that optimal growth.

District officials confirmed professional development opportunities for districtwide curriculum implementation in Grades K-5 for ELA, Grades 3-8 for mathematics, Grades 6-12 for science, and Grade 8 for social studies. At the middle school level, teachers reported that they went through professional development to rewrite curricula to create the same templates between subject areas and incorporate components of the Vision of the Graduate.

Equitable Practices and Access

District leaders reported that several academic interventions are available to support students, including:

- Elementary school-level interventions: Foundations (Tier 2), Heggerty (Tier 2), Project Read (Tier 2), University of Florida Literacy Institute (Tiers 2 and 3), Orton-Gillingham (Tier 3), and Bridges (Tiers 2 and 3).
- Middle school-level interventions: *LANGUAGE! Live* (Tier 2) and Orton-Gillingham (Tier 3). No mathematics interventions were identified.
- High school-level interventions: No academic interventions were identified.

In addition to providing the responses above, elementary teachers described using strategies from the district curriculum accommodation plan to support students' academic achievement. Elementary school staff and district leaders referenced the district curriculum accommodation plan multiple times as a source that is expected to be used and pulled from if teachers need ideas on how to address student gaps. Middle school teachers also described creating teacher-developed MCAS improvement plans for students in ELA, mathematics, and science for students whom they wanted to target on benchmark writing assessments for Grades 6-8. During the focus group, high school teachers said that they agree that there is a lack of interventions; they were unable to identify specific academic interventions that are used in Grades 9-12. Similarly, families spoke positively about the academic interventions available at the elementary level but noted that interventions were not as robust at the middle and high school levels. Outside of mentioning tutoring at the high school level, families were not able to name any other specific academic interventions that students have received at the middle and high school levels. The lack of defined academic interventions available to students in middle and high school is an area for growth.

To select academic interventions that are available, teachers and other staff members shared that they use disaggregated, student-centered data from benchmark assessments that align with the common curriculum. One district leader described how teachers use student achievement data at the elementary level to determine instructional groupings and intervention needs:

We have intervention for [kindergarten] through [Grade] 5 in reading and some of the grades in math. So based on student data from the previous year, we use NWEA to give us a really good idea of where students are. In the fall, based on that data, the reading and the math coach will work with the grade-level teachers to develop those groups. We have one full-time reading teacher and a part-time reading teacher. . . . We really work really intentionally on a school-wide schedule.

At the elementary level, the district uses a "What I Need" (WIN) block in the school schedule to provide targeted and intensive interventions. Although the middle and high school schedules include the WIN block, educators generally described the time as less structured than at the elementary level. The WIN block at the middle high school level is 30 minutes daily, although the two are designed slightly differently. Over the course of the seven-day schedule rotation, at the middle school level (defined as Grades 6 and 7 for WIN), one block is dedicated to an advisory, with the rest being student choice. At the high school level

(defined as Grades 8-12 for WIN), one block is dedicated to an advisory, two are mandated to be academically oriented (e.g., getting extra help from a teacher, making up a missing assignment, or working individually on an assignment), and the rest are student choice. Teachers can also “lock-in” a student to attend their WIN block “if somebody really needs help.” Options during the student choice days vary widely, with examples provided during focus groups including indoor recess, extra gym, naps, community service opportunities (e.g., trail or parking lot cleanups), playing cornhole, and chess club. Staff across middle and high school focus groups reported mixed perceptions of this time; some staff members appreciate opportunities for students to have an unstructured period of their day to take a break, whereas others feel that the time is not well utilized.

At the district level, district officials confirmed that disaggregated data from MCAS and ACCESS are annually reviewed race and/or ethnicity, gender, low-income status, English Learner status, disability status, and High Needs status. Teachers at the elementary level mentioned some instances of providing these groups with individualized support and services that they need to access the curriculum, building on students’ existing strengths, and using data to monitor outcomes and adjust where needed. However, school staff at the middle and high school levels were not specific in how they are expected to review these data points for historically underserved students, particularly those who are marginalized on the basis of race, ethnicity, disability status, and linguistic background.

Regarding Students with Disabilities, Carver offers inclusion classes, co-taught classes, and substantially separate classes (e.g., study skills, language-based classroom). School leaders confirmed that the elementary school has 14 prekindergarten through fifth-grade inclusion classrooms, 12 of which are cotaught classrooms. In addition, elementary school leaders report that 94% of students with individualized education programs (IEPs) are being served in full inclusion settings. At the middle high school, district leaders described a Step-Up classroom specially for students diagnosed with autism at the middle school and a language-based classroom at the high school. In addition, middle high school leaders reported that there are six co-teaching classrooms and four substantially separate classrooms, with 53 percent of students with IEPs in full inclusion settings and 42 percent in partial inclusion settings. According to data provided by DESE, 11.2 percent of students with IEPs across the district are in substantially separate classrooms, which is below the state target of 13.3 percent. Students with Disabilities have access to the same core curricular materials and receive intervention supports as needed (e.g., University of Florida Literacy Institute, Bridges, *LANGUAGE! Live*, Orton-Gillingham).

Although Carver does not have a large percentage of English Learners, 2 percent for this school year, instructional supports are available at all levels. The district currently has one full-time English Learner teaching position at the elementary school and one full-time staff member who splits their time between the elementary and middle high school. Carver staff use WIDA levels to place students. At the elementary school, students at English language development (ELD) Levels 1-3 receive pull-out, push-in, and embedded instruction, whereas

students at ELD 4 receive push-in and embedded instruction. At the high school, students at ELD 1 are the only group of English Learners who receive pull-out, push-in, and coteaching instruction. Across the district, teachers use the National Geographic curriculum in addition to the core curriculum to support English Learners. In addition, principals and other officials within the district agree that they use data to continuously monitor the experiences and outcomes of English Learners. As previously mentioned, the district disaggregates MCAS and ACCESS data annually by various student groups including English Learner status.

Regarding students' access to rigorous coursework, a review of the Carver Middle High School course catalogue indicates that their district provides all students with access to a range of opportunities. At the middle school level, opportunities include honors mathematics (Grade 7); honors English, mathematics, and civics (Grade 8); and foreign language (e.g., French, Spanish; starting in Grade 8). Middle school students also have access to unique opportunities in their TechEd Allied Arts class. For example, students can participate in hands-on salamander research through SPARCnet and have worked with SketchUp, 3D modeling software. Students spoke highly of these opportunities for hands-on projects, and middle school teachers spoke of their commitment to integrating PBL in all subject areas. At the high school level, opportunities include a variety of honors courses, 12 AP courses (e.g., AP Literature and Composition, Statistics, Environmental Science), many high school electives (e.g., Mythology and Folklore, International Relations, Marine Science and Fisheries Management), and career and technical education offerings.

According to data provided by DESE in 2024, Carver students in K-12 take digital and computer science courses at a rate of 76.9 percent, 38.6 percentage points higher than their statewide peers (38.3%). The district reported that 100% of students in Grades K-5 took a computer class. In contrast, Carver students overall complete advanced coursework at a rate 3.2 percentage points lower than their peers statewide (64 percent vs. 67.2 percent, respectively).

District leaders described reviewing student enrollment in advanced learning opportunities at least twice per year. As one described, "We analyze [student enrollment] at a minimum two times a year, but oftentimes more - like right now as we're going through course selection." Furthermore, district leaders described using these meetings to discuss student representation in various courses, particularly its Innovation Career Pathways, as there is a requirement that districts maintain proportional representation in these programs.

For example, district leaders recently identified an underrepresentation of female students in their Manufacturing Engineering and Technology pathway. The steering committee then convened and brainstormed ways to encourage broader student enrollment. At the time of the district review, the committee was planning to reconvene in March to reflect on the data and determine if the strategies implemented were successful. However, from focus groups, other school staff are not aware of efforts to improve equitable access to advanced learning opportunities. Although several staff members were asked in focus groups, only one staff

member was able to give specific details on how many students are enrolled in AP classes, and no one mentioned that enrollment data were regularly reviewed or monitored for equity of access.

Career and technical education exploratory begins in Grade 8, where students explore each of the eight career pathways: Manufacturing, Engineering and Technology, Biotechnology, Environmental and Agriculture Sciences, Health and Wellness, Computer Science (based on Project Lead The Way), Culinary and Hospitality, Visual and Performing Arts, and Clean Energy. Students reported that they can try as many of these pathways as they want before they have the option to choose one to commit to when they enter ninth grade. To complete a pathway, students must take two advanced courses, as designated by DESE's list of approved advanced courses, throughout their time in high school, such as AP classes or computer science. High school students are also highly encouraged to complete internships during their senior year; these internships can be completed either externally in the community or internally within the school building to make sure that all students can participate regardless of access to personal transportation. The rich and diverse opportunities for middle and high school students to access rigorous courses are a strength of the district. Although the district provides a robust pathways program, school leaders agree that they are trying to build support for the pathways within the community to help boost participation. A school leader described their approach as follows:

We have assemblies to talk to kids about it. We have parent meetings to talk to them about it. Our guidance counselors meet with students individually. Being a small school, our guidance counselors know every student, and I think that they communicate very well with families as well about opportunities available for kids.

Effective Instruction and Curricular Implementation

Teachers from across the district generally agree that their district provides supports for developing a safe and supportive learning environment in which all students can engage in academic content. These supports include providing culturally relevant materials and adjusting lessons to meet the needs of individual students. Students agree, saying that the content in most of their courses feels relevant to their lives. Students at the middle and high schools also highlighted opportunities for student discourse, and multiple school and district staff in focus groups named student discourse in the classroom as a top focus for the district this year. PBL also has been a focus at the middle and high school levels. Middle school students particularly appreciated the opportunity to select research projects on topics that interested them, called performance assessments, such as the sixth-grade restaurant project, seventh-grade career project, and an eighth-grade project focused on students' personal values. All middle school students described comprehensively working on these projects throughout the term, and students then had the opportunity to present their work to family, friends, and teachers in the library. The opportunity for students to

participate in prolonged projects that culminate in public presentations is a strength of the district.

Classroom observation scores in the middle to high range for dimensions in the Emotional Support domain in the K-5 grade band (average 5.3) and in the middle range in the 6-8 and 9-12 grade bands (both averages 5.2) partially support these depictions. In contrast, lower scores in Regard for Student Perspectives (averages 3.4 in K-5, 2.9 in 6-8, and 3.4 in 9-12) suggest that lessons incorporate student choice, but not on a consistent basis.

The district has curricular implementation guides for most classes to set expectations for and supports educators in implementing lessons that reflect grade-level standards and WIDA ELD standards. The majority of classes at the middle and high school levels have curriculum guides, with a small number of classes marked as not yet having them. Regardless of whether curriculum guides are present, not started, or need updating, Carver monitors this information through their district-created Course Tracker documents for each subject area. Teachers and other officials did not indicate that the district requires that teachers identify both content and language objectives for all lessons, but students reported that classroom objectives are sometimes visible, and students typically know what is expected when they walk into class. Carver upholds the expectation that teachers, through their planning, identify strategies for providing supports to enable students to engage in grade-level content, such as having access to extra intervention time through WIN block or staying after school for academic support at the secondary level.

According to elementary school teachers, the district supports them in implementing evidence-based instructional practices by using their instructional coaches, integrating one-to-one conferences with students and teachers, implementing scaffolds and modifications of Students with Disabilities related to IEP goals, and using benchmark assessment data to drive instructional student groupings and modifications to the taught curricula. Classroom observation in Grades K-5 consistently in the middle range for dimensions in the Instructional Support domain supports some of these depictions. Grades K-5 saw higher scores in Instructional Learning Formats (5.7), Quality of Feedback (3.5), and Analysis and Inquiry (Grades 4 and 5; 3.2) compared with all other grade bands districtwide.

At the middle and high school levels, classroom observation scores were more mixed. Grades 6-12 still scored in the middle range for Instructional Learning Formats and scored slightly higher in Content Understanding (4.0 in Grades 6-8, 4.4 in Grades 9-12) than Grades K-5 but scored in the low range for Quality of Feedback (2.0 in Grades 6-8, 2.2 in Grades 9-12). The rating for Quality of Feedback suggests that teachers frequently dismiss incorrect responses or misperceptions and rarely scaffold student learning.

Similarly, middle and high school students explained that teachers vary in the types of feedback they provided on assignments. For example, students identified mathematics as a particularly challenging subject and said that some teachers simply identified the problem

as right or wrong, versus providing explanations to students. A student summarized, “I don’t know what I do wrong most of the time.” In other subjects, students described teachers as reviewing the assignment together as a class afterward and explaining items that were particularly difficult for the class. Consistently providing meaningful feedback on assignments to help students understand and improve their work is an area of growth.

Recommendations

The district should develop a consistent cycle for curricular reviews.

The district should focus its curricular review process on selecting and implementing high-quality instructional materials, particularly those that meet expectations according to CURATE and/or EdReports.

The district should examine student needs in the middle high school, select Tier 2 and 3 interventions across each subject, and implement them with students who need additional support accessing the general curricula.

The district should support educators in providing students with meaningful feedback on assignments.

Assessment

This section examines the extent to which, through the establishment of strategic data and assessment systems, the district supports a robust, data-centered culture that advances equitable student experiences and outcomes. It also focuses on the extent to which the district collects an array of data and uses it to inform decisions at the classroom, school, and district levels as well as the ways in which, by analyzing assessment results and other data, educators develop an understanding of the whole student, can examine trends across student groups, and can adjust their instruction accordingly.

Table 4 summarizes key strengths and areas for growth in assessment in Carver.

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

Indicator	Strengths	Areas for growth
Data Collection	<ul style="list-style-type: none">■ The district gathers a range of academic data at all levels to inform instruction.	<ul style="list-style-type: none">■ Gathering nonacademic assessment data, such as social-emotional learning screeners
Data Use and Culture	<ul style="list-style-type: none">■ Elementary teachers use bonus blocks to review and discuss student data.	<ul style="list-style-type: none">■ Establishing a culture of data use at the middle and high school levels■ Providing time for teachers at the middle and high school levels to review data regularly
Sharing Data	<ul style="list-style-type: none">■ The district has a strong commitment to data privacy, demonstrated through the implementation of multiple strategies.	<ul style="list-style-type: none">■ Monitoring consistent and timely entry of grades into Aspen at the high school level■ Providing parents with more academic data throughout the year at the elementary level■ Allocating more time for parents to meaningfully participate in parent-teacher conferences at the high school■ Creating standardized and calibrated guidelines for grading at the middle and high school levels

Data Collection

The assistant superintendent of teaching and learning oversees assessment in the district, and is supported by principals, the director of special education, and a team of literacy and mathematics specialists, including instructional coaches and educational support personnel (similar to paraprofessionals). The district gathers multiple types of academic data about all

students, which is a strength of the district. The data collected across all three levels include the following:

- Elementary school-level assessments: Dynamic Indicators of Basic Early Literacy Skills (kindergarten), NWEA MAP Reading Fluency (Grades 1-3), NWEA MAP Growth in ELA and Mathematics (Grades 2-5), district-developed common writing benchmarks (Grades 2-5)
- Middle school-level assessments: NWEA MAP Growth in ELA and Mathematics (Grades 6-8), district-developed common writing benchmarks (Grades 6-8), unit-based performance assessments (Grades 6-8)
- High school-level assessments: unit-based performance assessments (Grades 9-12), common assessments (Grades 9-12)

Across the district, teachers did not identify any nonacademic assessments or screeners, such as a universal social-emotional learning screener. The lack of a tool to collect nonacademic assessment data, such as social-emotional screeners, is an area for growth for the district.

Data Use and Culture

As described by district leader and school staff focus groups and interviews, there are significant differences in the perception of data collection and use across schools. Teachers across grade levels had mixed opinions about the usability of assessments and data to target and improve student learning. At the elementary level, teachers described regularly using data to inform teaching and having a positive perception of data use. Elementary teachers reportedly leveraged data gained from assessments to “group students into smaller groups” and work with specialists on the basis of their areas of need. Elementary teachers identified that their daily 30-minute WIN blocks were a time when students would work with specialists and receive targeted instruction based on data gained from assessments. For example, teachers described the process for grouping students during WIN blocks to meet student need:

During WIN block, we started something new this year where we actually took the data, and the kids are actually moving to different classrooms based on where they were scoring. So, we have one group that’s kind of advanced, the other one that’s kind of like right on grade level, and then the other where it’s more like intervention based. So since they’re old enough, they can all kind of move quickly into another room, and we kind of meet their needs in that sense.

Overall, teachers at the elementary school level had the most positive perception of assessment data, and elementary teachers and school leaders at this level reported a strong commitment to using data to inform instruction. The main way that teachers review data is through bonus blocks once every seven days. According to teachers, bonus blocks are structured for classroom teachers to meet with instructional coaches and discuss student

data, and typically, coaches facilitate these meetings. Teachers agree that the extra time buCLT into their schedules to focus on student data with the support of their instructional coaches is helpful. The variety of ways that elementary teachers review and use data to support students' needs in their classrooms is a strength of the district.

However, at both the middle school and high school levels, a culture of data use is still being developed, an area of growth. Teachers at both levels described occasionally looking at assessment data from MCAS and AP assessments during department meetings as a team, but reported that analysis of data was not a highly encouraged practice within their school. As a high school teacher summarized, "there's not a lot of time buCLT in to [review data]." Additionally, many teachers across the middle/high school questioned whether summative data accurately represent a student's progress and expressed a preference for formative data. For example, teachers described frequently reviewing student work to examine if they have mastered the skills of the lesson, but questioned the value of summative data. One high school teacher in the focus group noted,

I don't know if we're convinced that the data that we get is always an accurate representation or something we don't already know. I think because it's a small school, because our classes are small, because we have such a great relationship with the kids, we can see so much on a formative basis, right? I don't think anyone is necessarily always shocked at the data when we look at it.

Overall, teachers at the middle and high school levels had mixed opinions on the usefulness of summative assessment data, with most teachers reporting negative perceptions. Another high school teacher noted that because the high school had so few kids, they felt that these data were less valuable and that prioritizing teaching and serving kids were more useful than the time it would take to sit down and analyze data.

Similarly, district leaders agree that the process for discussing and breaking down data to inform teaching practices was far more robust at the elementary school than at the middle high school. For example, at the elementary school, three times per year (after every MAP assessment), district leaders, school leaders, and teachers have a formal data meeting. Then, school leaders and teachers will, on the basis of the findings from the data meeting, "regroup students based on the data analysis for what students are going to get Multi-Tiered System of Supports [MTSS] or response to intervention." District leaders noted that at the middle high school, this is a far less developed process. The middle and high school levels sporadically look at assessment data trends in department chair meetings, but there are no set data meetings throughout the year. Teachers in focus groups at the high school reported that having regularly scheduled time for data review "isn't really a part of their school culture." Not having a regular designated time to review data at the middle and high school levels is an area for growth within Carver.

Sharing Data

The district primarily uses Aspen to share academic data with students and families and SchoolStatus Connect to communicate broader district and school updates to parents, a strength of the district. The use of Aspen is more robust at the middle and high school levels than in the elementary schools. Students at the middle high school view their grades on Aspen, and teachers are expected to regularly update grades within the platform. However, at the elementary level, report cards are the only student data available through the platform.

In terms of students having ownership of their learning, students in focus groups at the middle and high school levels reported using Aspen to regularly check their grades. Whereas middle school students reported that the system worked well, high school students reported that teachers varied in how frequently they entered grades into Aspen, which impacted the system's usefulness. For example, some teachers reportedly enter grades very quickly, whereas others don't add grades until the end of the grading period. A student explained, "The night before, one teacher was putting in all the grades, and I didn't even know that I had an assignment that was missing. . . . [It's] tough if you're trying to keep up with what you're missing, what your grades are. Monitoring consistent and timely entry of grades into Aspen at the high school level is an area for growth for the district.

In contrast, teachers at the middle school noted that sixth and seventh graders have an academic workshop/advisory period in which teachers go over grades with students, teach them how to check their grades, and hold them accountable for any missing work. The purpose of this period is to give students extended time to identify and address missing classwork assignments, which are clearly marked on Aspen. Teachers described a similar process at the high school level for grouping students, showing them how to check their grades, and holding them accountable for missing assignments. Yet, as previously mentioned, students in focus groups described some challenges with accessing grade information in a timely manner.

At the elementary level, parents in focus groups reported that they received the NWEA results and benchmark assessments from teachers, but that they would like more regular updates on their child's academic progress because grades are not regularly updated through Aspen. These parents also reported a desire to see more of their students' work, such as their writing samples. Several elementary parents described reaching out to teachers often to receive additional information. One parent described,

I actually had to ask for a sample of writing [for my student at the elementary school] because I've yet to receive one this year. And I only received a piece of narrative writing. But, at this point in the year, I should be getting narrative writing, opinion writing, informative writing. So, that's what my concern is, and you know, I'm very supportive, so I want to help. I want a rubric to show what my student needs to work on and where I can help him, and I'm just not getting that.

Giving parents access to more academic data throughout the year at the elementary school is an area for growth within the district.

At the middle and high school levels, parents reported that parent-teacher conferences were the main time that teachers directly communicated with them regarding their students' grades, outside of the regular grade updates through Aspen and report cards. However, several parents noted that they had difficulties signing up for these parent-teacher conferences because of the limited number of spots available. One parent summarized, "it's really difficult to get those conferences scheduled," while another explained:

I would say conferences are really the most direct communication you get with individual teachers at the middle and high school. And there are definitely not enough slots for people. You know, they're 10-minute slots over the course of, I think they block out four hours. And there's just too many kids for too many teachers to be able to really get to have a good conversation. I will say the couple of times I've needed to communicate directly with a teacher, they've been very good. But there's no other than staying on top of following your child's grades on Aspen. . . . But beyond that, there's no real direct communication from teachers.

Additionally, when parents were able to sign up for a conference, some parents noted concerns about the conference format. During parent-teacher conferences, some of their child's teachers meet with parents as a group, at the teachers' discretion. In this format, all of the teachers working with a particular child meet with the parent at the same time. As a result, it can be difficult to have targeted private discussions about students' progress in one subject area specifically. Further, group conferences are for the same amount of time as those with individual teachers, and as a parent explained, "[group conferences are] hard because you still have the same amount of time, but now you're meeting with five people."

Overall, parents in focus groups expressed a variety of concerns with parent-teacher conferences at the middle high school, including the length of time to talk with each teacher, the availability of time slots, and the desire for privacy to meet with a teacher one-on-one. Allocating more time for parents to meaningfully participate in parent-teacher conferences at the high school is an area for growth.

Regarding the grading system, district leaders, school leaders, and teachers reported that the district has been working to calibrate grading practices across grade levels through the introduction of a new grading committee and Grading for Equity workshop. However, district leaders and teachers had mixed reports about its usefulness. District leaders acknowledged difficulties in recruiting teachers to volunteer their time to join this committee. This year, the grading committee has focused on offering teachers across grade levels professional development presentations on different grading methods within Aspen. These presentations have discussed the differences between grading students on the basis of total points versus weighted grades. As a result of these presentations, some teachers in focus groups reported having discussions within grade levels about weighting similar assignments in the same manner in Aspen to have more consistency, although this is an emerging practice. A middle school teacher highlighted, “[Right now] each teacher can decide if they’re going to do the total points or the weighted grades.” Similarly, a district leader summarized,

I would say that one teacher might be very focused on compliance—are you doing the homework? Another teacher may be less focused on compliance and more about how do you meet your learning targets? I would say it’s all over the place.

Creating clear, standardized, and calibrated guidelines for grading at the middle and high school levels is an area for growth for the district.

According to district leaders, the district regularly reviews and monitors digital platforms that collect, store, and share student data to maintain ongoing compliance with student data privacy laws and regulations. Carver has a chief technology officer who oversees the selection of student information systems and ensures compliance with data privacy standards. To enforce these measures, the district has established a data privacy agreement at the district level. In addition, district leaders highlighted the use of Google Classroom’s closed campus feature, which requires a district email to access private records and internal sites. Teachers, for instance, have access only to records specific to their own students. Moreover, teachers are required to complete annual FERPA training on student data privacy. Finally, teachers noted that discussions on data privacy occur during bonus blocks a couple of times a year. The district’s strong commitment to data privacy, demonstrated through the implementation of multiple strategies, is a strength.

Recommendations

- *The district should expand its data collection to include social emotional and behavioral data.*
- *The district should develop a culture of data use at its middle and high school by collaborating with teachers to identify and leverage high-quality data sources that provide authentic insight into students’ understanding and progress.*

- *Where feasible, the district should build time into the middle high school schedule for data review and discussion around adjustments to practice.*
- *The district should set expectations around the timely inputting of grades in the Aspen system, particularly at the high school level, to increase its usefulness for students and to allow families to monitor progress throughout each semester.*
- *The district should work with elementary teachers to expand the breadth and depth of academic data shared with families, including regular student progress updates and work samples.*
- *The district should identify opportunities to increase families' access to teachers at the middle high school. This may include expanding the time allocated for conferences or creating another system that allows for regular contact and meaningful conversation around academic progress.*
- *The district should engage middle and high school teachers in establishing clear expectations and guidance around grade weighting and assessment practices to reduce variability across classrooms and hold consistent expectations for student performance.*

Student Support

This section focuses on the extent to which the district supports the whole student by creating safe and supportive environments, meeting students' health and well-being needs, and engaging all families. It also focuses on the extent to which these supports are built on a robust MTSS that flexibly assesses and addresses each student's academic, social-emotional, and behavioral strengths and needs.

Table 5 summarizes key strengths and areas for growth in student support in Carver.

Table 5. Summary of Key Strengths and Areas for Growth: Student Support Standard

Indicator	Strengths	Areas for growth
Safe and Supportive School Climate and Culture	<ul style="list-style-type: none">■ The district implements effective attendance strategies.■ Student leadership opportunities are accessible and meaningful, especially in the upper grade levels.	<ul style="list-style-type: none">■ Implementing restorative practices as alternatives to exclusionary discipline
Health and Well-Being	<ul style="list-style-type: none">■ The school committee revised district policies regarding sports participation to expand students' access to athletics to encourage physical health and well-being.	
Family and Community Partnerships	<ul style="list-style-type: none">■ School staff provide clear and proactive communication celebrating student progress and accomplishments.■ The district has strong community partnerships to support families.	<ul style="list-style-type: none">■ Improving families' access to SchoolConnect to receive information from the district and school
Multi-Tiered Systems of Support	<ul style="list-style-type: none">■ Carver Elementary School provides structured support for students with academic needs.	

Safe and Supportive School Climate and Culture

According to district leaders, Carver collects and uses multiple sources of data to regularly monitor school and district culture. These sources include the Views of Climate and Learning survey, the New England Association of Schools and Colleges Survey (Grades 6–12), and the Modified Risk Youth Behavior Survey (Grades 6–12). District leaders also described continuing to use a climate and culture survey originally developed under the Safe and Supportive Schools Grant. Although the grant has ended, the survey has been maintained—particularly at the elementary level, where staff actively solicit parent feedback on school climate. They noted, however, that this type of surveying is not currently

implemented at the middle and high school levels. In addition to using survey data, the district uses internal structures such as the Faculty Council, Workload Committee, and Diversity, Equity, and Inclusion Committee to gather staff feedback and monitor school climate.

In addition to using these tools, Carver has developed a comprehensive set of safety and wellness-related plans and policies, although the frequency of updates varies. The district's emergency response plan, bullying prevention plan, local wellness policy, and allergy collection and verification protocol have been updated within the past three years, whereas the district's multi-hazard evacuation plan exists but has not been updated within that time frame.

Many of these policies are operationalized in school settings and communicated through the district's student handbooks. Both the *Carver Elementary School Handbook* and the *Carver Middle High School Handbook* include a detailed bullying prevention plan aligned with state requirements. The plan outlines the district's commitment to maintaining a safe and respectful learning environment, free from bullying, cyberbullying, and retaliation. It includes definitions of bullying behaviors, procedures for reporting and investigating incidents, and a range of possible disciplinary and supportive responses. In addition, the elementary handbook designates a bullying/harassment coordinator and emphasizes education and prevention as part of the school's broader behavioral expectations.

During focus groups, students and families generally described Carver schools as welcoming, respectful, and safe. One parent shared, "I have found . . . that the kids are really respectful of each other, and the staff has been great," highlighting a sense of inclusion and care. Students echoed this sentiment, with one noting, "It's easy to ask for help when you need it . . . and they always make sure you're okay." Another student added, "I feel pretty safe walking around the school. I'm not scared to be here." However, not all feedback was positive. A few parents expressed concerns about bullying, exemplified by one parent, who stated, "I have found in the high school environment that a lot of bullying happens. There's not as many supports for kids that struggle." To provide an avenue for anonymous reporting of bullying incidents, the district launched a new Anonymous Concerns Report program, an online form to "facilitate the reporting to school officials information regarding bullying, student safety, or students who may be in need of assistance." Notably, high school students in the student focus group did not describe bullying as problematic.

Both the *Carver Elementary School Handbook* and the *Carver Middle High School Handbook* also provide information about emergency evacuation procedures to ensure student and staff safety during critical situations. At the elementary level, evacuation procedures are referenced in the context of daily routines and safety systems, such as the use of PickUp Patrol for dismissal changes and emergency management coordination. The middle high school handbook includes a dedicated section explaining evacuation protocols, routes, and expectations for students during fire drills or emergency events. Although both

handbooks provide relevant information for families, they do not include the district's full multi-hazard evacuation or emergency response plans.

The district's local wellness plan further addresses health and wellness and is available on the district website. The plan outlines goals and actions across seven core areas, including nutrition, physical activity, school climate, and staff wellness. Nutrition education is embedded in the curriculum, physical education is provided for Grades K–12, and the district adheres to USDA and state nutrition guidelines. The district also maintains a Wellness Committee and formally evaluates the plan every three years. According to the Wellness Plan presentation from March 2025, the Wellness Committee met four times during the 2024-2025 school year and was composed of administrators, teachers, students, parents, and community members. See Health and Well-Being for more information on schools' implementation of the wellness plan.

To support students' nonacademic needs, the district also offers a continuum of behavioral health services. School counselors and student support staff confirmed that Carver provides resources to support students with intensive behavioral needs across all grade levels. The elementary school has dedicated school adjustment counselors who form part of the mental health team, supporting students' social-emotional and behavioral development. At the middle high school, the district employs guidance counselors, school adjustment counselors, and a Board-Certified Behavior Analyst to address a range of student needs.

According to the school leaders and student support staff focus group participants, the district's MTSS framework further supports these services. At Tier 1, support staff have launched a monthly diversity reading initiative across all grade levels. A team composed of counselors, the school psychologist, and administrators selects books that promote inclusion, representation, and acceptance. One participant shared, "We picked books that we felt like were important for students in different subject areas to learn about and help teach acceptance for all." Titles read so far include *Finding Your SPOT in the World*, *The Invisible Boy*, and selections addressing topics such as anxiety, autism, food allergies, and vision differences. At Tiers 2 and 3, support staff implemented a variety of nonacademic supports and interventions to address students' behavioral and social-emotional needs. These include pushing into classrooms for social-emotional learning lessons; one-on-one check-ins; small group counseling; lunch bunch, a structured social group designed to build peer connections; and Social Thinking, a program focused on developing social-emotional skills. In addition to offering these group-based supports, schools also collaborate with teachers and families to support students' academic, behavioral, and emotional needs and offer one-on-one counseling as needed to address more individualized concerns.

In addition, Carver has developed school-based systems to promote positive behavior and school climate. At the elementary level, positive behavioral interventions and supports are implemented through the work of the Safe and Supportive Schools (SSS) Committee. According to school staff, the expectations are to "be respectful, be responsible, be ready to

learn.” The SSS Committee coordinates behavioral supports such as schoolwide assemblies and the Champions for Change initiative that recognizes students for positive behavior. Staff also use student-created videos and daily announcements to reinforce expectations. At the middle and high school levels, staff reported that PBIS was currently being refreshed for the spring semester to keep students incentivized. For example, the school was planning to implement Crusader Madness for the month of March where students could use their PBIS tickets (called Crusader Cash) to enter different raffles for gift cards to local businesses such as Subway, Dunkin, and Moes. Students would also be able to earn raffle tickets for attendance if they did not have any tardies for the week.

School leaders emphasized the importance of family and student involvement in behavioral responses, particularly when consequences are necessary. An elementary school leader explained their approach as follows:

We tend to work with families when we talk about consequences for behavior. We want to get their input, but we really want to get them on board to help us to put things in place at home too. . . . We want the kids to be involved with the consequences also. . . . Sometimes it’s as simple as, “What do you think you need to have for a consequence?”

At the Middle High School, the code of conduct is defined in the school’s student handbook. The handbook describes consequences as, “progressive in nature”, and may include: take home detention (where a student reflects on their behavior and creates a plan to improve), lunch detention, teacher detention, office detention, Saturday Schools, social probation (exclusion from all extra-curricular activities and school functions), required community service, in-school suspensions, out-of-school suspensions, and expulsions. A middle high school leader explained,

We don’t want to be suspending kids outside of school . . . but [administrators] will draw the line at toxic language—we’re not going to create that culture. If they suspend a student for that, I support it. . . . We hold kids accountable, and they know that. We don’t sweep anything under the rug. . . . I think our kids are extremely respectful and responsible . . . but we hold them accountable.

Staff described how they are working to embed restorative practices into disciplinary consequences, although this is in the early stages. When students receive a suspension, there is staff supervision and follow-up. A staff member explained, “It’s us that has to be with the kid and work with them and find a plan. . . . They’re going to have to meet with the counselor for a half an hour, work on this kind of thing.” Staff acknowledged that getting parents on board with this process can be challenging, particularly when families are hesitant about counseling referrals, but emphasized the importance of helping families understand why these services are important.

Yet, according to DESE data, in-school and out-of-school suspension rates in 2024 were above the state rate for each student group with reportable data. In-school suspensions were twice the state rate for every group except Students with Disabilities (for all students, 3.2 percent received in-school suspensions and 2.5 percent received out-of-school suspensions, compared with 1.4 percent and 2.4 percent at the state level, respectively). Implementing restorative practices as alternatives to exclusionary discipline is an area for growth for the district.

District and school staff agree that they have been focusing on reducing student absenteeism in recent years. A review of the district's online student handbooks shows that Carver has attendance policies detailing expectations for elementary, middle, and high school students. These policies, which are reviewed annually, emphasize the importance of consistent attendance, define procedures for excused and unexcused absences, and describe steps for addressing excessive absenteeism, including family communication and support meetings. These policies include a combination of supportive and punitive sanctions. At the elementary level, the approach centers on early intervention, family meetings, and problem-solving when attendance becomes a concern. In contrast, the middle high school policy outlines more traditional disciplinary measures for tardiness, primarily consisting of office detentions (after five tardies to school in a term) and teacher detentions (after being tardy to a class without a valid pass or reason). However, the middle high school has been working to embed some restorative practices into these more traditional consequences. For example, an assistant principal and student support staff member run a breakfast club for students with before-school detentions for tardiness where they get breakfast for arriving on-time. According to a staff member, "[the purpose of breakfast club is] twofold: one, they got their consequence. Secondly, they're here on time that day and you can prove to them [that they] can get here early."

District and school leaders noted that clear expectations from district leadership, coupled with school-level planning, will promote student attendance and provide the support needed to address attendance concerns. Schools are encouraged to act early in the year, set consistent expectations, and identify families who may need additional outreach. School leaders and support staff emphasized a shift from reactive responses to more preventive, relationship-driven strategies that prioritize communication and collaboration with families. Students and families reinforced these themes. During focus groups, students demonstrated an understanding that attendance is closely tracked and tied to DESE reporting and accountability systems, and some students reflected positively on moments when high attendance was recognized. Families also highlighted the importance of context when addressing attendance and behavior challenges, expressing a preference for supportive, empathetic approaches, particularly when home-related issues affect a student's ability to be present at school.

The data reflect Carver's efforts toward improving student attendance. According to DESE data, Carver's overall student attendance is higher than the state average (the district's

attendance rate is 94.3 percent compared with 93 percent statewide for the 2023-2024 school year) and its rate of chronic absenteeism is significantly lower (the district's chronic absenteeism rate is 11.4 percent compared with 19.7 percent statewide for the 2023-2024 school year). Carver also outperforms the state across most student groups, including Low Income students, Students with Disabilities, English Learners, and Black or African-American students. School leaders attributed the district's strong attendance outcomes in part to the collective dedication of staff and the lessons learned during the pandemic. One principal said,

Teachers are working so hard. The things we've learned from the pandemic have really helped us get to where we are today. . . . We picked up some good momentum and really want kids to be in school, which has helped with attendance.

During focus groups, school staff described a collaborative, team-based approach to promoting attendance, with systems in place to monitor data and intervene early. One staff member noted, "The way our attendance works, daily attendance is tracked in our student information system, and it alerts administration and counselors right away if a student's missed multiple days." Staff also shared that the district has an active attendance committee—typically composed of the student's guidance counselor, assistant principal, and school nurse—that meets to review data, coordinate outreach, and align supports across schools. In addition, Carver offers a Transitional Assistance Program at the middle high school to support students returning from prolonged absences due to medical or personal circumstances. Facilitated by an education support professional, the Transitional Assistance Program functions as a support system in which students begin their classes in a separate, structured space and gradually transition back to the regular setting as they are ready. Carver's implementation of effective attendance strategies is a strength of the district.

Carver's emphasis on student leadership and voice is another strength of the district. According to the *2024–2025 Carver Middle and High School Handbook*, the district offers students in the upper grade levels several opportunities for leadership and promotes student voice. Both the middle and high schools offer student government structures that include elected positions such as president, vice president, secretary, and treasurer, along with classroom representatives. These groups are responsible for organizing student activities, promoting community service, and fostering productive relationships with staff. High school students also can participate in the student advisory committee, which consists of five juniors and seniors elected to represent student concerns directly to the school committee. This committee works in collaboration with the principal and student council to amplify student perspectives on issues affecting the entire school. Additional leadership opportunities are available through the National Honor Society, Captains Council, and various student organizations, such as the Environmental Club, Multicultural Club, and Best Buddies. These roles promote student voice, responsibility, and civic engagement across academic, extracurricular, and governance settings.

These formal structures outlined in the handbook are reflected in practice, as described by both teachers and students during focus groups. Teachers indicated that the middle high school is effectively promoting student leadership and encouraging student voice. One teacher noted, “The student council has 30 [members], and they are all very active,” highlighting strong student engagement in leadership roles. Students reinforced this perspective, confirming that leadership roles, including the student council, are accessible. They described active participation and a clear sense of responsibility in representing their peers. Students and school committee members also mentioned opportunities for students to attend and speak at school committee meetings, demonstrating that student voice is valued not only within the schools but also at the district level.

Health and Well-Being

According to the school leaders and the *2025–2026 Carver Middle High School Program of Studies*, the district provides a full year of physical education for students in Grades K–5 and at least one semester of physical education for students in Grades 6–12. More specifically, school staff suggest that students across all grade levels have access to physical education as part of their regular school year schedules. At the elementary level, students participate in gym class twice per class rotation cycle and have daily recess. Health topics are embedded in gym class, particularly in the upper elementary grades. At the high school level, students are required to complete four semesters of comprehensive health, which emphasizes informed decision making and lifelong wellness. Topics covered during health include mental and social well-being, stress management, and human growth and development. At the middle and high school levels, students can also participate in a robust athletics program that includes sports such as basketball, soccer, baseball, and track and field. The school committee described revising district policies regarding sports participation in response to student advocacy from Carver’s Captains Council, made up of varsity sports captains. As a result, students are now required to maintain a 65 percent average in their classes versus the previous 70 percent average. The change has allowed more students to participate in athletics while still maintaining an academic threshold. This policy change highlights the value that the district leaders place on student voice, engagement, health, and well-being. Expanding students’ access to athletics is a strength of the district, promoting physical health and well-being.

The district provides consistent access to school-based health services beyond physical education. Staff confirmed that each school building is staffed with a full-time nurse, ensuring reliable coverage across the district. According to the district leaders, the district’s emergency response plan exists and has been updated within the past three years. School nurses and student support staff who were interviewed agree that the district collaborates with local emergency services to develop and implement medical and behavioral health emergency response plans.

However, although student support staff shared that they assist families by providing health-related guidance and referrals, particularly for mental health, some families described challenges accessing this support consistently. A staff member shared that many families reach out when they are unsure how to support their child's mental health, often asking whether their child could receive more frequent support. When school-based capacity is limited, staff may recommend outside providers. The staff member explained, "We do have some referrals that we can help with families to say, try these places that we know we've had really good feedback from other families." However, families expressed mixed experiences with these services. One parent noted, "I had to do the research myself for my children that struggle in mental health. [The school staff] were very ill informed on mental health [supports]," suggesting that although supports are available, the consistency and accessibility of referral processes may vary.

Health-related protocols are also clearly communicated through the district's allergy collection and verification procedures. The district's health services website outlines the procedures, and individual school health offices reinforce them. At the elementary level, families of students with life-threatening food allergies are encouraged to submit a Food Allergy Health History Form and an Allergy Action Plan completed by a healthcare provider. These documents inform school health staff about the student's allergens, symptoms, and appropriate emergency response procedures. At the middle and high school levels, the school nurse encourages direct communication with families regarding medical needs and provides guidance through the student and parent or guardian handbooks.

Finally, Carver maintains a local wellness policy, as required by law, which provides a clear protocol for establishing an environment that prioritizes student health, well-being, and readiness to learn. More specifically, the district's Wellness Plan—available on the district website—demonstrates this commitment through goals and actions across seven core areas: promoting lifelong wellness habits, increasing physical activity, supporting balanced nutrition, ensuring safe and inclusive school climates, engaging families and staff, maintaining a districtwide Wellness Committee, and fostering responsible citizenship. Nutrition education is embedded in the curriculum, and at the time of the district review, the district said that they complied with USDA nutrition standards and state regulations and participated in initiatives such as Farm to School and the Community Eligibility Provision. The plan also addresses staff wellness through professional development and access to the Employee Assistance Program. The Wellness Committee oversees implementation, and the district formally evaluates the plan every three years to maintain alignment with current health and education standards.

Family and Community Partnerships

School leaders and teachers agree that the district sets expectations for teachers to regularly communicate with parents and that this communication takes place primarily using SchoolConnect—a mobile application designed to facilitate access to school-related

information, with an emphasis on collaboration. Focus group responses indicated that school staff also communicate with families through phone calls, meetings, and newsletters. One staff member explained, “I’m on the phone [with families] a lot. . . . [We] try to get them to work together [with us] as a team and really build that rapport.” Another staff member added, “If a parent contacts me, I get in touch with them within 24 hours usually.” In addition to conducting one-on-one outreach, staff shared that a family newsletter is sent out with information on the importance of attendance, social-emotional strategies that families can use at home, and details about upcoming events. They also described intentional efforts to build community through schoolwide events, such as arts and culture night, during which “a family . . . came in and they were teaching songs in their native language.” The event included a shared lunch, with students bringing in traditional dishes from their families for others to try—helping families “have a community . . . beyond their own little community.”

During focus groups, families highlighted clear and proactive communication, celebrating student progress and accomplishments, which is a strength of the district. One parent shared, “They gave us information on the school’s report card. They told us how we could access that on the site.” Other family members described meaningful efforts to recognize academic success, noting that “as MCAS results come out, they do highlight students who have exceeded the standard. . . . Their parents are invited; there’s an email sent home.” Another parent added that at the elementary level, “[school leaders] do a great job sending notices home for students who have achieved honors or high honors,” often including a personalized note that “goes above and beyond.”

However, families did identify an area for growth for the district regarding making sure that families have access to SchoolConnect. Some families described issues receiving emails despite repeated attempts to correct the problem: “I’ve had issues getting emails. . . . I only found out about this meeting from another parent.” Another parent shared, “Every year I have not had an issue, and then just recently . . . all the emails go to [my spouse]. . . . I’ve tried to correct it several times, and for some reason, it’s not getting corrected.” Families also expressed concern about the structure of middle and high school parent-teacher conferences, noting several challenges with the current approach (see the Sharing Data section for more information).

During focus groups, staff also indicated that outreach to parents and families typically occurs after student needs have been identified. For example, one person noted, “We develop individual plans, call parents in to try to figure out how we can help them get here,” when discussing support for students with chronic absenteeism. Although families are involved in placement decisions for support programs, this involvement typically comes after a concern has already been identified. One participant explained, “We wouldn’t put a [student] in a program without [their input].” Another staff member added, “We’ll do a different meeting with the family about two weeks later, usually to see how that plan has worked.” Although families are included in intervention planning, the examples shared

during focus groups primarily demonstrate examples in which concerns have already been identified.

Focus group responses suggest that families are offered avenues to engage in school and district decision-making, including participation in PTOs and formal committees. Carver Elementary School has a PTO that maintains an active presence, working with families and teachers to enhance the educational and social environment for students. According to their website, their mission is to complement the school's curriculum with additional opportunities for parents, teachers, and students to learn, socialize, communicate, and grow. The PTO supports the school by raising funds to support classroom activities, necessary supplies, school programs, and improvements. In contrast, the middle high school does not currently have an active PTO. One participant noted,

The elementary school has a much more active PTO. The middle high school—there was one in existence. . . . I don't even know if they still try to meet anymore because there's very little parent involvement. I feel like . . . there should be a parent advisory committee to the principals, separately for the middle and high school. While it's one school, they exist in different worlds. . . . We've brought this up recently to [the administration]—that there needs to be more involvement. They need to ask more from parents . . . but I just don't feel like the opportunities are there as much.

Families also contribute through membership on committees at the district level, such as the SSS Committee, which collects and integrates family feedback through tools such as surveys. One staff member noted, "We have the SSS Committee [sic] too . . . and we do have parent representatives on that. . . . There's two of them currently." Families also participate in the district's Love, Inclusion, and Trust group, a multi-stakeholder equity team that includes students, parents, teachers, administrators, and district leaders. The group meets monthly with the superintendent to discuss equity-related issues and guide improvement efforts across the district.

Principals from both Carver Elementary School and Carver Middle High School confirm that schools provide a comprehensive array of wraparound services to students and families, including physical and mental health services, housing and food assistance, and clothing support. Both schools identified the Family Support Partnership (FSP) and Plymouth County Outreach as central partners across all service domains. Carver Elementary School additionally noted collaborations with local organizations such as Cape Cod Community College and Shane Gives Thanks Food Pantry. These responses reinforce the district's structured, community-based approach to supporting student and family well-being.

Focus group participants provided additional insight into how the FSP, delivered in collaboration with the READS Collaborative, supports families across the district. According to district leaders, the district has 10 open slots a year to support families with high needs through this program. These services can include a variety of wraparound supports

depending on the specific family's needs, ranging from therapy to gas support for home heating and more. The district meets with the FSP program monthly to check-in and coordinate supports. Another key resource is the Plymouth County Hub, which began as a countywide opioid response initiative and now offers a wide range of supports, including help with shelter and substance abuse recovery. One teacher described them as a valuable partner:

So Hub . . . is a Plymouth County-based support. They've been great as far as if we have an issue that comes up—as far as maybe it's homelessness . . . a parent needs to find shelter or a rehab program for a family member . . . even just brainstorming with them for different ideas to give families resources, too, has been really helpful. Sometimes they'll even just give gift cards . . . if [families] are really struggling with food and things like that, too.

The district's strong community partnerships to support families are a strength.

Multi-Tiered Systems of Support

In Carver, the processes for identifying and monitoring supports for students with academic and nonacademic needs are more formalized at the elementary level and less clearly structured at the middle and high school levels.

Carver Elementary School uses, according to a review of district documents, a tiered, multi-step approach to identifying and supporting students across a range of needs, a strength of the district. Within this system, teachers initiate support for academic concerns through the instructional support team (IST). The IST process at the elementary level, outlined in the *IST Procedures 2024–25* slide deck, is designed to provide collaborative, goal-oriented support for students demonstrating persistent academic challenges. The IST is composed of the principal, assistant principal, and academic support staff (e.g., instructional coaches, reading interventionists), with others invited as needed. Teachers initiate IST referrals when data—such as benchmark assessments, NWEA scores, or curriculum-based measures—indicate a need for additional support and after teachers have exhausted classroom-level strategies. The IST team then develops an action plan with instructional goals, suggests instructional strategies, and monitors student progress.

The adjustment counselor referral process connects elementary students with the student support team for their nonacademic needs. Focus group participants and the *Counselors' Meeting Agenda* illustrated how these procedures are implemented and adapted to meet the needs of individual students. The student support team includes counselors, psychologists, behavior specialists, and administrators and is responsible for reviewing each case using teacher input and student data to determine next steps. The *Counselors' Meeting Agenda* demonstrates how the team monitors a wide range of challenges, from anxiety and behavioral outbursts to family instability and Department of Children and Families involvement. One staff member shared, “[The individuals on the student support

team] are really flexible, and [they are] team players. . . . [They] have schedules when [they] pull kids [for interventions], but sometimes, the walkie talkie goes off, and [they] have to respond to a crisis situation. . . . [They] all work together in that sense.”

In contrast, the middle high school follows a more informal process for identifying students who may need academic or nonacademic support. Identification can begin through teacher referrals submitted via a Google form, discussions during grade-level team meetings, casual conversations in hallways, or direct observations by student support staff. These referrals are shared with the student support team, and when multiple concerns are raised about the same student, that student is typically “flagged” for further attention. One staff member explained, “If we get a referral from several teachers on the same kid . . . this is not someone that’s struggling with just this one teacher.” Support staff meet regularly to review flagged students and consider academic, behavioral, social-emotional, and family-related factors to prioritize placement in specialized programs. When space is limited, staff identify alternative supports.

Student voice also is incorporated into the support process: Every time a referral is submitted, the student meets with their counselor to be made aware of the concern and potential next steps. One staff member explained, “We meet with the student and let them know that this was written to us. . . . We might not meet with them regularly, but if a referral is made, we’re going to call a student down.” Staff also shared that any student—regardless of a formal referral—can seek support whenever they need it. A school staff member described, “We all have an open-door policy so the kids can come down anytime. . . . We write it into plans like access to guidance or a counselor, but every kid does. . . . Any kid could come down upset and see any of us.”

Recommendations

- *The district should reconsider its approach to discipline and prioritize implementing inclusionary and culturally responsive methods for managing student behavior.*
- *The district should further investigate the root causes of families’ challenges with receiving messages through the SchoolConnect system and should devise solutions that streamline the processes of signing up for messages and updating contact information.*

Appendix A. Summary of Site Visit Activities

The AIR team completed the following as part of the district review activities in Carver. The team conducted 60 classroom observations during the week of February 24, 2025, and held interviews and focus groups between February 24 and February 26, 2025. The site visit team conducted interviews and focus groups with the following representatives from the school and the district:

- Superintendent
- Other district leaders
- Teachers' association members
- Principals
- Teachers
- Support specialists
- Parents
- Students

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

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

Appendix B. Districtwide Instructional Observation Report

Carver Public Schools

Classroom Visits: Summary of Findings

Report

February 2025



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Introduction

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

Three observers visited Carver Public Schools during the week of February 24, 2025. Observers conducted 60 observations in a sample of classrooms across two 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
<ul style="list-style-type: none">■ Positive Climate■ Negative Climate■ Teacher Sensitivity■ Regard for Student Perspectives	<ul style="list-style-type: none">■ Behavior Management■ Productivity■ Instructional Learning Formats	<ul style="list-style-type: none">■ 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
<ul style="list-style-type: none">■ Positive Climate■ Teacher Sensitivity■ Regard for Student Perspectives	<ul style="list-style-type: none">■ Behavior Management■ Productivity■ Negative Climate	<ul style="list-style-type: none">■ 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*: 6.1

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	60	6.1
Grades K-5	0	0	0	0	10	10	10	30	6.0
Grades 6-8	0	0	0	0	2	4	8	14	6.4
Grades 9-12	0	0	0	1	3	5	7	16	6.1

*The district average is an average of the observation scores. In Table 3, the district average is computed as: $([4 \times 1] + [5 \times 15] + [6 \times 19] + [7 \times 25]) \div 60 \text{ observations} = 6.1$

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*: 6.3

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	60	6.3
Grades K-5	0	0	0	0	2	13	15	30	6.4
Grades 6-8	0	1	0	0	1	4	8	14	6.2
Grades 9-12	0	1	0	1	0	6	8	16	6.1

*The district average is an average of the observation scores. In Table 4, the district average is computed as: $([2 \times 2] + [4 \times 1] + [5 \times 3] + [6 \times 23] + [7 \times 31]) \div 60 \text{ observations} = 6.3$

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

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

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

Regard for Student Perspectives

Emotional Support domain, Grades K–12

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

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

Regard for Student Perspectives District Average*: 3.3

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	60	3.3
Grades K-5	1	8	7	7	5	2	0	30	3.4
Grades 6-8	2	4	5	1	1	1	0	14	2.9
Grades 9-12	2	6	0	3	2	3	0	16	3.4

*The district average is an average of the observation scores. In Table 5, the district average is computed as: $([1 \times 5] + [2 \times 18] + [3 \times 12] + [4 \times 11] + [5 \times 8] + [6 \times 6]) \div 60 \text{ observations} = 3.3$

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

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

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

Negative Climate

Emotional Support domain, Grades K– 3

Classroom Organization domain, Grades 4– 12

Negative Climate reflects the overall level of expressed negativity in the classroom. The frequency, quality, and intensity of teacher and student negativity are key to this dimension (*CLASS K–3 Manual*, p. 28, *CLASS Upper Elementary Manual*, p. 55, *CLASS Secondary Manual*, p. 55). For the purposes of this report, we have inversed the observers scores, to be consistent with the range scores across all dimensions. Therefore, a high range score in this dimension indicates an absence of negative climate, and a low range score indicates the presence of negative climate.⁵

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

Negative Climate District Average*: 7.0

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	60	7.0
Grades K-5	0	0	0	0	0	1	29	30	7.0
Grades 6-8	0	0	0	0	0	0	14	14	7.0
Grades 9-12	0	0	0	0	0	1	15	16	6.9

*The district average is an average of the observation scores. In Table 6, the district average is computed as: $([6 \times 2] + [7 \times 58]) \div 60 \text{ observations} = 7.0$

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.

⁵ When observers rate this dimension it is scored so that a low rating (indicating little or no evidence of a negative climate) is better than a high rating (indicating abundant evidence of a negative climate). To be consistent across all ratings, for the purposes of this report we have inversed this scoring.

Behavior Management

Classroom Organization domain, Grades K–12

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

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

Behavior Management District Average*: 6.4

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	60	6.4
Grades K-5	0	0	0	1	4	6	19	30	6.4
Grades 6-8	0	0	0	1	1	5	7	14	6.3
Grades 9-12	0	1	0	0	3	1	11	16	6.3

*The district average is an average of the observation scores. In Table 7, the district average is computed as: $((2 \times 1) + [4 \times 2] + [5 \times 8] + [6 \times 12] + [7 \times 37]) \div 60 \text{ observations} = 6.4$

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

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

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

Productivity

Classroom Organization domain, Grades K–12

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

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

Productivity District Average*: 6.6

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	60	6.6
Grades K-5	0	0	0	0	0	5	25	30	6.8
Grades 6-8	0	0	0	0	2	4	8	14	6.4
Grades 9-12	0	0	0	0	3	3	10	16	6.4

*The district average is an average of the observation scores. In Table 8, the district average is computed as: $((5 \times 5) + [6 \times 12] + [7 \times 43]) \div 60 \text{ observations} = 6.6$

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

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

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

Instructional Learning Formats

Classroom Organization domain, Grades K–3

Instructional Support domain, Grades 4–12

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

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

Instructional Learning Formats District Average*: 5.4

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	60	5.4
Grades K-5	0	0	0	0	15	10	5	30	5.7
Grades 6-8	0	0	0	2	6	5	1	14	5.4
Grades 9-12	0	0	2	2	6	5	1	16	5.1

*The district average is an average of the observation scores. In Table 9, the district average is computed as: $([3 \times 2] + [4 \times 4] + [5 \times 27] + [6 \times 20] + [7 \times 7]) \div 60 \text{ observations} = 5.4$

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

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

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

Concept Development

Instructional Support domain, Grades K–3

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

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

Concept Development District Average*: 3.3

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	21	3.3
Grades K-3**	1	3	8	8	0	1	0	21	3.3

*The district average is an average of the observation scores. In Table 10, the district average is computed as: $([1 \times 1] + [2 \times 3] + [3 \times 8] + [4 \times 8] + [6 \times 1]) \div 21 \text{ observations} = 3.3$

**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*: 4.1

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	39	4.1
Grades 4-5**	0	0	4	4	0	1	0	9	3.8
Grades 6-8	1	4	2	1	1	3	2	14	4.0
Grades 9-12	0	1	5	1	6	2	1	16	4.4

*The district average is an average of the observation scores. In Table 11, the district average is computed as: $([1 \times 1] + [2 \times 5] + [3 \times 11] + [4 \times 6] + [5 \times 7] + [6 \times 6] + [7 \times 3]) \div 39 \text{ observations} = 4.1$

**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*: 2.8

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	39	2.8
Grades 4-5**	0	1	6	1	1	0	0	9	3.2
Grades 6-8	2	5	4	2	0	0	1	14	2.8
Grades 9-12	2	5	6	2	1	0	0	16	2.7

*The district average is an average of the observation scores. In Table 12, the district average is computed as: $([1 \times 4] + [2 \times 11] + [3 \times 16] + [4 \times 5] + [5 \times 2] + [7 \times 1]) \div 39 \text{ observations} = 2.8$

**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*: 2.8

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	60	2.8
Grades K-5	0	7	10	7	4	2	0	30	3.5
Grades 6-8	3	9	1	1	0	0	0	14	2.0
Grades 9-12	2	10	3	1	0	0	0	16	2.2

*The district average is an average of the observation scores. In Table 13, the district average is computed as: $([1 \times 5] + [2 \times 26] + [3 \times 14] + [4 \times 9] + [5 \times 4] + [6 \times 2]) \div 60 \text{ observations} = 2.8$

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*: 3.3

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	21	3.3
Grades K-3**	0	6	5	7	3	0	0	21	3.3

*The district average is an average of the observation scores. In Table 14, the district average is computed as: $([2 \times 6] + [3 \times 5] + [4 \times 7] + [5 \times 3]) \div 21 \text{ observations} = 3.3$

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

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

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

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

Instructional Dialogue

Instructional Support domain, Grades 4–12

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

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

Instructional Dialogue District Average*: 3.1

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	39	3.1
Grades 4-5**	0	0	3	3	2	0	1	9	4.2
Grades 6-8	5	3	2	2	2	0	0	14	2.5
Grades 9-12	3	3	5	4	0	1	0	16	2.9

*The district average is an average of the observation scores. In Table 15, the district average is computed as: $([1 \times 8] + [2 \times 6] + [3 \times 10] + [4 \times 9] + [5 \times 4] + [6 \times 1] + [7 \times 1]) \div 39 \text{ observations} = 3.1$

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

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

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

Ratings in the High Range. At the high range, there are frequent, content-driven discussions in the class between teachers and students or among students. The discussions build depth of knowledge through cumulative, contingent exchanges. The class dialogues are distributed in a way that the teacher and the majority of students take an active role or students are actively engaged in instructional dialogues with each other. The teacher and students frequently use strategies that

encourage more elaborate dialogue, such as open-ended questions, repetition or extension, and active listening. Students respond to these techniques by fully participating in extended dialogues.

Student Engagement

Student Engagement domain, Grades 4–12

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

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

Student Engagement District Average*: 5.4

Grade Band	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range	n	Average
	1	2	3	4	5	6	7	39	5.4
Grades 4-5**	0	0	0	0	6	3	0	9	5.3
Grades 6-8	0	0	0	1	6	4	3	14	5.6
Grades 9-12	0	1	0	2	4	8	1	16	5.3

*The district average is an average of the observation scores. In Table 16, the district average is computed as: $([2 \times 1] + [4 \times 3] + [5 \times 16] + [6 \times 15] + [7 \times 4]) \div 39 \text{ observations} = 5.4$

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

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

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

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

Summary of Average Ratings: Grades K–5

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

	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range		
	1	2	3	4	5	6	7	n	Average Scores*
Emotional Support Domain	1	8	7	7	17	26	54	120	5.7
Positive Climate	0	0	0	0	10	10	10	30	6.0
Negative Climate**	0	0	0	0	0	1	29	30	7.0
Teacher Sensitivity	0	0	0	0	2	13	15	30	6.4
Regard for Student Perspectives	1	8	7	7	5	2	0	30	3.4
Classroom Organization Domain	0	0	0	1	19	21	49	90	6.3
Behavior Management	0	0	0	1	4	6	19	30	6.4
Productivity	0	0	0	0	0	5	25	30	6.8
Instructional Learning Formats***	0	0	0	0	15	10	5	30	5.7
Instructional Support Domain	1	17	36	30	10	4	1	99	3.5
Concept Development (K-3 only)	1	3	8	8	0	1	0	21	3.3
Content Understanding (UE only)	0	0	4	4	0	1	0	9	3.8
Analysis and Inquiry (UE only)	0	1	6	1	1	0	0	9	3.2
Quality of Feedback	0	7	10	7	4	2	0	30	3.5
Language Modeling (K-3 only)	0	6	5	7	3	0	0	21	3.3
Instructional Dialogue (UE only)	0	0	3	3	2	0	1	9	4.2
Student Engagement (UE only)	0	0	0	0	6	3	0	9	5.3

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: $([5 \times 10] + [6 \times 10] + [7 \times 10]) \div 30 \text{ observations} = 6.0$

**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: $([6 \times 1] + [7 \times 29]) \div 30 \text{ observations} = 7.0$. 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	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range		
	1	2	3	4	5	6	7	n	Average Scores*
Emotional Support Domain	2	5	5	1	4	9	16	42	5.2
Positive Climate	0	0	0	0	2	4	8	14	6.4
Teacher Sensitivity	0	1	0	0	1	4	8	14	6.2
Regard for Student Perspectives	2	4	5	1	1	1	0	14	2.9
Classroom Organization Domain	0	0	0	1	3	9	29	42	6.6
Behavior Management	0	0	0	1	1	5	7	14	6.3
Productivity	0	0	0	0	2	4	8	14	6.4
Negative Climate**	0	0	0	0	0	0	14	14	7.0
Instructional Support Domain	11	21	9	8	9	8	4	70	3.3
Instructional Learning Formats	0	0	0	2	6	5	1	14	5.4
Content Understanding	1	4	2	1	1	3	2	14	4.0
Analysis and Inquiry	2	5	4	2	0	0	1	14	2.8
Quality of Feedback	3	9	1	1	0	0	0	14	2.0
Instructional Dialogue	5	3	2	2	2	0	0	14	2.5
Student Engagement	0	0	0	1	6	4	3	14	5.6

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: $([5 \times 2] + [6 \times 4] + [7 \times 8]) \div 14 \text{ observations} = 6.4$

**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: $([7 \times 14]) \div 14 \text{ observations} = 7.0$

Summary of Average Ratings: Grades 9–12

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

	Low Range	Low Range	Middle Range	Middle Range	Middle Range	High Range	High Range		
	1	2	3	4	5	6	7	n	Average Scores*
Emotional Support Domain	2	7	0	5	5	14	15	48	5.2
Positive Climate	0	0	0	1	3	5	7	16	6.1
Teacher Sensitivity	0	1	0	1	0	6	8	16	6.1
Regard for Student Perspectives	2	6	0	3	2	3	0	16	3.4
Classroom Organization Domain	0	1	0	0	6	5	36	48	6.5
Behavior Management	0	1	0	0	3	1	11	16	6.3
Productivity	0	0	0	0	3	3	10	16	6.4
Negative Climate**	0	0	0	0	0	1	15	16	6.9
Instructional Support Domain	7	19	21	10	13	8	2	80	3.4
Instructional Learning Formats	0	0	2	2	6	5	1	16	5.1
Content Understanding	0	1	5	1	6	2	1	16	4.4
Analysis and Inquiry	2	5	6	2	1	0	0	16	2.7
Quality of Feedback	2	10	3	1	0	0	0	16	2.2
Instructional Dialogue	3	3	5	4	0	1	0	16	2.9
Student Engagement	0	1	0	2	4	8	1	16	5.3

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: $([4 \times 1] + [5 \times 3] + [6 \times 5] + [7 \times 7]) \div 16 \text{ observations} = 6.1$

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: $([6 \times 1] + [7 \times 15]) \div 16 \text{ observations} = 6.9$

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

Table C1. Resources to Support Leadership and Governance

Resource	Description
Coherence Guidebook *	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.
New Superintendent Induction Program (NSIP)	In partnership with the Massachusetts Association of School Superintendents, the New Superintendent Induction Program (NSIP) is a three-year professional development program for superintendents in their first 3 years of their position in a Massachusetts school district. The curriculum is aligned to DESE's Educational Vision and supports new superintendents with developing the skills and competencies to be effective leaders of their school districts.
Principal Induction and Mentoring Handbook	A series of modules designed to support novice principals and their mentors in the development of antiracist leadership competencies aligned to the Professional Standards for Administrative Leadership.
Planning for Success In Massachusetts	Planning for Success (PfS) is an inclusive, hands-on planning process designed to build district and school capacity and coherence while also building community understanding and support.

*The Coherence Guidebook may be useful across multiple standard areas including Leadership and Governance, Curriculum and Instruction, Assessment, and Student Support

Table C2. Resources to Support Curriculum and Instruction

Resource	Description
<p>Curriculum Frameworks and Resources</p> <ul style="list-style-type: none"> ■ Curriculum Matters Webpage ■ Curriculum Frameworks Resources ■ IMplement MA ■ CURATE ■ Supporting Culturally and Linguistically Sustaining Practices 	<p>DESE offers a suite of resources to support the use of high-quality curriculum that is culturally and linguistically sustaining. These resources include the curriculum frameworks and IMplement MA, our recommended four-phase process to prepare for, select, launch, and implement new high-quality instructional materials with key tasks and action steps. Additionally, CURATE convenes panels of Massachusetts teachers to review and rate curriculum. These ratings are posted publicly to support schools and districts in selected high-quality instructional materials. Finally, the Supporting Culturally and Linguistically Sustaining Practices webpage provides DESE's definition of these practices and highlights their importance in our schools and classrooms.</p>
Mass Literacy Guide	<p>Mass Literacy is a statewide effort to empower educators with the evidence-based practices for literacy that all students need. Evidence-based instruction, provided within schools and classrooms that are culturally and linguistically sustaining, will put our youngest students on a path toward literacy for life.</p>
Foundations for Inclusive Practices	<p>This Guidebook includes tools for districts, schools, and educators that are aligned to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusion.</p>
Guidebook of Culturally Diverse Artists and Artworks	<p>The purpose of this resource is to promote culturally responsive teaching in the arts through the study of culturally diverse artists and their artworks. This guidebook highlights art made by people with racial identities that historically have been and continue to be marginalized.</p>
Massachusetts Blueprint for English Learner Success	<p>Framework for English learner education in MA, with embedded Quick Reference Guides (QRGs) and other resources to support implementation.</p>
<p>Massachusetts Curricular Resources</p> <ul style="list-style-type: none"> ■ Appleseeds ■ Investigating History ■ OpenSciEd 	<p>Free, open-source curricular resources aligned to the Massachusetts Curriculum Frameworks.</p>
Massachusetts Dyslexia Guidelines	<p>Clear and practical guidelines for early screening, instruction, and intervention for students with reading difficulties and neurological learning disabilities, including dyslexia.</p>
Next Generation ESL Toolkit	<p>The ESL Toolkit provides a common entry point for educators to learn about Next Generation ESL (NGESL) instruction in Massachusetts.</p>

Resource	Description
Synthesized CLT Framework	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 (CLTs).

Table C3. Resources to Support Assessment

Resource	Description
Assessment Literacy Continuum	Tool to help teachers identify what aspects of assessment literacy they should focus on for their own goal setting.
Curriculum-Embedded Performance Assessments	Pending funding, this program will provide resources and professional learning for classroom-based, curriculum-embedded performance tasks in K-8 science with implementation and instructional supports aligned to the Innovative Assessment (STE).
District Data Team 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 Screening	Guidance and support for schools and districts to select and use an approved early literacy universal screening assessment.
Student 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 C4. Resources to Support Human Resources and Professional Development

Resource	Description
Early Literacy Observation Tools	This tool supports the observation and provision of high-quality feedback to teacher candidates on their practice in evidence-based early literacy.
Educator Evaluation Implementation Resources	A suite of resources and practical tools for effective and equitable implementation of educator evaluation, including Focus Indicators, a subset of Indicators from the Classroom Teacher and School Level Administrator Rubrics that represent high-priority practices for the school year.
Induction and Mentoring ■ Teacher Induction and Mentoring ■ Principal Induction and Mentoring ■ Induction and Mentoring Annual Report	Resources that highlight best practices and reinforce the recently updated guidelines and standards for induction and mentoring.
Massachusetts Tests for Educator Licensure (MTEL)	Information on MTEL exams, MTEL alternatives, and licensure requirements for educators.
OPTIC	A professional development tool that supports Massachusetts educators to build a shared understanding of high-quality instruction and improve the feedback that teachers receive.
Professional Learning Partner Guide	A free, online, searchable list of vetted professional development providers who have expertise in specific sets of high-quality instructional materials. Schools and districts can use this guide to easily find PD providers to support the launch or implementation of high-quality instructional materials.
Promising Recruitment, Selection and Retention Strategies for a Diverse Massachusetts Teacher Workforce	This guidebook provides a framework to help district and school leaders design and implement a teacher diversification strategy to improve student achievement and create equitable learning experiences.
“What to Look For” Observation Guides	Observation tools to help district staff observe instruction.
Talent Guide	An online hub of resources, considerations, and updates for recruiting, hiring, evaluating, and supporting educators and school staff, with a focus on equity.
WIDA Professional Development	WIDA professional development provides great information and strategies to support multilingual learners in Massachusetts public schools, and WIDA PDPs satisfy educator licensure renewal requirements. These DESE Sponsored courses are available at no cost to participants and are perfect for teams of teachers seeking impactful collaboration to support students’ access to rigorous course content.

Table C5. Resources to Support Student Support

Resource	Description
<p>Dropout Prevention and Reengagement</p> <ul style="list-style-type: none"> ■ Dropout Prevention and Reengagement (DPR) Resources ■ Early Warning Indicator System (EWIS) 	<p>DPR efforts are designed to support students at-risk of not graduating or reengage students who have left school with opportunities to gain the academic, personal/social, and work readiness skills necessary to graduate and lead productive lives. EWIS includes tools for districts to identify students who are at risk and help get them back on track.</p>
<p>Educational Stability Resources</p> <ul style="list-style-type: none"> ■ Educational Stability for Highly Mobile Students ■ SLIFE Guidance and Toolkit ■ Resources for Supporting Immigrant and Refugee Students 	<p>The linked resources provide guidance, technical assistance, professional learning opportunities, grants, and other supports to ensure that students experiencing homelessness, those in foster care, migrant and refugee students, those with limited or interrupted formal education, and students in military families have access to a consistent and high-quality public education.</p>
<p>Emergency Management Guidance (Federal and State)</p>	<p>Guidance and Technical Assistance for districts/schools related to emergency management planning and implementation.</p>
<p>Family Partnerships</p> <ul style="list-style-type: none"> ■ DESE Family Portal ■ Strengthening Partnerships: A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts 	<p>Resources for authentically engaging families in their child's education and centering families voices in school and district decision-making.</p>
<p>MTSS Resources:</p> <ul style="list-style-type: none"> ■ MTSS Blueprint, Self-Assessment, and Resources ■ Massachusetts Tools for Schools 	<p>MTSS is a framework for how school districts can build the necessary systems to ensure that every student receives a high-quality educational experience.</p>
<p>Safe and Supportive Schools:</p> <ul style="list-style-type: none"> ■ Safe and Supportive Schools Framework and Self-Reflection Tool ■ Safe Schools Program for LGBTQ Students ■ Bullying Prevention and Intervention ■ Rethinking Discipline Initiative 	<p>These resources can help guide school- and district-based teams to create safer and more supportive school climates and cultures that allow all students to thrive.</p>
<p>School Wellness Initiative for Thriving Community Health (SWITCH)</p>	<p>SWITCH provides resources that support and advance wellness efforts for Massachusetts students, schools, and communities.</p>

Resource	Description
Social Emotional Learning: <ul style="list-style-type: none"> ■ SEL/APL Standards (Pk/K) ■ Playful Learning Institute, Preschool through 3rd Grade ■ Culturally Responsive Social-Emotional Competency Development 	These resources provide evidence-based and developmentally appropriate guidance around supporting social emotional learning in schools.

Table C6. Resources to Support Financial and Asset Management

Resource	Description
General Resources for Federal Grant Programs	General federal grants resources.
Office for Food and Nutrition Programs	Resources for school districts, childcare centers, family day care homes, adult day health programs, Summer Eats community organizations, USDA Foods storage and distribution vendors, food banks, and anti-hunger organizations across the Commonwealth.
Planning for Success (PfS)	An inclusive, hands-on planning process designed to build district and school capacity and coherence while also building community understanding and support.
Resource Allocation and District Action Reports (RADAR)	RADAR is a suite of innovative data reports, case studies, and other resources that provide a new approach to resource decisions.
School Breakfast: Breakfast After the Bell Resources	The Breakfast After the Bell Toolkit Series is designed to help with the launch and implementation of alternative breakfast models.
School Meals Newsletter	Short articles summarizing current events including: changes in federal/ state requirements; current grant opportunities; and notable dates.
Summer Eats Free Meals for Kids and Teens in MA	Summer Eats is a free-of-charge program that provides free meals to all kids and teens, ages 18 and under, at locations all across Massachusetts during the summer months.

Appendix D. Enrollment, Attendance, Expenditures

Table D1. Student Enrollment by Race/Ethnicity, 2024-2025

Group	<i>N</i> (District)	Percentage of District	<i>N</i> (State)	Percentage of State
All Students	1,476	100.0	915,932	100.0
American Indian or Alaska Native	4	0.3	2,272	0.2
Asian	9	0.6	68,608	7.5
Black or African American	33	2.2	93,245	10.2
Hispanic or Latino	64	4.3	236,839	25.9
Multi-Race, not Hispanic or Latino	48	3.3	42,303	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	800	0.1
White	1,318	89.3	471,865	51.5

Note. As of October 1, 2024.

Table D2. Student Enrollment by High Needs Populations, 2024-2025

Group	<i>N</i> (District)	Percentage of High Needs (District)	Percentage of District	<i>N</i> (State)	Percentage of High Needs (State)	Percentage of State
High Needs	649	100.0	43.4	517,093	100.0	55.8
English Learners	29	4.5	2.0	127,673	24.7	13.9
Low Income	429	66.1	29.1	385,161	74.5	42.1
Students with Disabilities	326	50.2	21.8	190,967	36.9	20.6

Note. As of October 1, 2024. 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 placements is 1,495; total state enrollment including students in out-of-district placements is 926,057.

Table D3. Chronic Absence^a Rates by Student Group, 2022-2024

Group	N (2024)	2022 (%)	2023 (%)	2024 (%)	State 2024 (%)
All students	1,552	27.7	18.9	11.4	19.7
African American/Black	37	31.8	19.4	2.7	22.5
Asian	10	—	12.5	10.0	11.8
Hispanic/Latino	66	29.5	35.7	24.2	31.3
Multi-Race, non-Hispanic/Latino	47	42.9	32.4	25.5	20.6
Native American	6	0.0	—	33.3	28.5
Native Hawaiian, Pacific Islander	—	—	—	—	24.3
White	1,386	27.4	17.7	10.5	14.4
High Needs	711	35.6	26.1	17.4	27.2
Low Income	509	38.0	27.4	19.6	30.3
English Learners	36	41.4	35.7	13.9	29.9
Students with Disabilities	325	35.6	27.6	15.4	27.5

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

Table D4. Total Expenditures, Fiscal Years 2021-2023

Expenditures	FY 2021	FY 2022	FY 2023
By school committee	\$23,604,259	\$24,577,253	\$21,360,713
By municipality	\$1,298,229	\$1,424,342	\$6,495,158
Total from local appropriations	\$24,902,488	\$26,001,595	\$27,855,871
From revolving funds and grants	\$3,436,724	\$3,792,153	\$3,825,908
Total expenditures	\$28,339,212	\$29,793,748	\$31,681,779

Note. Expenditures from the School Finance Dashboard sourced from [Resource Allocation and District Action Reports \(RADAR\)](#) last updated April 2025.

Table D5. Chapter 70 State Aid and Net School Spending, Fiscal Years 2021-2023

Chapter 70 aid to education program	FY 2021	FY 2022	FY 2023
Chapter 70 state aid ^a	\$10,008,599	\$10,053,629	\$10,144,409
Required local contribution	\$9,418,559	\$9,595,425	\$10,252,128
Required net school spending ^b	\$19,427,158	\$19,649,054	\$20,396,537
Actual net school spending	\$23,527,246	\$24,372,658	\$26,307,163
Over/under required (\$)	\$4,100,088	\$4,723,604	\$5,910,626
Over/under required (%)	21.1%	24.0%	29.0%

Note. Chapter 70 aid to education from Chapter 70 District Profiles sourced from [Chapter 70 Program - School Finance](#) last updated August 8, 2024.

^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 D6. Expenditures Per In-District Pupil, Fiscal Years 2021-2023

Expenditure category	FY 2021	FY 2022	FY 2023
Administration	\$424	\$423	\$448
Instructional leadership (district and school)	\$983	\$893	\$927
Teachers	\$6,390	\$6,800	\$6,730
Other teaching services	\$1,421	\$1,575	\$1,724
Professional development	\$219	\$257	\$265
Instructional materials, equipment, and technology	\$499	\$472	\$586
Guidance, counseling, and testing services	\$618	\$723	\$664
Pupil services	\$1,485	\$1,641	\$2,029
Operations and maintenance	\$1,510	\$1,475	\$1,436
Insurance, retirement, and other fixed costs	\$3,607	\$3,534	\$3,697
Total expenditures per in-district pupil	\$17,155	\$17,793	\$18,506

Note. Any discrepancy between expenditures and total is because of rounding. Expenditures from the School Finance Dashboard sourced from [Resource Allocation and District Action Reports \(RADAR\)](#) last updated April 2025.

Appendix E. Carver Public Schools: Student Performance Data

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Table E1. MCAS ELA Achievement by Student Group, Grades 3-8, 2022-2024

Group	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
All	685	28	29	29	39	56	52	56	40	15	19	16	21
African American/Black	19	17	23	26	24	58	45	37	46	25	32	37	31
Asian	4	--	--	--	62	--	--	--	29	--	--	--	10
Hispanic/Latino	15	27	11	7	20	73	61	73	44	0	28	20	36
Multi-Race, non-Hispanic/Latino	15	--	21	13	46	--	50	53	37	--	29	33	17
Native American	2	--	--	--	25	--	--	--	43	--	--	--	32
Native Hawaiian, Pacific Islander	--	--	--	--	39	--	--	--	39	--	--	--	21
White	630	29	30	30	47	56	52	56	40	15	18	14	13
High needs	315	17	17	16	22	57	51	58	45	26	32	26	33
Low income	225	19	18	18	21	61	52	60	45	19	30	23	34
ELs and former ELs	20	23	13	5	17	54	56	65	43	23	31	30	41
Students w/disabilities	151	6	8	7	11	46	42	51	40	48	50	42	50

Note. M/E = meeting or exceeding expectations; PME = partially meeting expectations; NM = not meeting expectations.

Table E2. MCAS ELA Achievement by Student Group, Grade 10, 2022-2024

Group	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
All	81	54	52	54	57	42	41	38	31	4	7	7	12
African American/Black	3	--	--	--	42	--	--	--	40	--	--	--	18
Asian	1	--	--	--	78	--	--	--	16	--	--	--	5
Hispanic/Latino	3	--	--	--	36	--	--	--	38	--	--	--	26
Multi-Race, non-Hispanic/Latino	--	--	--	--	61	--	--	--	30	--	--	--	9
Native American	2	--	--	--	48	--	--	--	37	--	--	--	14
Native Hawaiian, Pacific Islander	--	--	--	--	58	--	--	--	34	--	--	--	8
White	72	53	54	57	65	43	38	36	28	4	8	7	7
High needs	37	33	27	32	37	59	60	51	41	9	13	16	23

Group	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
Low income	30	42	24	30	38	55	65	53	40	3	12	17	23
ELs and former ELs	2	--	--	--	14	--	--	--	38	--	--	--	48
Students w/disabilities	17	13	17	18	21	73	57	53	45	13	26	29	34

Note. M/E = meeting or exceeding expectations; PME = partially meeting expectations; NM = not meeting expectations.

Table E3. MCAS Mathematics Achievement by Student Group, Grades 3-8, 2022-2024

Group	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
All	687	27	31	33	41	59	55	54	42	14	14	13	18
African American/Black	19	8	9	26	22	58	45	37	49	33	45	37	30
Asian	4	--	--	--	71	--	--	--	23	--	--	--	6
Hispanic/Latino	15	29	17	27	20	64	67	47	48	7	17	27	32
Multi-Race, non-Hispanic/Latino	16	--	21	13	47	--	57	63	37	--	21	25	16
Native American	2	--	--	--	27	--	--	--	46	--	--	--	27
Native Hawaiian, Pacific Islander	--	--	--	--	39	--	--	--	41	--	--	--	20
White	631	28	32	34	49	59	55	55	40	13	13	11	11
High needs	315	17	17	21	23	60	59	56	48	23	23	23	28
Low income	225	18	18	22	21	62	63	56	49	21	19	21	30
ELs and former ELs	20	23	25	30	21	62	56	40	46	15	19	30	33
Students w/disabilities	151	8	8	11	13	46	45	49	43	46	47	40	44

Note. M/E = meeting or exceeding expectations; PME = partially meeting expectations; NM = not meeting expectations.

Table E4. MCAS Mathematics Achievement by Student Group, Grade 10, 2022-2024

Group	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
All	81	51	41	36	48	43	54	54	39	6	5	10	13
African American/Black	3	--	--	--	27	--	--	--	52	--	--	--	21

Group	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
Asian	1	--	--	--	79	--	--	--	17	--	--	--	4
Hispanic/Latino	3	--	--	--	25	--	--	--	50	--	--	--	25
Multi-Race, non-Hispanic/Latino	--	--	--	--	51	--	--	--	39	--	--	--	10
Native American	2	--	--	--	33	--	--	--	54	--	--	--	13
Native Hawaiian, Pacific Islander	--	--	--	--	52	--	--	--	39	--	--	--	10
White	72	52	42	38	58	42	54	53	35	6	4	10	7
High needs	37	19	17	16	27	68	72	68	51	13	11	16	23
Low income	30	22	24	20	27	69	65	70	50	9	12	10	23
ELs and former ELs	2	--	--	--	14	--	--	--	46	--	--	--	40
Students w/disabilities	17	10	8	0	14	70	71	65	51	20	21	35	35

Note. M/E = meeting or exceeding expectations; PME = partially meeting expectations; NM = not meeting expectations.

Table E5. MCAS Science Achievement by Student Group, Grades 5 and 8, 2022-2024

Group	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
All	229	36	32	36	42	53	50	50	38	11	18	14	20
African American/Black	4	--	--	--	21	--	--	--	46	--	--	--	33
Asian	1	--	--	--	64	--	--	--	26	--	--	--	9
Hispanic/Latino	6	--	--	--	21	--	--	--	43	--	--	--	36
Multi-Race, non-Hispanic/Latino	6	--	--	--	49	--	--	--	34	--	--	--	17
Native American	1	--	--	--	26	--	--	--	43	--	--	--	32
Native Hawaiian, Pacific Islander	--	--	--	--	43	--	--	--	34	--	--	--	23
White	211	37	34	37	51	52	49	49	36	12	17	13	12
High needs	98	26	14	20	24	54	53	57	44	20	33	22	32
Low income	68	27	13	22	22	57	57	57	44	16	30	21	34
ELs and former ELs	7	--	--	--	17	--	--	--	41	--	--	--	42
Students w/disabilities	47	12	10	13	15	53	35	55	38	35	55	32	46

Note. M/E = meeting or exceeding expectations; PME = partially meeting expectations; NM = not meeting expectations.

Table E6. MCAS Science Achievement by Student Group, Grade 10, 2022-2024

Group	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
All	74	25	28	34	49	70	69	62	40	5	2	4	11
African American/Black	3	--	--	--	28	--	--	--	53	--	--	--	19
Asian	1	--	--	--	77	--	--	--	19	--	--	--	5
Hispanic/Latino	2	--	--	--	26	--	--	--	52	--	--	--	22
Multi-Race, non-Hispanic/Latino	--	--	--	--	53	--	--	--	37	--	--	--	10
Native American	1	--	--	--	38	--	--	--	53	--	--	--	10
Native Hawaiian, Pacific Islander	--	--	--	--	47	--	--	--	45	--	--	--	8
White	67	25	30	34	58	71	68	63	36	4	1	3	6
High needs	34	12	11	21	28	77	84	71	52	12	5	9	20
Low income	27	17	11	26	28	77	81	70	51	7	7	4	20
ELs and former ELs	2	--	--	--	13	--	--	--	48	--	--	--	39
Students w/disabilities	16	0	5	0	18	83	85	81	52	17	10	19	31

Note. M/E = meeting or exceeding expectations; PME = partially meeting expectations; NM = not meeting expectations.

Table E7. MCAS ELA Achievement by Grade, 2022-2024

Grade	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
3	104	35	34	38	42	55	55	57	40	11	11	6	18
4	132	31	33	29	37	57	55	62	45	12	12	9	19
5	116	38	34	23	38	55	54	67	46	8	12	9	16
6	93	19	34	33	40	57	44	44	35	24	22	23	25
7	130	26	22	30	36	54	54	51	42	20	25	19	22
8	110	21	16	20	43	61	52	51	34	18	32	29	24
3-8	685	28	29	29	39	56	52	56	40	15	19	16	21
10	81	54	52	54	57	42	41	38	31	4	7	7	12

Note. M/E = meeting or exceeding expectations; PME = partially meeting expectations; NM = not meeting expectations.

Table E8. MCAS Mathematics Achievement by Grade, 2022-2024

Grade	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
3	104	31	26	38	44	47	60	49	35	23	15	13	20
4	132	43	50	48	46	42	37	46	38	15	12	5	16
5	117	24	33	50	40	64	56	44	46	11	10	7	14
6	93	21	36	15	40	69	51	65	43	10	13	20	17
7	127	32	19	29	37	54	66	56	44	14	15	15	19
8	114	16	20	13	38	73	61	68	42	12	19	18	19
3-8	687	27	31	33	41	59	55	54	42	14	14	13	18
10	81	51	41	36	48	43	54	54	39	6	5	10	13

Note. M/E = meeting or exceeding expectations; PME = partially meeting expectations; NM = not meeting expectations.

Table E9. MCAS Science Achievement by Grade, 2022-2024

Grade	# Included (2024)	% M/E 2022	% M/E 2023	% M/E 2024	% M/E 2024 State	% PME 2022	% PME 2023	% PME 2024	% PME 2024 State	% NM 2022	% NM 2023	% NM 2024	% NM 2024 State
5	116	35	35	39	45	54	48	45	36	11	16	16	20
8	113	36	29	34	39	51	51	55	41	12	19	12	20
5 and 8	229	36	32	36	42	53	50	50	38	11	18	14	20
10	74	25	28	34	49	70	69	62	40	5	2	4	11

Note. M/E = meeting or exceeding expectations; PME = partially meeting expectations; NM = not meeting expectations.

Table E10. MCAS ELA Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2024

Group	# Included (2024)	2022	2023	2024	State (2024)
All students	551	41	43	48	50
African American/Black	17	--	--	--	49
Asian	1	--	--	--	57
Hispanic/Latino	11	--	--	--	48
Multi-Race, non-Hispanic/Latino	14	--	--	--	51
Native American	2	--	--	--	48
Native Hawaiian, Pacific Islander	--	--	--	--	51
White	506	41	44	48	50
High needs	236	37	40	48	48
Low income	172	39	37	49	47
ELs and former ELs	11	--	--	--	50
Students w/disabilities	106	32	42	47	45

Table E11. MCAS ELA Mean Student Growth Percentile by Student Group, Grade 10, 2022-2024

Group	# Included (2024)	2022	2023	2024	State (2024)
All students	74	47	51	52	50
African American/Black	3	--	--	--	48
Asian	1	--	--	--	55
Hispanic/Latino	2	--	--	--	47
Multi-Race, non-Hispanic/Latino	--	--	--	--	50
Native American	2	--	--	--	51
Native Hawaiian, Pacific Islander	--	--	--	--	49
White	66	47	53	52	51
High needs	34	44	44	45	47
Low income	27	43	43	45	47
ELs and former ELs	2	--	--	--	48
Students w/disabilities	16	41	--	--	44

Table E12. MCAS Mathematics Mean Student Growth Percentile by Student Group, Grades 3-8, 2022-2024

Group	# Included (2024)	2022	2023	2024	State (2024)
All students	555	49	50	51	50
African American/Black	17	--	--	--	49
Asian	2	--	--	--	58
Hispanic/Latino	11	--	--	--	48
Multi-Race, non-Hispanic/Latino	14	--	--	--	50
Native American	2	--	--	--	48
Native Hawaiian, Pacific Islander	--	--	--	--	52
White	509	50	51	50	50
High needs	239	48	49	50	48
Low income	175	48	49	50	47
ELs and former ELs	12	--	--	--	50
Students w/disabilities	106	45	50	52	46

Table E13. MCAS Mathematics Mean Student Growth Percentile by Student Group, Grade 10, 2022-2024

Group	# Included (2024)	2022	2023	2024	State (2024)
All students	73	48	45	50	50
African American/Black	3	--	--	--	47
Asian	1	--	--	--	55
Hispanic/Latino	2	--	--	--	45
Multi-Race, non-Hispanic/Latino	--	--	--	--	49
Native American	2	--	--	--	50
Native Hawaiian, Pacific Islander	--	--	--	--	50
White	65	48	46	49	52
High needs	33	45	42	49	47
Low income	26	37	42	57	46
ELs and former ELs	2	--	--	--	46
Students w/disabilities	16	49	--	--	47

Table E14. MCAS ELA Mean Student Growth Percentile by Grade, 2022-2024

Grade	# Included (2024)	2022	2023	2024	State (2024)
3	--	--	--	--	--
4	125	40	48	51	50
5	113	48	40	43	50
6	87	37	44	54	50
7	124	41	44	46	50
8	102	37	39	47	50
3-8	551	41	43	48	50
10	74	47	51	52	50

Table E15. MCAS Mathematics Mean Student Growth Percentile by Grade, 2022-2024

Grade	# Included (2024)	2022	2023	2024	State (2024)
3	--	--	--	--	--
4	125	56	67	67	50
5	114	48	41	64	50
6	86	49	47	28	50
7	123	51	56	49	50
8	107	41	36	38	50
3-8	555	49	50	51	50
10	73	48	45	50	50

Table E16. Four-Year Cohort Graduation Rates by Student Group, 2021-2023

Group	# Included (2023)	2021 (%)	2022 (%)	2023 (%)	State 2023 (%)
All	95	97.2	91.8	91.6	89.2
African American/Black	--	--	--	--	85.6
Asian	--	--	--	--	95.2
Hispanic/Latino	--	--	--	--	78.9
Multi-Race, non-Hispanic/Latino	1	--	--	--	89.3
Native American	2	--	--	--	82.5
Native Hawaiian, Pacific Islander	--	--	--	--	89.9
White	92	98.1	91.4	92.4	93.0
High needs	56	95.0	86.5	87.5	82.8
Low income	48	92.9	87.5	87.5	82.2
ELs	--	--	--	--	67.3
Students w/disabilities	30	95.0	77.3	83.3	76.4

Table E17. Five-Year Cohort Graduation Rates by Student Group, 2020-2022

Group	# Included (2022)	2020 (%)	2021 (%)	2022 (%)	State 2022 (%)
All	73	96.1	97.2	91.8	91.9
African American/Black	2	--	--	--	90.1
Asian	--	--	--	--	96.9
Hispanic/Latino	1	--	--	--	84.4
Multi-Race, non-Hispanic/Latino	--	--	--	--	90.8
Native American	--	--	--	--	87.1
Native Hawaiian, Pacific Islander	--	--	--	--	81.3
White	70	96.0	98.1	91.4	94.4
High needs	37	92.9	95.0	86.5	86.8
Low income	32	90.0	92.9	87.5	86.3
ELs	--	--	--	--	78.0
Students w/disabilities	22	90.5	95.0	77.3	81.8

Table E18. Annual Dropout Rates by Student Group, 2021-2023

Group	# Included (2023)	2021 (%)	2022 (%)	2023 (%)	State 2023 (%)
All	368	0.5	1.4	0.5	2.1
African American/Black	5	--	--	--	2.8
Asian	1	--	--	--	0.6
Hispanic/Latino	12	--	0.0	0.0	4.4
Multi-Race, non-Hispanic/Latino	4	--	--	--	1.9
Native American	3	--	--	--	4.1
Native Hawaiian, Pacific Islander	--	--	--	--	3.9
White	343	0.3	1.4	0.3	1.1
High needs	153	1.4	1.2	1.3	3.5
Low income	107	--	1.6	0.9	3.8
ELs	5	--	--	--	8.0
Students w/disabilities	85	2.3	1.1	1.2	3.0

Table E19. In-School Suspension Rates by Student Group, 2022-2024

Group	# Included (2024)	2022 (%)	2023 (%)	2024 (%)	State 2024 (%)
All	1,538	0.9	2.9	3.2	1.4
African American/Black	35	--	--	--	2.1
Asian	10	--	--	--	0.3
Hispanic/Latino	65	--	--	--	1.9
Multi-Race, non-Hispanic/Latino	48	--	--	--	1.6
Native American	6	--	--	--	1.8
Native Hawaiian, Pacific Islander	0	--	--	--	1.9
White	1,374	0.8	2.7	3.1	1.1
High needs	716	1.7	4.9	4.3	1.9
Low income	501	1.9	5.2	4.8	2.1
ELs	36	--	--	--	1.4
Students w/disabilities	347	2.2	7.0	4.3	2.4

Table E20. Out-of-School Suspension Rates by Student Group, 2022-2024

Group	# Included (2024)	2022 (%)	2023 (%)	2024 (%)	State 2024 (%)
All	1,538	4.3	5.0	2.5	2.4
African American/Black	35	--	--	--	4.6
Asian	10	--	--	--	0.6
Hispanic/Latino	65	--	--	--	3.8
Multi-Race, non-Hispanic/Latino	48	--	--	--	2.6
Native American	6	--	--	--	3.5
Native Hawaiian, Pacific Islander	0	--	--	--	2.5
White	1,374	4.1	5.0	2.8	1.5
High needs	716	7.1	7.7	4.1	3.6
Low income	501	7.4	8.8	4.4	4.0
ELs	36	--	--	--	2.6
Students w/disabilities	347	9.7	9.6	5.8	4.5

Table E21. Advanced Coursework Completion Rates by Student Group, 2022-2024

Group	# Included (2024)	2022 (%)	2023 (%)	2024 (%)	State 2024 (%)
All	189	60.5	67.2	64.0	67.2
African American/Black	2	--	--	--	58.2
Asian	2	--	--	--	86.4
Hispanic/Latino	10	--	--	60.0	53.7
Multi-Race, non-Hispanic/Latino	5	--	--	--	68.4
Native American	--	--	--	--	57.1
Native Hawaiian, Pacific Islander	--	--	--	--	59.8
White	170	60.5	68.3	65.3	71.9
High needs	73	31.1	42.2	46.6	52.0
Low income	48	34.4	50.8	52.1	53.1
ELs	--	--	--	--	31.8
Students w/disabilities	41	13.5	16.7	39.0	38.5

Table E22. Accountability Results, 2024

School	Cumulative progress toward improvement targets (%)	Percentile	Overall classification	Reason for classification
District	54%	--	Not requiring assistance or intervention	Substantial progress toward targets
Carver Elementary School	63%	49	Not requiring assistance or intervention	Substantial progress toward targets
Carver Middle/High School	42%	57	Not requiring assistance or intervention	Moderate progress toward targets