Reading Public Schools

School Committee Meeting Packet

Aug 11, 2022

Open Session 7 pm

Reading Memorial High School Library

Reading, MA

Town of Reading
Meeting Posting with Agenda

2018-07-16 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2022-08-11 Time: 7:00 PM

Building: School - Memorial High Location: School Library

Address: 62 Oakland Road Agenda:

Purpose: Open Session

Meeting Called By: Shawn Brandt, Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.

Topics of Discussion:

7:00 p.m.	A.	Call to Order
7:05 p.m.	B.	Public Comment Consent Agenda 1. Minutes (07-14-2022) 2. Minutes (08-04-2022) 3. Surplus Equipment Reports 1. Student 2. Assistant Superintendent of Student Services 3. Assistant Superintendent of Learning & Teaching 4. Director of Finance and Operations 5. Superintendent 6. Liaison/Sub-Committee
7:30 p.m.	D.	Old Business 1. MSBA Deliverables – Educational Profile and Enrollment Forecast
8:00 p.m.	E.	New Business 1. Capital Plan Update 2. DESE District Review 3. Discussion on Policy CHCA – Handbook Terminology / Consistency
	F.	Information / Correspondence 1.
9:30 p.m.		Adjourn

**Times are approximate

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.

Reading Public Schools

School Committee Meeting Packet

August 4, 2022

Consent Agenda

Town of Reading
Meeting Minutes

Board – Committee – Commission – Council:

School Committee

Date: 2022-07-14 Time: 7:00 PM

Building: Reading Memorial High School Location: Library

Address: 62 Oakland Road, Reading, MA

Members Present: - Tom Wise, Shawn Brandt, Erin Gaffen, Carla Nazzaro, Chuck Robinson, Sarah McLaughlin
Others Present: Superintendent Dr. Tom Milaschewski

Minutes Respectfully submitted: Susan E Brown on behalf of the chairperson

A. **Call to order** – Mr. Brandt opened the session at 7:00 pm and reviewed the agenda.

B. Public Comment – no public comment

Consent agenda - Ms. Nazzaro moved to approve the consent agenda, it was seconded by Ms. McLaughlin with no further discussion, vote carried 6-0.

Reports

Dr. Milaschewski reported on the DESE District Review, Reading Public Schools were selected to undergo a targeted review, DESE has released the documents publicly and they can be found on the DESE website, there will be a further breakdown of the review at the August meeting.

RPS has 2 new leadership hires, one being Jillian Ashburner as the RISE Director, Team Chair, and the other is Alissa Gallegos as the Barrows Elementary Principal. Thank you to all who assisted with the search process for hiring the candidates.

ESY has begun and a big thank you to Chris Nelson, Allison Wright and Jackie Payton for getting it up and running. A more detailed review of the program will be presented in August.

Mr. Robinson reported on the recreation committee, it was primarily a reorganization meeting, Bob Weiden is the new Chairperson, Eric Gaffen is the Vice Chairperson, there will be a lot more informing regarding the upcoming Birch Meadow project.

Mr. Robinson also reported on the track naming committee, Carl McFadden came in and gave a presentation, it was decided to hold an open session for the next meeting to allow community participation, and then the committee will vote and present to school committee to get it completed by August 31. The next meeting is later in August.

Mr. Wise reported on the recent ARPA meeting, both he and Mr. Brandt attended. There was a presentation by the YMCA and several parents in the town they presented on special education

opportunities in the recreation space, they outlined need for adaptive swim capability as well as mental health classes etc.

There were also escalated request for town forest and from trails committee, the remainder of the meeting was what to utilize ARPA funds on.

Ms. Nazzaro reported that the Killam Building committee is meeting next week.

C. Superintendent review timeline discussion

Mr. Brandt reviewed the timeline from last year's review, the two items to discuss are whether to keep last year's timeline or adjust to a new timeline.

Things to consider are budget, timing in the year for the review so it's doesn't conflict with December holidays, review to remain in two parts being formative and summative. The goal is to allow for appropriate time to review and reflect on goals and delivery on that goal and allow to time to make corrections if needed and keep aligned with academic calendar. This was the first year the committee conducted a formative review.

Ms. Nazzaro made a motion to have school committee provide a formative assessment in early February 2023, and have the summative assessment on or about June 15, 2023, seconded by Mr. Wise, with no further discussion the vote carried 6-0.

Close out sub-committee liaison assignments: the full proposal can be found in the school committee packet. Mr. Brandt will send communication to the committee chairs for each of the boards the school committee members liaise on. The one change with assignments from the packets is Mr. Wise will step in for Ms. Nazzaro on the audit committee, Mr. Wise is also appointed by Mr. Brandt as the chairperson of the policy subcommittee.

E. **New Business**

MGL requires that all participating districts provide a committee member to sit on SEEM Collaborative and North Shore Education Consortium.

Ms. Nazarro motioned to have Dr. Milaschewski as the RPS Representative on both SEEM and North Shore Education Consortium committees, seconded by Mr. Robinson, no discussion vote carried 6-0.

Dr. Milaschewski presented on the collaboration with The Center for Educational Leadership at Salem State University, the full presentation can be found in its entirety in the school committee packet.

Ms. McLaughlin motioned to adjourn, seconded by Ms. Gaffen, vote passed 6-0.

Meeting adjourned at 8:25 PM

Town of Reading
Meeting Minutes

Board – Committee – Commission – Council:

School Committee

Date: 2022-08-04 Time: 8:00 AM

Building: Endicott College Location: Gerrish Room 161

Address: 354 Hale Street, Beverly, MA 01915

Members Present: - Tom Wise, Shawn Brandt, Erin Gaffen, Carla Nazzaro, Chuck Robinson, Sarah McLaughlin
Others Present: Superintendent Dr. Tom Milaschewski, Dr. Sarah Hardy, Assistant Superintendent Learning and Teaching, Jen Stys, Assistant Superintendent of Student Services, Susan Bottan, Director of Finance and Operations, Allison Wright, Director of Student Services, Michelle Roach Director of Human Resources, RPS Building Principals, Assistant Principals, RTA Representatives, RPS school administrators.

Minutes Respectfully submitted: Susan E Brown on behalf of the chairperson

The meeting was called to order at 8:00 am

Dr. Milaschewski had the team go around the room and introduce themselves and give a brief on something fun from their summer.

The group discussed the text “Good To Great” and how it relates to our district.

Discussion was made on strengths, weaknesses, needs for connections, mental wellness, safety and professional development.

New leadership introductions were made with the larger group when building principals, assistant principals, RTA reps and other school administrators joined the group.

“Connecting” activity done by smaller groups to demonstrate principles including failing fast, experimentation mindset

Discussion in Wagon Wheel format was had on district progress, where we are today.

Small 15 min Break

Reconvened

Team did an energizing activity to get everyone moving!

Discussion with the group, looking ahead to 2022-2023 and where do we want the district to go?

Informal discussions continued at group meal

Meeting was declared adjourned at approximately 4 PM due to loss of quorum

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
FROM: Susan Bottan, Director of Finance and Operations
DATE: August 11, 2022
RE: Surplus Property

In compliance with the surplus disposition requirements of Massachusetts procurement law MGL Chapter 30B, I ask that the School Committee declare the items outlined below as surplus property:

LOCATION	ITEM	QUANTITY	REASON FOR SURPLUS
Textbooks			
All elementary schools	Former literacy curriculum student and teacher materials: Lucy Calkins, Fountas & Pinnell	all materials	Replaced Literacy curriculum with ARC Core
All elementary schools	Former math curriculum student and teacher materials: Wilson Fundations, Math in Focus	all materials	Replaced Math curriculum with Illustrative Math
Equipment			
Wood End	Gym matts	30	Donated several years ago, torn and damaged, unsafe
Parker	Bikes	4	Very old, not functioning well
Parker	Treadmill	2	30 years old, no longer functioning properly (works sporadically)
Parker	Elliptical	1	20 years old, not up to current standards
Parker	plastic steps and rack	1	Broken
RMHS	Copier toner cartridges for Toshiba printer that district no longer uses	17	Obsolete
RMHS	Copier staples for machine no longer own	3 boxes	Obsolete
RMHS	Standing Sneeze guard	2	No longer useful
RMHS	Document frames	4	No longer useful
RMHS	Letter Tray	1	No longer useful
RMHS	Typewriter	1	Beyond useful life
Technology			
Coolidge	TI83 graphing calculators w/ teacher overhead adaptor	75	Beyond useful life
Furniture			
Districtwide	4 and 5 Drawer lateral files	16	Former SPED inactive files, which have been digitized
RMHS	Rectangular tables	4	Broken
Coolidge	Teacher desks	4	Broken, drawers don't open, rusted
Coolidge	Old teacher chairs	20	Various stages of aging - worn, torn, past useful life
Coolidge	Panel display board	1	Broken
Joshua Eaton	2 Drawer lateral file cabinet	2	No longer useful
Joshua Eaton	Wooden display cube	1	Beyond useful life
Wood End	4 Drawer lateral file cabinet	1	No longer useful
Wood End	Extension to old desk	1	No longer useful
Parker	Red/gray metal desk	1	Beyond useful life

Once declared, the school department will take the required steps to offer these items to Town departments and/or dispose of these items in accordance with the laws and regulations of the Commonwealth of Massachusetts. Please feel free to contact me with questions about this request. Thank you.

Reading Public Schools

School Committee Meeting Packet

August 4, 2022

Reports

Reading Public Schools

School Committee Meeting Packet

August 4, 2022

Old Business

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
FR: Susan Bottan, Director of Finance and Operations
RE: MSBA Deliverables for Killam Elementary School due on August 30, 2022

For your review and discussion at the August 11, 2022 School Committee meeting, please find enclosed the following two documents to be submitted to the Massachusetts School Building Authority (MSBA) before August 30, 2022:

- Educational Profile Questionnaire for Killam Elementary School
- Enrollment Projections (Reading Public Schools Population and Enrollment Forecasts, 2022-23 through 2031-32, presented to School Committee in June 2022)

Please also find enclosed an overview of the schedule of deliverables for the Killam MSBA Eligibility Period.

KILLAM MSBA Eligibility Period Schedule of Deliverables

ELIGIBILITY PERIOD STARTS JUNE 1, 2022 AND ENDS FEBRUARY 27, 2023

1

Initial Compliance Certification

Required by: July 1, 2022
Owner: Town Manager/ School Superintendent
Execution of Legal Documents to Sign-On the Town to the project.

2

School Building Committee

Required by: July 31, 2022
Owner: Town Moderator/ SC Chair/ SB Chair
Responsible for overseeing the project, 9 board members, appointed by Town Moderator, School Committee Chair and Select Board Chair; must include 5 permanent members of the Permanent Building Committee.

3

Educational Profile Questionnaire

Required by: August 30, 2022
Owner: School Superintendent/ Director of Finance
Detailed document outlining the Killam School and current state of the school.

4

Online Enrollment Projection

Required by: August 30, 2022
Owner: School Superintendent/ Director of Finance
Forecast of future enrollment in Killam School and Reading Public School District.

5

Enrollment/ Certification Executed

Required by: November 28, 2022
Owner: School Superintendent/ Director of Finance
Execution of Legal Documents for enrollment.

6

Maintenance & Capital Planning Info

Required by: November 28, 2022
Owner: Town Manager/ Director of Facilities
Detailed document outlining our history of maintenance and investments in the Killam School and the Reading Public School District.

7

Local Vote Authorization

Subsequent Town Meeting on November 14, 2022
Owner: Town Meeting
Funding request for feasbility study, design and owner's project manager of the Killam School. Request will be $2.2 Million from Free Cash.

8

Feasibility Study Agreement

Required by: February 27, 2023
Owner: Town Manager/ School Superintendent
Contract with MSBA to complete feasibility study.

Massachusetts School Building Authority
School District Educational Profile Questionnaire (the "Questionnaire")

Date August 14, 2022

Name of School District (the "District") Reading Public Schools

Name of Priority Statement of Interest: Killam Elementary School Educational Profile Questionnaire

Author(s) of the Educational Profile Questionnaire (Name, Title) Dr Thomas Milaschewski, Superintendent of Schools; Dr. Sarah Hardy, Assistant Superintendent; Dr. Jen Stys, Assistant Superintendent; Sarah Leveque, Killam Elementary School Principal; Susan Bottan, Director Finance and Operations; Joe Huggins, Director of Facilities, Town of Reading.

As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information as a way to confirm what the District provided in its 2021 Statement of Interest and discussions during the Senior Study, and to further inform our understanding of the School District's facilities, teaching methodology, and program offerings.

SECTION ONE: District-wide Facilities

A. Please confirm the following pre-populated MSBA 2016 School Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate. Additionally, please complete any non pre-populated information.

School Name	Grades originally intended to be served in the school facility	Grades currently served in the school facility	Year Founded	Last Add or Reno Year	Total GSF	Y/N
Alice M. Barrows ES	K-5	K-5	1964	2005	60,000	Y
Birch Meadow ES	K-5	K-5	1957	1995	58,500	Y
Joshua Eaton ES	K-5	K-5	1949	1994	56,000	Y
J. Warren Killam ES	**K-5**	**K-5**	**1969**	**n/a**	**59,090**	**N (**57,000)
Wood End ES	K-5	K-5	2004	2004	52,000	Y
Arthur W Coolidge MS	6-8	6-8	1961	2000	96,000	Y
Walter S Parker MS	6-8	6-8	1961	1998	96,000	**N** (97,800)
Reading Memorial HS	9-12	9-12	1954	2006	330,000	**N** (300,000)

B. Using the space below, please describe how students progress from grades K to 12 (e.g., students from North Elementary School attend East Middle School, students from South Elementary School attend West Middle School, and students from both middle schools attend ABC High School). Additionally, please update any inaccurate School Survey data that was pre-populated.

Students residing in Reading are geo-coded based on their street address of residence to attend one of five elementary schools (grades K-5) and one of two middle schools (grades 6-8). All students attend one high school (grades 9-12). JW Killam Elementary School is Reading's largest elementary school, projected to serve nearly 400 students in FY23.

Rising sixth grade students from JW Killam Elementary School are geo-coded to either the Coolidge Middle School or the Parker Middle School, based on the address where they reside. Typically, the percentage breakdown per middle school ranges from 50% to 66% of rising 6th grade students from Killam attend Parker Middle School and 34% to 50% attend Coolidge.

SECTION TWO: Current Priority Statement of Interest School, J. Warren Killam Elementary School

A. Please complete the chart below indicating the number of each room type currently in the J. Warren Killam Elementary School. Please use the Comments column to further describe a program, if applicable.

ROOM TYPE	**No. of Rooms** (e.g., N/A, 1, 2, etc.)	**Comments**
CORE ACADEMIC SPACES		
Pre-Kindergarten (indicate full/ half day in the Comments column)	2	Each classroom offers two half day options (AM/PM)
Kindergarten (indicate full/ half day in the Comments column)	1 HDK and 3 FDK classrooms	
Grade 1	4	
Grade 2	3	
Grade 3	4	
Grade 4	3	
Grade 5	3	
Grade 6	0	
Grade 7	0	
Grade 8	0	
Math (Grades 9-12)	0	
Science/ General Classroom (Grades 9-12)	0	
Science Lab/ Demonstration (Grades 9-12)	0	
Social Studies (Grades 9-12)	0	
English (Grades 9-12)	0	
World Language (Grades 9-12)	0	
Other (indicate program in the Comments column)	9	Special Education Learning Center/Related Service Provider Spaces (6 classroom/offices, 2 testing spaces); 1

ROOM TYPE	No. of Rooms (e.g., N/A, 1, 2, etc.)	Comments
		General Education Reading Specialist Space
SPECIAL EDUCATION	1	
ART	1	
MUSIC	1	
Practice Rooms	0	
HEALTH & PHYSICAL EDUCATION		
Adaptive PE Spaces	0	
Gymnasium	1	Also have 1 office space with bathroom and 2 storage spaces in the gym
MEDIA CENTER AND LIBRARY	2	Media center is in a separate from library space
DINING & FOOD SERVICE	1	Kitchen has 1 storage room, 1 office space
MEDICAL SUITE		
Nurses' Office	1	1 Main room and 2 private patient areas with bathrooms
ADMINISTRATION & GUIDANCE	7	1 Principal with bathroom, 1 Team Chair, 1 Main Office, 1 Social Worker, 1 School Psychologist, 1 District Psychologist, 1 Conference Room
OUTDOOR LEARNING	1	World of Wonder (WOW) Center
AUDITORIUM	1	Cafeteria/Auditorium
NATATORIUM	0	
DESE APPROVED CHPT 74 SPACES	0	Indicate which programs are currently offered
NON-CHPT 74 ENRICHMENT PROGRAM SPACES	0	Indicate which programs are currently offered
NON-SCHOOL DISTRICT SPACES	0	
OTHER (indicate type of program in the Comments column)	20	1 Head End/Technology Room, 2 Hi-Definition Open Classroom Spaces

ROOM TYPE	**No. of Rooms** (e.g., N/A, 1, 2, etc.)	**Comments**
		for Tier II learning, 1 EL learning space with a bathroom, 3 supply rooms, 1 custodial office, 4 custodial closets, 1 boiler room, 1 generator room (not in service), 2 staff workrooms/mailrooms, 1 staff room, Extended Day office space on the stage, 1 reading specialist room, 1 book closet

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are currently used (e.g., multiple schools operating in a single building, the library also serves as Special Education pull out space, the cafeteria doubles as a gymnasium, etc.).

1. The JW Killam School has a unique, formerly open concept setup. Almost all classrooms have an external door. The classroom spaces are in the shape of the letter T. When you enter the front door, the cafeteria, which doubles as a performing arts center with a stage, and the art and music rooms are directly on your right. The main office suite, conference room, and nurses' office are located in the lobby. To the left of the main lobby is the gymnasium and two classroom spaces that are joined together with one entrance. To enter Room 3 internally, you must walk through Room 4. We also have two modular classrooms that are sized accordingly for kindergarteners. With the exception of modular classrooms 1 and 2, all classroom spaces are in the building. Classrooms are grouped into wings of 6 rooms with an open area or offices in the middle. The open area is referred to as the Hi-Definition areas and is utilized for small group instructional purposes. Of our classrooms, 13 have bathrooms inside (2 per room).

2. From the main lobby, two hallways run parallel to each other and in the middle is an internal courtyard. This space (the WOW Center) houses a fishpond, raised flower beds, and outdoor tables that double as an outdoor learning space. In the middle of the building, is the school library. This is truly the heart of the building and almost all classrooms must walk through this space to get to the front of the building. There is a Hi-Definition space in the middle of this library. There are also tables throughout the library that are used for pull-out spaces for general education. The library was built as an open concept and 6 years ago, walls were installed around a portion of the space to create a media center that allowed for classes to learn undisturbed. Additionally, as Killam used to be the home of a district-wide program, office and learning spaces were created in the open middle

area between rooms 12-17. Finally, we have two module classrooms that are by the playground. These are kindergarten classrooms.

3. There are some non-traditional spaces that are being utilized differently than originally intended. There is one large closet on the stage that has been converted to a district-wide special education office. In the middle of each classroom wing, there is a Hi-Definition space with two steps down. This open area is utilized for small group instructional purposes. It is an open area so it cannot be used for special education services or as a classroom space. Additionally, the locker rooms in the gymnasium have been converted to small group learning spaces. Finally, the Extended Day program has a designated space on the stage that has been identified as their open office and storage space.

C. Using the space below, provide information about the J. Warren Killam Elementary School's *current* teaching methodology (e.g., technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include class size policies and, if applicable, scheduling particulars.

The Killam School has self-contained classrooms. Each classroom space has a SmartBoard which allows for technology use. Although the Reading School Committee has not defined specific policies to cap class size, at the elementary level, the School Committee has established recommended class sizes of 18 to 22 students in grades K to 2, and 20 to 25 students in grades 3 to 5. Two R.I.S.E. classrooms are currently housed in the Killam School. These are both integrated classrooms consisting of students receiving special education services and general education role models. The classrooms remain in alignment with the state requirements for class size and instructional groupings.

SECTION THREE: Proposed Priority Statement of Interest School, J. Warren Killam Elementary School

A. Please complete the chart below indicating the number of each room type proposed, if known at this time. The District should modify the included grades in the 'Room Type' column to reflect any grade configuration(s) the District is interested in studying during Feasibility Study, as already presented to the MSBA in the 2021 Statement of Interest and as discussed during the District's Senior Study. In a case where the District is considering multiple grade configurations, the widest grade span should be included (i.e., if the District is interested in studying their current 1-4 configuration, a K-5 configuration, and a K-8 configuration, the 'Room Type' column should include all grades between Grade K and Grade 8).

ROOM TYPE	**No. of Rooms** (e.g., N/A, 1, 2, etc.)	**Comments**
CORE ACADEMIC SPACES		
Pre-Kindergarten *(indicate full/ half day in the Comments column)*	12	Current need for 9 classrooms, 3 additional rooms for waiting list

ROOM TYPE	**No. of Rooms** (e.g., N/A, 1, 2, etc.)	**Comments**
		- growing need for increased capacity, rooms with closed storage for students' belongings. Need for teacher prep space, storage space and bathrooms, plus space for special services including speech/language and OT/PT room, private confidential meeting space, Team Chair/Director office, conference room, admin assistant office, separate entry/exit, Full and half day (AM/PM) options
Kindergarten (indicate full/ half day in the Comments column)	4	4 sections for each grade level given demographic and enrollment forecast study findings with closed storage for students' belongings. Need for teacher prep, storage, and bathrooms.
Grade 1	4	
Grade 2	4	
Grade 3	4	
Grade 4	4	
Grade 5	4	
Grade 6	0	
Grade 7	0	
Grade 8	0	
Math (Grades 9-12)	0	
Science Instructional Space (Grades 9-12)	0	
Social Studies (Grades 9-12)	0	
English (Grades 9-12)	0	
World Language (Grades 9-12)	0	
Other (indicate program in the Comments column)	1	STEM/Engineering/Maker space
ENGLISH LANGUAGE LEARNERS	1	Largest population of EL learners, and growing
SPECIAL EDUCATION	12	Pull out instruction rooms, Confidential conference room space for IEP meetings, Psychologist, Social Worker, Team Chair Office, Testing rooms, OT/PT rooms
ART	1	With kiln room

ROOM TYPE	**No. of Rooms** (e.g., N/A, 1, 2, etc.)	**Comments**
MUSIC	1	
Practice Rooms	1	Practice room/ Instrumental Music Instruction Space for groups of students
HEALTH & PHYSICAL EDUCATION		
Adaptive PE Spaces		
Gymnasium	1	With locker room
MEDIA CENTER	1	Library with classroom/instructional space
DINING & FOOD SERVICE	3	Full service commercial kitchen, office, and dining room
MEDICAL SUITE	3	Suite with 1 triage space and 2 patient rooms and adjacent bathrooms
Nurses' Office	1	Nurses' office
ADMINISTRATION & GUIDANCE	8	Principal's office with meeting space and adjacent bathroom, Assistant Principal, METCO Coordinator, 2 Adj coordinators. Extended Day office, and one space for nursing moms, mail room.
OUTDOOR LEARNING	1	Outdoor classroom/courtyard
AUDITORIUM	1	Ability to close off this portion of building so that Auditorium space can be used by outside organizations.
NATATORIUM		
DESE APPROVED CHPT 74 SPACES	0	
NON-CHPT 74 ENRICHMENT PROGRAM SPACES		
NON-SCHOOL DISTRICT SPACES	1	District wide meeting space for professional development.
OTHER *(indicate type of program in the Comments column)*	6	Reading Specialists, book closet, common area, 2 swing space classrooms

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *proposed* to be used, if known at this time. Additionally, if there are proposed changes, indicate how they will impact space needs and what training to support teaching staff will/ may be provided.

The core spaces within the Killam School will be utilized as self-contained classrooms, including preschool classrooms and elementary classrooms.

The preschool program will be consolidated within the new Killam School. This will allow expansion of the program to 12 classrooms and 8 spaces which will function as treatment rooms, offices, and meeting spaces. Elementary classrooms will continue to be self-contained for kindergarten to grade 5. Classrooms will also include specialist teachers. Planning is underway to determine which specialist teachers will comprise the educational program.

Specialty spaces will be utilized to house and facilitate the support functions of the elementary school. Currently, this includes office and learning spaces for special education services, English Language instruction, behavioral health staff and services. Space will also be dedicated to a medical suite including a nurse's office, triage center and 2 patient rooms with adjoining bathrooms.

Non-traditional spaces at the Killam School will be utilized for several purposes. An auditorium space will be used as a gathering spot for enrichment activities, to hold school assemblies, and for parent/caregiver events and meetings. An outdoor space is envisioned as a place for science instruction, social-emotional learning space and an extended learning space for classrooms.

C. Using the space below, provide information about the J. Warren Killam Elementary School's *proposed* teaching methodology, if known at this time (e.g., technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include any changes to class size policies, if applicable.

Killam School will continue to utilize self-contained elementary classrooms that include technology integration for preschool to grade 5. No changes are currently planned for the class size policies.

SECTION FOUR: Community Engagement

A. Describe the community outreach that has occurred to this point, and any future plans and goals related to engaging the community on the J. Warren Killam Elementary School project. If considering grade reconfiguration, consolidation of facilities, and/or a change to the current teaching methodology, describe the outreach and discussions that have occurred to this point and any future plans to engage the community on the proposed changes. Additionally, indicate whether the District has determined whether or not an override or debt exclusion might be required for full project funding.

Include Dale Gienapp's and Dr Doherty's PowerPoint presentations to the School Committee and community, dated December 2019 and April 2021, respectively.

SECTION FIVE: Attachments

A. Please attach to this completed Questionnaire any **Executive Reports or Conclusions** of reports or studies related to: Coordinated Program Review, Master Plan/ Facilities Plan (if not already on file), and NESDEC/NEASC reports (if not already on file). Below, list all documents attached (as applicable).

Documents attached:

Population and Enrollment Forecasts, 2022-2023 through 2031-2032, McKibben Demographic Research, LLC, dated June 2022

Should you have any questions as you complete this document,
please contact your Senior Project Coordinator, Jennifer Flynn at:

Massachusetts School Building Authority
617-720-4466
Jennifer.Flynn@massschoolbuildings.org

READING PUBLIC SCHOOLS

POPULATION AND ENROLLMENT FORECASTS, 2022-23 THROUGH 2031-32

MAY 2022

MCKIBBEN DEMOGRAPHIC RESEARCH, LLC
JEROME MCKIBBEN, PH.D.
ROCK HILL, SC

j.mckibben@mckibbendemographics.com

978-501-7069

CONTENTS

EXECUTIVE SUMMARY

1. The resident total fertility rate for the Reading Public Schools over the life of the forecasts is below replacement level. (1.71 vs. the replacement level of 2.1)

2. Most in-migration to the district continues to occur in the 0-to-9 and 25-to-44-year-old age groups.

3. The local 18-to-24-year-old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out migration flow and will increase steadily over the next 10 years. The second largest migration outflow is in the 70+ age groups.

4. The primary factors causing the district's enrollment to decrease over the next five years is the increase in empty nest households, the relatively low number of elderly housing units turning over coupled with a flat rate of in migration of young families.

5. Changes in year-to-year enrollment after the 2025-26 school year will primarily be due to large cohorts entering and moving through the school system in conjunction with smaller cohorts leaving the system.

6. The elementary enrollment will slowly increase after the 2025-26 school year.

7. The median age of the district's population will increase from 41.8 in 2020 to 42.0 in 2030.

8. Even if the district continues to have some amount of annual new housing unit construction over the next 10 years, the rate, magnitude, and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.

9. Total district enrollment is forecasted to decrease by 29 students, or -0.7%, between 2021-22 and 2026-27. Total enrollment will increase by 134 students, or 3.6%, from 2026-27 to 2031-32.

INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district is influenced by a variety of factors. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to predict likely changes more accurately. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district, realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are

held constant for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However, in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Reading Public Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

DATA

The data used for the forecasts come from a variety of sources. The Reading Public Schools provided enrollments by grade and attendance center for the school years 2017-18 to 2021-22. Birth and death data for the years 2000 through 2018 were obtained from the Massachusetts Department of Health. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2018. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state, and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts. For example, given the sampling framework used by the Census Bureau, each year only 300 of the over 9,600 current households in the district would have been included. For comparison 1,500 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross and net migration, the current age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered primary variables. In addition, the change in household size

relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in the Reading Public Schools as well as most other areas of the state during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2010. While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2031. (At this point in time, there is insufficient data of the geographic and age level impacts of COVID-19 on mortality rates. We assume that most areas will return to their traditional mortality rate levels by 2022.) Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year-to-year change in an area's number of births is due to changes in the number of women in childbearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The resident total fertility rate (TFR), the average number of births a woman will have while living in the school district during her lifetime, is estimated to be 1.71 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be slightly below the level needed to maintain the current level of population and enrollment within the Reading Public Schools over the course of the forecast period. At the current TFR and given the number of women in prime childbearing age in the district (ages 20–34-year-old), the district will consistently see the number of total resident births be on average over 40 lower than the average enrollment in grade one.

A close examination of data for the Reading Public Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in and out migrants has changed in past years for the Reading Public Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the

future. This pattern of migration shows most of the local out-migration occurring in the 18-to-24-year-old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences. Most of the non-college in-migration occurs in the 0-to-9 and 25-44 age groups (the bulk of which come from areas within 100 miles of the Reading Public Schools) primarily consisting of younger adults and their children.

As the Middlesex County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the Reading Public Schools and its attendance areas will remain the same through the year 2031. Below is a list of assumptions and issues that are specific to the Reading Public Schools These issues have been used to modify the population forecast models to predict the impact of these factors more accurately on each area's population change.

Specifically, the forecasts for the Reading Public Schools assume that throughout the study period:

a. The national, state, or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)

b. Interest rates have reached a historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30-year fixed home mortgage stays below 5.0%;

c. The rate of mortgage approval stays at 2015-2020 levels and lenders do not return to "sub-prime" mortgage practices;

d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;

e. The rate of housing foreclosures does not exceed 125% of the 2015-2020 average of Middlesex County for any year in the forecasts;

f. All currently planned, platted, approved, and permitted housing developments are built out and completed by 2029. All new housing units constructed are occupied by 2031. Speculative new home construction plans are not included;

g. The average annual unemployment rates for the Middlesex County and the Greater Boston Metropolitan Area will remain below 7.5% for the 10 years of the forecasts;

h. The intra-district student transfer policy remains unchanged over the next 10 years;

i. The rate of students transferring out of the Reading Public Schools will remain at the 2015-16 to 2020-21 average;

j. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;

k. The state of Massachusetts does not change the current policy on open enrollment or school vouchers anytime in the next 10 years;

l. There will be no building moratorium within the district;

m. Businesses within the district and the Reading Public Schools area will remain viable;

n. There are no charter schools opened in the district anytime over the next 10 years;

o. The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;

p. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by homeowners over the age of 60;

q. The district will have at least an average of 400 existing home sales per year for the next 10 years;

r. The district will have at least an average of 30 new single-family home constructed per year over the next 10 years;

s. Private school and home school attendance rates will remain constant;

t. The rate of foreclosures for commercial property remains at the 2015-2020 average for Middlesex County.

If a major employer in the district or in the Middlesex County or the Greater Boston Metropolitan Area (particularly in northern parts of the metropolitan area) closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from the Reading Public Schools that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high out-migration in the 18 to 24 age group and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue

over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

a. a base-year population (here, the 2010 Census population for the Reading Public Schools and its attendance areas); The population forecasts are calibrated to the total populations list in the 2020 Census results

b. a set of age-specific fertility rates for the district to be used over the forecast period and its attendance areas;

c. a set of age-specific survival (mortality) rates for the district and its attendance areas;

d. a set of age-specific migration rates for the district and its attendance areas; and;

e. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Reading Public Schools is classified as a “small area” population (as compared to the population of the state of Massachusetts or to that of the United States). Small area population forecasts are more complicated to calculate because local

variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Reading Public Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in the Reading Public Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17-year-old cohorts to each of the attendance centers in Reading Public Schools for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9-year-old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be no more than +/-2.0% for the life of the forecasts.

REFERENCES

McKibben, J.
The Impact of Policy Changes on Forecasting for School District. Population Research and Policy Review, Vol. 15, No. 5-6, December 1996

McKibben, J., M. Gann, and K. Faust.
The Baby Boomlet's Role in Future College Enrollment. American Demographics, June 1999.

Peters, G. and R. Larkin
Population Geography. 7th Edition. Dubuque, IA: Kendall Hunt Publishing. 2002.

Siegel, J. and D. Swanson
The Methods and Materials of Demography: Second Edition, Academic Press: New York, New York. 2004.

Smith, S., J. Tayman and D. Swanson
State and Local Population Projections, Academic Press, New York, New York. 2001.

Appendix A: Supplemental Tables

Table 1: Forecasted Elementary Area Population Change, 2020 to 2030

	2020	2025	*2020-2025 Change*	2030	*2025-2030 Change*	*2020-2030 Change*
Alice M. Barrows	4,760	4,540	*-4.6%*	4,430	*-2.4%*	*-6.9%*
Birch Meadow	5,080	5,180	*2.0%*	5,270	*1.7%*	*3.7%*
J. Warren Killam	6,280	6,360	*1.3%*	6,380	*0.3%*	*1.6%*
Joshua Eaton	5,740	6,050	*5.4%*	6,300	*4.1%*	*9.8%*
Wood End	3,700	3,760	*1.6%*	3,840	*2.1%*	*3.8%*
District Total	**25,560**	**25,890**	***1.3%***	**26,220**	***1.3%***	***2.6%***

Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Alice M. Barrows	690	32.8%	2,104	5,208	2.48
Birch Meadow	683	38.5%	1,774	4,809	2.71
J. Warren Killam	799	33.4%	2,389	6,081	2.55
Joshua Eaton	664	36.3%	1,830	4,931	2.69
Wood End	505	41.8%	1,208	3,537	2.93
District Total	**3,341**	**35.9%**	**9,305**	**24,566**	**2.64**

Table 3: Householder Characteristics by Elementary Area, 2010 Census

	Percentage of Householders aged 35-54	Percentage of Householders aged 65+	Percentage of Householders who own homes
Alice M. Barrows	43.1%	20.1%	59.3%
Birch Meadow	47.5%	19.1%	82.4%
J. Warren Killam	42.4%	26.9%	76.0%
Joshua Eaton	44.8%	26.6%	90.5%
Wood End	47.1%	26.3%	88.3%
District Total	**44.6%**	**23.8%**	**77.9%**

Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area, 2010 Census

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Alice M. Barrows	27.0%	8.5%
Birch Meadow	21.1%	7.1%
J. Warren Killam	26.2%	13.6%
Joshua Eaton	22.5%	10.5%
Wood End	17.3%	11.6%
District Total	**23.5%**	**10.3%**

Table 5: Elementary Enrollment (K-5), 2021, 2026, 2031

	2021	2026	*2021-2026 Change*	2031	*2026-2031 Change*	*2021-2031 Change*
Alice M. Barrows	352	359	*2.0%*	375	*4.5%*	*6.5%*
Birch Meadow	338	329	*-2.7%*	357	*8.5%*	*5.6%*
J. Warren Killam	406	460	*13.3%*	464	*0.9%*	*14.3%*
Joshua Eaton	373	441	*18.2%*	453	*2.7%*	*21.4%*
Wood End	246	258	*4.9%*	283	*9.7%*	*15.0%*
District Total	**1,715**	**1,847**	***7.7%***	**1,932**	***4.6%***	***12.7%***

Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census

	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
Alice M. Barrows	62	79	61	75	67	80	61	92	60	81	76
Birch Meadow	75	64	65	62	70	66	75	77	81	71	65
J. Warren Killam	74	64	77	93	73	72	78	76	89	90	70
Joshua Eaton	53	45	73	59	72	64	71	78	68	70	89
Wood End	36	39	28	38	49	53	53	59	50	53	65
District Total	**300**	**291**	**304**	**327**	**331**	**335**	**337**	**382**	**349**	**365**	**365**

Appendix B: Population Forecasts

Reading Public Schools Total Population

	2010	2015	2020	2025	2030
0-4	1,548	1,410	1,400	1,430	1,370
5-9	1,749	1,750	1,690	1,650	1,790
10-14	1,850	1,740	1,750	1,690	1,650
15-19	1,499	1,600	1,460	1,500	1,430
20-24	1,053	1,160	1,190	1,100	1,190
25-29	1,132	1,250	1,370	1,370	1,260
30-34	1,301	1,490	1,570	1,660	1,690
35-39	1,631	1,640	1,790	1,890	1,980
40-44	1,962	1,570	1,580	1,740	1,850
45-49	2,170	1,890	1,520	1,540	1,700
50-54	2,119	2,100	1,830	1,450	1,470
55-59	1,779	2,020	1,990	1,750	1,390
60-64	1,464	1,670	1,900	1,890	1,650
65-69	956	1,280	1,510	1,690	1,640
70-74	714	810	1,120	1,320	1,530
75-79	657	620	690	950	1,140
80-84	572	550	500	560	790
85+	591	680	700	710	700
Total	**24,747**	**25,230**	**25,560**	**25,890**	**26,220**
Median Age	41.6	41.8	41.8	41.9	42.0
Births		980	1,020	1,070	1,070
Deaths		1,040	1,100	1,170	1,270
Natural Increase		-60	-80	-100	-200
Net Migration		490	490	460	500
Change		*430*	*410*	*360*	*300*

Differences between period Totals may not equal Change due to rounding.

Alice M. Barrows Elementary Total Population

	2010	2015	2020	2025	2030
0-4	358	310	280	240	220
5-9	373	380	350	330	340
10-14	356	380	380	350	330
15-19	263	310	300	330	300
20-24	220	170	210	220	230
25-29	357	270	230	250	260
30-34	393	410	310	270	280
35-39	392	440	430	350	300
40-44	451	340	390	380	320
45-49	404	390	290	350	350
50-54	385	350	350	250	310
55-59	342	330	300	300	210
60-64	285	280	270	240	260
65-69	192	220	220	210	200
70-74	119	130	160	160	170
75-79	144	110	90	120	140
80-84	87	120	90	70	100
85+	89	100	110	120	110
Total	**5,208**	**5,040**	**4,760**	**4,540**	**4,430**
Median Age	38.6	38.3	38.7	39.0	39.3
Births	230	180	190	180	
Deaths	190	200	190	180	
Natural Increase	40	-20	0	0	
Net Migration	-250	-230	-190	-160	
Change	*-210*	*-250*	*-190*	*-160*	

Differences between period Totals may not equal Change due to rounding.

Birch Meadow Elementary Total Population

	2010	2015	2020	2025	2030
0-4	333	300	280	300	290
5-9	368	350	340	300	320
10-14	341	360	350	340	300
15-19	283	300	320	310	290
20-24	222	240	230	260	260
25-29	219	240	260	250	280
30-34	238	260	280	300	310
35-39	364	280	300	320	350
40-44	379	360	280	300	320
45-49	433	380	360	280	300
50-54	420	430	370	350	270
55-59	374	410	410	360	350
60-64	293	360	400	410	350
65-69	163	260	340	380	380
70-74	127	150	240	310	350
75-79	103	100	120	190	260
80-84	100	90	90	110	170
85+	91	110	110	110	120
Total	**4,850**	**4,980**	**5,080**	**5,180**	**5,270**
Median Age	40.7	42.2	43.2	43.5	43.7
Births	220	220	210	220	
Deaths	190	200	230	260	
Natural Increase	30	20	-20	-40	
Net Migration	110	100	110	120	
Change	*140*	*120*	*90*	*80*	

Differences between period Totals may not equal Change due to rounding.

J. Warren Killam Elementary Total Population

	2010	2015	2020	2025	2030
0-4	385	330	330	360	330
5-9	395	410	370	410	440
10-14	397	390	410	370	410
15-19	366	360	350	350	320
20-24	278	330	280	270	300
25-29	294	300	350	300	290
30-34	375	340	340	390	360
35-39	393	420	380	400	450
40-44	461	390	410	380	390
45-49	532	450	390	410	380
50-54	516	520	450	390	410
55-59	426	500	510	440	370
60-64	352	410	490	490	430
65-69	260	310	390	430	440
70-74	177	240	290	340	380
75-79	183	160	220	260	300
80-84	145	150	120	170	210
85+	171	190	200	200	170
Total	**6,107**	**6,200**	**6,280**	**6,360**	**6,380**
Median Age	41.9	42.8	44.0	44.3	43.7
Births	240	260	260	250	
Deaths	270	290	310	340	
Natural Increase	-30	-30	-50	-90	
Net Migration	110	120	130	140	
Change	*80*	*90*	*80*	*50*	

Differences between period Totals may not equal Change due to rounding.

Joshua Eaton Elementary Total Population

	2010	2015	2020	2025	2030
0-4	287	270	310	320	310
5-9	350	370	350	370	430
10-14	421	350	370	350	370
15-19	312	330	270	310	290
20-24	182	220	250	210	250
25-29	186	270	310	310	270
30-34	186	360	430	430	430
35-39	282	360	520	550	550
40-44	376	280	360	520	550
45-49	472	380	280	360	510
50-54	449	470	370	270	340
55-59	373	440	450	360	270
60-64	307	360	430	440	340
65-69	212	290	340	400	360
70-74	175	190	270	320	380
75-79	130	150	170	240	280
80-84	137	110	120	140	190
85+	95	130	140	150	180
Total	**4,931**	**5,330**	**5,740**	**6,050**	**6,300**
Median Age	43.5	42.4	40.8	41.7	42.3
Births	180	230	260	260	
Deaths	210	230	260	300	
Natural Increase	-30	0	0	-40	
Net Migration	430	410	310	290	
Change	*400*	*410*	*310*	*250*	

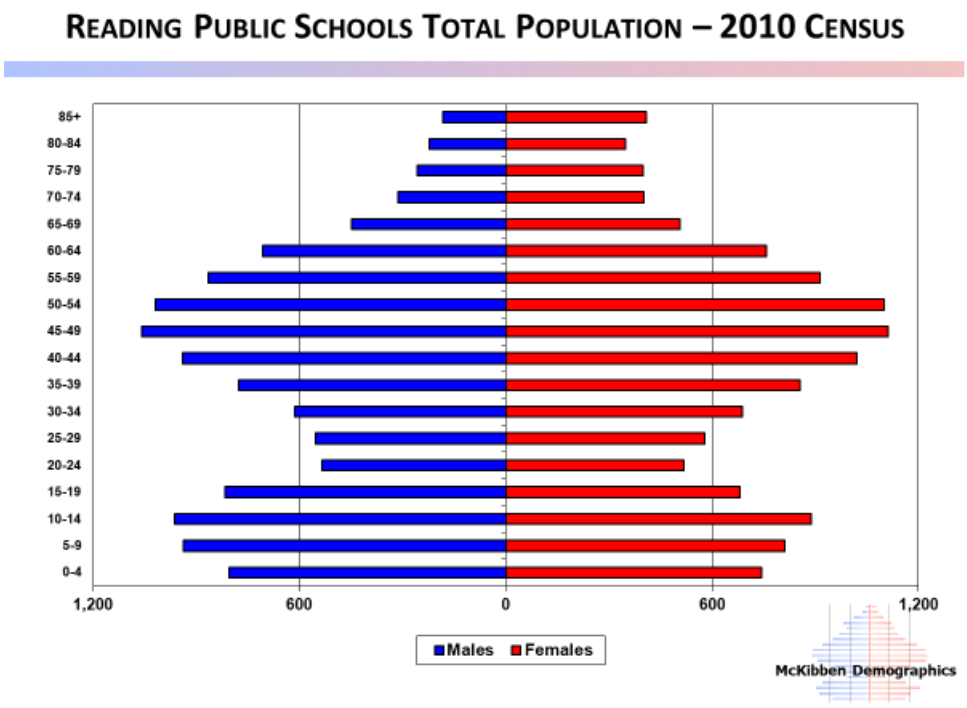
Differences between period Totals may not equal Change due to rounding.

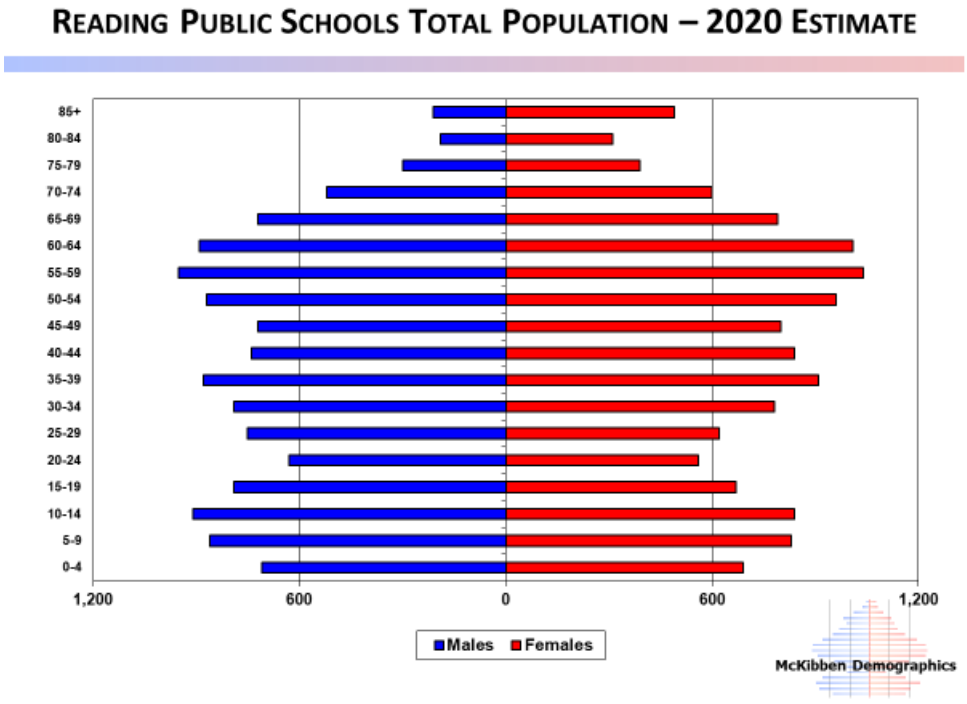
Wood End Elementary Total Population

	2010	2015	2020	2025	2030
0-4	185	200	200	210	220
5-9	263	240	280	240	260
10-14	335	260	240	280	240
15-19	275	300	220	200	230
20-24	152	200	220	140	150
25-29	76	170	220	260	160
30-34	109	120	210	270	310
35-39	200	140	160	270	330
40-44	295	200	140	160	270
45-49	329	290	200	140	160
50-54	349	330	290	190	140
55-59	264	340	320	290	190
60-64	227	260	310	310	270
65-69	130	200	220	270	260
70-74	116	100	160	190	250
75-79	97	100	90	140	160
80-84	103	80	80	70	120
85+	145	150	140	130	120
Total	**3,651**	**3,680**	**3,700**	**3,760**	**3,840**
Median Age	43.9	45.2	43.6	40.3	40.4
Births	110	130	150	160	
Deaths	180	180	180	190	
Natural Increase	-70	-50	-30	-30	
Net Migration	90	90	100	110	
Change	*20*	*40*	*70*	*80*	

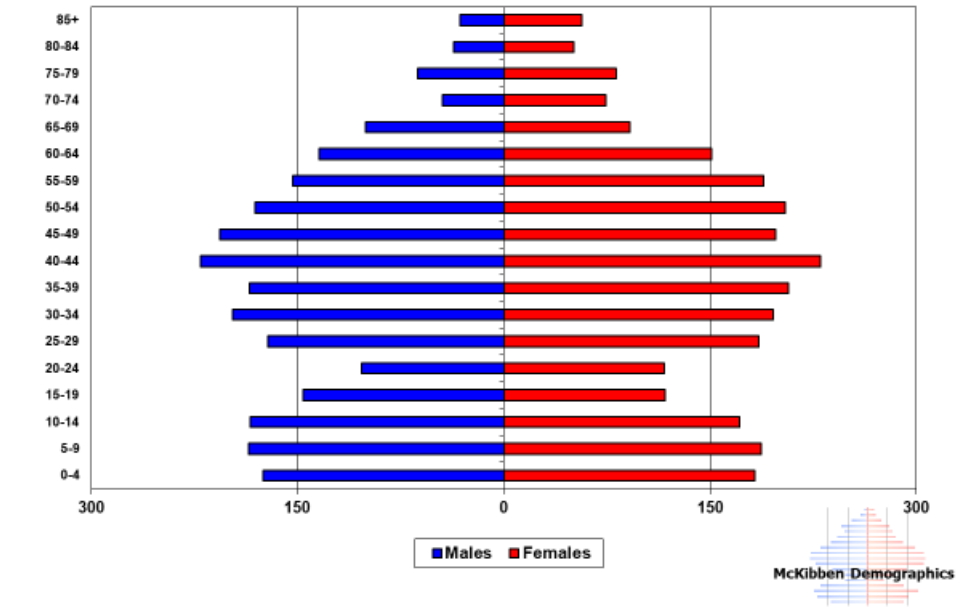
Differences between period Totals may not equal Change due to rounding.

Appendix C: Population Pyramids

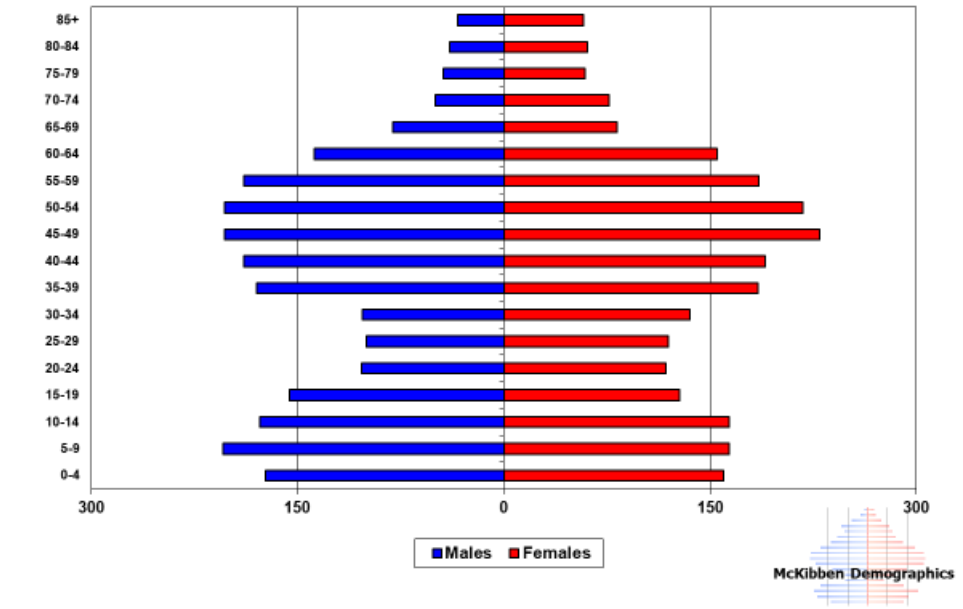




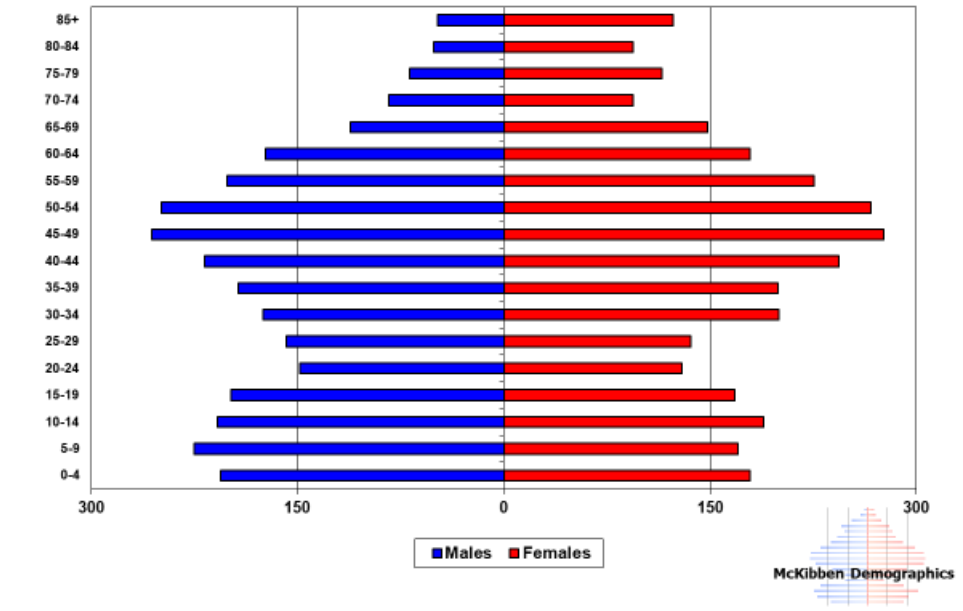
Alice M. Barrows Elementary School – 2010 Census



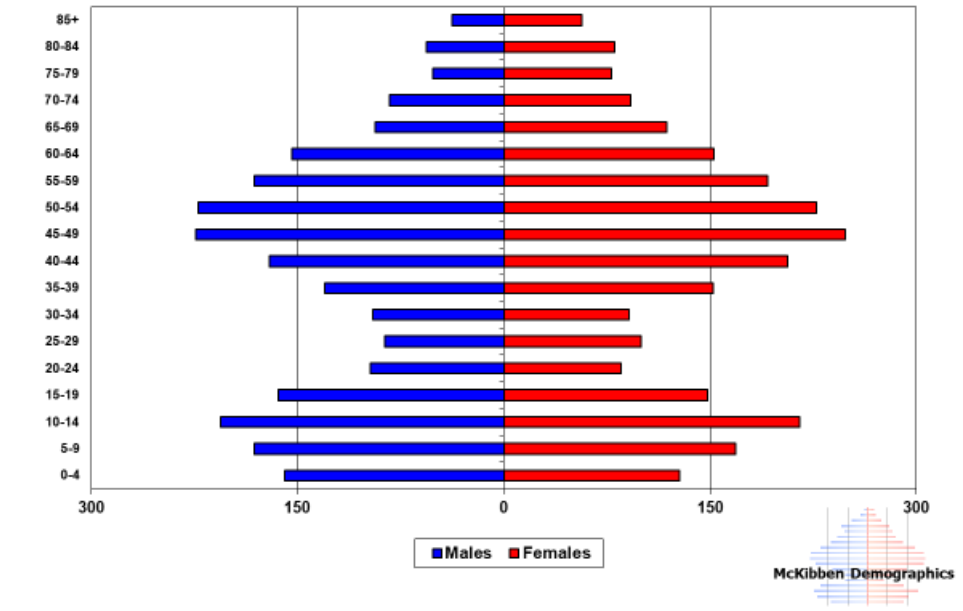
Birch Meadows Elementary School – 2010 Census

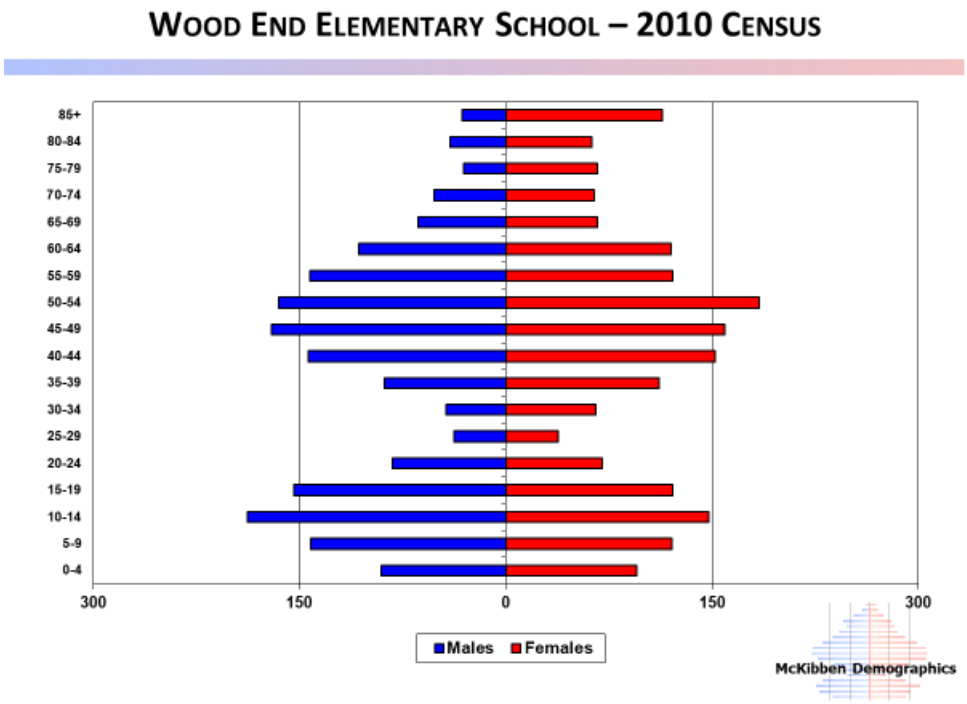


J. Warren Killam Elementary School – 2010 Census



Joshua Eaton Elementary School – 2010 Census




WOOD END ELEMENTARY SCHOOL – 2010 CENSUS
85+
80-84
75-79
70-74
65-69
60-64
55-59
50-54
45-49
40-44
35-39
30-34
25-29
20-24
15-19
10-14
5-9
0-4
300
150
0
150
300
Males
Females
McKibben Demographics

Appendix D: Enrollment Forecasts

Reading Public Schools: Total Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	325	318	238	290	300	301	303	304	311	314	317	321	323	319
1	296	330	312	247	308	310	312	314	316	319	322	325	329	331
2	277	297	316	317	252	307	309	311	316	317	320	323	327	331
3	338	282	290	310	317	251	306	308	309	314	315	318	321	325
4	324	331	270	289	306	307	244	297	302	304	308	309	313	316
5	294	334	312	262	285	300	301	240	293	298	301	305	306	310
Total: K-5	**1854**	**1892**	**1738**	**1715**	**1768**	**1776**	**1775**	**1774**	**1847**	**1866**	**1883**	**1901**	**1919**	**1932**
6	291	292	319	297	261	283	298	299	238	291	297	299	303	304
7	355	291	288	307	295	259	281	296	297	236	289	295	297	301
8	344	341	287	285	304	292	256	278	293	294	234	286	292	294
Total: 6-8	**990**	**924**	**894**	**889**	**860**	**834**	**835**	**873**	**828**	**821**	**820**	**880**	**892**	**899**
9	293	301	299	255	261	278	267	234	254	268	269	214	262	267
10	329	294	301	295	259	265	282	271	238	258	272	273	217	266
11	307	331	292	296	294	258	264	281	270	237	257	271	272	216
12	322	304	330	296	295	293	257	263	280	269	236	256	270	271
Total: 9-12	**1251**	**1230**	**1222**	**1142**	**1109**	**1094**	**1070**	**1049**	**1042**	**1032**	**1034**	**1014**	**1021**	**1020**
Total: K-12	**4095**	**4046**	**3854**	**3746**	**3737**	**3704**	**3680**	**3696**	**3717**	**3719**	**3737**	**3795**	**3832**	**3851**
Total: K-12	4095	4046	3854	3746	3737	3704	3680	3696	3717	3719	3737	3795	3832	3851
Change		*-49*	*-192*	*-108*	*-9*	*-33*	*-24*	*16*	*21*	*2*	*18*	*58*	*37*	*19*
%-Change		*-1.2%*	*-4.8%*	*-2.8%*	*-0.2%*	*-0.9%*	*-0.7%*	*0.43%*	*0.57%*	*0.05%*	*0.48%*	*1.55%*	*0.97%*	*0.50%*
Total: K-5	1854	1892	1738	1715	1768	1776	1775	1774	1847	1866	1883	1901	1919	1932
Change		*38*	*-154*	*-23*	*53*	*8*	*-1*	*-1*	*73*	*19*	*17*	*18*	*18*	*13*
%-Change		*2.05%*	*-8.1%*	*-1.3%*	*3.09%*	*0.45%*	*-0.1%*	*-0.1%*	*4.11%*	*1.03%*	*0.91%*	*0.96%*	*0.95%*	*0.68%*
Total: 6-8	990	924	894	889	860	834	835	873	828	821	820	880	892	899
Change		*-66*	*-30*	*-5*	*-29*	*-26*	*1*	*38*	*-45*	*-7*	*-1*	*60*	*12*	*7*
%-Change		*-6.7%*	*-3.3%*	*-0.6%*	*-3.3%*	*-3.0%*	*0.12%*	*4.55%*	*-5.2%*	*-0.9%*	*-0.1%*	*7.32%*	*1.36%*	*0.78%*
Total: 9-12	1251	1230	1222	1142	1109	1094	1070	1049	1042	1032	1034	1014	1021	1020
Change		*-21*	*-8*	*-80*	*-33*	*-15*	*-24*	*-21*	*-7*	*-10*	*2*	*-20*	*7*	*-1*
%-Change		*-1.7%*	*-0.7%*	*-6.6%*	*-2.9%*	*-1.4%*	*-2.2%*	*-1.9%*	*-0.7%*	*-0.9%*	*0.19%*	*-1.9%*	*0.69%*	*-0.1%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Alice M. Barrows Elementary: Total Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	55	60	44	51	55	55	55	56	58	59	59	60	60	59
1	67	63	55	57	58	58	59	59	60	60	61	61	62	62
2	53	68	60	61	59	59	59	60	61	62	62	63	63	64
3	80	55	66	61	62	60	60	60	61	62	63	63	64	64
4	61	76	54	68	60	61	59	59	59	60	61	62	62	63
5	58	63	75	54	69	61	62	60	60	60	61	62	63	63
Total: K-5	**374**	**385**	**354**	**352**	**363**	**354**	**354**	**354**	**359**	**363**	**367**	**371**	**374**	**375**
Total: K-5	374	385	354	352	363	354	354	354	359	363	367	371	374	375
Change		*11*	*-31*	*-2*	*11*	*-9*	*0*	*0*	*5*	*4*	*4*	*4*	*3*	*1*
%-Change		*2.9%*	*-8.1%*	*-0.6%*	*3.1%*	*-2.5%*	*0.0%*	*0.0%*	*1.4%*	*1.1%*	*1.1%*	*1.1%*	*0.8%*	*0.3%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Birch Meadows Elementary: Total Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	62	64	40	49	52	52	53	53	55	56	57	58	58	57
1	60	67	72	49	56	57	57	58	58	59	60	61	62	62
2	64	58	61	70	48	54	55	55	57	57	58	59	60	61
3	62	68	54	59	69	47	53	54	56	58	58	59	60	61
4	63	62	61	53	57	66	45	51	53	55	57	57	58	59
5	66	65	57	58	51	55	64	44	50	52	54	56	56	57
Total: K-5	**377**	**384**	**345**	**338**	**333**	**331**	**327**	**315**	**329**	**337**	**344**	**350**	**354**	**357**
Total: K-5	377	384	345	338	333	331	327	315	329	337	344	350	354	357
Change		*7*	*-39*	*-7*	*-5*	*-2*	*-4*	*-12*	*14*	*8*	*7*	*6*	*4*	*3*
%-Change		*1.9%*	*-10%*	*-2.0%*	*-1.5%*	*-0.6%*	*-1.2%*	*-3.7%*	*4.4%*	*2.4%*	*2.1%*	*1.7%*	*1.1%*	*0.8%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Joshua Eaton Elementary: Total Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	76	69	79	70	72	73	74	74	75	76	77	77	78	76
1	64	75	68	57	72	73	74	75	76	77	78	79	79	80
2	43	66	75	66	59	73	74	75	74	74	75	76	77	77
3	67	45	64	71	67	58	72	73	74	73	73	74	74	75
4	77	66	45	67	72	66	57	71	72	73	72	72	73	73
5	59	83	64	42	66	71	65	56	70	71	72	71	71	72
Total: K-5	**386**	**404**	**395**	**373**	**408**	**414**	**416**	**424**	**441**	**444**	**447**	**449**	**452**	**453**
Total: K-5	386	404	395	373	408	414	416	424	441	444	447	449	452	453
Change		*18*	*-9*	*-22*	*35*	*6*	*2*	*8*	*17*	*3*	*3*	*2*	*3*	*1*
%-Change		*4.7%*	*-2.2%*	*-5.6%*	*9.4%*	*1.5%*	*0.5%*	*1.9%*	*4.0%*	*0.7%*	*0.7%*	*0.4%*	*0.7%*	*0.2%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

J. Warren Killam Elementary: Total Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	79	83	50	78	81	80	80	79	79	78	78	79	80	81
1	63	70	77	53	79	79	78	78	77	77	76	76	77	78
2	67	63	68	74	54	77	77	76	79	78	78	77	78	79
3	80	66	64	73	75	55	79	79	74	77	76	76	76	77
4	57	77	66	62	72	72	53	76	77	73	75	74	75	75
5	66	56	70	66	61	69	69	51	74	75	72	74	73	74
Total: K-5	**412**	**415**	**395**	**406**	**422**	**432**	**436**	**439**	**460**	**458**	**455**	**456**	**459**	**464**
Total: K-5	412	415	395	406	422	432	436	439	460	458	455	456	459	464
Change		*3*	*-20*	*11*	*16*	*10*	*4*	*3*	*21*	*-2*	*-3*	*1*	*3*	*5*
%-Change		*0.7%*	*-4.8%*	*2.8%*	*3.9%*	*2.4%*	*0.9%*	*0.7%*	*4.8%*	*-0.4%*	*-0.7%*	*0.2%*	*0.7%*	*1.1%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Wood End Elementary: Total Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	53	42	25	42	40	41	41	42	44	45	46	47	47	46
1	42	55	40	31	43	43	44	44	45	46	47	48	49	49
2	50	42	52	46	32	44	44	45	45	46	47	48	49	50
3	49	48	42	46	44	31	42	42	44	44	45	46	47	48
4	66	50	44	39	45	42	30	40	41	43	43	44	45	46
5	45	67	46	42	38	44	41	29	39	40	42	42	43	44
Total: K-5	**305**	**304**	**249**	**246**	**242**	**245**	**242**	**242**	**258**	**264**	**270**	**275**	**280**	**283**
Total: K-5	305	304	249	246	242	245	242	242	258	264	270	275	280	283
Change		*-1*	*-55*	*-3*	*-4*	*3*	*-3*	*0*	*16*	*6*	*6*	*5*	*5*	*3*
%-Change		*-0.3%*	*-18%*	*-1.2%*	*-1.6%*	*1.2%*	*-1.2%*	*0.0%*	*6.6%*	*2.3%*	*2.3%*	*1.9%*	*1.8%*	*1.1%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Coolidge Middle School: Total Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
6	128	135	143	133	126	114	126	132	93	118	122	124	127	128
7	167	128	132	142	132	125	113	125	131	92	117	121	123	126
8	148	161	124	130	140	130	123	111	123	129	91	115	119	121
Total: 6-8	**443**	**424**	**399**	**405**	**398**	**369**	**362**	**368**	**347**	**339**	**330**	**360**	**369**	**375**
Total: 6-8	443	424	399	405	398	369	362	368	347	339	330	360	369	375
Change		*-19*	*-25*	*6*	*-7*	*-29*	*-7*	*6*	*-21*	*-8*	*-9*	*30*	*9*	*6*
%-Change		*-4.3%*	*-5.9%*	*1.5%*	*-1.7%*	*-7.3%*	*-1.9%*	*1.7%*	*-5.7%*	*-2.3%*	*-2.7%*	*9.1%*	*2.5%*	*1.6%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Parker Middle School: Total Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
6	163	157	176	164	135	169	172	167	145	173	175	175	176	176
7	188	163	156	165	163	134	168	171	166	144	172	174	174	175
8	196	180	163	155	164	162	133	167	170	165	143	171	173	173
Total: 6-8	**547**	**500**	**495**	**484**	**462**	**465**	**473**	**505**	**481**	**482**	**490**	**520**	**523**	**524**
Total: 6-8	547	500	495	484	462	465	473	505	481	482	490	520	523	524
Change		*-47*	*-5*	*-11*	*-22*	*3*	*8*	*32*	*-24*	*1*	*8*	*30*	*3*	*1*
%-Change		*-8.6%*	*-1.0%*	*-2.2%*	*-4.5%*	*0.6%*	*1.7%*	*6.8%*	*-4.8%*	*0.2%*	*1.7%*	*6.1%*	*0.6%*	*0.2%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Reading High School: Total Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
9	293	301	299	255	261	278	267	234	254	268	269	214	262	267
10	329	294	301	295	259	265	282	271	238	258	272	273	217	266
11	307	331	292	296	294	258	264	281	270	237	257	271	272	216
12	322	304	330	296	295	293	257	263	280	269	236	256	270	271
Total: 9-12	**1251**	**1230**	**1222**	**1142**	**1109**	**1094**	**1070**	**1049**	**1042**	**1032**	**1034**	**1014**	**1021**	**1020**
Total: 9-12	1251	1230	1222	1142	1109	1094	1070	1049	1042	1032	1034	1014	1021	1020
Change		*-21*	*-8*	*-80*	*-33*	*-15*	*-24*	*-21*	*-7*	*-10*	*2*	*-20*	*7*	*-1*
%-Change		*-1.7%*	*-0.7%*	*-6.5%*	*-2.9%*	*-1.4%*	*-2.2%*	*-2.0%*	*-0.7%*	*-1.0%*	*0.2%*	*-1.9%*	*0.7%*	*-0.1%*

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Reading Public Schools

School Committee Meeting Packet

August 4, 2022

New Business

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
FR: Susan Bottan, Director of Finance and Operations
RE: Draft Capital Plan – FY24 through FY31

Please find attached the DRAFT Capital Plan for the period of FY24 through FY31, prepared by the Town Manager and Director of Facilities for your review and discussion at the August 11, 2022 School Committee meeting.

The Capital plan provides the following information for two categories of school capital budgets: CORE and School Department:

- Category of capital request
- Location
- Description
- Estimated capital budget for fiscal years 2024 through 2031
- Explanation of changes from FY23 capital plan

Please contact me if you have any questions about the information provided.

FY 23 SCHOOL DEPARTMENT CAPITAL PLAN

CORE Capital Budget

Capital Request	School	Description	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	FY 31	Description of Changes from FY23
HVAC/Boilers											
	Barrows	Design for Condensing Boilers						87,000			$68,000 moved from FY28 to FY29 and Increased
	Barrows	Replacement of Boilers							774,000		$645,000 moved from FY29 to FY30 and increased
	Wood End	Design for Condensing Boilers							98,000		$92,000 moved from FY29 to FY30 and increased
	Wood End	Replacement of Boilers								920,000	$920,000 moved from FY30 to FY31
Sub total HVAC			-	-	-	-	-	**87,000**	**872,000**	**920,000**	
Glycol											
	RMHS	Reclamation and installation	200,000								**New**
Sub total Glycol			**200,000**	-	-	-	-	-	-	-	
Arc Flash Hazard Study											
	Elementary Schools	Safety assessment of electrical equipment	71,000								
	Middle Schools	Safety assessment of electrical equipment	40,000								
	RMHS	Safety assessment of electrical equipment	52,000								
Sub total Arc Flash Hazard Study			**163,000**	-	-	-	-	-	-		
Doors/Windows											
	Districtwide	Replacement/Repair of doors/windows		25,000	40,000	40,000					$20,00 moved from FY24 to FY25 and increased, FY26 and FY27 increased from $30,000 each year
Sub total Doors/Windows			-	**25,000**	**40,000**	**40,000**	-	-	-		
Carpet/Flooring	Districtwide										
		Replacement of carpeting/repair of flooring		66,000	60,000						$55,000 moved from FY24 to FY25 and increased, FY26 increased from $50,000
Sub total Carpet/Flooring			-	**66,000**	**60,000**	-	-	-	-		
Alarm Panels											
	Coolidge	Replacement Alarm Panel			70,000						
Sub total Alarm Panels			-	-	**70,000**	-	-	-	-	-	
Playground Surfaces											
	RISE Preschool	Design of RISE Playground									
		Relacement of RISE Playground			140,000						$120,000 moved from FY24 to FY26 and increased
Sub total Playground Surfaces			-	-	**140,000**	-	-	-	-		
Roofing											
	Birch Meadow	Design for Roof						190,000			
	Birch Meadow	Replacement of Roof							1,900,000		
	Coolidge	Design for Roof						447,000			$370,000 in FY29 increased
	Coolidge	Replacement of Roof							3,700,000		
Sub total Carpter/Flooring			-	-	-	-	-	**637,000**	**5,600,000**		
Total CORE			**363,000**	**91,000**	**310,000**	**40,000**	-	**724,000**	**6,472,000**	**920,000**	

SCHOOL DEPT Capital Budget

Capital Request	School	Description	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	FY 31	Description of Changes from FY23
Phones											
	Districtwide	Annual repairs, replacements as needed	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	
Sub total Phones			**10,000**	**10,000**	**10,000**	**10,000**	**10,000**	**10,000**	**10,000**	**10,000**	
Network											
	Districtwide	Annual upgrades to Network as needed	100,000	100,000	125,000	125,000	125,000	125,000	125,000	150,000	$120,000 increased to $125,000 in FY26, increased to $150,000 in FY31
Sub total Network			**100,000**	**100,000**	**125,000**	**125,000**	**125,000**	**125,000**	**125,000**	**150,000**	
Vehicles											
	Community Ed	Car	30,000								
	Food Services	Van			52,000						
Sub total Vehicles			**30,000**	-	**52,000**	-	-	-	-	-	
Security											
	Districtwide	Card Readers					65,000				**New**
	Districtwide	Vehicle Barriers					475,000				**New**
Sub Total Security			-	-	-	-	**540,000**	-	-	-	
Total SCHOOL			**140,000**	**110,000**	**187,000**	**135,000**	**675,000**	**135,000**	**135,000**	**160,000**	
GRAND TOTAL			**503,000**	**201,000**	**497,000**	**175,000**	**675,000**	**859,000**	**6,607,000**	**1,080,000**	

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

To: School Committee
From: Dr. Thomas Milaschewski
Date: Aug 11, 2022
Re: DESE District Review

As we have previously shared, the Massachusetts Department of Elementary and Secondary Education (DESE) completed a targeted review of the Reading Public Schools in the spring of 2022. DESE routinely completes reviews to support districts across the state in their respective improvement efforts. As noted in the Reading Public Schools Targeted District Review Report, which can be accessed in this School Committee packet or through DESE's website, "data collection activities associated with the review focused on understanding how district systems, structures, and practices operate to support the district's continuous improvement efforts. The review focused on the three student-centered standards (and related indicators) that DESE identified as being important components of district effectiveness."

During the August 11th School Committee meeting, we will provide a summary of the findings from the review. More specifically, this summary will include an overview of the identified areas of strength, identified areas for growth, and recommendations.

Reading Public Schools

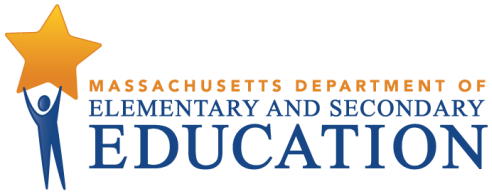
Targeted District Review Report

February 2022

Massachusetts Department of Elementary and Secondary Education
Office of District Reviews and Monitoring
75 Pleasant Street
Malden, MA 02148-4906
781-338-3000
www.doe.mass.edu

American Institutes for Research
Education Systems and Policy
1400 Crystal Drive, 10th Floor
Arlington, VA 22202-3289
(202) 403-5000
www.air.org

Contents



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

Jeffrey C. Riley
Commissioner
Published July 2022

This document printed on recycled paper.

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone: 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

Executive Summary

The Massachusetts Department of Elementary and Secondary Education (DESE) contracted with the American Institutes for Research® (AIR®) to conduct a targeted review of Reading Public Schools (hereafter, RPS) in February 2022. Data collection activities associated with the review focused on understanding how district systems, structures, and practices operate to support the district's continuous improvement efforts. The review focused on the three student-centered standards (and related indicators) that DESE identified as being important components of district effectiveness.

All data collection procedures for this report took place during the 2021-2022 academic year. This year represents the third year affected by the global COVID-19 pandemic, which has had a significant impact on educational systems since March 2020. The districts reviewed during the 2021-2022 school year experienced school closures, significant illness among staff and students, shortages of instructional and noninstructional staff, transportation issues, and other challenges during the two preceding school years, and some of these challenges continued during 2021-2022 as these districts were reviewed. Site visit and report writing teams considered these factors as they collected data and wrote reports.

Dr. Thomas Milaschewski became the superintendent of RPS in July 2021. He was named to the role in February 2021, while completing a superintendent residency in the Medford Public Schools and used the intervening months to get to know the Reading community before officially starting as the RPS superintendent. Dr. Milaschewski's leadership team consists of an assistant superintendent for learning and teaching; an assistant superintendent of student services; a director of finance; and a human resources director. RPS is governed by a six-member school committee that is elected townwide, each for a three-year term.

Curriculum and Instruction

Although district staff have created curriculum guides that articulate the alignment with the Massachusetts learning standards and curriculum frameworks used in schools across the district, most curricula used in the district are either not rated on CURATE[1] or ineligible for rating. Recognizing the need for high-quality curriculum across content areas, the district recently introduced a new mathematics curriculum in the upper grades (enVision Common Core in grades 7-8, Algebra, Geometry, and Algebra 2) and lower grades (Illustrative Math, used in K–6). Illustrative Math was adopted for K-6 in spring 2021. Illustrative Math is being implemented in a staged fashion. The district plans to implement Illustrative Math K-2 in 2022-2023 and to begin the process to find a CURATE-recommended English language arts (ELA) curriculum. Teaching and learning experiences vary across schools, and leaders evaluate classroom practices using both formal and informal feedback processes. A recent focus has been the use of data-driven assessments to continually inform teachers' instructional practices and ensure that lessons are based on the needs of all students. The range of available courses increases as students advance through grade levels and

[1] CUrriculum RAtings by TEachers (CURATE): Center for Instructional Support (mass.edu)

schools in the district; however, equity of access to advanced coursework is not consistently evident for all students, which is an area of focus for district leaders.

Overall, for the K–5 grade band, instructional observations suggest generally strong emotional support, classroom organization, and student engagement (grades 4–5) and mixed evidence of consistently rigorous instructional support. For the 6–8 and 9–12 grade bands, instructional observations provide evidence of strong emotional support, classroom organization, and student engagement and mixed evidence of consistently rigorous instructional support.

Assessment

RPS has established and supports a culture that values the use of data in improving teaching, learning, and decision making. Interviews with teachers, school and district leaders, school committee members, and teachers' association members and a review of documents indicated that new district leaders (including the superintendent and the assistant superintendent for learning and teaching) were increasing the focus on the use of data across the district. Teachers and school and district leaders expressed the view that professional learning time to discuss data and communicate assessment results was a strength in the district's data systems. The district and schools are working toward consistent and coherent systems of data use across all grade levels, with systems in place for the purposeful collection, use, and sharing of data from a variety of assessments to guide decision making at all levels to improve all students' performance, opportunities, and outcomes.

Student Support

Under new leadership, RPS is making efforts to ensure that schools equitably support all students' safety, well-being, and sense of belonging; systematically identify and address students' needs; and engage families and community partners to improve all students' performance, opportunities, and outcomes. However, the district has several areas for growth, including issues of access, equity, planning at upper grade levels, and engaging with community partners. The district is making efforts to assess the programs and practices used across schools to ensure that students experience educational continuity and are well supported through school transitions; however, the district needs better assessment use at the upper grade levels and coordination across grade levels.

Reading District Review Overview

Purpose

Conducted under Chapter 15, Section 55A of the Massachusetts General Laws, targeted 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 three student-centered district standards used by DESE: Curriculum and Instruction, Assessment, and Student Support.[2] Reviews identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results. In addition, the design of the targeted district review promotes district reflection on its own performance and potential next steps. In addition to providing information to each district reviewed, DESE uses review reports to identify resources and/or technical assistance to provide to the district.

Methodology

A district review team consisting of AIR staff members and subcontractors, with expertise in each district standard, reviews documentation and extant data before conducting a site visit. On-site data collection includes team members conducting interviews and focus group sessions with a wide range of stakeholders, including school committee members, teachers' association representatives, district and school administrators, teachers, students, and students' families. Team members also observe classroom instruction and collect data using the Teachstone Classroom Assessment Scoring System (CLASS) protocol, developed by the Center for Advanced Study of Teaching and Learning at the University of Virginia.[3] Virtual interviews and focus groups also are conducted as needed. Following the site visit, the team members coded and analyzed the data to develop a set of objective findings. The team lead and multiple quality assurance reviewers, including DESE staff, then review the initial draft of the report before AIR finalizes and submits the report to DESE. DESE reviews and then sends the report to the district for factual review before publishing it on the DESE website.

Site Visit

The site visit to RPS took place on February 15–17, 2022. The site visit included 15 hours of interviews and focus groups with 65 stakeholders, including school committee members, district administrators, school staff, students, students' families, and teachers' association representatives. The review team conducted 6 teacher focus groups with 10 elementary-school teachers, 8 middle-school teachers, and 10 high-school teachers. The review team conducted two student focus groups, one with eight middle-school students and one with eight high-school students. In addition, the review team conducted 4 administrator focus groups with 10 district and school administrators; three members of the school committee also were interviewed, including the current chair.

[2] DESE's *District Standards and Indicators* are at http://www.doe.mass.edu/accountability/district-review/district-standards-indicators.pdf.

[3] For more information on the CLASS protocol, visit https://teachstone.com/class/.

The site team also conducted 63 observations of classroom instruction across 8[4] schools in the district. The trained and certified team members conducted instructional observations using the CLASS protocol.

Additional information is in the appendices. A list of review team members, information about review activities, and the site visit schedule are in Appendix A. Appendix B provides information about district enrollment, attendance, and expenditures. Summary data from the instructional observations are in Appendix C. Appendix D contains resources to support implementation of DESE's *District Standards and Indicators*. Lastly, Appendix E contains student performance data.

District Profile

Reading Public Schools is a school district in northeastern Massachusetts comprising nine schools, including one preschool, five elementary schools, two middle schools, and one high school. The district has a six-member school committee that is elected townwide to three-year terms. The superintendent started in his position in July 2021 and was in his first year in this role at the time of the site visit. The district office also includes an assistant superintendent of learning and teaching who is in charge of curriculum and instruction and professional development, an assistant superintendent of student services, a director of special education, a human resources director, and a director of finance and operations. Facilities services are shared between the district and the town.

In the 2021-2022 school year, the district had 323 teachers, with 3,846 students enrolled in the district's 9 schools. Table 1 provides an overview of student enrollment by school.

Table 1. Reading Public Schools: Schools, Type, Grades Served, and Enrollment,[a] 2021-2022

School	Type	Grades served	Enrollment
Alice M. Barrows	Elementary school	K–5	354
Arthur W. Coolidge Middle	Middle school	6–8	399
Birch Meadow	Elementary school	K–5	345
J. Warren Killam	Elementary school	K–5	395
Joshua Eaton	Elementary school	K–5	395
RISE Preschool	Preschool	PK	97
Reading Memorial High	High school	9–12	1,222
Walter S. Parker Middle	Middle school	6–8	495
Wood End Elementary	Elementary school	K–5	249
Totals			**3,951**

[a] As of October 1, 2021.

Between 2018 and 2022, overall student enrollment decreased by 8.7 percent. Enrollment figures by race/ethnicity and high-need populations (i.e., students with disabilities, students who are

[4] DESE exempted the RISE Preschool from instructional observations.

economically disadvantaged, and English learners [ELs] and former ELs) compared with the state are in Tables B1 and B2 in Appendix B.

The total in-district per-pupil expenditure was greater than the median in-district per-pupil expenditure for 17 K–12 districts of similar size (4,000-4,999 students) in fiscal year 2020: $15,250 versus $14,560. Actual net school spending was greater than the requirement in the Chapter 70 state education aid program (Table B4 in Appendix B).

Student Performance

Table 2: Next-Generation MCAS ELA Percent Meeting or Exceeding Expectations, 2018–2021

Grade	N (2021)	2018	2019	2021	Change	State	Above/Below
3	288	66	73	66	0	51	15
4	263	59	62	73	14	49	24
5	303	72	61	64	-8	47	17
6	319	69	76	66	-3	47	19
7	283	70	66	58	-12	43	15
8	283	73	68	60	-13	41	19
3--8	1,739	68	68	64	-4	46	18
10	302	--	70	84	--	64	20

Table 3: Next-Generation MCAS Math Percent Meeting or Exceeding Expectations, 2018–2021

Grade	N (2021)	2018	2019	2021	Change	State	Above/Below
3	289	61	64	54	-7	33	21
4	265	61	59	54	-7	33	21
5	304	58	64	55	-3	33	22
6	318	61	65	44	-17	33	11
7	283	66	63	47	-19	35	12
8	283	72	66	41	-31	32	9
3--8	1,742	63	64	49	-14	33	16
10	300	--	74	72	--	52	20

Table 4: MCAS Science Percent Meeting or Exceeding Expectations in Grades 5 and 8, 2019--2021

Grade	N (2021)	2019	2020	2021	3-yr change	State (2021)
5	303	70	--	62	-8	42
8	279	64	--	58	-6	41
5 and 8	582	67	--	60	-7	42
10	--	--	--	--	--	--

NOTE: Grade 10 results for spring 2021 STE are not provided because students in the class of 2023 were not required to take the STE test. Information about CD requirements is available at https://www.doe.mass.edu/mcas/graduation.html. In 2019 10th graders took the Legacy MCAS science test.

Curriculum and Instruction

Although district staff have created curriculum guides that articulate the alignment with the Massachusetts learning standards and curriculum frameworks used in schools across the district, most curricula used in the district are either not rated on CURATE[5] or ineligible for rating. Recognizing the need for high-quality curriculum across content areas, the district recently introduced a new mathematics curriculum in the upper grades (enVision Common Core in grades7-8, Algebra, Geometry, and Algebra 2), and in the lower grades (Illustrative Math, in K–6). The district is planning to begin the process to find a CURATE-recommended English language arts (ELA) curriculum. Teaching and learning experiences vary across schools, and leaders evaluate classroom practices using both formal and informal feedback processes. A recent focus has been the use of data-driven assessments to continually inform teachers' instructional practices and ensure that lessons are based on the needs of all students. The range of available courses increases as students advance through grade levels and schools in the district; however, equity of access to advanced coursework is not consistently evident for all students, which is an area of focus for district leaders. Table 2 summarizes key strengths and areas for growth in curriculum and instruction.

Table 5. Summary of Key Strengths and Areas for Growth: Curriculum and Instruction Standard

Indicator	Strengths	Areas for growth
Curriculum selection and use	■ Emerging standard process for curriculum review ■ Shared curriculum guides articulate the alignment between the Massachusetts learning standards and curriculum frameworks and the district's curricula.	■ Ensuring that curriculum materials are high quality, cohesive, aligned with appropriate standards, and aligned vertically and horizontally
Classroom instruction	■ Strong social-emotional foundation at the elementary level	■ Ensuring that all teachers provide effective instruction that challenges and supports all students
Student access to coursework	■ The district offers a wide range of academic offerings, especially at the high school, including dual enrollment and Advanced Placement (AP) courses.	■ Ensuring that all students have equitable access to a range of advanced coursework

Curriculum Selection and Use

The Massachusetts learning standards and curriculum frameworks provide the curricular foundation for schools across the district, and curriculum guides provide alignment between those standards and the district's chosen curricula. A document review indicated that most curricula used in the district were either not rated by DESE's CURATE system or not eligible for rating. Curricula not eligible for rating have not "already been found by an independent evaluation process to be partially or fully aligned to college- and career-ready standards." The district uses a curriculum review cycle process

[5] CUrriculum RAtings by TEachers (CURATE): Center for Instructional Support (mass.edu)

to choose new curricula by subject area; however, the process that leaders use to make those final decisions varies across the district. There have been some shared guidelines and a rubric for the process, which is leading to the development of a standard curricular review process. In addition, an overarching component of this guidance is that all instructional materials need to be research based and data driven.

Professional development PD provided to support curriculum implementation does exist; however, the structure and consistency of PD varies across the district, with some opportunities offered to specific schools and less time available for PD at the middle- and high-school levels. As a result, vertical alignment of PD and access to supplemental resources necessary to implement curricula in district classrooms is not consistent. Therefore, developing supplemental resources is time consuming and not centrally organized for teachers.

Decision-Making Processes (Strength and Area for Growth). In RPS, the process for making decisions about curricula and curricular resources varies across the district by grade level and subject area. The district improvement plan highlights the district's seven-year curriculum review cycle in all subjects, in which a different subject is reviewed each year. In the context of an ongoing mathematics curriculum adoption (implemented in grades 3–6 and implementing in school year 2022 in K–2), one district leader spoke of the guidelines used by the district: "The copyright must be after 2016, it must not have a negative report on EdReports, and it must meet the fiscal barriers that have been stated [in terms of the resources that the district has allocated to curricula purchases]." Referring to the district's adoption of a mathematics curriculum, this district leader also said: "We also applied a rubric to the process, and then we utilized a collective group of different teacher representatives and other stakeholders for input following the rubric review." District leaders said that they typically discussed the need for new curricular materials and resources during districtwide meetings, in which the elementary-, middle-, and high-school teams met every week with the district's central office staff to talk about teaching, learning, assessments, and operations. Middle- and high-school principals stated that they have seen an evolution in the district from not having a curricular review plan to a cyclical mindset, in which the district frequently looks at the curricular resources to which students and teachers have access. School leaders also said that subject area departments were focused on state standards and curriculum frameworks, and they were encouraged to use research-based and data-driven curricular materials. A district leader stated that RPS was launching a team to look at the literacy curriculum in prekindergarten through Grade 5, and they intended to duplicate the process used for mathematics. Elementary teachers reported that they were using Fundations and the Units of Study Readers' and Writers' Workshop programs. Although these teachers said they appreciated the "common language," strategies, and alignment that have come from these programs, some teachers stated "there's some gaps in that curriculum that need to be addressed." Almost all current curricula, including Units of Study, are either ineligible for rating or not rated on CURATE.

Documented Curriculum (Strength and Area for Growth). The Massachusetts learning standards and curriculum frameworks provide the overarching guidance for what should be taught in all grade levels and subject areas in schools throughout Massachusetts. A review of the curriculum list and CURATE ratings provided by the district indicated that AGA enVision math received a CURATE rating of "partially meets expectations" and Illustrative Math in grade 6 received a CURATE rating of "meets expectations." Curriculum guides shared by RPS and posted on the district's website document the

alignment between the district's curricula and the Massachusetts learning standards. Curriculum guides are vertically aligned, given their alignment to state standards. Elementary teachers said that vertical alignment was strong, whereas middle- and high-school teachers reported the opposite.

The district has systems of PD in place with respect to the documented curriculum. Interviews with district leaders and a document review indicated that during an induction week in August 2021 (and during August in many prior years as well), new teachers were trained on basic information from across the district, including the documented curriculum.

Taught Curriculum (Strength and Area for Growth). Curricular implementation and associated PD vary by grade level. Curriculum coordinators, who support the elementary and middle schools (kindergarten through grade 8), organize pacing guides and additional supports to help teachers consistently implement the documented curricula. Beyond the elementary level, the individual subject area departments handle and house their curricula differently. One district leader discussed familiarizing new teachers with the district's curricula and instruction:

> It looks a little bit different across the board depending if it's elementary, middle, or high school, but I would say that a lot of work falls on the mentor teacher to support any new teachers coming into the district with locating the curriculum and materials they need access to.

Teachers in the middle schools stated that curricular materials were used in varying degrees. One middle-school teacher articulated a sentiment expressed by many: "Many teachers pull from a variety of places to supplement and create their own resources, and it is felt to be individually time consuming when they could use common resources in a more organized way." Secondary principals and instructional staff echoed this concern. District documents (i.e., calendars and agendas) provided evidence of available PD focused on curriculum and instruction, but staff interviews and documentation for the upper grades demonstrated less available PD time than for staff in the elementary grades.

Classroom Instruction

Teaching and learning experiences, including opportunities to develop social and emotional competencies, vary across schools in the district. Students experience a variety of learning formats in classrooms, including whole-class instruction, working independently, and working in groups. Most students are engaged in classroom discussions and activities, and students' needs are typically met through differentiation and equity-driven lessons. Meeting instructional objectives and rigorous instruction are evident at times for some students but appear to be inconsistent across schools and classrooms. Elementary schools use Positive Behavioral Interventions and Supports (PBIS), and PBIS core values are embedded throughout all settings, including in the social-emotional curriculum. This emphasis carries over to middle schools but is limited at the high school. Classroom practices are evaluated through both formal and informal processes and feedback, with a recent focus on data-driven assessments to continually inform teachers' instructional practices and ensure that lessons are based on the needs of all students.

Six observers, who focused primarily on instruction in the classroom, visited RPS during the week of February 14, 2022. The observers conducted 63 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 3 domains: Emotional Support, Classroom Organization, and Instructional Support. The Upper Elementary and Secondary protocols include 11 classroom dimensions related to 3 domains: Emotional Support, Classroom Organization, and Instructional Support, in addition to Student Engagement. The three domains observed at all levels broadly are defined as follows:

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

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

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

In summary, findings from district observations were as follows:

- **Emotional Support.** Ratings were at the high end of the middle range for the K–5 and 6–8 grade bands and in the middle range for the 9–12 grade band.
- **Classroom Organization.** Ratings were in the high range for the 6–8 and 9–12 grade bands and just below the high range for the K–5 grade band.
- **Instructional Support.** Ratings were in the middle range for all grade bands.
- **Student Engagement.** For Grades 4 and above, where student engagement was measured as an independent domain, ratings were in the high range for both the 4–5 and 6–8 grade bands and the high end of the middle range for the 9–12 grade band.

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

Learning Experiences for Students (Strength and Area for Growth). The learning experiences for students in RPS vary across academic subjects and grade levels, with some consistency about social-emotional learning. Elementary teachers reported implementing a Workshop Model of learning across their curriculum, a practice also documented in the district's curriculum guides. This model provides mini lessons in which some students can practice their skills and challenge themselves independently as the teacher provides further direct instruction to other students who need more targeted instruction. At the middle-school level, students said that they experienced a variety of learning formats, including whole-class instruction, working independently, and working in groups, depending on the subject area. This diversity of instructional styles was confirmed by teachers and reflected in the curriculum guides, which includes practices such as "read independently," "student-led inquiry and discussion," and "constructing viable arguments and critiquing the reasoning of others." The high-school principal said that the high school recently launched a one-to-one technology initiative so that each student had access to an electronic device to support instruction and, thus, the student's learning.

From a social-emotional perspective, elementary teachers reported an emphasis on greeting students at the door each morning. As one elementary teacher said, "That way they know they belong, they're supposed to be here, and we want them here." Principals and instructional staff reported that all schools used PBIS, and the core PBIS values were embedded throughout all settings, including social-emotional curricula. The use of PBIS across schools also is referred to on the district's website; the core values of the district overall and each individual school are listed, making these easily accessible to families and community members as well as students and staff. One elementary principal stated, "There is focused time embedded in our schedule every week across all grade levels in every school where it's dedicated to a social-emotional block as well as morning meeting time with all students." School/teacher schedules confirm this social-emotional block. When asked about social-emotional learning at higher grade levels, one high-school specialist stated, "I see a ton of that at elementary schools, a lot of it at middle schools . . . and then I see a lot less of it at the high school." Middle school teachers confirmed that they did have a social-emotional learning curriculum "to help them build their voices and find out who they are and their place in the school" and, as another middle school teacher stated, "A lot of emphasis is put on relationship building between teachers and students." Parents reported that the teachers and faculty were helpful, welcoming, and accommodating to individual student needs.

However, members of the Parent Teacher Organization (PTO) said that providing challenging instruction for advanced students was an area of growth for the district. In a recent survey on remote learning experiences conducted by the district, 56 parents who responded said that their children's instruction was at the appropriate level when asked if it was too challenging or not challenging enough. Instructional observation scores using the CLASS protocol provide further evidence about student learning experiences. For the instructional support domain, average scores were in the middle range, suggesting that instructional practices are resulting in instruction that is sometimes rigorous for some students. For the student engagement domain, average scores were generally in the high range (or at the high end of the middle range for high-school classes), which suggests that most students are engaged in classroom discussions and activities. Although students are generally engaged, the district needs to improve the consistency of rigorous instruction for all students.

Adjustments to Practice (Strength and Area for Growth). Across the district, principals stated that both they and district staff conducted evaluations of classroom practice, with both formal and informal processes and feedback. Elementary principals told the team that the process included group walkthroughs to calibrate each evaluator's ability to make decisions about what was going well and what was not going well. Principals also reported using feedback from their school leadership teams to stay informed about classroom practices in addition to hearing from staff during data meetings and staff meetings. Middle- and high-school principals highlighted an emerging emphasis on using data from diagnostic, formative, and classroom assessments and observations to adjust instruction for the wide-ranging needs of students. One principal stated, "It's an expectation, but I will say that it is an area where we probably could use a little bit more support." A principal also said that there was consistent modification and differentiation taking place both formally for students with disabilities and informally for other students. The availability of middle-school department meeting time focused on "monitoring student growth and learning" and "collaborating about instructional strategies and practices to close learning gaps and support struggling students," as detailed in the "Middle School Department Meeting Time Overview" document, confirms this emerging emphasis. However, middle-school teachers said that there was an absence of opportunity for teachers to visit other schools and see other programs or to have other teachers come into their rooms to provide feedback for improvement. High-school teachers also reported an absence of feedback and collaboration time with other staff members and teachers, besides special education and EL specialists.

Learning Environment (Strength and Area for Growth). Interviews shed light on the types of learning environments across the district. Speaking about the science and mathematics curricula, one district leader stated, "The curricular programs and resources were chosen based on their shifts to phenomena-based instruction, where taking risks is inherent in the learning process." Furthermore, elementary principals stated that the instructional focus in the elementary schools was based on students' needs, differentiation, and UDL (Universal Design for Learning) components focused on equity and differentiation. Middle-school students said that some teachers implemented "good ways" of challenging them to read more or complete difficult mathematics problems by creating class competitions and giving prizes.

Instructional observation scores from the CLASS protocol provide further evidence on learning environments. On average, scores for the following relevant domains were in the middle range: instructional learning formats (i.e., how the teacher maximizes students' interest, engagement, and abilities to learn from the lesson and activities), quality of feedback (i.e., the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation in the learning activity), and instructional dialogue (i.e., the purposeful use of content-focused discussion among teachers and students that is cumulative). Middle range scores indicate that teachers only sometimes meet these instructional objectives or only for some students. For example, the average score for Quality of Feedback in grades 9–12 was in the low middle range, which can indicate less frequent scaffolding or discussion of how students arrived at their responses in the high school; lower scores in this dimension sometimes illustrate a tendency for teachers to be more interested in students reaching the correct answer rather than working through reasoning that may have led students to incorrect responses.

Student Access to Coursework

The range of coursework that students have access to increases as they progress through grade levels and schools in the district. The academic offerings in the elementary schools are the core academic subjects plus art, music, physical education, and library media. The middle schools offer similar courses, with the addition of French and Spanish. At the high-school level, there is a college prep tier and an honors/AP tier of courses, including Latin as an additional foreign language. Equity of access to advanced coursework is not evident for all students, and district leaders are planning for more work in this area to make their advanced classes more representative of the district's overall student population.

Variety of Academic Offerings (Strength). As in many districts, the variety of academic offerings depends on the grade level. District leaders stated, and a review of district curriculum guides confirmed, that the academic offerings in the five elementary schools were consistent and included the core academic subjects, as well as art, music, music instruction, physical education, and library media. District leaders stated that the elementary level did not have accelerated programming; instead, the focus was on differentiated instruction or UDL practices. Beginning in middle school, world languages (French and Spanish) are added, as well as music. High-school teachers said that the high school had a two-tiered system: a college prep tier and an honors/AP tier. A review of curriculum guides confirmed these two levels of courses for the high school and indicated more variety in academic offerings compared with the lower grades, with additional courses offered in ELA (e.g., poetry, journalism), social sciences (e.g., law, psychology), mathematics, business, fine arts, performing arts, and Latin as an additional world language. High-school staff told the team that the district was looking to expand elective offerings in vocational classes, arts, computer science, social sciences, and dual-enrollment offerings. The high-school principal told the team that RPS was looking to enrich the elective offerings and the dual-enrollment offerings with colleges. The district plans to start a new computer science program in fall 2022 and is looking more closely at career preparedness, including workforce opportunities.

Equity of Access (Area for Growth). There is a great deal of concern among district stakeholders about equity of access to advanced coursework. High-school staff underscored the role of families in getting students into advanced classes, noting that it was not unusual for parents to request that their children be placed in honors or AP-level courses, which resulted in some classes having more "advanced" sections than those at the standard "college prep" level. District leaders highlighted the absence of easily available data to determine whether there was indeed unequal access for students of color, ELs, students with disabilities, and students of varying socioeconomic backgrounds. Middle- and high-school principals stated that their advanced classes were not representative of their student population. One district leader stated, "We need to look closely at who are our students in our AP classes and really work to have more of our students of color represented in those classes." In addition, in the school committee packet from November 4, 2021, the high-school goals laid out by the principal for 2021-2022 included "[to] continue a schoolwide focus on equity; including but not limited to a review of student data, student access to programs, and opportunities." The middle- and high-school principals stated that they were looking at the existing process and data used to make sure they were providing equitable opportunities for all students who were interested in taking advanced courses, but they also said that teachers were expected to differentiate instruction to meet

the needs of all students. The superintendent acknowledged the need for more work and conversations about equity in terms of curriculum and coursework.

Recommendations

- The district should take steps to ensure that curriculum materials are high quality, cohesive, aligned with appropriate standards, and aligned vertically between contiguous grades and horizontally across grades and schools.
- The district should ensure that all teachers provide effective instruction that challenges and supports all students.
- The district should ensure that all students are prepared for and have equitable access to a range of academic coursework.

Assessment

RPS has established and supports a culture that values the use of data in improving teaching, learning, and decision making. Interviews with teachers, school and district leaders, school committee members, and teachers' association members and a review of documents, including meeting agendas and (PD) plans, indicated that new district leaders (including the superintendent and the director of teaching and learning) were increasing the focus on the use of data across the district. Teachers and school and district leaders said that professional learning time to discuss data and communicate assessment results were strengths in the district's data systems. The district and schools are working toward consistent and coherent systems of data use across all grade levels, with systems in place for the purposeful collection, use, and sharing of data from a variety of assessments to guide decision making at all levels to improve all students' performance, opportunities, and outcomes. Table 3 summarizes the key strengths and areas for growth in assessment.

Table 6. Summary of Key Strengths and Areas for Growth: Assessment Standard

Indicator	Strengths	Areas for growth
Data and assessment systems	■ Multiple data sources across grade levels provide information about students' academic performance. ■ The elementary schools have a calendar of assessments and data review cycles.	■ Creating a comprehensive assessment system districtwide with specific supports to the middle and high schools ■ Aligning classroom-based assessments across grade levels and with state standards
Data use	■ Staff at district, school, and classroom levels use data to identify trends in students' strengths and areas of need. ■ District and school staff members have multiple opportunities to review and discuss student data. ■ The new superintendent has engaged with the school committee and other district leaders to begin to develop systems that promote a culture with shared responsibility and accountability for assessing students' performance and taking action to support improved outcomes.	■ Establishing a more systematic process to ensure the effective use of data districtwide
Sharing results	■ Families are informed about students' progress through report cards, conferences, newsletters, Google Classroom, and the district's website. ■ Staff have systems to communicate with students. ■ Staff keep students apprised of their own performance data in different ways at each level.	■ Articulating and documenting how data are shared in the district ■ Ensuring that communication with all students and families takes place frequently

Data and Assessment Systems

District staff expressed the view that their data and assessment systems needed to be more fully developed. The district needs a clear purpose and system for reviewing state-level data and efficiently collecting district- and school-level assessment and outcome data. One area identified for improvement is to further develop a comprehensive and complementary use of data protocols to improve student-, school-, and district-level performance and outcomes across the district, integrating multiple sources of data. Data systems do not fully support the consistent administration of a variety of informal and formal assessment methods, including screeners, diagnostic tools, and common interim assessments. Curricula are aligned across grade levels and subject areas to the Massachusetts curriculum frameworks, with particular attention to the practices or anchor standards for ELA and literacy, but it is not clear whether the assessments also are aligned.

Data Selection (Strength and Area for Growth). The systems of data collection vary across the district. Interviewees said that district and school leaders as well as teachers reviewed Massachusetts Comprehensive Assessment System (MCAS) data across all grade levels to monitor student, school, and district performance progress. The elementary schools have a more comprehensive system of collecting student assessment and outcome data than the middle and high schools, including school and district assessments that complement each other. Interviews and a review of the district's assessment calendar indicated that these data were collected regularly. As noted on the assessment calendar and reported by school leaders, in addition to statewide assessments (MCAS and ACCESS for ELs), the district administers the following assessments: EarlyBird (kindergarten), Acadience (grades 1–3), Fountas and Pinnell Benchmark Assessment Systems (K–5), Assessing Math Concepts (K–2), a local writing assessment (K–5), and a common mathematics assessment (grades 3–5). School leaders also stated that school staff used district-created Edulastic assessments to inform instruction in classrooms.

District leaders and school committee members identified developing a comprehensive assessment system at the middle- and high-school levels as an area of need. A district leader stated, "We need to have more coherent common assessments and other sorts of more formative measures at the secondary level." A secondary teacher agreed that the district did not have an overarching assessment system in place: "Generally, we have a common cumulative assessment in every class. [For] some courses, teachers do common unit assessments as well. That depends a little bit more on the individual teachers involved." In addition, two reports noted that a more comprehensive data system in the district would help address students' needs. A recent report (2021) from the New England Association of Schools and Colleges for Reading Memorial High School identified a need to create definitions of proficiency for performance indicators that would be accessible to students. The Middle School Bridge report conducted in 2017-2018 stated that curricular assessments were in place, and progress monitoring took place for students with Individualized Education Programs (IEPs), yet the district did not administer consistent benchmark assessments. The report also identified a need to arrange formal data meetings to evaluate students' progress and to modify instruction accordingly. School leaders said that the district was reviewing potential benchmark assessments across both middle schools so that they would have some form of common assessment in reading and mathematics in 2022-2023.

Assessment Alignment (Area for Growth). Various assessment types are used within the district. The team did not find evidence about alignment of these assessments across grade levels or to standards. District leaders and teachers reported using a variety of informal and formal assessment methods. A district leader said that the district had early literacy screeners and other common assessments at the elementary-school level. One teacher said that teachers occasionally started to assess a student in one way, but if they believed that students had better ways to show their knowledge, they would engage in another type of assessment. Another teacher said, "We have a variety of assessments across the board. So different teachers dig into different styles of assessment." A school leader stated that there was a continuing need in the district for additional types of assessments, especially formative and diagnostic assessments.

Data Use

RPS is working toward fostering a culture of data use to drive continuous improvement at all levels and to ensure that educators, including district and school leaders, use collected data to guide instructional practice. Across multiple focus groups and interviews, the support and need for data use was evident. A more systematic data use system, including time to review similar types of data vertically, across all grade levels, also is needed to create a complete picture of students' successes and challenges.

District Data Use (Strength and Area for Growth). District and school leaders, including school committee members, stated that data use across the district was inconsistent. A district leader stated, "[We] use data inconsistently across the district in that there [are] opportunities for us at both the central office level, the school level, and then the classroom level to have some more coherence around that." School leaders spoke about the need for more schoolwide skill-based common assessments to inform instruction and curriculum. A school committee member stated, "There's more to be done there as well as knowing what the assessments are that we should be doing on a regular cadence and knowing what to do with the data." A district leader spoke about opportunity gaps that need to be addressed with data review:

> The two things are first, access, who were the kids who are in our AP classes, [and] second, how are our kids doing in AP classes? . . . The students who are in our AP classes [do] not reflect the diversity of our student body across a lot of different demographic variables.

District leaders said that staff across the district reviewed grades quarterly, and teachers identified students who needed support. Plans are then developed for students at risk of failing a course. The elementary assessment calendar details the regular collection of data at the elementary-school level. A school leader stated that many of that school's decisions were "based on the benchmarks and data that we receive throughout our curriculum and throughout the district." Another school leader said that "data is also examined across buildings for consistencies and any strengths that can be shared across schools to target weaknesses."

Support for Data Use (Strength and Area for Growth). District leaders are working toward systems that promote a culture of shared responsibility and accountability for assessing performance and taking action to support improved outcomes for students. One school committee member said and a review of the district's website indicated that the new superintendent was providing new

opportunities for data use, including an August 2021 summer seminar titled, "Team Building Strategy and Goals"). This school committee member stated: "He [the superintendent] sat with the administration and the principals, and he even invited the Reading Teachers' Association members to that meeting . . . and then he met with the school committee separately." This school committee member also noted: "We said, where do we see ourselves? And how do we get there? So, we all went through our processes separately and when the data was shared with us . . . [we discovered that] our goals were all the same." A teacher said that previously the district had been very reactive with [the] use of data, noting the hope that the new superintendent and administration would work with teachers to change those practices.

District and school leaders and teachers stated that time and professional learning were provided to support data use. School and district leaders said that principals met weekly with central office staff on topics that included assessments. A school leader stated, "There is also an additional monthly meeting addressing similar content, such as what's happening in schools, what assessments are coming up, how are students performing, and what do we need to plan for?" A district leader said that monthly PD sessions also provided opportunities to discuss data. Another district leader spoke about practices during the COVID-19 pandemic: "I do think some of those important professional development topics have had to be pushed to the side a bit while we prepare[d] our teachers really for the reality that they're working in."

School leaders and teachers said that there was time at the elementary level dedicated to reviewing student data and using an intervention tracker to document progress. A school leader also stated that teachers "have at least one common grade-level planning time every week where they're expected to collaborate and talk about student work across their grade level." This leader noted that teachers looked at their data and talked about how students were performing and whether changes in instruction were needed, such as additional supports or a change in the pacing. A teacher said that at the elementary level, there were data meetings every six weeks to review data and students' progress.

Sharing Results

The district shares assessment results with students, teachers, and students' families, but work still needs to be done to share data in ways that are clear, timely, and easily understood and used. Interviewees expressed a hope to be more focused in sharing data with district staff. Families receive communication about assessment results directly from schools and can access additional information from the district's website. However, elementary-school teachers and school leaders communicate more frequently with families than staff in the secondary grades.

Communication With District Staff (Strength and Area for Growth). Data results are shared with district staff, but the district is still working to make that the process more coherent. A district leader told the team that assessment results were shared with school leaders, district leaders, and teachers. A school leader said, "There are districtwide expectations in terms of assessment [data results]. Assessment data are collected and analyzed both from a district level, a school level, and then [the] individual teacher or grade level." A school leader noted the importance of data at particular points in a student's career: "I think there's a real thoughtful approach on handing off [data] at the transition year of eighth to ninth grade. I'm sure fifth and sixth as well."

A district leader said, "[For] math data, our STEM [science, technology, engineering, and mathematics] coordinator really houses a lot of that data and prepares a lot of that data for us, and that is the same for the ELA coordinator," noting that "the district used to have a data coach who would be the one who would collect and organize, store, and prepare all of that data." This district leader also said, "We're going to try to have a lot of the data funnel to the data coach role who can then support us to . . . organize the data and then make sure we can use it effectively to support the rest of the system."

Communication With Families (Strength and Area for Growth). Interviews and a review of documents and the district's website indicated multiple ways of communication with families at the elementary level . A school leader described some of the elementary-school communication,

> We share out anything that is coming from the Department of Ed[ucation] related to the annual report card and the data that is available, MCAS data, some of our demographic data, components like that. Those are either shared out through newsletters or are on the website.

A school leader said that elementary staff also sent out information in newsletters on celebrations, positive work toward core values and standards, and general ways that families could support their children at home. District leaders said that positive recognition for students through PBIS programs also was communicated at the elementary level. A school leader stated that staff did not hesitate to call families to inform them if students were not making progress . A teacher said that report cards came out three times a year, and parent conferences were held at those times. An elementary teacher said if families did not attend conferences, staff sent a narrative home.

District leaders stated that families had access to an online system, Google Classroom, and middle-school parents mentioned accessing "an ongoing Google Doc" to monitor their children's assignments and upcoming tests. The RPS DESE profile is posted on the district's website; it includes district achievement results as well as notifications of recent updates on MCAS test results. A review of documents and the district's website indicated a flyer and a website posting for the parents of students with disabilities about the Special Education Parents Advisory Committee (SEPAC).

Communication With Students (Strength and Area for Growth). Communication with students varies across grade levels. One school leader said, "With individual students, it depends on the grade level and what the goals are. They may . . . learn their reading level, or they may learn to write goals to support how to move forward with their reading." A district leader also said that the students had portfolios where they kept assessments, and some students had information online in Google Classroom. Elementary teachers said that the way they shared information with younger students was somewhat different from the process used for older students. For example, one teacher said,

> We might talk about this as a "just right" book for you or our group is working on the same skills and strategies, but I'm not going to say, "You scored X, Y, Z on this test. So, you need to go see Miss so and so."

Teachers reported that they returned and reviewed assessments with students in the upper grades and set goals collaboratively. Students reported several formats of feedback on their progress at the middle-school level. A student said, "We do projects and stuff often, and I feel like there's usually a

section on the rubric when the teachers are grading it, and they'll often give you feedback on what could be better, or they will tell you what you did well on." Another student stated,

> If they notice that you're struggling or something, or if they see something like you're not doing as well in assignments and stuff, they usually come and talk to you and they're just asking you, "Do you need help? What's going on? Is there something else that's happening?"

Other ways that secondary students reported receiving communication on their progress included being pulled to the side for a confidential conversation, getting feedback online through Google Classroom, and reaching out to the teacher for information on their grades. A district leader also noted that students were recognized for their PBIS success and discussed what areas needed focus.

Recommendations

- District and school leaders should establish a more systematic process to ensure the effective use of data districtwide.
- To create a more effective system for collecting, analyzing, and sharing data, the district should create two data teams—one at the elementary level and one at the secondary level—with representation from both leadership and teaching staff from all subjects.
- The district should regularly communicate with all families evidence of their students' progress toward attaining grade-level standards as well as evidence of the school and district's performance and the effectiveness of current strategies.

Student Support

Under new leadership, RPS is making efforts to ensure that schools equitably support all students' safety, well-being, and sense of belonging; systematically identify and address students' needs; and engage families and community partners to improve all students' performance, opportunities, and outcomes. However, the district has several areas for growth, including issues of access, equity, planning at upper grade levels, and engaging with community partners. The district is making efforts to assess the programs and practices used across schools to ensure that students experience educational continuity and are well supported through school transitions; however, a need exists for better assessment use at the upper grade levels and coordination across grade levels. Table 4 summarizes the key strengths and areas for growth for student support.

Table 7. Summary of Key Strengths and Areas for Growth: Student Support Standard

Indicator	Strengths	Areas for growth
Safe and supportive school climate and culture	■ The district focuses on student and staff well-being. ■ The district promotes positive student behavior and uses a restorative approach to problem solving. ■ Emerging efforts are addressing issues of equity in the district.	■ Continuing work to provide a safe and supportive environment for all students and staff ■ Continuing to develop staff capacity to examine and dismantle implicit biases and systemic inequalities and to create environments where all students can deeply learn, grow, and thrive.
Tiered systems of support	▪ A range of professional development opportunities is provided. ▪ District and school leaders have a role in evaluating the effectiveness of interventions and reviewing data,	■ Implementing tiered, evidence-based, culturally responsive systems of supports for students ■ Providing high-quality, ongoing support and professional development to support the use of tiered models, and to build expertise in academic, behavioral, and social-emotional learning ■ Using a systemic planning process that includes representative stakeholders
Family, student, and community engagement and partnerships	■ The district engages with families and students in a wide range of ways, including newsletters, email, translation services, weekly videos from the superintendent, office hours, and PTO events.	■ Improving welcome and engagement with families of ELs and economically disadvantaged families ■ Developing and promoting systematic engagement with community partners

Safe and Supportive School Climate and Culture

RPS is working toward providing a safe and supportive school climate and culture for all students, but key stakeholders acknowledge room for improvement. Although interviews, documents, and survey evidence suggest that the district is safe and supportive, some instructional staff raised

concerns about racism in the community and integrating and supporting Black students residing in Boston who participate in the METCO (Metropolitan Council for Educational Opportunity) program. Although efforts are ongoing to promote access, equity, engagement, and student voice, district leaders and staff raised concerns about access to advanced coursework, data availability for uncovering inequalities, and community pushback on equity initiatives. Finally, the use of positive behavioral approaches appears to be a bright spot in the district.

Safe and Supportive Environment (Strength and Area for Growth). The district is making efforts to promote a safe and supportive environment. School and district improvement plans are aligned in their focus to create a safe and supportive learning environment for students, which is a districtwide strategic objective in 2021-2022. Evidence from the Views of Climate and Learning survey also suggests that the district fosters a safe and supportive environment, with most scores at the district level in the "relatively strong" range. However, grade 8 students overall and student groups rated their school's climate relatively lower, in the "typical" range. Grade 10 students also rated their school's climate in the "typical" range, but very few (11) grade 10 students were surveyed. Principals at all levels highlighted initial, early efforts to integrate culturally responsive teaching, and a review of school committee minutes supported these efforts; however, progress partially stalled with the COVID-19 pandemic. A document review indicated that a PD opportunity on November 2, 2021, titled "All Means All," included components of culturally responsive teaching, equity, and other foci. Furthermore, principals also described the use of various social-emotional learning curricula to support student well-being. The curriculum list provided by the district listed Open Circle for the K–5 social-emotional learning curriculum. Instructional staff highlighted several ways in which their schools focused on promoting a safe and supportive environment, such as mindfulness and meditation time, weekly newsletters on well-being, "snowballing with kindness," and staff outings, with an increasing emphasis on staff well-being. District leaders described a committee consisting of school leaders, teachers, district leaders, the head of nursing, school resource officers, and the fire chief that focuses on student well-being.

> Students said that their schools were safe and supportive; one student stated that everyone was "very accepting and supportive of who you are." Instructional staff highlighted the use of a student buddy system to help foster a safe and supportive environment. However, the same group of students said that some students tended to be disruptive and made jokes about serious issues. Teachers' association members praised the work of the new METCO director for promoting the program and educating the community about it.

Access, Equity, Engagement, and Student Voice (Strength and Area for Growth). As the community and the district become more racially, ethnically, and linguistically diverse, RPS is attempting to adapt to these changes and equitably support their students across the district. Teachers, principals, and district leaders stated that efforts were emerging to address equity issues within the district, and at the time of the review an equity statement had been drafted recently, incorporating feedback from a large variety of community stakeholders. This equity statement appears within each school improvement plan provided by the district. As with other districts in Massachusetts, district educators are participating in a statewide peer learning community focused on cultural bias.

District leaders, school leaders, and instructional staff expressed awareness of the current challenges and acknowledged that they had a great deal of work ahead of them. A district leader said that RPS was good at educating a "certain profile of student" and added that staff frequently did not know how to address students with social, emotional, or behavioral concerns. This leader continued by saying that "until teachers feel that every student belongs in our district and they can be successful with every student, we're just not going to be able to get the results that we want." Another district leader expressed concern about unequal access to advanced coursework for some high-school students and stated that "invisible systems that have been built that provide off ramps and on ramps for some and not all." District leaders also highlighted the absence of easily available data to determine whether unequal access for students of color, ELs, students receiving special education services, and students of varying socioeconomic backgrounds existed in RPS. District staff told the team that although some district and school staff were working to promote antiracism, "equitable grading practices," and student-led alliances, there has been community pushback on these efforts. The perception among school and district leaders is that the pushback is caused by a mixture of trust issues, along with some community members who believe that schools are being biased or are lessening academic rigor with these initiatives. The school committee packet from September 10, 2020, includes an agenda item for a book discussion on *Everyday Anti-Racism, Getting Real About Race in Schools* along with a parent email expressing concern about the school committee spending time on this topic "in the middle of a pandemic." In addition, the school committee packet from October 14, 2021, includes "consistency and past lack of open and productive discourse around equity, ABAR [antibias and antiracist]" among "areas in need of improvement or attention."

Instructional staff at the elementary- and middle-school levels highlighted opportunities for student voice beyond student-led alliances, including student councils, buddy systems, teacher helpers, and student leadership related to equity issues. The same group of teachers brought up musicals and clubs as venues where students with disabilities, in particular, "can shine." However, some instructional staff expressed concern that—despite the absence of formal barriers—not all students believed that extracurricular activities were meant for them.

Positive Behavioral Approaches (Strength). A review of instructional observation data suggested that RPS promoted positive behavioral approaches. For example, average instructional observation scores for the behavior management dimension of the CLASS protocol were in the high range. This average score suggests that (a) rules and guidelines are clear and consistently reinforced by teachers, (b) teachers focus on positive behavior and consistently affirm students' desirable behaviors, and (c) there are few—if any—disruptions or misbehavior. Interviews with principals and instructional staff and a review of the district's website indicated that all district schools have implemented the PBIS framework, use a restorative approach to problem solving, and that student support teams (SSTs) play a major role in promoting positive student behavior. District leaders spoke of biweekly meetings with each school focused on problem solving related to behavioral issues. Students and teachers acknowledged expectations for students in terms of perseverance, accountability, respect, and teamwork, and these expectations, among others, were reflected in student handbooks. However, students also recognized that expectations for behavior vary across teachers and classrooms (e.g., wearing hoods or using cell phones).

Tiered Systems of Support

Overall, the use of a multitiered system of support (MTSS) is new and developing in RPS. The district is working toward rolling out tiered, evidence-based, culturally responsive supports for students, but district stakeholders highlight the absence of available Tier 2 supports. Although elementary schools appear to have consistent planning processes in place, the middle schools and high school have struggled to create consistent processes. To address this, the district is planning to implement districtwide SSTs. The SEPAC is one example of a well-developed venue for families and school staff to engage with one another to support students with special needs. Although a range of interventions is available at the elementary level, district stakeholders acknowledge the need for more specific interventions in the upper grades. District and school leaders are working toward taking a systematic approach to evaluating the effectiveness of interventions, but this work is in its early stages. Various PD opportunities are available, but staff acknowledge the need for training for working with ELs.

Provides Tiered, Evidence-Based, Culturally Responsive Supports for Students (Area for Growth). The district has some structures and supports in place, but district stakeholders acknowledge room for improvement. Although district leaders said that MTSS was in place, these efforts appeared to be new and developing. One district leader stated, "We weren't doing any MTSS or any system support, and so the students would be struggling readers until their family either unilaterally placed [them] or just went to [a placement] hearing. We've really tried to shift that mindset." Principals at all levels told the team that the district also was developing a focus on cultural responsiveness. District leaders, principals, and instructional staff highlighted available staff support for all students, such as counselors, a school psychologist, and tutors, as well as a flex period for students to get extra support and catch up on schoolwork. However, some instructional staff said that the flex period was underused, describing it as a time during which "kids are unaccountable and aren't doing anything." Instructional staff and one high-school student praised the work of guidance counselors and the time that counselors spent working with students during flex periods on college issues and course selection. Principals and instructional staff spoke of SSTs and said that a process was underway to implement SSTs districtwide. Elementary principals spoke of recent integration of UDL practices but also underscored the absence of available afterschool enrichment or accelerated learning for students in elementary schools. District leaders and instructional staff spoke of the availability of assistive technology, and district leaders and students described available accommodations, such as going to the learning center, the use of flex periods, and a quiet space for assessments. Elementary instructional staff confirmed the availability of Tier 2 reading interventions, but high-school instructional staff said that only a mathematics lab was available for Tier 2 support in the high school. A member of the teachers' association said that a writing lab soon would open, along with an academic support room for general education students, but several instructional staff expressed concerns about the absence of supports for general education students, students who were struggling, and ELs.

A Systemic Planning Process with Representative Stakeholders Having Authority to Make Collaborative Decisions (Area for Growth). The extent of using a systematic planning process appears somewhat dependent on grade level. High-school teachers spoke of the absence of common planning time in scheduling for teachers (particularly general education and special education teachers) to co-plan together. These teachers also spoke of the absence of coordination

and planning between services for middle-school students who are entering high school. However, middle-school teachers told the visiting team that they met with high-school staff to discuss background information on students transitioning to high school. Elementary principals described plans to implement a districtwide SST for planning and coordination for SST leaders across the district. Elementary principals also highlighted that planning took place within individual SSTs, "mini-SSTs" in which individual grade levels got together, and general school data meetings during which overall student progress was discussed. Although acknowledging variation between schools and teachers, elementary teachers said that these SSTs usually took place every six weeks and included classroom teachers, reading specialists, and a principal. Elementary teachers said that special education teachers were invited when they were available. District leaders said that they started bringing in a consultant to evaluate their MTSS and SST process. District leaders said that the SEPAC meetings were another example of planning meetings, and biweekly meetings between district staff/leadership and school leadership took place. A document review indicated that SEPAC was a well-structured forum for planning support for students with disabilities.

Scientifically Validated Assessments for Screening, Diagnostic, and Progress Monitoring (Area for Growth). Interviews and a document review indicated that the use of assessments varied across grade levels. Elementary principals and teachers spoke of the use of state assessments (MCAS), as well as EarlyBird for kindergarten, Acadience for grades 1–3, Fountas and Pinnell Benchmark Assessment Systems (K–5), and Assessing Math Concepts (K–2), and these assessments were listed in the K–6 assessment calendar provided by the district. Other than MCAS, the district did not report scientifically validated assessments for the upper grades. Middle- and high-school principals spoke of the need for common benchmarking assessments across grade levels within departments and the need for diagnostic assessments in general. One principal stated, "I think a lot of the measures have been kind of in-house or in a classroom . . . but the real diagnostic type [of] data has been missing."

School Leadership Teams (Strength). Interviews and a document review indicated that district and school leaders have a role in evaluating the effectiveness of tiered interventions and reviewing data. For example, one principal stated that district leaders oversaw student benchmarking and analyzed districtwide assessment data at various levels to monitor progress in relation to interventions. District leaders also said they were beginning to evaluate the district's special education programs. Elementary teachers spoke of periodic school data meetings that focus on progress monitoring. SSTs are another example of a structured, school-based process for reviewing individual data and progress, and most interviewees spoke about the SSTs. Interviews and a document review indicated that SEPAC was one primary method for promoting family engagement and outreach in the tiered support process.

High-Quality, Ongoing Support and Professional Development for Tiered Models Building Expertise in Academic, Behavioral, and Social-Emotional Learning (Strength and Area for Growth). Interviews and a document review provided evidence of PD across the district and suggested more structure and consistency of support at the elementary level. Indeed, secondary principals and instructional staff reported concerns about the availability of common planning time and PD. Elementary principals said that teachers had time built into their collective bargaining agreements, which could be used for PD, planning, or grade-level meetings. Elementary principals

also said that several PD opportunities, including the STEM curricular coordinator working with teachers on assessment and instructional practice; districtwide PD days on topics such as equity and literacy; PD for curriculum coordinators about culturally responsive teaching; and occasional PTO-funded PD for specific student needs, such as trauma, selective mutism, or diabetes. Elementary teachers and staff confirmed available time on Friday afternoons for PD and planning. Elementary teachers also spoke of the availability of reading specialists and tutors to support their efforts in reading and mathematics. Principals at each level acknowledged the absence of formal instructional coaches, saying that they relied on department chairs to do this work. District leaders spoke of training for special education teachers, school psychologists, and literacy specialists on reading and the brain for their "Reading in Reading" initiative, as well as additional staff PD focused on dyslexia, executive functioning, study skills, and mental health. One high-school specialist, who provides PD on cultural proficiency and diversity, equity, and inclusion (DEI), acknowledged that much of the momentum with DEI was happening at the elementary level and emphasized that teachers needed training on how to work with ELs.

Family, Student, and Community Engagement and Partnerships

The district is making efforts to engage with families, students, and the community. The district and schools offer a range of methods and venues for engaging with families and students, including newsletters and email communication, weekly videos from the superintendent, office hours, PTO events, SEPAC meetings, and direct outreach by teachers and administrators. However, instructional staff and teachers' association members acknowledged that the district could do more to welcome and engage with families of ELs and economically disadvantaged families. District leaders stressed the need for a systematic process for engaging with community members beyond families. The district is planning discussions about how to best promote engagement between the district and the community.

Family and Student Engagement (Strength and Area for Growth). The district engages with families and students in a variety of ways, but concerns exist that this engagement may not reach all families and students. District leaders, family members, and teachers described newsletters, weekly district update videos from the superintendent (produced by high-school students), email communications, office hours, PTO events, SEPAC meetings, a parent group for high-school sports, a theater parent group, direct outreach by teachers and administrators, and Boston area meet and greets during the summer and before the COVID-19 pandemic host families for METCO students. However, instructional staff and teachers' association representatives acknowledged that the district could do more to welcome and engage with families of ELs and economically disadvantaged families. PTO members said that weekly district update videos with closed captioning and translation services were available for families. Specific to opportunities for students to have a voice in planning and decision making, middle-school teachers highlighted opportunities for middle-school students to voice their opinions to enact change through the student council; "Parker Leaders"; and a unity, equity, and diversity group. High-school students spoke about school administrators being approachable, noting that enacting change could be difficult at times.

Community Engagement (Area for Growth). District leaders described a community coalition based within the police department, which included social workers. This coalition meets with school nurses and school social workers, provides training, and surveys students about mental health and drug

use. These district leaders also spoke of outreach to the public library as part of the Reading in Reading initiative, in addition to educating families about public library resources. However, another district leader acknowledged that the district did not have a systematic process in place to engage the community, beyond school families. Rather, community engagement tends to come from "one-off relationships." This district leader said that the district planned to discuss rethinking community engagement in the district. Engaging with community stakeholders, beyond families, is an area for growth in RPS.

Recommendations

- The district should continue its work to provide a safe and supportive environment for all students and staff.
- District leaders, teachers, and staff should develop a well-defined, horizontally and vertically aligned tiered system of support across the district.
- The district should put practices into place to ensure that all students receive instruction and supports that meet their needs.
- The district should continue to develop staff capacity to examine and dismantle implicit biases and systemic inequalities and to create environments where all students can deeply learn, grow, and thrive.
- The district should ensure the provision of high-quality, ongoing support and professional development to support the use of tiered models and to build expertise in academic, behavioral, and social-emotional learning.
- The district should assess its engagement with families of ELs and economically disadvantaged families, with a goal of equitable support and responsiveness.
- The district should find, develop, manage, and promote community partnerships.

Appendix A. Summary of Site Visit Activities

The AIR team completed the following activities as part of the district review activities in RPS. The team conducted 63 classroom observations during the week of February 14, 2022 and held interviews and focus groups between February 15 and 17, 2022. The site visit team conducted interviews and focus groups with the following representatives from the schools and the district:

- Superintendent
- Other district leaders
- Teachers' association representatives
- Principals
- Teachers
- Specialized support providers
- Family members
- 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.
- District documents such as district and school improvement plans, school committee policies, school committee minutes, curriculum documents, summaries of student assessments, handbooks, and school schedules.
- 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.

Appendix B. Enrollment, Attendance, Expenditures

Table B1. Reading Public Schools: 2021-2022 Student Enrollment by Race/Ethnicity

Student group	District	Percentage of total	State	Percentage of total
African American	96	2.5%	84,970	9.3%
Asian	204	5.3%	65,813	7.2%
Hispanic	144	3.7%	210,747	23.1%
Native American	2	0.1%	2,060	0.2%
White	3,293	85.6%	507,992	55.7%
Native Hawaiian	1	0.0%	788	0.1%
Multiracial, Non-Hispanic	106	2.8%	39,159	4.3%
All students	3,846	100.0%	911,529	100.0%

Note. As of October 1, 2021.

Table B2. Reading Public Schools: 2021-2022 Student Enrollment by High-Need Populations

	District			State		
Student groups	*N*	Percentage of high need	Percentage of district	*N*	Percentage of high need	Percentage of state
Students with disabilities	734	70.0%	18.8%	174,505	34.1%	18.9%
Low income	445	42.4%	11.6%	399,140	77.9%	43.8%
ELs and former ELs	41	3.9%	1.1%	100,231	19.6%	11.0%
All high-need students	1,049	100.0%	26.9%	512,242	100.0%	55.6%

Note. As of October 1, 2021. District and state numbers and percentages for students with disabilities and high-need students are calculated, including students in out-of-district placements. Total district enrollment, including students in out-of-district placement, is 3,898; total state enrollment, including students in out-of-district placement, is 959,394.

Table B3. Reading Public Schools: Chronic Absence[a] Rates by Student Group, 2018-2021

Group	2018	2019	2020	2021	4-year Change	State (2021)
All	4.2	4.9	4.8	6.9	2.7	17.7
African American/Black	5.2	8.0	3.9	22.9	17.7	24.1
Asian	3.1	5.6	7.6	4.5	1.4	7.2
Hispanic/Latino	14.4	11.2	7.8	19.9	5.5	29.0
Multiracial, non-Hispanic/Latino	10.3	8.8	8.4	12.4	2.1	18.9
White	3.8	4.5	4.5	5.9	2.1	13.2
High Need	10.9	11.1	10.0	16.6	5.7	26.3
Economically disadvantaged	12.9	16.4	13.4	24.3	11.4	30.2
ELs	6.3	9.8	16.4	24.1	17.8	29.0
Students with disabilities	11.9	10.7	10.2	15.4	3.5	26.8

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

Table B4. Reading Public Schools: Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years 2019–2021

	2019		2020		2021	
	Estimated	Actual	Estimated	Actual	Estimated	Actual
Expenditures						
From local appropriations for schools						
By school committee	$45,015,275	$47,810,658	$46,932,348	$50,262,618	$48,537,663	$50,203,345
By municipality	$17,773,699	$13,697,986	$16,939,649	$13,271,166	$16,939,102	$13,925,842
Total from local appropriations	$62,788,974	$61,508,644	$63,871,997	$63,533,784	$65,496,765	$64,129,187
From revolving funds and grants	—	$8,299,169	—	$7,482,743	—	$7,069,226
Total expenditures	—	$69,807,813	—	$71,016,527	—	$71,198,413
Chapter 70 aid to education program						
Chapter 70 state aid[a]	—	$10,713,609	—	$10,834,809	—	$10,834,809
Required local contribution	—	$33,529,896	—	$34,907,015	—	$35,053,335
Required net school spending[b]	—	$44,243,505	—	$45,741,824	—	$45,888,144
Actual net school spending	—	$57,878,233	—	$59,298,344	—	$61,076,118
Over/under required ($)	—	$13,634,728	—	$13,556,520	—	$15,187,974
Over/under required (%)	—	30.8%	—	29.6%	—	33.1%

Note. Data retrieved April 15, 2022, from fiscal year 2020 district end-of-year reports and Chapter 70 program information on DESE website.

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

Table B5. Reading Public Schools, Expenditures Per In-District Pupil Fiscal Years 2019–2021

Expenditure category	2019	2020	2021
Administration	$384.25	$376.90	$411.50
Instructional leadership (district and school)	$768.34	$814.58	$858.00
Teachers	$5,542.96	$5,524.15	$5,714.67
Other teaching services	$1,267.29	$1,365.47	$1,618.13
Professional development	$96.25	$89,84	$62.77
Instructional materials, equipment and technology	$580.33	$371.32	$634.67
Guidance, counseling and testing services	$471.48	$480.45	$494.97
Pupil services	$1,432.17	$1,154.40	$1,065.85
Operations and maintenance	$1,002.48	$914.24	$1,125.06
Insurance, retirement and other fixed costs	$2,468.61	$2,630.02	$2,753.09
Total expenditures per in-district pupil	**$14,014.17**	**$13,721.37**	**$14,738.71**

Note. Any discrepancy between expenditures and the total is because of rounding. Data are from per-pupil expenditure reports on DESE website.

Appendix C. Districtwide Instructional Observation Report

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Reading Public Schools

Classroom Visits: Summary of Findings

Districtwide Instructional Observation Report

February 2022

AIR®

201 Jones Road
Waltham, Massachusetts
781-373-7000 | TTY 877.334.3499
www.air.org

Contents

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.

Observers visited Reading Public Schools during the week of February 14, 2022. The observers conducted 63 observations in a sample of classrooms across eight 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. There are three levels of CLASS Manuals: K–3, Upper Elementary, and Secondary. The K–3 tool is used to observe grades K–3, the Upper Elementary tool is used to observe grades 4–5, and the Secondary tool is used to observe grades 6–12.

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

Table 1. CLASS K–3 Domains and Dimensions

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

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

Table 2. CLASS Upper Elementary and Secondary Domains and Dimensions

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

When conducting a visit to a classroom, the observer rates each dimension (including Student Engagement) on a scale of 1 to 7. A rating of 1 or 2 indicates that the dimension was never or rarely evident during the visit. For example, a rating of 1 or 2 on Teacher Sensitivity indicates that, at the time of the visit, the teacher was not aware of students who needed extra support or attention, was unresponsive to or dismissive of students, or was ineffective at addressing students' problems; as a

result, students rarely sought support from the teacher or communicated openly with the teacher. A rating of 3, 4, or 5 indicates that the dimension was evident but not exhibited consistently or in a way that included all students. A rating of 6 or 7 indicates that the dimension was reflected in all or most classroom activities and in a way that included all or most students.

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

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

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

Positive Climate

Emotional Support domain, Grades K–12

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

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

Positive Climate District Average*: 5.5

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**63**	**5.5**
Grades K-5	0	0	1	2	7	13	3	26	5.6
Grades 6-8	0	0	0	5	5	5	5	20	5.5
Grades 9-12	0	0	2	4	2	5	4	17	5.3

*The district average is an average of the observation scores. In Table 3, the district average is computed as: ([3 x 3] + [4 x 11] + [5 x 14] + [6 x 23] + [7 x 12]) ÷ 63 observations = 5.5

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

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

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

Teacher Sensitivity

Emotional Support domain, Grades K–12

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

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

Teacher Sensitivity District Average*: 5.7

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**63**	**5.7**
Grades K-5	0	0	0	3	4	15	4	26	5.8
Grades 6-8	0	0	0	1	4	13	2	20	5.8
Grades 9-12	0	0	0	3	5	5	4	17	5.6

*The district average is an average of the observation scores. In Table 4, the district average is computed as: ([4 x 7] + [5 x 13] + [6 x 33] + [7 x 10]) ÷ 63 observations = 5.7

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

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

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

Regard for Student Perspectives

Emotional Support domain, Grades K–12

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

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

Regard for Student Perspectives District Average*: 4.2

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**63**	**4.2**
Grades K-5	0	0	7	8	7	4	0	26	4.3
Grades 6-8	0	0	6	5	3	6	0	20	4.5
Grades 9-12	0	4	4	6	2	0	1	17	3.6

*The district average is an average of the observation scores. In Table 5, the district average is computed as: ([2 x 4] + [3 x 17] + [4 x 19] + [5 x 12] + [6 x 10] + [7 x 1]) ÷ 63 observations = 4.2

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.[1]

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

Negative Climate District Average*: 6.8

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	63	6.8
Grades K-5	0	0	0	0	0	3	23	26	6.9
Grades 6-8	0	0	0	0	0	5	15	20	6.8
Grades 9-12	0	0	0	0	0	3	14	17	6.8

*The district average is an average of the observation scores. In Table 6, the district average is computed as: ([6 x 11] + [7 x 52]) ÷ 63 observations = 6.8

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

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

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

[1] 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		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**63**	**6.4**
Grades K-5	0	0	1	2	2	6	15	26	6.2
Grades 6-8	0	0	0	0	4	3	13	20	6.5
Grades 9-12	0	0	0	1	0	6	10	17	6.5

*The district average is an average of the observation scores. In Table 7, the district average is computed as: ([3 x 1] + [4 x 3] + [5 x 6] + [6 x 15] + [7 x 38]) ÷ 63 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*: 6.2

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**63**	**6.2**
Grades K-5	0	0	0	1	6	9	10	26	6.1
Grades 6-8	0	0	0	0	1	7	12	20	6.6
Grades 9-12	0	0	2	2	0	1	12	17	6.1

*The district average is an average of the observation scores. In Table 8, the district average is computed as: ([3 x 2] + [4 x 3] + [5 x 7] + [6 x 17] + [7 x 34]) ÷ 63 observations = 6.2

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

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

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

Instructional Learning Formats

Classroom Organization domain, Grades K–3
Instructional Support domain, Grades 4 – 12

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

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

Instructional Learning Formats District Average*: 5.4

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	63	5.4
Grades K-5	0	0	1	3	9	12	1	26	5.3
Grades 6-8	0	0	0	0	5	13	2	20	5.9
Grades 9-12	0	0	1	7	3	5	1	17	4.9

*The district average is an average of the observation scores. In Table 9, the district average is computed as: ([3 x 2] + [4 x 10] + [5 x 17] + [6 x 30] + [7 x 4]) ÷ 63 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*: 3.2

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	17	3.2
Grades K-3**	0	5	7	2	2	1	0	17	3.2

*The district average is an average of the observation scores. In Table 10, the district average is computed as: ([2 x 5] + [3 x 7] + [4 x 2] + [5 x 2] + [6 x 1]) ÷ 17 observations = 3.2

**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*: 4.7

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**46**	**4.7**
Grades 4-5**	0	0	1	3	4	1	0	9	4.6
Grades 6-8	0	2	2	3	3	9	1	20	4.9
Grades 9-12	0	3	2	1	5	6	0	17	4.5

*The district average is an average of the observation scores. In Table 11, the district average is computed as: ([2 x 5] + [3 x 5] + [4 x 7] + [5 x 12] + [6 x 16] + [7 x 1]) ÷ 46 observations = 4.7

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

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

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

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

Analysis and Inquiry

Instructional Support domain, Grades 4 – 12

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

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

Analysis and Inquiry District Average*: 3.8

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**46**	**3.8**
Grades 4-5**	1	0	2	2	3	1	0	9	4.0
Grades 6-8	0	2	3	5	4	6	0	20	4.5
Grades 9-12	3	5	3	3	1	1	1	17	3.1

*The district average is an average of the observation scores. In Table 12, the district average is computed as: ([1 x 4] + [2 x 7] + [3 x 8] + [4 x 10] + [5 x 8] + [6 x 8] + [7 x 1]) ÷ 46 observations = 3.8

**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*: 4.1

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**63**	**4.1**
Grades K-5	1	3	5	2	12	2	1	26	4.2
Grades 6-8	0	3	2	2	7	4	2	20	4.7
Grades 9-12	4	4	0	2	5	1	1	17	3.4

*The district average is an average of the observation scores. In Table 13, the district average is computed as: ([1 x 5] + [2 x 10] + [3 x 7] + [4 x 6] + [5 x 24] + [6 x 7] + [7 x 4]) ÷ 63 observations = 4.1

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

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

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

Language Modeling

Instructional Support domain, Grades K–3

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

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

Language Modeling District Average*: 3.3

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**17**	**3.3**
Grades K-3**	0	6	4	3	4	0	0	17	3.3

*The district average is an average of the observation scores. In Table 14, the district average is computed as: ([2 x 6] + [3 x 4] + [4 x 3] + [5 x 4]) ÷ 17 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*: 4.1

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**46**	**4.1**
Grades 4-5**	0	0	0	4	3	1	1	9	4.9
Grades 6-8	2	3	2	3	6	4	0	20	4.0
Grades 9-12	3	1	4	5	0	2	2	17	3.7

*The district average is an average of the observation scores. In Table 15, the district average is computed as: ([1 x 5] + [2 x 4] + [3 x 6] + [4 x 12] + [5 x 9] + [6 x 7] + [7 x 3]) ÷ 46 observations = 4.1

**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*: 5.8

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**46**	**5.8**
Grades 4-5**	0	0	0	0	2	5	2	9	6.0
Grades 6-8	0	0	0	1	4	9	6	20	6.0
Grades 9-12	0	0	0	3	6	6	2	17	5.4

*The district average is an average of the observation scores. In Table 16, the district average is computed as: ([4 x 4] + [5 x 12] + [6 x 20] + [7 x 10]) ÷ 46 observations = 5.8

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

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

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

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

Summary of Average Ratings: Grades K–5

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

	Low Range		Middle Range			High Range		n	Average Scores*
	1	2	3	4	5	6	7		
Emotional Support Domain	**0**	**0**	**8**	**13**	**18**	**35**	**30**	**104**	**5.6**
Positive Climate	0	0	1	2	7	13	3	26	5.6
Negative Climate**	0	0	0	0	0	3	23	26	6.9
Teacher Sensitivity	0	0	0	3	4	15	4	26	5.8
Regard for Student Perspectives	0	0	7	8	7	4	0	26	4.3
Classroom Organization Domain	**0**	**0**	**2**	**6**	**17**	**27**	**26**	**78**	**5.9**
Behavior Management	0	0	1	2	2	6	15	26	6.2
Productivity	0	0	0	1	6	9	10	26	6.1
Instructional Learning Formats***	0	0	1	3	9	12	1	26	5.3
Instructional Support Domain	**2**	**14**	**19**	**16**	**28**	**6**	**2**	**87**	**3.9**
Concept Development (K-3 only)	0	5	7	2	2	1	0	17	3.2
Content Understanding (UE only)	0	0	1	3	4	1	0	9	4.6
Analysis and Inquiry (UE only)	1	0	2	2	3	1	0	9	4.0
Quality of Feedback	1	3	5	2	12	2	1	26	4.2
Language Modeling (K-3 only)	0	6	4	3	4	0	0	17	3.3
Instructional Dialogue (UE only)	0	0	0	4	3	1	1	9	4.9
Student Engagement (UE only)	**0**	**0**	**0**	**0**	**2**	**5**	**2**	**9**	**6.0**

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([3 x 1] + [4 x 2] + [5 x 7] + [6 x 13] + [7 x 3]) ÷ 26 observations = 5.6

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([6 x 3] + [7 x 23]) ÷ 26 observations = 6.9. In addition, Negative Climate appears in the Classroom Organization Domain for the Upper Elementary Manual.

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

Summary of Average Ratings: Grades 6–8

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

	Low Range		Middle Range			High Range		n	Average Scores*
	1	2	3	4	5	6	7		
Emotional Support Domain	**0**	**0**	**6**	**11**	**12**	**24**	**7**	**60**	**5.3**
Positive Climate	0	0	0	5	5	5	5	20	5.5
Teacher Sensitivity	0	0	0	1	4	13	2	20	5.8
Regard for Student Perspectives	0	0	6	5	3	6	0	20	4.5
Classroom Organization Domain	**0**	**0**	**0**	**0**	**5**	**15**	**40**	**60**	**6.6**
Behavior Management	0	0	0	0	4	3	13	20	6.5
Productivity	0	0	0	0	1	7	12	20	6.6
Negative Climate**	0	0	0	0	0	5	15	20	6.8
Instructional Support Domain	**2**	**10**	**9**	**13**	**25**	**36**	**5**	**100**	**4.8**
Instructional Learning Formats	0	0	0	0	5	13	2	20	5.9
Content Understanding	0	2	2	3	3	9	1	20	4.9
Analysis and Inquiry	0	2	3	5	4	6	0	20	4.5
Quality of Feedback	0	3	2	2	7	4	2	20	4.7
Instructional Dialogue	2	3	2	3	6	4	0	20	4.0
Student Engagement	**0**	**0**	**0**	**1**	**4**	**9**	**6**	**20**	**6.0**

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([4 x 5] + [5 x 5] + [6 x 5] + [7 x 5]) ÷ 20 observations = 5.5

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([6 x 5] + [7 x 15]) ÷ 20 observations = 6.8

Summary of Average Ratings: Grades 9–12

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

	Low Range		Middle Range			High Range		n	Average Scores*
	1	2	3	4	5	6	7		
Emotional Support Domain	**0**	**4**	**6**	**13**	**9**	**10**	**9**	**51**	**4.8**
Positive Climate	0	0	2	4	2	5	4	17	5.3
Teacher Sensitivity	0	0	0	3	5	5	4	17	5.6
Regard for Student Perspectives	0	4	4	6	2	0	1	17	3.6
Classroom Organization Domain	**0**	**0**	**2**	**3**	**0**	**10**	**36**	**51**	**6.5**
Behavior Management	0	0	0	1	0	6	10	17	6.5
Productivity	0	0	2	2	0	1	12	17	6.1
Negative Climate**	0	0	0	0	0	3	14	17	6.8
Instructional Support Domain	**10**	**13**	**10**	**18**	**14**	**15**	**5**	**85**	**3.9**
Instructional Learning Formats	0	0	1	7	3	5	1	17	4.9
Content Understanding	0	3	2	1	5	6	0	17	4.5
Analysis and Inquiry	3	5	3	3	1	1	1	17	3.1
Quality of Feedback	4	4	0	2	5	1	1	17	3.4
Instructional Dialogue	3	1	4	5	0	2	2	17	3.7
Student Engagement	**0**	**0**	**0**	**3**	**6**	**6**	**2**	**17**	**5.4**

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([3 x 2] + [4 x 4] + [5 x 2] + [6 x 5] + [7 x 4]) ÷ 17 observations = 5.3

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([6 x 3] + [7 x 14]) ÷ 17 observations = 6.8

References

Center for Advanced Study of Teaching and Learning. (n.d.). *Measuring and improving teacher-student interactions in PK–12 settings to enhance students' learning*. Charlottesville, VA: University of Virginia. Retrieved from http://www.teachstone.com/wp-content/uploads/2011/05/class-mtp-pk-12-brief.pdf

MET Project. (2010). *The CLASS protocol for classroom observations*. Seattle, WA: Bill & Melinda Gates Foundation. Retrieved from http://metproject.org/resources/CLASS_10_29_10.pdf

Pianta, R. C., Hamre, B. K., & Mintz, S. (2012). *Classroom Assessment Scoring System (CLASS) Manual, Secondary.* Charlottesville, VA: Teachstone.

Pianta, R. C., Hamre, B. K., & Mintz, S. (2012). *Classroom Assessment Scoring System (CLASS) Manual, Upper Elementary.* Charlottesville, VA: Teachstone.

Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System (CLASS) Manual, K–3.* Baltimore, MD: Paul H. Brookes Publishing Co.

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

Table D1. Resources to Support Curriculum and Instruction

Resource	Description
Quick Reference Guide: The Case for Curricular Coherence	This guide describes three types of curricular coherence that support student learning: vertical coherence, aligned tiers of instruction, and cross-subject coherence.
Increasing Access to Advanced Coursework	Describes how school districts can use the federal Every Student Succeeds Act to expand access to advanced coursework and increase students' achievement in these courses.
CURATE	CURATE convenes panels of Massachusetts teachers to review and rate evidence on the quality and alignment of specific curricular materials and then publishes their findings for educators across the Commonwealth to consult.

Table D2. Resources to Support Assessment

Resource	Description
DESE's *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.

Table D3. Resources to Support Student Support

Resource	Description
https://www.doe.mass.edu/sfss/mtss/	An MTSS is a framework for how school districts can build the necessary systems to ensure that all students receive a high-quality educational experience.

Appendix E. Student Performance Tables

The COVID-19 pandemic had a profound impact on the 2020-2021 school year. Data reported in this appendix may have been affected by the pandemic. Please keep this in mind when reviewing the data and take particular care when comparing data across multiple school years.

Table E1. Reading Public Schools: Next-Generation MCAS ELA Scaled Scores in Grades 3–8, 2018–2021

Group	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	1,739	509.4	509.7	506.9	-2.5	496.5	10.4
African American/Black	37	491.4	491.1	487.8	-3.6	486.4	1.4
Asian	86	517.8	516.9	513.4	-4.4	508.5	4.9
Hispanic/Latino	44	500.4	495.9	495.3	-5.1	484.3	11
Multiracial	51	510.9	518.0	510.2	-0.7	499.7	10.5
White	1,521	509.6	510.1	507.2	-2.4	501.3	5.9
High need	463	493.7	493.5	489.9	-3.8	485.9	4
Economically disadvantaged[7]	155	497.4	495.2	492.7	-4.7	485.2	7.5
EL and former EL	53	498.8	496.3	493.8	-5	482.8	11
Students with disabilities	350	488.0	489.7	485.8	-2.2	478.1	7.7

Note. Next Generation MCAS Achievement Levels: 440–469 Not Meeting Expectations; 470–499 Partially Meeting Expectations; 500–529 Meeting Expectations; 530–560 Exceeding Expectations.

Table E2. Reading Public Schools: Next-Generation MCAS Math Scaled Scores in Grades 3–8, 2018-2021

Group	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	1,742	505.9	506.8	498.4	-7.5	489.7	8.7
African American/Black	38	487.2	486.8	476.1	-11.1	477.3	-1.2
Asian	86	515.5	518.5	507.8	-7.7	508.6	-0.8
Hispanic/Latino	44	494.2	495.2	480.0	-14.2	476.5	3.5
Multiracial	50	507.9	507.9	498.7	-9.2	492.1	6.6
White	1,524	506.2	507.2	499.0	-7.2	494.3	4.7
High need	466	490.4	490.4	481.2	-9.2	479	2.2
Economically disadvantaged	155	492.2	491.6	480.4	-11.8	477.4	3
EL and former EL	55	497.1	498.6	485.0	-12.1	477.8	7.2

[7] **Economically Disadvantaged (2015 to 2021):** Calculated based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid).

Group	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/ below
Students with disabilities	354	486.3	486.2	478.2	-8.1	472.5	5.7

Note. Next Generation MCAS Achievement Levels: 440–469 Not Meeting Expectations; 470–499 Partially Meeting Expectations; 500–529 Meeting Expectations; 530–560 Exceeding Expectations.

Table E3. Reading Public Schools: Next-Generation MCAS ELA Percentage Meeting or Exceeding Expectations in Grades 3–8, 2018-2021

Group	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	1,739	68	68	64	-4	51	13
African American/Black	37	39	28	32	-7	31	1
Asian	86	80	79	74	-6	71	3
Hispanic/Latino	44	48	45	41	-7	31	10
Multiracial	51	76	81	63	-13	54	9
White	1,521	69	69	65	-4	58	7
High need	463	35	35	33	-2	31	2
Economically disadvantaged	155	46	40	39	-7	32	7
EL and former EL	53	42	44	43	1	30	13
Students with disabilities	350	25	28	25	0	14	11

Table E4. Reading Public Schools: Next-Generation MCAS Math Percentage Meeting or Exceeding Expectations in Grades 3–8, 2018-2021

Group	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	1,742	63	64	49	-14	33	16
African American/Black	38	25	26	21	-4	14	7
Asian	86	81	82	59	-22	64	-5
Hispanic/Latino	44	46	51	23	-23	14	9
Multiracial	50	62	61	48	-14	37	11
White	1,524	64	64	50	-14	40	10
High need	466	28	28	18	-10	16	2
Economically disadvantaged	155	37	33	15	-22	14	1
EL and former EL	55	39	46	31	-8	17	14
Students with disabilities	354	19	20	14	-5	10	4

Table E5. Reading Public Schools: Next Generation MCAS ELA and Math Scaled Scores in Grade 10, 2021

Group	ELA				Mathematics			
	N (2021)	2021	State	Above/ below	*N* (2021)	2021	State	Above/ below
All	302	519.2	507.3	11.9	300	509.6	500.6	9.0
African American/Black	6	—	494.6	—	6	—	486.7	—
Asian	16	524.4	518.2	6.2	16	519.1	520.9	-1.8
Hispanic/Latino	9	—	491.9	—	9	—	485.3	—
Multiracial	6	—	510.6	—	6	—	503.9	—
White	265	519.8	512.5	7.3	263	510.0	504.9	5.1
High need	65	500.0	493.3	6.7	65	488.8	486.5	2.3
Economically disadvantaged	26	508.3	493.7	14.6	26	493.9	486.6	7.3
EL and former EL	4	—	477.9	—	4	—	477.6	—
Students with disabilities	44	497.1	487.2	9.9	44	485.0	479.6	5.4

Table E6. Reading Public Schools: Next Generation MCAS ELA and Math Percentage Meeting or Exceeding Expectations in Grade 10, 2021

Group	ELA				Mathematics			
	N (2021)	2021	State	Above/ below	*N* (2021)	2021	State	Above/ below
All	302	84	64	20	300	72	52	20
African American/Black	6	—	41	—	6	—	27	—
Asian	16	94	80	14	16	100	80	20
Hispanic/Latino	9	—	39	—	9	—	26	—
Multiracial	6	—	67	—	6	—	55	—
White	265	86	73	13	263	72	60	12
High need	65	51	39	12	65	32	26	6
Economically disadvantaged	26	69	41	28	26	46	27	19
EL and former EL	4	—	19	—	4	—	15	—
Students with disabilities	44	41	25	16	44	23	14	9

Table E7. Reading Public Schools: Next Generation MCAS Science Meeting or Exceeding Expectations in Grades 5 and 8, 2019-2021

Group	*N* (2021)	2019	2021	State (2021)	Above/below
All	582	67	60	42	7
African American/Black	12	29	8	19	21
Asian	21	77	57	62	20
Hispanic/Latino	14	33	36	20	-3
Multiracial, non-Hispanic/Latino	22	93	59	47	34
White	513	68	62	50	6
High need	151	34	34	23	0
Economically disadvantaged	57	43	26	21	17
EL and former EL	18	33	28	18	5
Students with disabilities	112	29	29	15	0

Note. Grade 10 results for spring 2021 STE are not provided because students in the class of 2023 were not required to take the STE test. Information about CD requirements is available at https://www.doe.mass.edu/mcas/graduation.html.

Table E8. Reading Public Schools: Next-Generation MCAS ELA Percentage Meeting or Exceeding Expectations in Grades 3–10, 2018-2021

Grade	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/below
3	288	66	73	66	0	51	15
4	263	59	62	73	14	49	24
5	303	72	61	64	-8	47	17
6	319	69	76	66	-3	47	19
7	283	70	66	58	-12	43	15
8	283	73	68	60	-13	41	19
3–8	1,739	68	68	64	-4	46	18
10	302	—	70	84	—	64	20

Table E9. Reading Public Schools: Next-Generation MCAS Math Percentage Meeting or Exceeding Expectations in Grades 3–10, 2018-2021

Grade	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/below
3	289	61	64	54	-7	33	21
4	265	61	59	54	-7	33	21
5	304	58	64	55	-3	33	22
6	318	61	65	44	-17	33	11
7	283	66	63	47	-19	35	12
8	283	72	66	41	-31	32	9
3–8	1,742	63	64	49	-14	33	16
10	300	—	74	72	—	52	20

Table E10. Reading Public Schools: MCAS Science Percentage Meeting or Exceeding Expectations in Grades 5 and 8, 2019-2021

Grade	*N* (2021)	2019	2020	2021	3-year change	State (2021)
5	303	70	—	62	-8	42
8	279	64	—	58	-6	41
5 and 8	582	67	—	60	-7	42
10	—	—	—	—	—	—

Note. Grade 10 results for spring 2021 STE are not provided because students in the class of 2023 were not required to take the STE test. Information about CD requirements is available at https://www.doe.mass.edu/mcas/graduation.html. In 2019, 10th graders took the Legacy MCAS science test.

Table E11. Reading Public Schools: ELA and Mathematics Mean Student Growth Percentile in Grades 3–10, 2021

	ELA				Mathematics			
Grade	*N* (2021)	2019	2021	State (2021)	*N* (2021)	2019	2021	State (2021)
3	—	—	—	—	—	—	—	—
4	—	48.5	—	—	—	52.1	—	—
5	293	52.6	41.3	34.9	293	58.8	43.8	31.9
6	302	60.6	49.5	37.3	303	49.7	27.0	26.3
7	270	55.4	41.7	36.1	272	54.4	32.1	35.8
8	273	49.3	34.2	34.8	273	55.6	26.6	27.4
3–8	1,138	53.2	41.9	35.8	1,141	54.2	32.4	30.4
10	293	46.8	52.7	52.5	291	49.9	33.0	36.5

Table E12. Reading Public Schools: Next-Generation MCAS ELA Percentage Meeting or Exceeding Expectations by Grade and School, 2021

School	3	4	5	6	7	8	3–8	10
Rise Preschool	—	—	—	—	—	—	—	—
Alice M. Barrows	71	73	77	—	—	—	74	—
Birch Meadow	56	74	61	—	—	—	64	—
J. Warren Killam	63	71	54	—	—	—	63	—
Joshua Eaton	78	79	79	—	—	—	78	—
Wood End Elementary	64	73	53	—	—	—	63	—
Arthur W. Coolidge	—	—	—	71	60	65	66	—
Walter S. Parker	—	—	—	63	57	58	59	
Reading Memorial High	—	—	—	—	—	—	—	—
District	66	73	64	66	58	60	64	84
State	51	49	47	47	43	41	46	64

Table E13. Reading Public Schools: Next-Generation MCAS Math Percentage Meeting or Exceeding Expectations by Grade and School, 2021

School	3	4	5	6	7	8	3–8	10
Rise Preschool	—	—	—	—	—	—	—	—
Alice M. Barrows	60	69	59	—	—	—	62	—
Birch Meadow	33	40	51	—	—	—	41	—
J. Warren Killam	48	49	56	—	—	—	51	—
Joshua Eaton	68	53	59	—	—	—	61	—
Wood End Elementary	62	64	56	—	—	—	60	—
Arthur W. Coolidge	—	—	—	46	54	46	49	—
Walter S. Parker	—	—	—	43	42	40	42	—
Reading Memorial High	—	—	—	—	—	—	—	—
District	54	54	55	44	47	41	49	72
State	33	33	33	33	35	32	33	52

Table E14. Reading Public Schools: Science Next-Generation MCAS Percentage Meeting or Exceeding Expectations by Grade and School, 2021

School	5	8	5 and 8	10
Rise Preschool	—	—	—	—
Alice M. Barrows	63	—	63	—
Birch Meadow	63	—	63	—
J. Warren Killam	59	—	59	—
Joshua Eaton	68	—	68	—
Wood End Elementary	67	—	67	—
Arthur W. Coolidge	—	63	63	—
Walter S. Parker	—	56	56	—
Reading Memorial High	—	—	—	—
District	62	58	60	—
State	42	41	42	—

Note. Grade 10 results for spring 2021 STE are not provided because students in the class of 2023 were not required to take the STE test. Information about CD requirements is available at https://www.doe.mass.edu/mcas/graduation.html.

Table E15. Reading Public Schools: Next-Generation MCAS ELA Percentage Meeting and Exceeding Expectations in Grades 3–8 by School, 2021

School	All	High need	Economically disadvantaged	Students with disabilities	EL and former EL	African American	Asian	Hispanic	Multiracial	White
Rise Preschool	—	—	—	—	—	—	—	—	—	—
Alice M. Barrows	74	35	38	25	—	—	—	—	—	77
Birch Meadow	64	50	60	44	—	—	—	—	—	66
J. Warren Killam	63	36	42	19	—	—	77	—	—	64
Joshua Eaton	78	54	56	44	—	—	92	—	71	78
Wood End Elementary	63	24	—	23	—	—	—	—	—	64
Arthur W. Coolidge	66	27	37	20	—	—	90	—	—	65
Walter S. Parker	59	31	29	24	28	40	86	35	54	60
Reading Memorial High	—	—	—	—	—	—	—	—	—	—
District	64	33	39	25	43	32	74	41	63	65
State	46	28	27	16	24	28	66	26	51	54

Table E16. Reading Public Schools: Next-Generation MCAS Math Percentage Meeting and Exceeding Expectations in Grades 3—8 by School, 2021

School	All	High need	Economically disadvantaged	Students with disabilities	EL and former EL	African American	Asian	Hispanic	Multiracial	White
Rise Preschool	—	—	—	—	—	—	—	—	—	—
Alice M. Barrows	62	26	25	16	—	—	—	—	—	65
Birch Meadow	41	20	10	18	—	—	—	—	—	41
J. Warren Killam	51	30	26	19	—	—	69	—	—	51
Joshua Eaton	61	30	12	29	—	—	62	—	62	65
Wood End Elementary	60	20	—	23	—	—	—	—	—	61
Arthur W. Coolidge	49	14	22	11	—	—	80	—	—	49
Walter S. Parker	42	11	10	9	17	27	64	18	46	42
Reading Memorial High	—	—	—	—	—	—	—	—	—	—
District	49	18	15	14	31	21	59	23	48	50
State	33	16	14	10	17	14	64	14	37	40

Table E17. Reading Public Schools: ELA Meeting or Exceeding Expectations in Grade 10, 2021

School	All	High need	Economically disadvantaged	Students with disabilities	EL and former EL	African American	Asian	Hispanic	Multiracial	White
Reading Memorial High	85	52	67	42	—	—	94	—	—	87
District	84	51	69	41	—	—	94	—	—	86
State	64	39	41	25	19	41	80	39	67	73

Table E18. Reading Public Schools: Mathematics Meeting or Exceeding Expectations in Grade 10, 2021

School	All	High need	Economically disadvantaged	Students with disabilities	EL and former EL	African American	Asian	Hispanic	Multiracial	White
Reading Memorial High	73	34	46	26	—	—	100	—	—	73
District	72	32	46	23	—	—	100	—	—	72
State	52	26	27	14	15	27	80	26	55	60

Table E19. Reading Public Schools: Next-Generation MCAS Science Percentage Meeting and Exceeding Expectations in Grades 5–8 by School, 2021

School	All	High need	Economically disadvantaged	Students with disabilities	EL and former EL	African American	Asian	Hispanic	Multiracial	White
Rise Preschool	—	—	—	—	—	—	—	—	—	—
Alice M. Barrows	63	52	—	43	—	—	—	—	—	65
Birch Meadow	63	54	—	—	—	—	—	—	—	65
J. Warren Killam	59	30	—	18	—	—	—	—	—	59
Joshua Eaton	68	50	—	—	—	—	—	—	—	67
Wood End Elementary	67	—	—	—	—	—	—	—	—	69
Arthur W. Coolidge	63	14	0	15	—	—	—	—	—	64
Walter S. Parker	56	45	43	39	—	—	—	—	—	59
Reading Memorial High	—	—	—	—	—	—	—	—	—	—
District	60	34	26	29	28	8	57	36	59	82
State	42	23	21	15	18	19	62	20	47	50

Table E20. Reading Public Schools: Four-Year Cohort Graduation Rates by Student Group, 2017–2020

Group	*N* (2020)	2017	2018	2019	2020	4-year change	State (2020)
All	314	96.4	96.1	96.7	96.8	0.4	89.0
African American/Black	9	100	83.3	100	100	0.0	83.1
Asian	20	86.7	100	100	95.0	8.3	95.0
Hispanic/Latino	7	—	—	100	85.7	—	77.2
Multiracial, non-Hispanic/Latino	3	—	—	—	—	—	88.6
White	274	96.7	96.5	96.4	97.1	0.4	93.2
High need	106	89.9	87.8	91.9	91.5	1.6	81.1
Economically disadvantaged[a]	42	90.9	76.0	93.8	92.9	2.0	80.6
ELs	1	—	—	—	—	—	68.3
Students with disabilities	79	87.7	86.1	88.6	89.9	2.2	74.9

[a] Four-year cohort graduation rate for students from low-income families used for 2017, 2018, and 2019 rates.

Table E21. Reading Public Schools: In-School Suspension Rates by Student Group, 2017–2020

Group	2017	2018	2019	2020	4-year change	State (2020)
All	0.8	1.5	0.6	0.4	-0.4	1.2
African American/Black	5.4	4.3	2.7	—	—	2.4
Asian	—	—	—	—	—	0.3
Hispanic/Latino	—	4.8	—	—	—	1.6
Multiracial, non-Hispanic or Latino	—	—	—	—	—	1.5
White	0.7	1.3	0.5	0.3	-0.4	1.0
High need	2.4	3.6	1.2	1.1	-1.3	1.8
Economically disadvantaged	3.1	3.1	1.7	1.3	-1.8	2.0
ELs	—	—	—	—	—	1.2
Students with disabilities	2.9	4.6	1.3	1.3	-1.6	2.3

Table E22. Reading Public Schools: Out-of-School Suspension Rates by Student Group, 2017–2020

Group	2017	2018	2019	2020	4-yr Change	State (2020)
All	0.9	1.0	1.2	0.5	-0.4	2.0
African American/Black	0.9	7.8	6.2	—	—	4.2
Asian	—	—	—	—	—	0.5
Hispanic/Latino	—	1.9	—	—	—	3.4
Multiracial, non-Hispanic or Latino	—	—	—	—	—	2.5
White	0.9	0.8	1.1	0.4	-0.5	1.3
High need	2.0	2.9	2.5	1.6	-0.4	3.2
Economically disadvantaged[a]	1.8	3.1	4.3	1.6	-0.2	3.8
ELs	—	—	—	—	—	2.4
Students with disabilities	2.5	3.8	2.8	2.0	-0.5	4.1

[a] XXX.

Table E23. Reading Public Schools: Dropout Rates by Student Group, 2017-2020

Group	*N* (2020)	2017	2018	2019	2020	4-yr Change	State (2020)
All	1,230	0.2	0.2	0.0	0.0	-0.2	1.6
African American/Black	27	0.0	3.1	0.0	0.0	0.0	2.2
Asian	67	0.0	0.0	0.0	0.0	0.0	0.5
Hispanic/Latino	29	0.0	0.0	0.0	0.0	0.0	3.5
Multiracial, non-Hispanic/Latino	20	0.0	0.0	0.0	0.0	0.0	1.6
White	1,085	0.2	0.1	0.0	0.0	-0.2	0.9
High need	273	0.7	0.7	0.0	0.0	-0.7	2.9
Economically disadvantaged[a]	87	0.0	1.1	0.0	0.0	0.0	3.1
ELs	4	—	0.0	—	—	—	5.6
Students with disabilities	208	0.9	1.0	0.0	0.0	-0.9	2.6

[a] XXX.

Table E24. Reading Public Schools: Advanced Coursework Completion Rates by Student Group, 2018–2020

Group	*N* (2020)	2018	2019	2020	3-yr Change	State (2020)
All	637	61.5	67.1	65.9	4.4	65.7
African American/Black	18	23.1	44.4	55.6	32.5	54.2
Asian	34	74.1	74.3	76.5	2.4	84.0
Hispanic/Latino	14	27.3	66.7	42.9	15.6	50.0
Multiracial, non-Hispanic/Latino	8	—	—	87.5	—	65.6
White	561	62.5	67.9	66.0	3.5	70.0
High need	161	26.9	39.0	38.5	11.6	47.3
Economically disadvantaged	53	25.0	49.1	43.4	18.4	48.9
ELs	—	—	—	—	—	27.1
Students with disabilities	123	25.2	32.2	30.9	5.7	33.2

RPS DESE Targeted District Review

August 11th, 2022 School Committee Meeting

District Review Overview

- Purpose
- Methodology
- Focus Indicators
- Site Visit Details

Summary of Key Strengths and Areas for Growth: *Curriculum and Instruction Standard*

Indicator	Strengths	Areas for growth
Curriculum selection and use	• Emerging standard process for curriculum review • Shared curriculum guides articulate the alignment between the Massachusetts learning standards and curriculum frameworks and the district's curricula.	• Ensuring that curriculum materials are high quality, cohesive, aligned with appropriate standards and aligned vertically and horizontally
Classroom Instruction	• Strong social-emotional foundation at the elementary level	• Ensuring that all teachers provide effective instruction that challenges and supports all students
Student access to coursework	• The district offers a wide range of academic offerings, especially at the high school, including dual enrollment and advanced placement (AP) courses.	• Ensuring that all students have equitable access to a range of advanced coursework

Recommendations: *Curriculum and Instruction Standard*

- The district should take steps to ensure that curriculum materials are high quality, cohesive, aligned with appropriate standards, and aligned vertically between contiguous grades and horizontally across grades and schools.
- The district should ensure that all teachers provide effective instruction that challenges and supports all students.
- The district should ensure that all students are prepared for and have equitable access to a range of academic coursework.

Summary of Key Strengths and Areas for Growth: *Assessment Standard*

Indicator	Strengths	Areas for growth
Data and assessment systems	• Multiple data sources across grade levels provide information about students' academic performance • The elementary schools have a calendar of assessments and data review cycles	• Creating a comprehensive assessment system districtwide with specific supports to the middle and high schools • Aligning classroom-based assessments across grade levels and with state standards
Data use	• Staff at district, school and classroom levels use data to identify trends in students' strengths and areas of need • District and school staff members have multiple opportunities to review and discuss student data	• Establishing a more systematic process to ensure the effective use of data districtwide

Summary of Key Strengths and Areas for Growth: *Assessment Standard Con't*

Indicator	Strengths	Areas for growth
Data use	• The new superintendent has engaged with the school committee and other district leaders to begin to develop systems that promote a culture with shared responsibility and accountability for assessing students' performance and taking action to support improved outcomes	• Establishing a more systematic process to ensure the effective use of data districtwide
Sharing results	• Families are informed about students' progress through report cards, conferences, newsletters, Google Classroom, and the district website • Staff have systems to communicate with students • Staff keep students apprised of their own performance data in different ways at each level	• Articulating and documenting how data are shared in the district • Ensuring that communication with all students and families takes place frequently

Recommendations: *Assessment Standard*

- District and school leaders should establish a more systematic process to ensure the effective use of data districtwide.
- To create a more effective system for collecting, analyzing, and sharing data, the district should create two data teams—one at the elementary level and one at the secondary level with representation from both leadership and teaching staff from all subjects.
- The district should regularly communicate with all families evidence of their students' progress toward attaining grade-level standards as well as evidence of the school and district's performance and the effectiveness of current strategies.

Summary of Key Strengths and Areas for Growth: *Student Support Standard*

Indicator	Strengths	Areas for Growth
Safe and supportive school climate and culture	• The district focuses on student and staff well-being • The district promotes positive student behavior and uses a restorative approach to problem solving • Emerging efforts are addressing issues of equity in the district	• Continuing work to provide a safe and supportive environment for all students and staff • Continuing to develop staff capacity to examine and dismantle implicit biases and systemic inequalities and to create environments where all students can deeply learn, grow and thrive
Tiered systems of support	• A range of professional development opportunities is provided	• Implementing tiered, evidence-based culturally responsive systems of support for students

Summary of Key Strengths and Areas for Growth: *Student Support Standard Con't*

Indicator	Strengths	Areas for Growth
Tiered systems of support	• District and school leaders have a role in evaluating the effectiveness of interventions and reviewing data	• Providing high-quality, ongoing support and professional development to support the use of tiered models, and to build expertise in academic, behavioral, and social emotional learning • Using a systemic planning process that includes representative stakeholders
Family, student, and community engagement and partnerships	• The district engages with families and students in a wide range of ways, including newsletters, email, translation services, weekly videos from the superintendent, office hours and PTO events	• Improving welcome and engagement with families of Els and economically disadvantaged families • Developing and promoting systematic engagement with community partners

Recommendations: *Student Support Standard*

- The district should continue its work to provide a safe and supportive environment for all students and staff.
- District leaders, teachers, and staff should develop a well-defined, horizontally and vertically aligned tiered system of support across the district.
- The district should put practices into place to ensure that all students receive instruction and supports that meet their needs.

Recommendations: *Student Support Standard*

- The district should continue to develop staff capacity to examine and dismantle implicit biases and systemic inequalities and to create environments where all students can deeply learn, grow, and thrive.
- The district should ensure the provision of high-quality, ongoing support and professional development to support the use of tiered models and to build expertise in academic, behavioral, and social-emotional learning.
- The district should assess its engagement with families of ELs and economically disadvantaged families, with a goal of equitable support and responsiveness.
- The district should find, develop, manage, and promote community partnerships.

Administrative Offices
82 Oakland Road
Reading, MA 01867
781 944-5800

TO: Reading School Committee

FROM: Shawn Brandt, Reading School Committee Chair

DATE: August 10, 2022

TOPIC: Policy CHCA Discussion – Handbook Approval

With several handbooks having been updated over the summer and late last school year, we will need to review and approve them over the next few meetings. In advance of those discussions, Dr. Milaschewski will introduce a plan to create some consistent use of language across the district's handbooks in the coming months. The Committee may also have a brief conversation to provide interim guidance to those schools undergoing handbook updates.

Reading Public Schools

School Committee Meeting Packet

August 4, 2022

Calendar

Month	Date	Topic	Presenter(s)
		July Social Media Coordinators - Shawn Brandt & Sarah McLaughlin	
July	7/7/2022		
	7/14/2022	Finalize Committee & Liaison Assignments Appointment of Superintendent to Collaborative Boards - SEEM Collaborative - Northshore Education Consortium Educational Leadership Partnership w/ Salem State Superintendent Review Timeline Discussion (A)	School Committee School Committee Superintendent Superintendent & School Committee
	7/21/2022		
	7/28/2022		
		August Social Media Coordinators - Tom Wise & Chuck Robinson	
August	8/4/2022	Strategic Offsite	Administration & School Committee
	8/11/2022	MSBA Deliverables - Educational Profile and Enrollment Forecast Capital Plan Update DESE District Review Discussion on Policy CHCA - Handbook Terminology / Consistency	Administration Administration Superintendent Superintendent & School Committee
	8/18/2022	No Meeting Planned	
	8/25/2022	No Meeting Planned	
	8/29/2022	Beginning of School / Summer Update Review and Approve RMHS Handbook (A) Public Hearing: Killam Discussion Draft Town Meeting Warrant Article for Killam Review & Discussior	Administration RMHS Administration School Committee & Permanent Building Committee School Committee & Permanent Building Committee
		September Social Media Coordinators - Erin Gaffen & Carla Nazzaro	
September	9/1/2022	No Meeting Planned	
	9/5/2022	Labor Day	
	9/8/2022	(Placeholder) Public Hearing: Killam Discussion	School Committee & Permanent Building Committee
	9/14/2022	Elementary Open House	
	9/15/2022	(Placeholder) Finalize Town Meeting Warrant for Killam Review & Discussion (A)	School Committee & Permanent Building Committee
	9/22/2022	Middle School Open House	
	9/27/2022	Last Day to Close November Town Meeting Warrant	
	9/28/2022	High School Open House	
	9/29/2022	No Meeting Planned	
		October Social Media Coordinators - Sarah McLaughlin & Shawn Brandt	
October	10/6/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	10/10/2022	Columbus Day	
	10/13/2022		
	10/20/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	10/27/2022		
		November Social Media Coordinators - Tom Wise & Chuck Robinson	
November	11/3/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	11/7/2022		
	11/10/2022	Veteran's Day	
	11/14/2022	Town Meeting	
	11/17/2022	Town Meeting	
	11/21/2022	Town Meeting	
	11/24/2022	Thanksgiving	
	11/28/2022	Town Meeting	
		December Social Media Coordinators - Erin Gaffen & Carla Nazzaro	
	12/1/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	12/8/2022		
	12/15/2022	(Placeholder) School Committee Meeting	Administration & School Committee

Month	Date	Topic	Presenter(s)
December	12/22/2022		
	12/26/2022	Winter Recess	
	12/29/2022	Winter Recess	
		January Social Media Coordinators - Sarah McLaughlin & Shawn Brandt	
	1/5/2023	(Placeholder) FY24 Budget Night 1	Administration & School Committee
	1/9/2023		
	1/12/2023	(Placeholder) FY24 Budget Night 2	Administration & School Committee
	1/16/2023	Martin Luther King Jr. Day	
January	1/19/2023	(Placeholder) Public Hearing: FY24 Budget	Administration & School Committee
	1/23/2023		
	1/26/2023	(Placeholder) FY24 Budget Final Vote	Administration & School Committee
	1/30/2023		
		February Social Media Coordinators - Tom Wise & Chuck Robinson	
	2/2/2023		
	2/6/2023		
	2/9/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	2/13/2023		
February	2/16/2023		
	2/20/2023	President's Day / February Recess	
	2/23/2023	February Recess	
	2/27/2023		
		March Social Media Coordinators - Sarah McLaughlin & Shawn Brandt	
	3/1/2023	(Placeholder) School Committee Budget Presentation to Finance Committee	Superintendent, Director of Finance, & School Committee
	3/2/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	3/6/2023		
	3/9/2023		
	3/13/2023		
March	3/16/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	3/20/2023		
	3/23/2023		
	3/27/2023		
	3/30/2023	(Placeholder) School Committee Meeting	Administration & School Committee
		April Social Media Coordinators - Tom Wise & Chuck Robinson	
	4/3/2023		
	4/6/2023		
	4/10/2023		
	4/13/2023	(Placeholder) School Committee Meeting	Administration & School Committee
April	4/17/2023	Patriot's Day / April Recess	
	4/20/2023	April Recess	
	4/24/2023	Town Meeting	
	4/27/2023	Town Meeting	
		May Social Media Coordinators - TBD	
	5/1/2023	Town Meeting	
	5/4/2023	Town Meeting	

Month	Date	Topic	Presenter(s)
	5/8/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	5/11/2023	Elementary Open House	
May	5/15/2023		
	5/18/2023	Middle School Open House	
	5/22/2023		
	5/25/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	5/29/2023	Memorial Day	
		June Social Media Coordinators - TBD	
	6/1/2023		
	6/4/2023	RMHS Graduation	
	6/5/2023		
	6/8/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	6/12/2023		
June	6/15/2023		
	6/19/2023	Juneteenth	
	6/22/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	6/26/2023		
	6/29/2023		
		July Social Media Coordinators - TBD	