



Regular Meeting of the  
Holyoke School Committee

Date: 2-28-2022

Place: Virtual Via Zoom,  
SC Members In Person @ Fifield Room

HOLYOKE PUBLIC SCHOOLS

Holyoke, Massachusetts

MEETING NOTICE

*Governor Baker signed a bill into law on June 16, 2021, allowing public bodies to hold remote meetings through April 22, 2022.*

NOTICE IS HEREBY GIVEN IN ACCORDANCE WITH CHAPTER 28 OF THE ACTS OF 2009, SECTIONS 17-20 (FORMERLY SECTION 23B OF CHAPTER 39) OF THE MASSACHUSETTS GENERAL LAWS, THAT A **REGULAR MEETING** OF THE HOLYOKE SCHOOL COMMITTEE WILL BE HELD AT **6:00 PM ON MONDAY, FEBRUARY 28, 2022.**

THE PUBLIC CAN ACCESS THIS MEETING VIA ZOOM WEBINAR HERE:

<https://hps-holyoke-ma-us.zoom.us/j/85266232176?pwd=ci9tWEs3cG81SkQxdXZrWW5GenBXQT09> (Spanish Interpretation will be available).

HOLYOKE SCHOOL COMMITTEE

AGENDA ATTACHED

CITY OF HOLYOKE  
SCHOOL COMMITTEE

**SCHOOL COMMITTEE AGENDA**

**DATE:** \_\_\_\_\_ **MONDAY, FEBRUARY 28, 2022.**

**TIME:** 6:00 PM

**LOCATION:** **Remote** Via Zoom webinar, School Committee Members in Person

*Governor Baker signed a bill into law on June 16, 2021, allowing public bodies to hold remote meetings through April 22, 2022.*

*Members of the public can access the meeting here:*

<https://hps-holyoke-ma-us.zoom.us/j/85266232176?pwd=ci9tWEs3cG81SkQxdXZrWW5GenBXQT09>

**1. CALL TO ORDER ~ ROLL CALL ~ PLEDGE OF ALLEGIANCE**

*Pursuant to M.G.L. c. 30A, s. 20, I am hereby informing all attendees that a video and audio recording is being made of the meeting and the meeting is being live-streamed and run live on the City's community TV channel.*

**2. STUDENT SHOWCASE -**

- a. Morgan School

**3. PUBLIC COMMENT (via the remote link above)**

Members of the public wishing to submit public comments can email [sagarcia@hps.holyoke.ma.us](mailto:sagarcia@hps.holyoke.ma.us) no later than 3:00 p.m. Monday, February 28, 2022.

**Comments will either be displayed or read during the meeting.**

**4. COMMUNICATIONS & REPORTS**

**a. Student Reports**

■

**b. Presentations**

■

**c. Superintendent/Receiver Reports**

- Entry Plan Findings Report
- Update on ELA, Math, Dual Language, and Science
- COVID 19 / Masking Update

**5. NEW BUSINESS**

- a. Recommendation to refer the Fiscal Year 23 proposed school budget to the finance sub committee
- b. December Meeting Minutes
- c. January Meeting Minutes

**6. ONGOING BUSINESS**

- a. Updates from Subcommittees

**7. ANNOUNCEMENTS**

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

\*The Holyoke Public Schools makes available a public discussion period for persons in the audience to address the Committee on specific agenda items. In order to hear as many speakers as possible, the Committee asks individuals to continue their remarks to two (2) minutes. Any person wishing to submit longer testimony should give copies to the Committee Secretary before the meeting so that it may be distributed to Committee members. The speaker can then summarize this testimony at the meeting within the two (2) minute time period. Persons wishing to speak should register with the Committee Secretary immediately before the meeting begins. Individuals who request specific items to be included on the Committee's agenda should mail a written request fifteen (15) days in advance of a Committee meeting date to Sam Garcia, in care of the Receiver's Office, 57 Suffolk Street, Holyoke, MA 01040.



## **School Committee Meeting Superintendent/Receiver Report**

**February 28, 2022**

### **Entry Plan Findings Report**

You received an advanced draft copy of my findings report last month. You will receive an official copy in your email inbox on the evening of Sunday, February 27. The plan will be released to all stakeholders during the day on February 28, and we will discuss it at our meeting. I appreciate the input you have provided to me thus far and look forward to more feedback.

### **Curriculum and Instruction Update**

#### **Academic Monitoring & Support**

This year the Academic Department had two main priorities for improving support to schools with a focus on continuous improvement of our instructional model: Increasing our internal academic monitoring systems (and ensuring they align and support the work with Relay and School Empowerment Network (SEN) evaluations and formalizing school specific support and partnerships.

The Academic Department has established a [Core Instructional Monitoring Process](#) outlined in this document. The results from the quarter 1 Academic Monitoring Walks were internally reviewed by the Academic Department, the Cabinet team and individual feedback was provided to every school. This document outlines the [full report](#) and indicates the next steps that the academic department took to address the data: namely focusing PD sessions on discourse, differentiating instruction/small group targeted instruction and refocusing Instructional Coach/Expert Teachers' time on supporting lesson internalization and planning (aligned to and in support of Relay practices outlined in the Getting Better Faster Trajectory). A separate school level feedback form is provided to each school following the walk

that outlines school and district next steps aligned to the Getting Better Faster Trajectory from Relay. Here is a sample [school level feedback form](#).

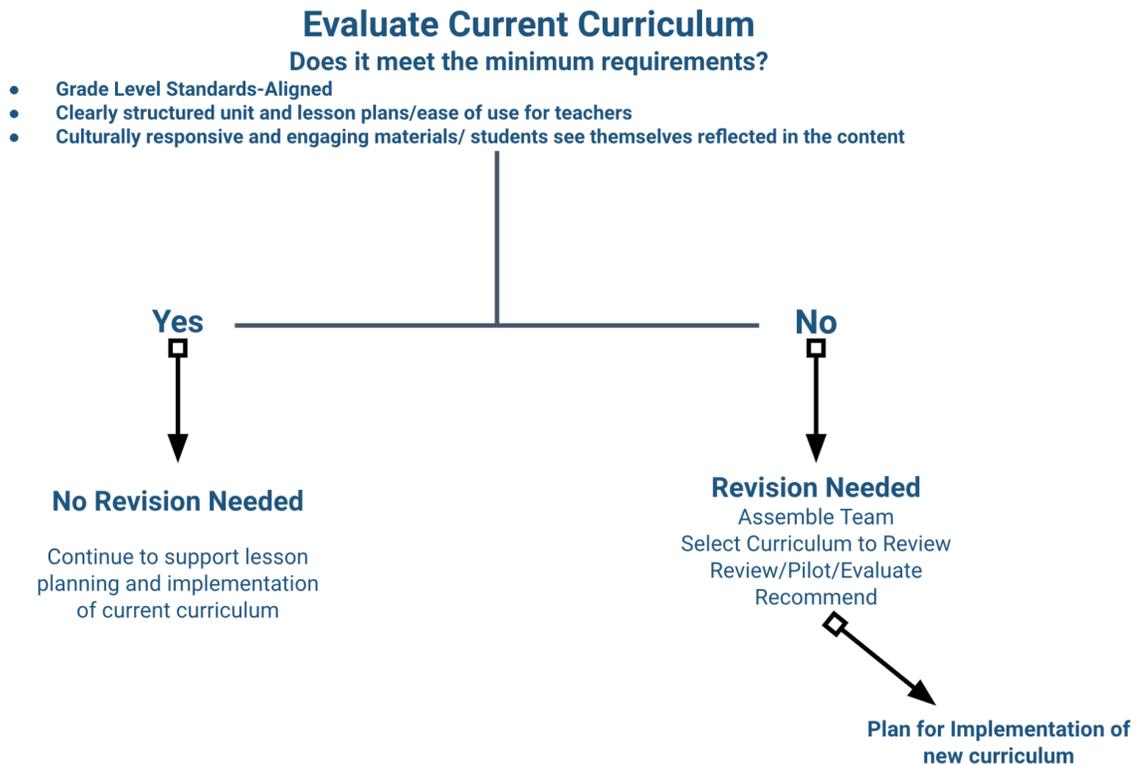
This year the Academic Directors have established Monthly Check-in schedules with all schools. The agenda structure of these meetings is: Discuss school specific curriculum and instructional needs, review school level data (particularly Tier 2 data since Tier 1 is the priority of Relay obs/feedback with EDSLs), and visit a few classrooms together to focus on feedback on Tier 1 and 2 instruction. Meeting notes and actions are kept in an agenda tracker that both the directors and school leaders have ownership of and collaboratively develop each month's agenda.

### **Curriculum Revision Process and Upcoming Needs**

Curriculum is reviewed and revised in order to ensure:

- Core curriculum is high-quality and standards-aligned for every grade level
- Culturally relevant and responsive materials
- Clearly structured units and lesson format to support teacher planning and lesson internalization

Curriculum Evaluation Process that is used is outlined below:



### **Current Curriculum Revision Needs:**

Need Revision	Current Status	Next Steps
ELA Grades 3-8 (non-DL schools)	Vetting materials and reviewing feedback from teachers Communication Planning	Select curriculum Plan PD Implement Communication Plan
Dual Language SLA/ELS Grades K-8	Vetting materials and soliciting input from teachers	Select curriculum Implement Communication Plan Plan PD
Math Grades K-5	Team made recommendations  Communication Plan began	Develop multi-year roll out plan  Plan PD
Science Grades 6-8	Team decided on OpSciEd Applied for grant Communication plan began	Plan PD Phase 1 Implementation Fall 22
Hlstory/Social Studies 6-12	Consultant working with HS team to develop revised curriculum  History Alive Selected for 6-7	Complete HS units by Fall 22  Implement Communication plan  Plan PD

**Assessment Decision Making:**

The Academic Department is responsible for ensuring that the district has a meaningful assessment system in place for all students. The focus of the assessment plan is to implement strong benchmark assessments, curriculum aligned/standards-aligned assessments and developmental screeners (PK-2) that support instructional planning. The team continuously reviews our assessments to refine, reduce, and improve assessment practices. Over the past few years, due to multiple leadership transitions, a gap in our assessment system was identified. Standards-based quarterly assessments need to be implemented. This year, we attempted to use a system (Naiku) that failed. We have put curriculum embedded or aligned assessments in place this year but we know we need to partner with an assessment company to have fully functional data that is able to be incorporated into our data dashboard.

We have set the quarterly assessment dates for School Year 2022-2023 and are currently vetting two assessment systems: ANET and Edulastic. HPS has used ANET off and on over the past 5 years, with it being discontinued last school year based on the previous Superintendent’s direction. Edulastic has

been used for a few years by the High School Science Department and was piloted by the 6-8 Science team this year. A team composed of Directors, 3 principals, the EDSLs and Data team have evaluated both systems based on an evaluation questionnaire used to rank both systems in their ability to meet our needs as a district. The main priorities need to be met by the vendor we eventually select: 1. technology enhanced standards-based assessment items available 2. Ease of use for teachers, students, and timely data availability in easy to read reports 3. Ability to provide school and district level achievement data and integrate with our data dashboard 4. Ability to administer the assessments in English and Spanish. Our timeline for decision making is: Determine vendor by end of March and have the system set up, assessments developed and/or translated into Spanish and ready for implementation by August.

### **Key Instructional Partnerships**

Ongoing instructional improvement support focused on supporting teacher content expertise development and system structures.

- MTSS and Multilingual Learners- Dr. Rinaldi and Kelly Cooney
- MABE supporting Dual Language Expansion
- *STMath* PD/Networks, *Illustrative Math* Coaching (Lesley Univ.), AddVantage Math Recovery (AVMR) coursework
- Crafting Minds- Melissa Orkin: Structured Literacy

## **COVID 19 Update**

From February 15 - 17, we accepted responses to a survey on when HPS should end the mask mandate. 1,722 people responded (648 respondents were only staff members and 1074 people were family members, both staff and family members or had another connection to HPS). 69% want to continue the mask mandate for now. We will discuss the details and next steps at our meeting.

Currently as of midday on 2/23/2022, We have been in school 108 days. The total cases since the start of school 1601 cases (1306 students and 295 staff). Total cases past 2 weeks (2/9/2022 - 2/23/2022): 37 (30 students and 7 staff).

In March HPS Nurses and Cataldo Ambulance Service are offering FREE COVID-19 Vaccination Clinics for eligible students ages 5 and older, their families, and HPS staff. They are able to provide both vaccines and boosters. Students who attend will still be marked “present” for school for the entire day. Each clinic is 9-1 and by appointment only. Families can sign up directly through the following links attached in the appendix. There will be 4 initial Vaccine Clinics March 1-4 and then 4 follow-up clinics March 22-25.

- Metcalf, March 1 & March 22
- Peck/Veritas, March 2 & March 23
- EN White March 3 & March 24
- McMahon, March 4 & March 25

**Appendix**

<b>COVID-19 Vaccination Clinics HPS/Cataldo Ambulance – No Walk-ins – Hours 9-1</b>				
<b>School</b>	<b>First Clinic</b>	<b>Second Clinic</b>	<b>Link to Register</b>	<b>QR Code</b>
Metcalf	March 1	March 22	<a href="https://home.colorado.gov/vaccine/register/cataldo?calendar=1cc4adec-5eca-4e5a-bed9-50585fee3260">https://home.colorado.gov/vaccine/register/cataldo?calendar=1cc4adec-5eca-4e5a-bed9-50585fee3260</a>	<a href="#">QR Code Link for Metcalf</a>
Peck/Veritas	March 2	March 23	<a href="https://home.colorado.gov/vaccine/register/cataldo?calendar=350237a9-22f3-4459-a693-ff0894543392">https://home.colorado.gov/vaccine/register/cataldo?calendar=350237a9-22f3-4459-a693-ff0894543392</a>	<a href="#">QR Code Link for Peck/Veritas</a>
EN White	March 3	March 24	<a href="https://home.colorado.gov/vaccine/register/cataldo?calendar=ddb5fb79-ab5f-4d46-8675-96fd227dfa4b">https://home.colorado.gov/vaccine/register/cataldo?calendar=ddb5fb79-ab5f-4d46-8675-96fd227dfa4b</a>	<a href="#">QR Code link for ENW</a>
McMahon	March 4	March 25	<a href="https://home.colorado.gov/vaccine/register/cataldo?calendar=3fc5226a-89f5-416d-813d-ff25135e24a0">https://home.colorado.gov/vaccine/register/cataldo?calendar=3fc5226a-89f5-416d-813d-ff25135e24a0</a>	<a href="#">QR Code for MCM</a>  <a href="https://mail.google.com/mail/u/3?ui=2&amp;ik=f6e8134b46&amp;attid=0.1&amp;permmsgid=msg-f:1723678028314864414&amp;th=17ebbc08c8da6b1e&amp;view=att&amp;disp=safe">https://mail.google.com/mail/u/3?ui=2&amp;ik=f6e8134b46&amp;attid=0.1&amp;permmsgid=msg-f:1723678028314864414&amp;th=17ebbc08c8da6b1e&amp;view=att&amp;disp=afe</a>



Jeffrey C. Riley  
Commissioner

# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

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TTY: N.E.T. Relay 1-800-439-2370

## MEMORANDUM

**To:** Members of the Board of Elementary and Secondary Education  
**From:** Jeffrey C. Riley, Commissioner  
**Date:** January 14, 2022  
**Subject:** Update on Chronically Underperforming Schools: FY2022 Quarter 2 Reports

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This month, I am presenting the second of four quarterly progress updates to the Board of Elementary and Secondary Education (Board) on the four chronically underperforming schools and their implementation of their school turnaround plans. These updates are focused on activities from November and December 2021. As described in the first quarterly report<sup>1</sup>, the narrative for this progress update has been provided by the School Empowerment Network, based on classroom observations led by that group during that timeframe. The third quarterly update will be presented in April and a final annual review will come in June.

FY2021 assessment data for each school has been included for your reference.

### **Chronically Underperforming Schools**

In the fall of 2013, four schools were designated as chronically underperforming schools in response to their low performance and lack of improvement while in underperforming status: Paul A. Dever Elementary School (Dever) and John P. Holland Elementary School (UP Academy Holland) in Boston, Morgan Full Service Community School (Morgan) in Holyoke, and John Avery Parker Elementary School (Parker) in New Bedford.

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<sup>1</sup> The first quarterly report for FY2021 can be found here: <https://www.doe.mass.edu/bese/docs/fy2022/2021-10/>

## **Paul A. Dever Elementary School, Boston, MA**

### **School Strengths**

Area of Strength # 1  
Positive Learning Environment

#### *Description:*

The Dever leadership team identified inequities inherent in their substantially separate (sub-separate) programs and in response has implemented a fully-inclusive model. School leaders articulate how their approach to culture building ensures equitable support and conflict-resolution practices in the school community; including ways their disciplinary/conflict-resolution policies affect groups of students. School leaders have established a vision for Dever as both an inclusive school and a school focused on Collaborative Problem Solving (CPS). The school's transition to a CPS approach has resulted in a reduction in student removals from class and, in all classrooms observed, students meeting overall behavioral expectations.

Family members report their children are safe, cared for and well-known at Dever. Families appreciate having two teachers in the classroom, and students report being able to access support from both teachers when they needed it. Classroom visits revealed warm and nurturing environments full of “student voice.” In multiple classrooms observed, when sharing the wrong answer, students were warmly reminded by peers or by a teacher of other options for how to think about the topic or question. Teachers spoke at length about experiencing a positive shift by moving to inclusive classrooms and shared authentic excitement about co-teaching.

Area of Strength # 2  
Leveraging Resources

#### *Description:*

School leaders allocate resources and make policies that are equitable, strategic, and aligned to Dever’s instructional goals and plans. The schoolwide shift to inclusion reflects a core community value centered around how students learn best. School leaders have implemented this shift not simply as a pilot in one grade level, but as a whole-school initiative aligned with a shared belief around equity.

School leaders also clearly prioritized Dever’s schoolwide goals in their hiring decisions for school year 2021-2022, using data to inform these decisions. The school hired two instructional coaches with backgrounds in inclusion, as well as additional ESL teachers and paraprofessionals who could provide greater classroom support and access for English learners (ELs) and for students transferring into Dever from more restrictive environments. The school administration also added a Director of Family & School Partnerships position to its roster after noting a lack of participation in family surveys and an increase in the percentage of students’ families utilizing shelters, food banks, and other outside resources.

### **Areas of Focus**

Area of Focus # 1  
Assessment

*Description:*

Teachers utilized checks for understanding (CFUs) in nearly all observed classrooms. Teams are beginning to utilize common assessments to determine student progress toward goals. Teams have used MAP assessment data to determine student placement in the “What I Need” (WIN) period and the “Walk to Learn” math program – intervention periods designed to meet student instructional needs at their level. However, Dever has yet to establish a comprehensive assessment system. Teachers are not yet consistently using common rubrics. Leaders have not yet communicated expectations for teachers’ use of data to make instructional decisions in their classrooms. As a result, teachers state that their use of data to plan instruction “varies.”

Students and families were unable to provide examples of feedback from teachers. Families shared that they believed a teacher would tell them if their child was not doing well. However, they could not share any examples of being informed of their children’s academic progress nor next steps for improvements. A lack of use of assessment data to inform instruction is contributing to a lack of differentiation in classrooms. While teachers in the observed classrooms have facilitated increased engagement, student voice, and discussion, in almost all classrooms students were engaged in doing the same work in the same ways.

Area of Focus # 2  
Goals and Action Plans

*Description:*

The leadership team shared a clear set of actionable goals generated in collaboration with their Receiver and in response to the prior School Quality Review (SQR). Work completed on some of the goals articulated in the school’s action plan was evident in classroom observations. While observers could see meaningful progress toward the overarching goals of the strategic plan enacted in classrooms, there was no evidence of ongoing data gathering and/or analysis to track progress toward goals and improve teacher practice across classrooms. Teachers spoke of being observed regularly but were not aware of a teaching framework or rubric guiding such observations and feedback. Similarly, the leadership team spoke of reviewing observational feedback across coaches and classrooms. However, without a teaching framework or rubric to guide observations and feedback, it will be extremely challenging to: share a common language, make meaning of observed practices, and look for trends related to improving teacher practice across classrooms. Families, as well, were unaware of schoolwide goals or a process to set goals and/or monitor progress toward those goals.

Area of Focus # 3  
Pedagogy

*Description:*

School leaders and teachers have made significant progress against this indicator in the time since the June 2021 SQR site visit. School leaders articulate a clear vision for instruction which is rooted in a set of beliefs about how students learn best.

Teachers are able to articulate – more fluently and in greater depth than in past visits – the school community’s shared beliefs about how students learn best. They also identify concrete instructional strategies and procedures they use to enact the beliefs. Dever teachers attempt to enact these strategies across classrooms. While the quality of enactment varies from classroom to classroom,

there is clear evidence of impact on: student engagement, student ownership of learning, and student work products. In each of the seven core classes visited, teachers provided students with: tasks that required higher-level thinking, opportunities to work independently with grade-level content, and opportunities to engage in discourse with teachers and peers.

In order to ensure lasting impact on student learning and achievement, school leaders must nurture and sustain these newly established instructional practices. They must also increase the number of teachers capable of consistent, high-quality enactment of key strategies.

## 2021 Official Accountability Report - Paul A Dever

Organization Information	
<b>DISTRICT NAME</b> Boston (00350000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Paul A Dever (00350268)	<b>GRADES SERVED</b> PK,K,01,02,03,04,05
<b>REGION</b> Strategic Transformation	<b>FEDERAL DESIGNATION</b> -

### Accountability Information \*

<b>Overall classification</b>	Requiring assistance or intervention
<b>Reason for classification</b>	
In need of broad/comprehensive support Chronically underperforming school	
<b>Progress toward improvement targets</b>	<b>Accountability percentile</b>
43% - Moderate progress toward targets	8

### Next Generation MCAS Tests 2021

#### Percent of Students at Each Achievement Level for Paul A Dever

Data Last Updated September 21, 2021

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg.SGP
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	21	51	0	9	21	41	48	39	31	10	61	98	480.8	N/A	N/A
GRADE 03 - MATHEMATICS	16	33	3	5	13	28	39	40	45	26	62	100	473.4	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	19	49	0	6	19	43	49	38	32	13	59	100	479.1	N/A	N/A
GRADE 04 - MATHEMATICS	10	33	0	4	10	29	42	43	47	24	59	100	471.4	N/A	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS	30	47	0	8	30	39	48	41	22	12	54	95	484.7	20.5	43
GRADE 05 - MATHEMATICS	9	33	0	4	9	29	51	47	40	20	55	95	472.9	9.1	43
GRADE 05 - SCIENCE	5	42	0	7	5	36	56	39	38	19	55	97	473.8	N/A	N/A
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	23	46	0	8	23	38	48	38	29	16	174	98	481.4	20.5	43
GRADES 03 - 08 - MATHEMATICS	12	33	1	5	11	29	44	45	44	22	176	98	472.6	9.1	43
GRADES 05 & 08 - SCIENCE	5	42	0	7	5	34	56	41	38	17	55	97	473.8	N/A	N/A

## **UP Academy Holland, Boston, MA**

### **School Strengths**

#### Area of Strength # 1 Goals and Action Plans

##### *Description:*

UP Academy Holland (UAH) has a well-articulated and robust strategic action plan, aligned to their turnaround plan, marked by clear goals, benchmarks, and data-gathering structures. School leaders went through a new process of drafting a plan, asking teacher teams to review it and soliciting their feedback. This process increased teachers' understanding of UAH goals and mechanisms to assess progress toward goals. It was clear, through observing the teacher meeting and by reviewing teacher team work, that school leaders are providing teachers with clear direction in their improvement efforts through consistent alignment with schoolwide goals. Teams align the goals of their team meetings with the goals articulated by school leaders and use a clear set of data to define and assess progress toward goals. This strong alignment to schoolwide goals also characterizes the UAH strategic plan, the assessment plan, plans submitted to guide the work of teacher teams, and – most importantly – is reflected in how teachers spoke about professional development (PD) they receive and how their team meetings are used.

#### Area of Strength # 2 Teacher Teams and Distributed Leadership

##### *Description:*

The UAH leadership team has carved out meaningful time for teams to work on goals aligned to the schoolwide strategic action plan. Teams engage in structured, professional collaboration using a data-driven approach. Each grade team meets daily with an instructional coach as facilitator. That instructional coach leads the team in an intellectual preparation process to prepare lessons that meet individual student needs across content areas and holds a flex meeting each week which allows the team to respond to emerging needs. Grade teams also participate in data meetings with their instructional coaches in order to analyze grade and classwide data.

### **Areas of Focus**

#### Area of Focus # 1 Pedagogy

##### *Description:*

While UAH has adopted a high-quality ELA curriculum and structures to support its implementation by teachers, students were not yet consistently demonstrating rigorous habits or higher-order thinking across classrooms observed. A few tasks observed which did require cognitive lift involved students being asked to: identify and consider multiple meanings and interpretations; take and support positions with evidence; engage in disciplined inquiry and thought; use and adapt what is known; and

apply newly-learned content and skills to new situations. Student discussion skills were beginning to emerge through a “Turn and Talk” activity. In most cases, however, teachers expected students to repeat what a teacher had said rather than to engage in conversations requiring flexible or new thinking, or the construction of deeper meaning.

Both school leaders and teachers espouse a schoolwide vision and definition for quality of instruction. Principal Thompson spoke about students doing “the heavy lifting” and about “student thinking and talking being the best way to learn,” as well as “teachers not being the owners of the knowledge.” Teachers spoke about a belief in rigor and a belief that every student can access grade-level content and standards. It is clear that the mindset is in place and that there are beginning structures in place (through the facilitated intellectual prep process) to begin to analyze the cognitive lift required in lessons. The next step will be to ensure that classroom lessons and tasks not only require critical thinking and higher-order thinking but also that there is a shared understanding in place of how to implement tasks and structure discussions so that they facilitate student ownership of learning.

#### Area of Focus # 2 High Expectations

##### *Description:*

School leaders consistently communicate high expectations for instruction to the staff. Teachers share a schoolwide belief that all children can access grade-level content. A next essential step is to build out a system of accountability associated with these expectations. While the school’s chosen curricula are standards-aligned, teachers do not yet consistently possess a robust understanding of the standards they are teaching toward or of those which precede or follow their own grade level’s in order to plan intervention or extension for students.

Many students were unclear about how they might know what they should be working on, what they are doing well, and/or their next steps as learners. Family members were unclear on whether their children were being prepared for the next grade and were unable to articulate how they might get feedback on how their children are doing academically.

#### Area of Focus # 3 Student Academic and Developmental Support

##### *Description:*

Teachers and teams use valid, evidence-based screening tools and adhere to a robust assessment plan. Teacher teams regularly use meeting time to analyze achievement data. The school is allocating time and attention to improving intervention supports in order to meet the needs of students, especially in reading – where teachers are engaging in a phonics PD and identifying students for targeted, small-group instruction.

While there are multiple pieces of evidence pointing to teachers’ collection and analysis of data, there was little evidence of differentiation in instruction during classroom observations. In almost all classrooms observed, each student was working in the same way on the same assignment.

Additionally, no evidence was observed (in team meetings, in classroom visits or through direct questioning of teachers) of teachers providing extensions for students who meet or exceed expectations on a given assignment. Students shared that they were always able to ask their teachers for help and support if something was confusing. However, they were unable to articulate how they knew if they were meeting or exceeding expectations on specific assignments. They were similarly unsure of how they were doing overall or what their next steps might be as learners. Similarly, families were unclear about how their children were doing academically and shared that they do not regularly see their children's work or any feedback their children receive in connection with assignments.

## 2021 Official Accountability Report – UP Academy Holland

Organization Information	
<b>DISTRICT NAME</b> Boston (00350000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> UP Academy Holland (00350167)	<b>GRADES SERVED</b> PK,K,01,02,03,04,05
<b>REGION</b> Strategic Transformation	<b>FEDERAL DESIGNATION</b> -

**Overall classification** Requiring assistance or intervention

### Accountability Information \*

Reason for classification	
In need of broad/comprehensive support Chronically underperforming school	
Progress toward improvement targets	Accountability percentile
72% - Substantial progress toward targets	30

### Next Generation MCAS Tests 2021 Percent of Students at Each Achievement Level for UP Academy Holland

Data Last Updated September 21, 2021.

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg.SGP
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	13	51	1	9	12	41	68	39	19	10	100	96	482.6	N/A	N/A
GRADE 03 - MATHEMATICS	8	33	1	5	6	28	41	40	52	26	93	90	470.1	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	11	49	0	6	11	43	56	38	34	13	104	93	478.0	N/A	N/A
GRADE 04 - MATHEMATICS	0	33	0	4	0	29	27	43	73	24	105	94	460.2	N/A	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS	22	47	1	8	20	39	48	41	31	12	88	95	480.2	28.8	75
GRADE 05 - MATHEMATICS	6	33	0	4	6	29	52	47	42	20	90	96	474.1	22.7	77
GRADE 05 - SCIENCE	6	42	0	7	6	36	45	39	49	19	85	91	471.6	N/A	N/A
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	15	46	1	8	14	38	58	38	28	16	292	95	480.2	28.8	75
GRADES 03 - 08 - MATHEMATICS	4	33	0	5	4	29	39	45	57	22	288	93	467.7	22.7	77
GRADES 05 & 08 - SCIENCE	6	42	0	7	6	34	45	41	49	17	85	91	471.6	N/A	N/A

## **Morgan Full Service Community School, Holyoke, MA**

### **School Strengths**

#### Area of Strength # 1

##### Teacher Support and Supervision

###### *Description:*

Morgan school leaders are in classrooms frequently, either individually or in groups. Group visits allow for norming and calibration. School leaders, the staff who are most qualified to focus on instruction, have protected time within their schedules to devote to instruction and are spending more time on instruction than on non-instructional issues. This pattern emerged during last year's SQR and became even more pronounced this year with the addition of a staff member who is focused on overseeing operations. This additional position has allowed both the school's principal and its assistant principal to allocate meaningful time to classroom observations and 1:1 meetings with teachers during which they provide critical feedback.

Teachers feel well-supported. They spoke of receiving frequent cycles of observation and feedback. In particular, they shared that they truly appreciate the way members of the leadership team are "in the work with them" and will roll up their sleeves in order to plan with them, rehearse lessons, and even create materials with/for them.

### **Areas of Focus**

#### Area of Focus # 1

##### Pedagogy

###### *Description:*

School leaders articulate a vision for common practices across classrooms that includes: academic monitoring, checks for understanding (CFUs), and student discourse (less teacher talk, more student talk). This vision includes a focus on students doing the "heavy lifting" and releasing students from direct instruction in order to create time for student ownership of learning. Additionally, leaders spoke about expecting rigorous, standards-aligned work to be presented to all students along with differentiated access and scaffolding for students with demonstrated need.

Teachers currently hold varying beliefs about what the instructional vision entails and how they are expected to put that vision into practice. As a result, classroom visits revealed inconsistent evidence of the practices cited by school leaders as schoolwide expectations. It became evident, in talking with teachers and observing teacher practice, that teachers currently lack a shared understanding of what each of the components of the vision should look like in practice.

There was little to no evidence of student discourse nor a decrease of teacher voice in any of the classrooms observed. Additionally, teachers did not consistently provide students with rigorous, standards-aligned academic tasks. In most cases, all students were working on the same task in the same way. In some instances, teachers over-scaffolded the work for all students. There was

also no evidence of students being released to do heavy lifting. Teachers were observed keeping students in whole groups for too long and missing opportunities to shift thinking work to students.

#### Area of Focus # 2

##### Positive Learning Environment

###### *Description:*

Morgan is in the third year of using a Positive Behavior Interventions and Supports (PBIS) curriculum and approach. School leaders and the adjustment counselor (AC) shared that intense focus has been placed on consistent use of reward tickets for respectful, responsible, and safe behavior – as well as for engagement in academic tasks. School leaders and the AC shared that one focus for social-emotional learning (SEL) professional development (PD) has been centering the importance of narrating for students why they are receiving reward tickets. However, classroom observations did not show evidence of consistency nor fidelity in PBIS implementation: very few teachers and/or paraprofessionals were issuing tickets. Only in one case across classroom observations did a teacher give a ticket and narrate why the student was receiving the ticket.

The AC also spoke about introducing a School Store as part of the PBIS curriculum – as a way to build buy-in and excitement for the ticket system. Students spoke of their excitement about the store but only one student could articulate why tickets are given.

Other inconsistencies in climate were also observed. Parents shared their concern that the school's support systems may overlook quiet children with high needs. Students' descriptions of the school climate contained inconsistencies that mirrored the inconsistencies observed in pedagogy. For example, while some students spoke about Quiet Corners equipped with de-escalation tools (i.e., slime, kinetic sand) to be used when they were having a difficult time, others shared that there were no such spaces in their classrooms.

#### Area of Focus # 3

##### High Expectations

###### *Description:*

There is a significant disconnect between what leaders say they are working toward and what reviewers observed across classrooms and heard from teachers, students, and families. Classroom observations revealed pervasive inconsistencies in all indicators and domains. Additionally, there was no evidence of a classroom which could serve as a model for the high expectations articulated by school leaders.

The Instructional Leadership Team has taken some steps to set expectations (through a redesigned teacher support system) and allocated PD time toward high-leverage focus points such as PBIS implementation. However, no pattern of evidence emerged consistent with what leaders said would be evident around school culture or instruction.

In addition, families also shared a lack of understanding of their children's academic performance. Similarly, students could not identify how they knew areas they needed to work on, nor clear next steps related to their learning.

## 2021 Official Accountability Report – Morgan Full Service Community School

Organization Information	
<b>DISTRICT NAME</b> Holyoke (01370000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Morgan Full Service Community School (01370025)	<b>GRADES SERVED</b> PK,K,01,02,03,04
<b>REGION</b> Strategic Transformation	<b>FEDERAL DESIGNATION</b> -

### Accountability Information \*

<b>Overall classification</b> Requiring assistance or intervention	
<b>Reason for classification</b>	
In need of broad/comprehensive support Chronically underperforming school	
Low subgroup performance: Economically disadvantaged -High needs	
<b>Progress toward improvement targets</b>	<b>Accountability percentile</b>
49% - Moderate progress toward targets	4

### Next Generation MCAS Tests 2021

#### Percent of Students at Each Achievement Level for Morgan Full Service Community School

Data Last Updated September 21, 2021.

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	11	51	0	9	11	41	67	39	22	10	36	95	479.0	N/A	N/A
GRADE 03 - MATHEMATICS	0	33	0	5	0	28	25	40	75	26	36	95	459.1	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	13	49	3	6	10	43	45	38	43	13	40	100	477.5	N/A	N/A
GRADE 04 - MATHEMATICS	0	33	0	4	0	29	18	43	83	24	40	100	456.5	N/A	N/A
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	12	46	1	8	11	38	55	38	33	16	76	98	478.2	N/A	N/A
GRADES 03 - 08 - MATHEMATICS	0	33	0	5	0	29	21	45	79	22	76	98	457.7	N/A	N/A

## **John Avery Parker Elementary School, New Bedford, MA**

### **School Strengths**

#### Area of Strength # 1

##### Teacher Teams and Distributed Leadership

###### *Description:*

All teachers are engaged in structured professional learning collaborations that promote the achievement of school goals. Grade teams include special educators and ESL teachers, which enables teams to focus on differentiation and meeting student needs. The 3rd-grade teacher team was observed loosely using the planning-for-learning cycle and focusing on the landscape of learning, which are important structures for learning-cycle planning as articulated by Parker’s instructional leadership team (ILT).

Grade teams take ownership of the grade cohort of students by providing intervention time called “Pride blocks” in both ELA and math. Pride blocks are an example of Parker teachers using data to inform decisions about how to group students into small, cross-class groups in order to provide intervention. Pride blocks are also a clear example of how teacher teams work together from assessment data, beginning with MCAS, to identify need and provide intervention across the grade. Additionally, there is evidence that the school has distributed leadership responsibilities, as there are teacher team leaders, teacher mentors, and teachers taking ownership of school goals.

#### Area of Strength # 2

##### Continuous Improvement

###### *Description:*

Parker school leaders are able to articulate the goals they are working on and data that informed the goal-setting process. The instructional goal, for example, came directly from MCAS data pointing to a schoolwide deficiency in ELA specific to comprehension. Teachers and leaders collaborated to identify root-causes for this deficiency. This work produced the following focus for instructional improvement: In order to improve ELA outcomes – specifically, to strengthen comprehension – teachers need to provide complex tasks that allow for exploration/investigation and student discourse. There was some emerging evidence, in ELA classroom visits, of rich student discourse.

Teachers report and documents show that weekly PD, facilitated by school leaders, is always connected to schoolwide goals. Teacher teams each work on one of the schoolwide goals. Teachers can articulate how this work is unfolding on each team. The next step in this area is to ensure data tracking and progress monitoring on each of the schoolwide goals and to also ensure that there are structures in place for teacher teams to share out and learn from the work each team is doing.

### **Areas of Focus**

#### Area of Focus # 1

##### Pedagogy

*Description:*

Parker leaders articulate a well-developed set of beliefs about how students learn best. The school has selected curricula that align with those beliefs. School leaders guide teachers to examine curriculum through the lens of the planning-for-learning cycle. Classroom observations demonstrate that teachers require additional practice and would benefit from an observational cycle that results in well-aligned feedback and coaching in order to meet the expectations of the pedagogical approach.

Inconsistencies were observed across classrooms. In some classrooms, evidence existed of all of the most impactful components of the instructional vision, including: a complex task, appropriate time spent on that task, and student discourse in small groups, partnerships and/or whole-class discussions. Other classes visited were “approaching” the expectations of the instructional vision. And in still other classes, the instructional vision had not yet taken hold.

There were also inconsistencies in classroom observations in math. Strong implementation of the vision for math was seen in several classrooms including a 2<sup>nd</sup>-grade math congress where students shared their thinking and work. In other classes, however, there was evidence of missed opportunities to deepen student understanding of different strategies for approaching a problem and to help students develop flexibility with these strategies.

Area of Focus # 2

Teacher Support and Supervision

*Description:*

School leaders have made progress against this indicator over the prior school year. Teachers spoke of consistent walkthroughs happening multiple times during the week. They also reported receiving some informal feedback from these walkthroughs (i.e., in hallway conversations, by email). Some teachers spoke about the walkthroughs as being associated with social-emotional learning (SEL) check-ins with students, while some spoke about the walkthroughs being focused on instructional moves. Hence, there was not evidence of feedback being either consistent or individualized for teachers so that it is specific to what was observed in their classrooms.

The school has not yet fully implemented a research-based teaching framework to provide regular feedback to teachers. School leaders have developed a Parker Observation Tracker and associated rubric. This may represent the beginnings of the school’s research-based teaching framework; however, teachers who were interviewed were unaware of this framework and how it might/will be used.

Area of Focus # 3

Positive Learning Environment

*Description:*

As is the case to some degree in all schools this year, the Parker team has new work to do to reorient students to being back in community after months of not being in school in person. Teachers and leaders spoke about Collaborative Problem Solving (CPS) and a new focus on group problem-solving meetings.

Classroom observations showed unevenness in classroom culture and engagement. In some classrooms, structures of accountability were not in place. Partner or group work, in some cases, seemed to be going on for too long – to the point where students got off task and there were no teacher redirections, check-ins, nor naming of expectations. This was especially true in 5th-grade and Kindergarten classes observed.

## 2021 Official Accountability Report - John Avery Parker

Organization Information	
<b>DISTRICT NAME</b> New Bedford (02010000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> John Avery Parker (02010115)	<b>GRADES SERVED</b> PK,K,01,02,03,04,05
<b>REGION</b> Strategic Transformation	<b>FEDERAL DESIGNATION</b> -

### Accountability Information \*

<b>Overall classification</b>	Requiring assistance or intervention
<b>Reason for classification</b>	
In need of broad/comprehensive support Chronically underperforming school	
<b>Progress toward improvement targets</b>	<b>Accountability percentile</b>
79% - Meeting or exceeding targets	27

### Next Generation MCAS Tests 2021 Percent of Students at Each Achievement Level for John Avery Parker Data Last Updated September 21, 2021.

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg.SGP
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	33	51	13	9	21	41	46	39	21	10	24	93	493.9	N/A	N/A
GRADE 03 - MATHEMATICS	17	33	4	5	13	28	50	40	33	26	24	93	480.0	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	21	49	0	6	21	43	53	38	26	13	34	100	483.6	N/A	N/A
GRADE 04 - MATHEMATICS	9	33	0	4	9	29	56	43	35	24	34	100	474.5	N/A	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS	34	47	0	8	34	39	45	41	21	12	29	100	486.8	29.9	29
GRADE 05 - MATHEMATICS	24	33	0	4	24	29	62	47	14	20	29	100	485.2	32.9	29
GRADE 05 - SCIENCE	28	42	0	7	28	36	45	39	28	19	29	100	484.6	N/A	N/A
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	29	46	3	8	25	38	48	38	23	16	87	98	487.5	29.9	29
GRADES 03 - 08 - MATHEMATICS	16	33	1	5	15	29	56	45	28	22	87	98	479.6	32.9	29
GRADES 05 & 08 - SCIENCE	28	42	0	7	28	34	45	41	28	17	29	100	484.6	N/A	N/A