



**Stamford Elementary School  
Act 46 Report  
December 2017**

**A study in advancing educational opportunities and  
community collaboration across state lines**

**An Alternative Self Study for the Stamford School District to be  
considered for an interstate school district to be formed with  
Clarksburg, Massachusetts, part of the North Berkshire School Union**

## **Committee Members**

Stamford School Board:

Cynthia Lamore, Erika Bailey Barbara Malinowski, Jessica Bugbee, Jessica Tatro

Act 46 Interstate Sub-Committee:

Colleen Cahoon, Kelly Holland, Katelyn Millard, Kimberly Roberts-Morandi, Jennifer Ryan

## Map and Size of The Northern Berkshire Interstate District



\*All data was from 2010 census

Town	Sq Mile Area	Population	Year
Stamford	39.5	763	2010
Clarksburg	12.82	1,702	2010
Savoy	36.02	692	2010
Florida	24.59	752	2010
Monroe	10.77	121	2010
Rowe	24.02	393	2010
Totals	147.72	4,423	
Population Density per sq mile	29.94		

# **Stamford School District Alternative Governance Structure Self Study**

This study is presented to the Vermont State Board of Education to demonstrate that the Stamford School District is in compliance with the requirements of ACT 46 and the goals of a sustainable governance model that provides its students with increased educational opportunities while remaining economically efficient.

## **Introduction**

Stamford is a town in southwestern Vermont encompassing 39.5 square miles (2017 Stamford Town Plan). Stamford is located in southern Vermont along the Massachusetts (MA) state line. Stamford is bordered to the north by Searsburg, to the east by Readsboro, VT and Monroe, MA. Our southwestern neighbors in Massachusetts are Clarksburg and Williamstown, MA. Although a part of Bennington County, rugged terrain limits primary road access to the north/south Routes 8/100 corridor. As a result, Stamford is closely integrated with MA and most specifically with Clarksburg and North Adams. Stamford Elementary is located 9/10 of a mile from the MA border.

The town is geographically separated from much of the WSWSU by a steep mountain range. The main routes over the mountain are Route 100 and Route 9. Both routes are notorious stretches of road known for dangerous travel in the winter. The law requires trucks to chain up from either side of the mountain and during snow storms/squalls the road shuts down for some period of time. At the top of the mountain, Route 9 intersects with Route 8, which runs the top of the mountain ridgeline south into Readsboro. Route 8 is also known to be dangerous during winter weather, heavy rain, and high winds.

The population of Stamford remains stable with a current count of 824 residents, a near historic high. The majority of the Stamford residents are employed in business/ industry in Massachusetts.

Stamford offers a full academic program for grades Pre-K to 8. For the 2017-2018 school year Stamford had 99 total students, 11 of which are preK children from Clarksburg, MA. Stamford offers school choice for grades 9-12. Students predominantly attend the two high schools in North Adams, MA with their peers from Clarksburg and the other sending towns that are part of the Northern Berkshire School Union. In the last 10 years, 98% of the 8<sup>th</sup> grade students went onto one of the two high schools in North Adams. The remaining 2% of the students were dispersed among the private/parochial or specialized instructional programs. Stamford has no phantom students.

Numerous factors contribute to the decision of Stamford families to educate their children in the local Massachusetts high schools. Factors include, but are not limited to, geography and travel distance, winter travel difficulties, the location of parents' jobs, academic opportunities, extracurricular and afterschool programs offered, sports programs, music and arts programs, social programming and support systems, specialized instructional programs and internships with job placement opportunities. Currently, Stamford pays the annually established tuition

rate for all public schools and the Vermont State average to all private schools, or the entire private school tuition, whichever is less. The School Board has looked extensively at academic options within Vermont and Massachusetts, continually committing to the current model for its history of academic readiness, geographic sensibility, and fiscal responsibility.

The May 30, 2017 vote of 173-6 against Act 46 indicated the citizen's desire to pursue an interstate merger. The vote followed numerous information sessions held by the WSWSU, Stamford School Board, Interstate Sub-Compact Committee, and informational mailings regarding all options. Residents were afforded the opportunity, and encouraged, to comment and question during all meetings. The interstate merger initiative has support from MA and VT legislators.

### 2016-2017 High School Enrollment

School	Number of students	Cost per student	Cost
Drury	7	\$11,597	\$81,179
Mt. Greylock	5	\$13,788	\$68,940
Private	1	\$15,216	\$15,216
Mt Anthony	1	\$15,500	\$15,500
McCann	20	\$16,958	\$339,160

### High School Choice 2007-2017

	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Drury	27	23	25	21	17	15	14	13	9	7
Mt. Greylock	3	0	1	3	1	3	4	4	5	5
Private	2	2	3	1	1	1	1	2	2	1
McCann	19	16	18	11	19	20	20	16	17	20
Hoosac	0	0	0	0	0	0	0	0	1	0
Twin Valley	2	1	1	1	0	0	0	0	1	0
Vocational Vermont	0	0	0	1	1	1	1	0	0	0
Brattleboro Union HS	0	0	0	0	0	0	0	1	0	0
Total	53	42	48	38	39	40	40	36	35	34

Total number of students 2007-2017 = 405

Total to Vermont High School = 12

Percent of students to initially enroll in a Vermont High School = 2%

## **Stamford and Clarksburg Extensive Town Relationship**

The relationship between Stamford, Vermont and Clarksburg, MA is extensive and reflective of the intricate ties that could exist for our K-8 students. The two towns are closely aligned geographically, philosophically and culturally. The towns have a 50+ year history of collaborating around town activities and student extra-curricular opportunities. The discussion of educating students under a single system has been raised several times in the past. The two towns have shared emergency services via a common ambulance response, mutual aid among the fire departments and a high level of cooperation between state and local police departments. Town emergency service agencies share road maintenance, the Stamford Fire Department hosts the two town's junior firefighter program, and the chief of the Stamford Volunteer Fire Company lives in Clarksburg. The towns serve as mutual aid coverage for each other and North Adams, when called upon. Residents travel to MA for employment, healthcare, worship, shopping/food, health/gym facilities, participation in clubs and organizations for adults and children (soccer, basketball, baseball, football, Scouts, playgroup, library, skating, etc.), museum-based programming (Mass MoCA, Williams College Museum of Art, and The Clark), college-level experiences, and much more. When engaged in any of these activities the residents are together with their geographic neighbors with little to no barriers to participation. In addition to formalized collaboration, it is important to recognize the desire residents have to stay within the towns. Many residents grow up to settle between the two locations due to the strong family and emotional ties. The two towns embody the sense of a single community despite the invisible state line.

This proposal provides Stamford with a voice in the school merger. Sub-committees from each town continue to meet with each other and the local legislators to identify the necessary details required to form the mutually-acceptable agreement. At the time of this proposal both sides are working with the required state and local representatives and legislative agencies to complete the formalized agreement. The change in structure would require a new School Committee to be formed, allowing for both towns to have voice. Both towns would also be represented at meetings related to policy and finance. The Stamford-Clarksburg merger will reflect the fair and equitable distribution of fiscal and decision making responsibility per the finalized interstate agreement.



## **Stamford Elementary School Act 46 Response**

### **Pre Act 46 Background**

In April of 2011, the Vermont Department of Education released Section 21 of Act 153 of the 2009 session study on Small School Grant Eligibility due to geographic necessity. The definition of eligibility used in this report states “It was considered that either the driving times or distances, along with the travel route, were an obstacle in transporting students.” The report found twenty-three small schools were geographically isolated with Stamford Elementary School making the top of the list.

In June 2013, our supervisory union WSWSU, hired the Vermont School Board Association to conduct a boundary study. Consultant Wayne Gersen wrote in his findings that, “There was some interest in exploring the possibility of Stamford creating an interstate district with Massachusetts since the majority of their students opt to attend North Adams (Massachusetts) high schools.”

### **2015 Stamford Research and Exploration**

The member towns of the WSWSU met in June 2015 to discuss Act 46 and the possible structures and merger options. School board members from Halifax, Readsboro, Searsburg, Stamford, Whitingham and Wilmington discussed and decided on a “side by side” configuration where Whitingham and Wilmington would fully consolidate their schools into the Twin Valley Unified Union district; Halifax, Readsboro and Stamford would explore combining into the Southern Valley Unified Union district of PreK-8 grades and school choice for high school.

Over the next months of meetings, the Southern Valley subcommittee asked the Marlboro School (K-8) to explore being part of the side by side. It was realized that Marlboro School had a higher per pupil spending than Halifax, Readsboro and Stamford. This higher per pupil spending was calculated to raise the property taxes in Halifax by (0.0002); Readsboro by (0.1644) and Stamford by (0.2011), yet Marlboro taxes would be reduced by (0.33). The Southern Valley subcommittee towns were not accepting to the increases. After other meetings, Marlboro decided they did not want to be part of the Southern Valley study.

### **2016 Southern Valley Committee Report**

A consultant was hired through a grant obtained by the WSWSU. The committees met and worked with the consultant to identify common needs within each of our

schools and how we might research these areas in order to follow the guidelines of Act 46 and deliver the best education to our students. We also looked at our part time staff in music, art and physical education to see if we could share services. But due to the distances that a teacher would need to travel between Halifax, Readsboro and Stamford they are not positions that are easily filled.

During the next few months the subcommittees worked with the superintendent to finalize the WSWSU Articles of Agreement that were submitted to the Agency of Education.

September 2016 -The WSWSU received word that the Articles of Agreement were rejected and more research and public involvement was needed.

WSWSU board chairmen talked with members of the Vermont School Board Association and Act 46 Project Implementation Coordinator Josh O’Gorman to review the process and make recommendations. It was suggested to apply for a grant for another consultant, reset the committees and review our strengths and weaknesses. A public meeting was also had with Donna Russo-Savage and Brad James from the Agency of Education.

### **2017 Act 46 Meetings**

January 2017 - A new consultant was hired. Steve Sanborn outlined a rigorous meeting schedule for the next eight weeks for the Twin Valley Unified Union District and the Southern Valley Unified Union District.

- Discussed study committee progress at all regular school board meetings
- Provided notices of all Act 46 meetings
- Sent information home to parents through regular updates
- Created a brochure to hand out at meetings, town hall and the library
- Gave a PowerPoint presentation that was discussed at a special Act 46 meeting
- Sent meeting notices through the town email system
- Posted meeting notices and minutes on the WSWSU website
- Encouraged the public to participate at the meetings

March 9, 2017 - Act 46/Southern Valley merger proposal meeting and PowerPoint presentation with Steve Sanborn. It was at this meeting that members from the Clarksburg, Massachusetts school board and town administrator approached the residents to propose the interstate merger.

March 13, 2017 - The Stamford School board formed three subcommittees to explore three different areas of concern that came from the merger proposal meeting; interstate merger, privatization and school choice.

Over the next few weeks it became clear that the interstate merger was the direction the people in Stamford showed the most interest. State Representative Laura Sibilgia gave the subcommittee her full attention and became an invaluable resource.

May 23, 2017 - Act 46 merger proposal meeting in Stamford with Steve Sanborn. People were continually redirected to the topic of the Southern Valley merger, but they wanted more information on the interstate merger discussions.

May 31, 2017 - Halifax, Readsboro and Stamford held town meetings to vote on the Southern Valley merger.

Halifax - 114 yes votes; 11 no votes

Readsboro - 81 yes votes; 71 no votes

Stamford - 6 yes votes; 173 no votes

The Stamford School board and interstate subcommittee members continued to work diligently with state representatives in both states, the Clarksburg, Massachusetts superintendent of schools and town administrator to investigate how to make the proposed interstate merger a reality and bring the educational opportunities to Stamford students:

- Strengthen educational needs for all students and align Stamford's curriculum to the Massachusetts MCAS testing that our high school students are required to take in order to graduate
- Provide the opportunity to share services between our schools because of the close proximity. (i.e.- Part time staff in music, art, physical education and Spanish)
- Culminate stronger after school opportunities, including but not limited to homework help, sport programs, clubs and civic organizations
- Increase enrollment for better test score reporting
- Continue to strengthen community connections
- Deliver a quality education through effective cooperation that will address taxpayer concerns

December 8, 2017 - A meeting was held in Stamford with Senator Brian Campion, Senator Philip Baruth, Representative Laura Sibilgia, John Lev, Superintendent Northern Berkshire School Union and Clarksburg Town Administrator, Carl

McKinney and members of the Stamford school board and interstate merger sub-committee. Senator Baruth traveled over routes 9 and 8 & 100, the roads to schools to the north of Stamford. He was able to experience first hand, the winding roads that are sometimes narrow and the sharp elevation of route 8. Sen. Baruth listened to why the proposed interstate merger is the embodiment of Act 46 and the educational opportunities that would be realized. Senator Baruth stated that “You (Stamford) are geographically isolated” and he, along with Senator Campion, pledged full support to the interstate agreement.

### **2017 Stamford School Board Interstate Sub-Committee**

The resounding no vote by the town led the Stamford School board to create three subcommittees following the March 2017 Act 46 meeting. The appointed subcommittees were to investigate how our town would comply with the goals of Act 46, without being part of the side by side with Halifax and Readsboro and Whitingham and Wilmington. One committee was to explore an independent/privatization option, one the voucher program (school choice), and lastly an interstate district. The aforementioned independent and voucher committees did not have any positive findings or community support.

The interstate committee was tasked with gathering information on what exactly an interstate district entails. This group used many resources in collecting and gathering pertinent data and details. The committee had an open town meeting to present the interstate concept; they were met with great support from community members. Town members spoke at length about their beliefs regarding the benefits and their ongoing backing of the work the interstate committee was engaged in. This message was backed up later in the spring during the May vote regarding Act 46 acceptance when the vote was 173 “no” and 6 “yes”.

Work the alternative structure (Interstate district) subcommittee has completed to date:

- Met regularly to study options available through an interstate district and discussed study committee progress at regular school board meetings
- Developed relationships and connections with the legislators in Vermont and Massachusetts to help facilitate the work that would require collaboration and backing
- Hosted a community forum to communicate with the public
- Created informational brochures illustrating potential gains in educational and social/emotional opportunities

- Encouraged participation and open communication with the school board and community
- Sent out town wide mailers

Multiple meetings have taken place between the subcommittee and Clarksburg Superintendent, Jon Lev, along with school board members and Clarksburg principal Tara Barnes. Through these meetings, our town has realized substantial benefits to be had in a merger with Clarksburg, MA. Students from Stamford will be exposed to more educational and extracurricular activities; possibilities include but are not limited to: foreign language, after school care, robotics, science fairs, art, music, band, theater, organized sports, and early exposure to the MCAS (a MA statewide test Stamford students must pass in order to graduate high school).

From May until present the committee has met with our State Representative, Laura Sabilia, (whom has filed a short bill), Senator Brian Champion, MA Senator Adam Hinds, and most recently the Chair of Senate Education, Senator Philip Baruth. An interstate district takes two acts of legislative approval from Vermont and Massachusetts and an act of congressional approval. With key support from our Representatives we have validated efforts in our endeavor and been endorsed in our decision to form an interstate district. Our populace believes this option will meet the goals of Act 46, while aligning with our community's educational vision.

## **Stamford Elementary School Meeting Act 46 Goals**

### **Goal 1: Equity and Opportunity**

- Stamford is currently in the process of making the Preschool Program a full time public program. Students from both Stamford and Clarksburg, age 3-5, attend the Stamford Preschool Program collectively. Clarksburg does not run a preschool program nor have the space available in their town or school building to create one.
- 98% of our students school choice into Massachusetts high schools and rejoin the children they began pre-K with but were then separated for their K-8 experience. Students from Stamford and Clarksburg are highly aligned in their learning expectations: 92% of the ELA and math state curriculum standards line up with the differences primarily occurring at the pre-K level. If combined, the children would continue to learn together throughout their educational careers.
- The teachers of Stamford Elementary school would collaborate with their new peers, participate in local professional development days offered through the new school union, design expanded ELA, math, and science units, enhance history/social studies programming, and experience horizontal and vertical teaming not currently available due to single teacher grades. Berkshire County offers county-wide professional development where teachers and teacher aides can collaborate, share resources, ideas and knowledge with each other.
- Due to a small population size, Stamford classes are combined two grades per one teacher. Merging with Clarksburg offers more students per grade and allows students to collaborate, have science labs, work on group projects and be exposed to foreign language, music, and art on an expanded level.
- If combined, teachers would then have the option of having 2-3 teachers per grade (depending on class size). Teachers would then be able to collaborate with each other during their preparation time. This would allow teachers to maximize and collaborate with lessons and activities.
- Currently, Stamford only has one after school program offered to middle school students. With combined schools, students would have an opportunity to create organized sports, re-establish clubs that include drama, music, STEM-based learning, and hands-on learning that is an extension of school and student interests, as well as other extra curricular activities. This will help to support a well-rounded student who not only will excel academically but who has opportunities to excel artistically, athletically, socially and emotionally.
- Stamford and Clarksburg both utilize school choice to the same Massachusetts high schools due to proximity. If merged, larger class sizes will allow students from Stamford and Clarksburg to continue the strong bonds formed early in their education and be more confident when transitioning into the larger high schools.

### **Goal 2: Achieve or Exceed State Standards**

- Currently Stamford and Clarksburg school curriculums are aligned to the common core standards in ELA and math. Science is driven by the Next Generation Science Standards. By having the opportunity to collaborate with other professionals, it would allow teachers to strengthen curricular activities in the classroom. With Clarksburg's engagement with

technology-based learning, it expands the opportunities for individualized learning extensions.

- According to the most recent released results (2017) Clarksburg is considered a Level One School ranked among schools in Massachusetts. Each year, students must meet or exceed their percentage of students who reach achievement benchmarks score advanced, proficient, needs improvement or warning. The goal according to Every Student Succeeds Act (ESSA) (See Appendix 1, 2).

**Goal 3: Maximize Operational Efficiencies**

- Stamford has many part time positions that are shared throughout the current WSWSU district. These positions experience high turnover because teachers leave for full time positions. Stamford also has limited enrichment activities due to lack of staff and finances. Below is a comparison of programs offered by Stamford and Clarksburg that could be combined.

Stamford	Clarksburg
<ul style="list-style-type: none"> <li>• Before school care</li> <li>• Half time specials:               <ul style="list-style-type: none"> <li>◦ Art, Music, PE, Technology, Library, Guidance, Health</li> </ul> </li> <li>• After school Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Part time foreign language</li> <li>• After school daycare</li> <li>• Speech Therapist</li> <li>• Occupational Therapist</li> <li>• Special Education Classes</li> <li>• SPED Collaborative</li> <li>• After school robotics</li> <li>• Dungeons and Dragons club</li> </ul>

- Being so close to the border, many Stamford teachers start with a Massachusetts license. Until recently, certified teachers from Massachusetts have had to go through the process of obtaining a Vermont license. By combining schools, the teachers will be able to carry their licenses between the two states. The recent reciprocity agreement between VT and MA will make it easier for teachers to transition licensing between states.
- Teacher retention has been difficult for Stamford Elementary School over the past 10 years, they have had 83 job postings that span from administration to paraprofessionals.
  - Currently we have two middle school teachers. They each teach two different subjects across 3 grade levels. This requires the teachers to have dual licensure. In the past 10 years those two position have been filled 10 times.
  - Part time positions are hard for Stamford to retain because most teachers leave for full time positions elsewhere.
  - When combined with Clarksburg, these part time positions will be easier to retain due to the close proximity and maintained roads.

**Stamford Posted Positions 2007-2017**

Administration	Full Time Positions	Part Time Positions	Paraprofessionals
(Principal)	Grades K-8 core subjects	Music, PE, Art, Guidance, Technology, Library	Assistants in the classroom
4	25	34	20
5%	30%	41%	24%

**Current Student /Teacher ratios**

	Student Stamford	Teacher Stamford	Student Clarksburg	Teacher Clarksburg
Prek	13	1	11*	0
K	8	1	31	2
1	5		16	1
2	11	1	20	1
3	6		17	1
4	6	1	31	2
5	9		21	1
6	16	2	20	1
7	5		17	1
8	10		21	2
<ul style="list-style-type: none"> <li>• Clarksburg does not currently have a pre-Kindergarten Program. They primarily tuition to Stamford for preK.</li> </ul>				
<ul style="list-style-type: none"> <li>• Stamford has a school nurse for one full day.</li> <li>• Clarksburg has a full time nurse position.</li> </ul>				



### Current Ratios

	Student: Teacher	Student: Administration
Stamford	16.3:1	73:1
Clarksburg	11:1	194:4

### Goal 4: Promote transparency and accountability

- Clarksburg operates under the Massachusetts testing guidelines. Annually, grades 3-8 are tested using the Massachusetts Comprehensive Assessment System (MCAS) test. Students in grades 3-8 are tested annually in ELA and math. Science is tested in grades 5 and 8. Aggregate and sub-group data is public and is compared to all similar school districts and the state averages can then be generated. In order for data to be shared and segregated, there needs to be a minimum of 20 students in each grade for aggregate and growth scores. By combining the schools, data would be shared and compared by each state standard. In Stamford, we do not currently have enough students in each grade level to be able to share the Smarter Balanced Assessment Consortium (SBAC) results with parents and students because there are not enough to form a cohort that would be reportable as it could maintain student anonymity.
- By combining the classes and making larger grade levels, data will also be able to be broken down into smaller subgroups (e.g., low income, high needs, bilingual). Teachers will be able to collaborate on ways to improve the various subgroup performances. (see Appendix 3)
- MCAS data is not only shared within a school, it is shared and compared within districts and across the state. Students, parents and educators are able to see how their students compare against other schools. (see Appendix 4)

### Goal 5: Delivered at a Cost

	Stamford	Clarksburg
Cost per Pupil	\$11,801.43	\$14,912

## **Conclusion Financial Analysis**

Historically, the cost per student in Stamford has been reasonably well aligned with the statewide average. The school board works very hard to continue their history of a supported and balanced budget and feels that if merged with Clarksburg, we could realize even more cost savings and expand opportunity. Clarksburg has a history of strong support for the yearly school budget and an active parent group that mobilizes around enrichment and extracurricular opportunities. These are all *potential* cost savings that can be moved on with approval to advance this process.

The potential cost-benefits of combining with Clarksburg:

- Larger purchasing power
  - We can negotiate new contracts in areas of school resources, transportation, professional development, etc. with a system that participates in grants and organizations already engaged in this work.
- Special Education
  - A collaborative-based regional special education program is set to open in North Adams on January 2, 2018. The program serves students who have traditionally been in out-of-district (and often residential) settings. Participation would be open to Stamford through a Clarksburg merger. This will offer potential cost savings, but most importantly, it provides opportunity to keep local children educated in their community where they are close to home, family, and their support system.
- Lower cost of school choice high schools
  - Because we will be aligned with Clarksburg and the NBSU, we can potentially renegotiate contracts with Massachusetts high schools that have high quality education, but that also charge higher tuitions to towns not part of their regional agreement. An example is McCann Technical High School.
- Larger tax-base to draw from during more expensive projects like necessary school repairs and other long-term, higher cost investments.

### **Stamford Student Population Numbers**

A major driver for the passage of Act 46 was declining student enrollment in many districts across the state. A 10-year view of enrollment at Stamford shows that the student population has also had a slight downward trend. Collaborating with Clarksburg Elementary gives us an opportunity to increase our students numbers. Both schools are known for their personalized approach, small classes, supportive environment and the strong educational offerings. This performance has been a major draw to the communities. By working together, both communities stay strong, stay local, and we anticipate an upswing in enrollment.

### **Conclusion Summary**

With key support from our residents we have validated efforts in our endeavor and been endorsed in our decision to form an interstate district. The towns of Stamford and Clarksburg

have been intricately and geographically linked since their incorporation. Our children are together for preK and then again in high school with a large gap in academic collaboration between those years. During that same time the children, and the communities at large, continue to engage with each other in all other areas of life. We look forward to the opportunity to bridge this academic gap and continuing to work together as neighbors to improve equity, quality, and opportunity for our students and to achieve long-term sustainability for our taxpayers. Our populace believes this option will meet the goals of Act 46, while aligning with our community's educational vision.

We ask the State Board to approve this proposal so it may be taken before the voters of Stamford.

## **Appendix 1**

### **Profiles Help About the Data Public Schools & Districts**

#### **Accountability & Report Cards**

##### **Accountability and assistance level**

Massachusetts' Framework for District Accountability and Assistance classifies schools and districts on a five-level scale, classifying those meeting their gap narrowing goals in Level 1 and the lowest performing in Level 5. Approximately eighty percent of schools are classified into Level 1 or 2 based on the cumulative Progress and Performance Index for the "all students" and high needs groups. For a school to be classified into Level 1, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher. If not, the school is classified into Level 2. A school may also be classified into Level 2 if it has low assessment participation rates for any group (between 90 and 94%).

Schools are classified into Level 3 if they are among the lowest 20 percent relative to other schools in the same school type category statewide, if one or more subgroups in the school are among the lowest performing 20% of subgroups relative to all subgroups statewide, if they have persistently low graduation rates (less than 67% for the most recent 4-year rate and less than 70% for the three most recent 5- year rates for any subgroup), or if they have very low assessment participation rates for any group (less than 90%). The lowest achieving, least improving Level 3 schools are candidates for classification into Levels 4 and 5, the most serious designations in Massachusetts' accountability system.

A small number of schools each year will not be classified into a level: small schools, schools ending in grades 1 or 2, new schools, or schools that were substantially reconfigured. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

##### **Composite performance index (CPI)**

Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards the goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in PARCC, MCAS, and MCAS Alternate Assessment (MCAS-Alt) tests based on how close they came to scoring Proficient or Advanced. (For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low assessment scores are assigned 0 CPI points.) The CPI for a student group is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100.

### **Core academic classes**

Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics *and* government, economics, arts, history, and geography. (Note: Self-contained classroom courses have been weighted to reflect the core academic courses within them.)

### **District determination of need for special education technical assistance or intervention**

The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on six categories: Meets Requirements - Provisional (MRP); Meets Requirements (MR); Meets Requirements - At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's accountability and assistance level, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education and (B) inordinate separation of students with disabilities across low income and/or racial groups.

### **Graduates attending institutions of higher education**

Data reported on graduates attending institutions of higher education includes the percentage of high school graduates who enrolled in an institution of higher education within 16 months of graduating from high school. Institutions of higher education include private two-year, private four-year, public two-year, and public four year institutions.

By default, the report provides district information for all high school graduates from the most recent high school graduating class for which data is available.

### **Graduation Rates (4- and 5-year)**

All districts, schools, and subgroups are expected to make steady progress toward a goal of 90 percent for the four-year cohort graduation rate or 95 percent for the five-year rate by the 2016-17 school year. Students are assigned to graduation cohorts based on when they first enter grades 9-12 in a Massachusetts public school system. Once a student is assigned a particular cohort year (e.g., 2011}, the student's cohort never changes. The cohort graduation rate is calculated by dividing the number of students who graduate within four or five years by the total number in the cohort.

For accountability determinations in any given year, the cohort graduation rate from the prior school year is used. This allows the Department of Elementary and Secondary Education (ESE) to use a data set that has been thoroughly reviewed by district and ESE staff.

High **poverty** schools

High poverty schools are schools in the top quartile (25%) of poverty in the state.

### **Highly qualified teacher**

A highly qualified teacher is defined as a teacher holding a Massachusetts teaching license at the Provisional, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach.

### **Low poverty schools**

Low poverty schools are in the bottom quartile (25%) of poverty in the state.

### **Massachusetts Comprehensive Assessment System (MCAS) achievement**

MCAS achievement levels include Advanced (A) in grades 3-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

**Advanced:** Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

**Proficient:** Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

**Needs Improvement:** Students demonstrate a partial understanding of subject matter and solve some simple problems.

**Warning/Failing:** Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

### **MassCore**

The Massachusetts High School Program of Studies (MassCore) is intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

The recommended program of studies includes: four years of English, four years of Math, three years of a lab-based Science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

### **National Assessment of Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subjects. In Massachusetts, NAEP assesses representative samples of students in grades 4 and 8 in reading and mathematics.

## **Overall progress in narrowing gaps**

See Progress and performance index.

## **Partnership for Assessment of Readiness for College and Career (PARCC) achievement**

PARCC scores fall within five performance levels, Levels 1 through 5. Students achieving a level of 4 or 5 have demonstrated that they have a thorough understanding of grade-level content and are on the right track to being ready for college-level coursework. Students receiving a 3 are approaching expectations, but may need additional assistance mastering content. Students receiving a 1 or 2 need more assistance in mastering the content and are in need of greater supports.

**Level 5:** Exceeded expectations

**Level 4:** Met expectations

**Level 3:** Approached expectations

**Level 2:** Partially met expectations

**Level 1:** Did not yet meet expectations

## **Progress and performance index**

A school's overall progress in narrowing gaps is measured by the Progress and Performance Index (PPI). The cumulative PPI combines information about student achievement, growth, and graduation and dropout rates over the most recent four-year period into a single number between 0 and 100. All districts, schools, and groups with sufficient data are assigned an annual PPI based on two years of data and a cumulative PPI between 0 and 100 based on three annual PPIs. The annual PPI is a measure of the improvement that a group makes toward its own targets over a two-year period on up to seven indicators: narrowing proficiency gaps (in English language arts (ELA), mathematics, and science); growth (ELA and mathematics); the annual dropout rate; and the cohort graduation rate. The cumulative PPI is the average of a group's annual PPIs over four years, weighting the most recent years the most (1-2-3-4). A cumulative PPI is calculated for a group if it has at least three annual PPIs. If a group is missing an annual PPI for one year, that year is left out of the weighting (e.g., 1-X-3-4). While a group's annual PPI can exceed 100 points, the cumulative PPI is always reported on a 100-point scale. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher.

## **School percentile**

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

## **Student groups**

*African American/Black:* A person having origins in any of the black racial groups of Africa.  
*Asian:* A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

*First Language not English:* A student whose first language learned or used by the parent/guardian with the child is not English.

*Former ELL:* A student who has transitioned out of English Language Learner (ELL) status during the current school year or within the past two school years.

*Hispanic/Latino:* A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

*English Language Learner (ELL):* A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

*High needs:* Beginning in 2014-2015: An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or economically disadvantaged students. Prior to 2014-2015: An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

*Economically Disadvantaged:* Student's participation in one or more of the following state-administered programs: SNAP (food stamps); TAFDC (welfare); DCF (foster care); MassHealth (Medicaid) in October, March, or June.

*Migrant:* An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

*Multi-race, Non-Hispanic/Latino:* A person selecting more than one racial category and non-Hispanic.

*American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

*Native Hawaiian or Pacific Islander:* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

*Students with Disabilities:* A student who has an Individualized Education Program (IEP) as defined under the Individuals with Disabilities Education Act.

*White:* A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

### **Student growth percentile**

Each student who participated in the MCAS English language arts (ELA) or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS achievement levels.



Therefore, all students, regardless of the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles.

School and district growth percentiles represent the growth of the median, or middle, student in the school or district. All groups (districts, schools, and subgroups) are expected to demonstrate growth in student performance at or near the state median or show high growth each year between 2011 and 2017. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts.

### **Waivers**

Waivers are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year.

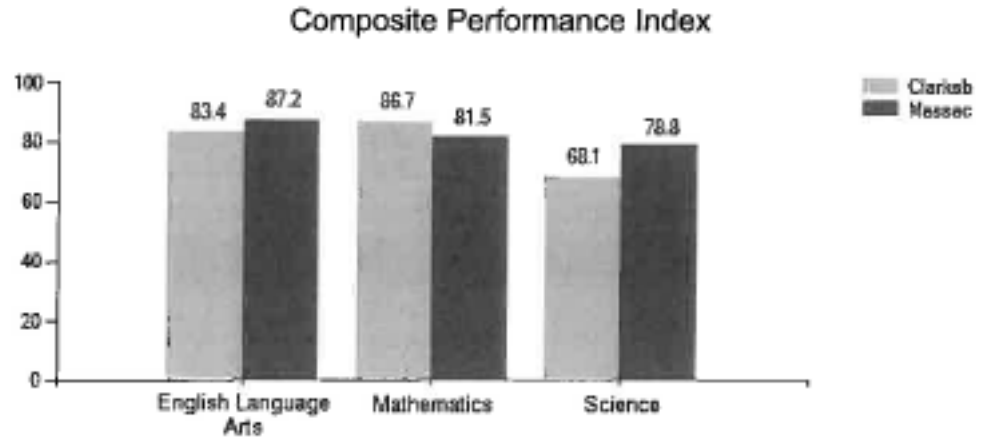
## Appendix 2

12/14/2017

Contact Information - Clarksburg (00630000)

### 2016 Student Achievement

The transitional **Composite Performance Index (CPI)** is a number from 1-100 that represents the extent to which student attained or are progressing toward proficiency in a given subject. Students who demonstrate proficiency on MCAS or tests, and students with severe cognitive disabilities who score at the Progressing level on the MCAS-Alternate asses 100 CPI points. Our district's transitional CPIs for 2016 are below.



	English Language Arts (CPI)	Mathematics (CPI)	Science (CPI)
Clarksburg	83.4	86.7	68.1
Massachusetts	87.2	81.5	78.8

Notes: Enrollment data are reported for the 2016–2017 school year. Accountability and assessment data are reported for the 2016–2017 school year. [More about the data.](#)

# Appendix 3

12/14/2017

Enrollment Data (2013-14) - Clarksburg (00630000)

## Massachusetts School and District Profiles Clarksburg

### Enrollment Data

Race	% of District	% of State
African American	0.8	8.9
Asian	0.8	6.7
Hispanic	1.2	19.4
Native American	0.0	0.2
White	96.0	61.3
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	1.7	3.4

	District	State
Male	80	458,885
Female	93	464,716
Total	173	923,601

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
Clarksburg Elementary	0	16	16	19	32	19	18	16	19	16	0	0	0	0	0	173
District	0	16	18	19	32	19	18	16	19	16	0	0	0	0	0	173

Student Group	Kindergarten Enrollment				Full-day Kindergarten	
	Total	Part-time	Tuitioned	Full-time	Total	Percent
High Needs	7	0	0	7	7	100.0
Economically Disadvantaged	5					
Students with disabilities	4					
White	16	0	0	16	16	100.0

# Appendix 4

12/14/2017

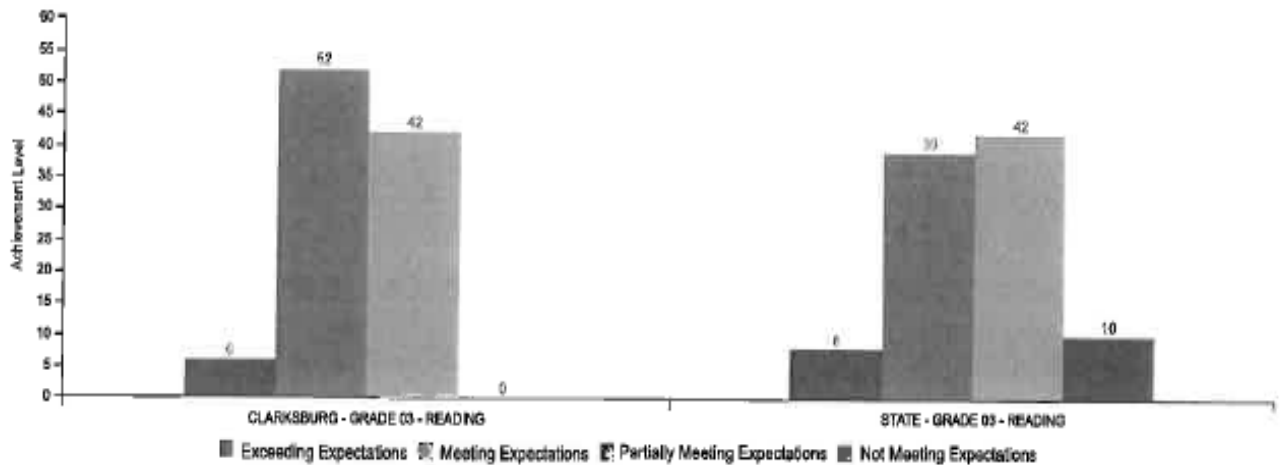
MCAS Tests of Spring 2017 Percent of Students at Each Achievement Level - Clarksburg (00630000)

## Massachusetts School and District Profiles Clarksburg

### Next Generation MCAS Tests 2017 Percent of Students at Each Achievement Level for Clarksburg

Data Last Updated on October 18, 2017.

[More about the data](#)



Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		Included	Avg. Scaled Score	SGP	Included in SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 03 - READING	58	47	6	8	52	39	42	42	0	10	31	504.2	N/A	N/A
GRADE 03 - MATHEMATICS	71	49	3	7	68	42	29	38	0	13	31	505.7	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	38	48	0	7	38	41	57	42	5	10	21	495.3	N/A	18
GRADE 04 - MATHEMATICS	33	49	0	6	33	43	57	39	10	13	21	496.1	N/A	18
GRADE 05 - ENGLISH LANGUAGE ARTS	22	49	0	6	22	43	72	42	6	10	18	491.4	N/A	18
GRADE 05 - MATHEMATICS	28	48	6	7	22	39	72	44	0	10	18	494.2	N/A	18
GRADE 06 - ENGLISH LANGUAGE ARTS	18	51	0	7	18	43	65	39	18	10	17	486.3	N/A	16
GRADE 06 - MATHEMATICS	41	50	0	7	41	42	53	39	6	11	17	494.1	N/A	18
GRADE 07 - ENGLISH LANGUAGE ARTS	5	50	0	6	5	44	60	39	35	11	20	480.8	N/A	18
GRADE 07 - MATHEMATICS	20	47	0	9	20	38	60	42	20	12	20	489.1	N/A	18
GRADE 08 - ENGLISH LANGUAGE ARTS	13	49	0	8	13	41	68	39	0	11	16	487.4	N/A	16
GRADE 08 - MATHEMATICS	13	48	0	9	13	39	75	42	13	11	16	485.8	N/A	16
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	29	49	2	7	28	42	61	41	10	10	123	492.5	36.0	86
GRADES 03 - 08 - MATHEMATICS	38	48	2	8	37	40	54	41	7	12	123	495.6	36.0	86

Click on any Grade and Subject rows in the table to view Achievement Level in graph.

MCAS Tests of Spring 2017  
 Percent of Students at Each Achievement Level for Clarksburg

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 05 - SCIENCE AND TECH/ENG	44	46	11	17	33	29	39	39	17	15	18	73.6	N/A	N/A
GRADE 08 - SCIENCE AND TECH/ENG	19	40	0	3	19	37	69	40	13	20	16	60.9	N/A	N/A

NOTE: Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the state, district, or school from fall of grade 9 through spring of grade 10 are included in state, district, or school results.

[\\*http://profiles.doe.mass.edu/mcas/achievement\\_level.aspx?linkid=32&orgcode=00630000&orgtypecode=5&fycode=2017](http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00630000&orgtypecode=5&fycode=2017)

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=00630000&orgtypecode=5&>

<http://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=00630000&orgtypecode=5&>