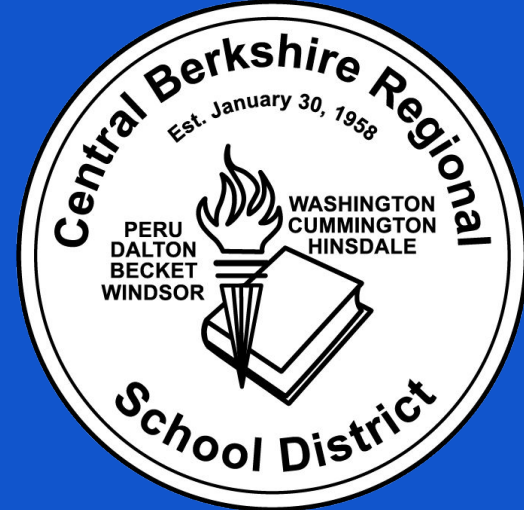


Central Berkshire Regional School District

October 16, 2026



*Accountability Overview and District
Improvement Plan*

2025 Official Accountability Report

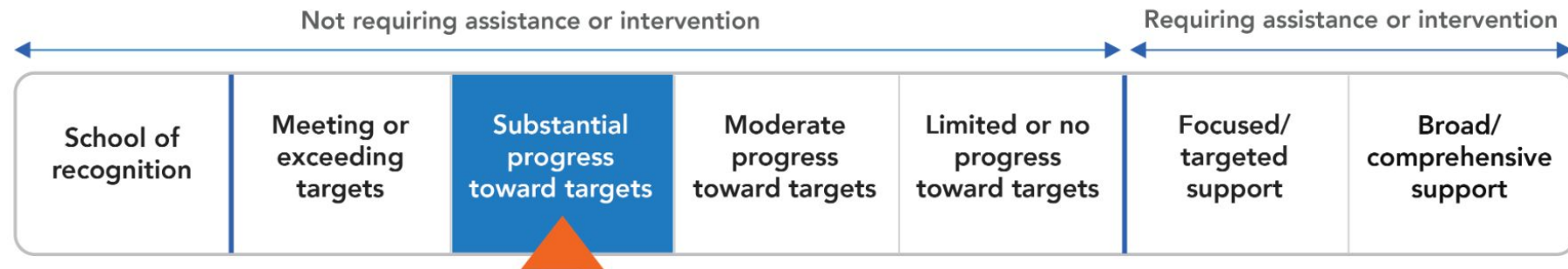
Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification

Substantial progress toward targets

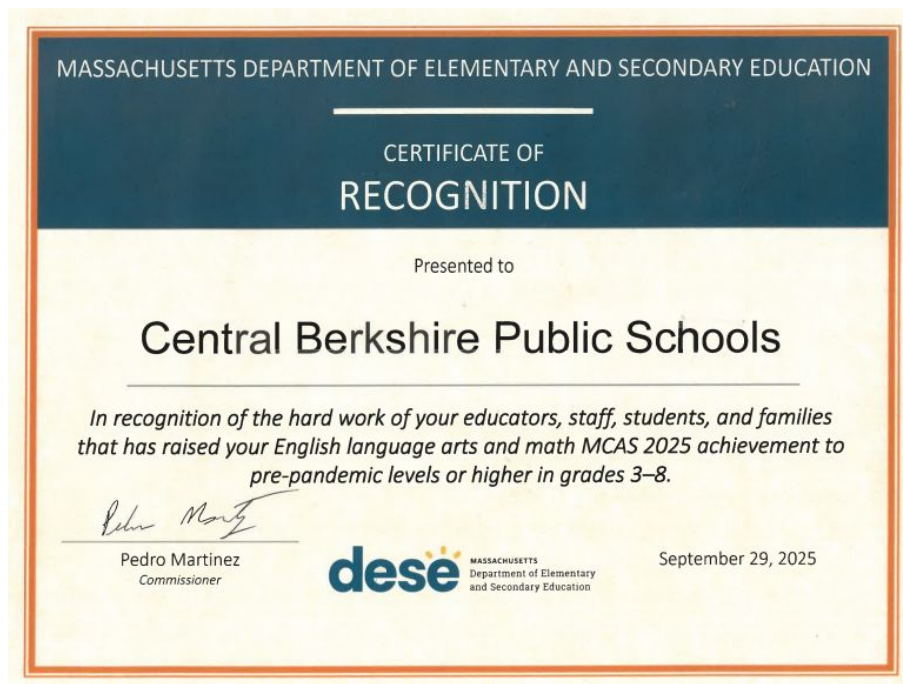
Progress toward improvement targets	Accountability percentile
59% - Substantial progress toward targets	-



2025 Official Accountability Report

All schools are classified as **“Not requiring assistance or intervention”**

	School Accountability Percentile
Becket Washington School	64
Craneville	64
Kittredge	46
Nessacus Regional Middle School	45
Wahconah Regional High	55



2025 DESE School of Recognition



	2024	2025
Annual criterion-referenced target percentage	42%	73%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	61%	
	Substantial progress toward targets	

2025 Official Accountability Report

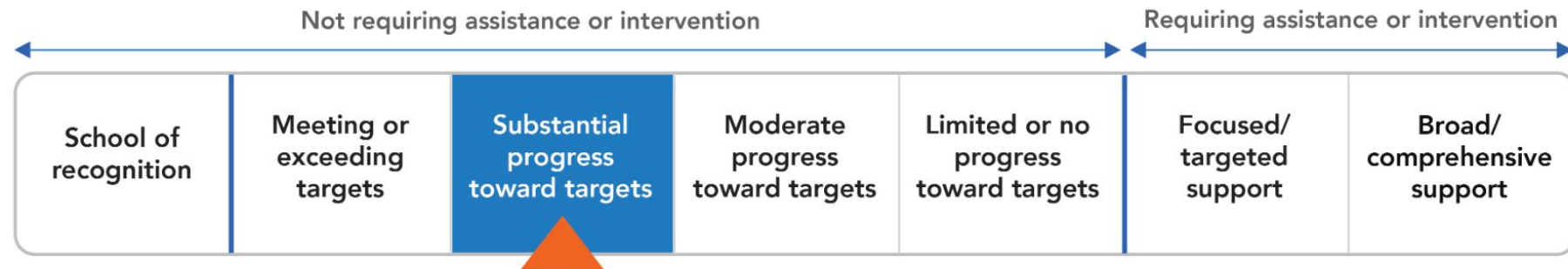
Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification

Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
59% - Substantial progress toward targets	-



2025 Progress toward improvement targets

2025 Progress toward improvement targets														
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)			All Students (High school grades)			Lowest Performing Students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	3	4	-	2	4	-	0	4	-	0	4	-	
	Mathematics achievement	3	4	-	2	4	-	0	4	-	0	4	-	
	Science achievement	4	4	-	-	-	-	0	4	-	-	-	-	
	Achievement total	10	12	67.5	4	8	67.5	0	12	47.5	0	8	67.5	
Growth	English language arts growth	3	4	-	2	4	-	3	4	-	3	4	-	
	Mathematics growth	3	4	-	3	4	-	4	4	-	4	4	-	
	Growth total	6	8	22.5	5	8	22.5	7	8	22.5	7	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	0	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	4	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	7	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-	-	-	-	-	-	-	
Additional indicators	Chronic absenteeism	4	4	-	3	4	-	4	4	-	0	4	-	
	Advanced coursework completion	-	-	-	-	-	-	2	4	-	-	-	-	
	Additional indicators total	4	4	10.0	3	4	10.0	6	8	10.0	0	4	10.0	
Weighted total		8.5	10.3	-	4.1	7.6	-	3.6	10.7	-	1.6	7.6	-	
Percentage of possible points		83%			54%			34%			21%			-
Percentage of possible points by gradespan		68%						27%						-
		Weight of non-high school results: 68%						Weight of high school results: 32%						-
2025 Annual criterion-referenced target percentage		55%												

	2023	2024	2025
Annual criterion-referenced target percentage	27%	64%	55%

- CBRSD has made substantial progress towards targets.
- Reduced chronic absenteeism.
- Our effort to strengthen Tier I instruction and adopt HQIMs coincides with our progress in ELA, math, and science achievement and growth
- We are hopeful that continuing to strengthen our core curriculum materials and assessment practices into the HS produce similar results

District Improvement Plan

Strategic Objective #1: Provide equitable learning opportunities for students and staff to promote student achievement.			
Goal 1: By June 2026 100% of K-12 teachers will be either exploring, piloting, or implementing standards- and evidence-based high quality instructional materials (HQIMs) in English Language Arts, Mathematics, and Science, resulting in measurable gains in student achievement.			
Rationale: When every classroom uses the same high-quality, standards-aligned materials, all students—regardless of school, grade, or teacher—receive instruction that meets the standards and research shows that using HQIMs has a stronger effect on student learning than many other interventions.			
Strategy	Actions (Process Measures)	Timeline	Outcome Measures
1.1 HQIM Adoption Create and implement a multi-year, financially viable curriculum evaluation and adoption plan that includes input from relevant stakeholders, supports professional learning, aligns to the Massachusetts Curriculum Frameworks, and supports all students' needs.	☐ Update CBRSD Curriculum Improvement Plan and continue implementation ☐ Join the DESE HQIM Community of Practice Network ☐ Pilot HQIMs in accordance with CBRSD Curriculum Improvement Plan using CBRSD Curriculum Council model ☐ Provide professional development that supports the implementation of Wit and Wisdom, EL, and Eureka Math. ☐ Assess and monitor HQIM use and impact. ☐ Review data with <i>Curriculum Subcommittee</i> and <i>Instructional Leadership Team</i>.	☐ September 2025 ☐ August 2025 ☐ September-December 2025 ☐ November 2025, March 2026 ☐ February 2026 ☐ April 2026	5-percentage-point increase in MCAS proficiency rates in grades and subjects where HQIMs are fully implemented 5-percentage-point decrease in the achievement gaps between students with disabilities and students without disabilities in grade levels and subjects where HQIMs are fully implemented
Goal 2: By June 2026, the district will implement an upgraded, comprehensive K–12 assessment system that includes universal screening in English Language Arts and Mathematics at least three times per year, enabling early identification of students requiring targeted interventions and resulting in a 10% reduction in the number of students performing below grade level benchmarks across all schools and a 5-percentage-point decrease in the achievement gap between our lowest performing student subgroup and all students.			
Rationale: When every student's learning needs are identified early and addressed consistently, educators can deliver timely, data-driven interventions. By establishing a district-wide, comprehensive K–12 assessment system we can identify needs, monitor growth, and close achievement gaps			
Strategy	Actions (Process Measures)	Timeline	Outcome Measures
1.2 CBRSD Assessment System Establish and sustain a districtwide assessment framework that provides timely, standards- and skills-aligned data to inform Tier 1 instruction, Tier II/III interventions, and enrichment.	☐ Select DESE-aligned, research-based universal screening tools (DIBELS8, iReady) ☐ Develop a clear CBRSD Assessment Calendar and administer universal screenings three times annually (fall, winter, spring). ☐ Form a team with district interventionists and administrators to create clear criteria for progress monitoring in all tested grade spans. ☐ Provide i-Ready professional learning for educators and administrators on administration of benchmarks, data analysis, and using results to inform personalized instruction. ☐ Ensure data meetings are facilitated in all schools after each screening to identify students for Tier II/III interventions and enrichment.	☐ September 2025 ☐ August 2025 ☐ October 2025 ☐ October, February, June ☐ September, October ☐ October, February, June	100% of K–9 students participate in ELA and Math universal screenings three times per year 10% decrease in the proportion of students performing below grade-level benchmarks in ELA and Math between BOY and EOY testing. 5-percentage-point decrease in the Math and ELA achievement gaps between our lowest performing student subgroup and all students

#1: Provide equitable learning opportunities for students and staff to promote student achievement.

1. By June 2026 **100% of K-10 teachers will be either exploring, piloting, or implementing standards and evidence-based high quality instructional materials** (HQIMs) in English Language Arts, Mathematics, and Science, resulting in measurable gains in student achievement.
2. By June 2026, the district will implement an upgraded, comprehensive K–12 assessment system that includes **universal screening in English Language Arts and Mathematics** at least three times per year, enabling early identification of students requiring targeted interventions and resulting in a measurable reduction in the number of students performing below grade level on benchmarks across all schools.
3. By June 2026, the district will strengthen Tier I instruction across all classrooms by upgrading its **system of instructional walkthroughs** to reliably identify and address areas for growth aligned to Standard II of the MA Teacher Evaluation Rubric (“Teaching All Students”) and then plan and implement professional development that will result in measurable gains in student achievement on district and state assessments.

#2 Provide equitable support systems for the academic, social and emotional needs of all students.

1. By June 2026, the district will **redesign a K–12 Multi-Tiered System of Supports (MTSS) process** that integrates academic, social, and emotional supports, ensuring that every school provides timely, data-driven interventions for the whole child, which will result in increased Tier II/III interventions, a reduction in chronic absenteeism, and an increase in the percentage of students meeting or exceeding grade-level expectations on district benchmark assessments.
2. By June 2026, **the district will strengthen Tier I social-emotional learning (SEL) curriculum** and classroom practices so that 100% of K–12 students experience daily, standards-aligned SEL instruction that fosters self-awareness, self-management, social awareness, relationship skills, and responsible decision-making all explicitly linked to the CBRSD Portrait of a Graduate.

#3: Expand and strengthen family and community partnerships

1. By June 2026, the district will **strengthen family and community partnerships through a comprehensive public relations strategy** that consistently highlights student, staff, and administrator achievements. Success will be evidenced by a 25% increase in family engagement with ParentSquare posts, a measurable rise in positive local media mentions, and measurable growth in community participation at district events.
2. By June 2026, the district will **strengthen family and community partnerships by conducting a series of Community Forums** (“Listen and Learning Tour”) in each school community to gather stakeholder feedback that will directly inform the Superintendent’s Entry Plan, the next District Improvement Plan, and a future iteration of CBRSD’s Strategic Plan. Success will be measured by participation from 25% of families, representation from every CBRSD town, clear documentation of stakeholder themes, and public presentation of findings.