

East Bridgewater Public School District



Targeted District Review Report

March 2022

Massachusetts Department of Elementary and Secondary Education

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Executive Summary

In accordance with Massachusetts state law, the Massachusetts Department of Elementary and Secondary Education (DESE) contracted with the American Institutes for Research® (AIR®) to conduct a targeted review of East Bridgewater Public School District (hereafter, East Bridgewater) in March 2022. Data collection activities associated with the review focused on understanding how district systems, structures, and practices operate in support of district continuous improvement efforts. The review focused on three of the six standards (and related indicators) that DESE has identified as being important components of district effectiveness.

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

East Bridgewater is led by the superintendent and the assistant superintendent, who receive support from the school leaders at all three of the district's schools. The superintendent joined the district in 2015 after serving in leadership roles in districts in New York state and Rhode Island. This is her first educational role in Massachusetts. During her time as the superintendent, Elizabeth Legault has created roles and projects within the central office, such as the assistant superintendent position, to facilitate district growth. The assistant superintendent grew up in East Bridgewater, attended district schools, and has spent her entire professional career in education in East Bridgewater. The school committee, comprising six members who are elected for three-year terms, oversees the district's work; elections are held annually in May. Three members of the committee hold leadership roles: chair, vice chair, and secretary. The committee meets twice per month throughout the year, except in July.

Curriculum and Instruction

East Bridgewater maintains a transparent process for selecting curriculum; uses established curriculum in all subjects, including social-emotional learning; and is developing a broader range of course options through dual-enrollment partnerships with local higher education institutions as well as town services. For example, the fire department and emergency medical services provide career training certificates for high-school students. The district welcomes input from families and students on curriculum decisions, and teachers collect feedback from students to improve instruction.

Assessment

East Bridgewater has taken several steps to support a culture that values the use of data in decision making to improve student outcomes, such as using a districtwide student database, adopting standards-aligned assessment tools, and implementing teacher-created common formative assessments. Assessments are given to students at least quarterly to track and monitor progress,

and teachers are expected to use data to make informed instructional decisions. Data are shared with stakeholders using multiple platforms and modes of communication.

Student Support

East Bridgewater ensures that schools equitably support all students' safety, well-being, and sense of belonging. Interviews and a document review indicated that the district strives to create a welcoming and productive learning environment. Within grades K-6, the district has been systematic with identifying and addressing students' needs; however, increased support is needed for the most vulnerable students in grades 7-12. As the district's demographics evolve, district leaders are providing schools with much needed support for teachers and counselors to not only improve teachers' cultural proficiency but also provide effective and needed resources to newcomer students.

East Bridgewater Public School District: District Review Overview

Purpose

Conducted under Chapter 15, Section 55A of the Massachusetts General Laws, targeted district reviews support local school districts in establishing or strengthening a cycle of continuous improvement. Reviews carefully consider the effectiveness of systemwide functions, referring to the six district standards used DESE: Leadership and Governance, Curriculum and Instruction, Assessment, Human Resources and Professional Development, Student Support, and Financial and Asset Management.¹ The East Bridgewater review focused only on the three student-centered standards: Curriculum and Instruction, Assessment, and Student Support. Reviews identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results. In addition, the design of the targeted review promotes district reflection on its own performance and potential next steps. In addition to providing information to each district reviewed, DESE uses review reports to identify resources and/or technical assistance to provide to the district.

Methodology

A district review team consisting of AIR staff members and subcontractors, with expertise in each district standard, reviews documentation and extant data before conducting an on-site visit. On-site data collection includes team members conducting interviews and focus group sessions with a wide range of stakeholders, including school committee members, teachers' association representatives, district and school administrators, teachers, students, and students' families. Team members also observe classroom instruction and collect data using the Teachstone Classroom Assessment Scoring System (CLASS) protocol developed by the Center for Advanced Study of Teaching and Learning at the University of Virginia.² Virtual interviews and focus groups also are conducted as needed. Following the site visit, the team members code and analyze the data to develop a set of objective findings. The team lead and multiple quality assurance reviewers, including DESE staff, then review the initial draft of the report. DESE staff provides recommendations for the district, based on the findings of strengths and areas of growth identified, before AIR finalizes and submits the report to DESE. DESE reviews and then sends the report to the district for factual review before publishing it on the DESE website.

Site Visit

The site visit to East Bridgewater occurred from February 28 through March 3, 2022. The site visit included 16 hours of interviews and focus groups with approximately 63 stakeholders, including school committee members, district administrators, school staff, students, students' families, and teachers' association representatives. The review team conducted six teacher focus groups with 10 elementary-school teachers, nine middle-school teachers, and 10 high-school teachers.

¹ DESE's District Standards and Indicators are at <http://www.doe.mass.edu/accountability/district-review/district-standards-indicators.pdf>.

² For more information on the Teachstone CLASS protocol, visit <https://teachstone.com/class/>.

The site team conducted 52 observations of classroom instruction in the district’s three schools. Certified team members conducted instructional observations using the Teachstone CLASS protocol.

Additional information is in the appendices. Information about the site visit review activities is in Appendix A. Appendix B provides information about district enrollment, attendance, and expenditures. The Districtwide Instructional Observation Report is in Appendix C. Appendix D contains resources to support implementation of DESE’s District Standards and Indicators. Lastly, Appendix E contains student performance tables.

District Profile

In the 2021-2022 school year, there were 165 teachers in the district, with 2,107 students enrolled in the district’s three schools. Table 1 provides an overview of student enrollment by school.

Table 1. East Bridgewater Public School District: Schools, Type, Grades Served, and Enrollment, 2021-2022

School	Type	Grades served	Enrollment
East Bridgewater High School	High	7-12	931
Gordon W. Mitchell School	Middle	3-6	628
Central Elementary School	Elementary	PK-2	548
Totals			2,107

Note. Enrollment data as of October 1, 2021.

Between 2018 and 2021, student enrollment in East Bridgewater decreased by 6 percent, from 2,252 in 2018 to 2,107 in 2021. Enrollment figures by race/ethnicity and high-need populations (i.e., students with disabilities, students who are economically disadvantaged, and English learners [ELs] and former ELs) compared with the state are in Tables B1 and B2 in Appendix B.

Student Performance

East Bridgewater uses the Next-Generation MCAS (Massachusetts Comprehensive Assessment System) for assessment. The percentage of students meeting or exceeding expectations on the Next-Gen MCAS compared to the state average varied across tested grades and subject areas. Tables 2-4 provide an overview of student performance in English language arts (ELA), mathematics, and science by grade level between 2018 and 2021.

Table 2. Next-Generation MCAS ELA Percentage Meeting or Exceeding Expectations, 2018-2021

Grade	N (2021)	2018	2019	2021	Change	State	Above/below
3	163	66%	69%	59%	-7	51%	8
4	154	58%	56%	49%	-9	49%	0
5	161	51%	48%	55%	4	47%	8
6	149	52%	43%	56%	4	47%	9
7	169	51%	57%	34%	-17	43%	-9

Grade	N (2021)	2018	2019	2021	Change	State	Above/below
8	163	59%	54%	39%	-20	41%	-2
3-8	959	56%	54%	48%	-8	46%	2
10	152	—	64%	61%	—	64%	-3

Note. Data sourced from

https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00830000&orgtypecode=5 & (2021).

Table 3. Next-Generation MCAS Mathematics Percentage Meeting or Exceeding Expectations, 2018-2021

Grade	N (2021)	2018	2019	2021	Change	State	Above/below
3	163	55%	56%	40%	-15	33%	7
4	153	46%	57%	42%	-4	33%	9
5	162	41%	42%	37%	-4	33%	4
6	149	59%	48%	32%	-27	33%	-1
7	169	40%	50%	21%	-19	35%	-14
8	161	56%	40%	26%	-30	32%	-6
3-8	957	49%	48%	33%	-16	33%	0
10	154	—	62%	44%	—	52%	-8

Note. Data sourced from

https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00830000&orgtypecode=5 & (2021).

Table 4. Next-Generation MCAS Science Percentage Meeting or Exceeding Expectations, 2018-2021

Grade	N (2021)	2019	2020	2021	3-year change	State (2021)
5	161	59%	—	52%	-7	42%
8	153	43%	—	31%	-12	41%
5 and 8	314	51%	—	42%	-9	42%
10	—	—	—	—	—	—

Note. Grade 10 results for the spring 2021 Science and Technology/Engineering (STE) are not provided because students in the class of 2023 were not required to take the STE test. Information about Competency Determination requirements is available at <https://www.doe.mass.edu/mcas/graduation.html>. In 2019, 10th graders took the Legacy MCAS science test. Data sourced from

https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00830000&orgtypecode=5 & (2021).

In addition, the district's four- and five-year graduation rates, 95.4 percent and 99.4 percent in 2020, respectively, are both greater than the state averages of 89 percent and 90.1 percent.

Curriculum and Instruction

East Bridgewater maintains a transparent process for selecting curriculum; uses established curriculum in all subjects, including social-emotional learning; and is developing a broader range of course options through dual enrollment partnerships with local higher education institutions as well as town services, such as the fire department and emergency medical services, to provide career training certificates for high-school students. The district welcomes input from families and students on curriculum decisions, and teachers collect feedback from students to improve instructional activities. Table 5 summarizes key strengths and areas for growth in curriculum and instruction.

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

Indicator	Strengths	Areas for growth
Curriculum selection and use	<ul style="list-style-type: none"> ■ The curricular review cycles provide consistent decision-making processes. ■ There is an effective web-based system to document curricula. 	<ul style="list-style-type: none"> ■ Providing adequate time for teachers to implement the taught curriculum, particularly new curricula ■ Ensuring that curriculum materials are high quality, cohesive, aligned with appropriate standards, and aligned vertically and horizontally
Classroom instruction	<ul style="list-style-type: none"> ■ Learning experiences for students provide opportunities for meaningful activities. ■ Teachers regularly adjust their practices to account for students' needs. ■ The learning environment is collaborative and encouraging for all students. 	<ul style="list-style-type: none"> ■ Ensuring that all teachers provide research- and evidence-based instruction that challenges and supports all students
Student access to coursework	<ul style="list-style-type: none"> ■ The district provides a range of academic coursework to prepare students for college and career. 	<ul style="list-style-type: none"> ■ Ensuring that all students have equitable access to a range of academic coursework

Curriculum Selection and Use

District leaders and instructional staff said that the curriculum selection and implementation process at East Bridgewater was transparent and inclusive. The small enrollment and small number of schools in the district support a high level of collaboration across grade levels. Areas for growth include vertical alignment in grades K-12, which the assistant superintendent has been addressing, and collaborating across disciplines when implementing a newly adopted curriculum.

The *East Bridgewater Public Schools Six-Year Curriculum Review Cycle 2018* document outlines the cycle as follows:

- Year 1: Research and Needs Assessment
- Year 2: Pilot
- Years 3-5: Implementation
- Year 6: Evaluation

It was clear in all focus groups and interviews that the curricular review process was transparent, instructional staff understood that participation in the process was voluntary, and every grade was represented.

Although the district does take time to involve teachers in the curriculum review process, middle- and high-school leaders and instructional staff expressed concern that the selection and review process could be challenging for smaller departments with fewer staff to complete the tasks.

The *EBPS Curriculum Programs and Support K-6 and 7-13*; the *SEL Curriculum Pre-K, 3-6 and Jr/Sr HS for 2021* list the curricula in use at all grade levels. Many curricula used in East Bridgewater are rated to be of high quality, but others have been newly adopted and are still being implemented. In addition, the *Mapping Assessment Attachments 23i1a and 23i1b for 21-22* indicate the years the curricula in use were adopted. District and school leaders, as well as instructional staff, said that all teachers could access shared drives. Access to the shared drives containing curricula, lesson plans, and supporting documents support new teachers. Common planning time included meetings by grade level and/or content area, which allows teachers the opportunity to review documented curriculum.

School leaders and instructional staff spoke of interdisciplinary or collaborative practices across curricular disciplines, noting the “culture of collaboration” at the middle and high schools. For example, one interviewee said, “The science and the English classes get together, they read something that is a novel or a nonfiction book, and they report on the science of it.” Instructional staff identified adaptive materials from the curricular publishers, especially for grades 7-12 ELA differentiation. For example, one instructional staff member said that staff “chose an anthology that was technology-based [not just a textbook] and offered a wide range of differentiation, technology activities, writing, reading, grammar, and videos.” Another interviewee said, “We like to make sure that all of this curriculum is adaptive. We want to make sure that our students can access all of the curriculum in many different ways.” A third interviewee spoke about meeting the standards and challenging students:

We’ve got to make sure we’re meeting the standards, but then . . . do the materials we choose, are those materials really meeting the various learners we have, and are we keeping our expectations high for all of our learners?

Instructional staff stated that the documented curricula support individual student needs by using the i-Ready adaptive program as well as Universal Design for Learning (UDL), which was a focus of professional development before the COVID-19 pandemic, to challenge students who need more rigorous work.

Interviews with school leaders and instructional staff and a document review indicated that although the curricula was well documented, vertical alignment was an area for growth. School leaders said that the assistant superintendent was working toward ensuring that instructional staff and curricular review teams considered vertical alignment during the adoption cycles.

Another area of growth identified in interviews with instructional staff and school leaders is the time necessary to implement and adapt to a new curriculum, especially when it comes to interdisciplinary

implementation. For example, since the review cycle is staggered, when a new ELA program is adopted, the prior collaboration with science or social science may no longer be relevant. In addition, implementing a new curriculum during the COVID-19 pandemic has brought additional challenges for new teachers and for students who might have experienced some gaps in their content learning.

To ensure the consistent and coherent implementation of the curricula across classrooms and schools, collaborative planning times, training, and mentorship for new teachers is available in East Bridgewater. The superintendent said that a mentorship program was in place and available for all staff, noting that every first-year teacher was assigned a mentor. District and school leaders and instructional staff identified these initiatives as best practices. Teachers and classroom observers said that the physical layout of school hallways/wings by content area supported collaboration.

Classroom Instruction

East Bridgewater students' learning experiences are guided by specific curricula for each grade level and embedded social-emotional learning supports throughout the grades. Teachers make instructional decisions to meet students' needs with small-group instruction, guided by data from multiple assessments and structured by research-based interventions such as UDL. Teachers also receive regular feedback from students and evaluators to adjust their practice. Across the district, classroom climate is characterized by small-group instruction, project-based learning, and opportunities for students to choose strategies for engaging with content.

Interviews and focus groups and a document review indicated that learning experiences for students were a strength in East Bridgewater. Students engage with grade-appropriate text every day. Students described addressing real-world problems in courses, such as a wide range of project-based learning activities based on social and scientific topics. Family members said that students read about democracy and participated in a vote at school during federal elections. However, instructional observations using the CLASS tool suggest that instructional experiences are not consistently rigorous for students. Districtwide, observation scores in the Instructional Support domain averaged 3.8 in elementary-school classrooms, 4.5 in middle-school classrooms, and 4.0 in the high school. These averages place the district in the middle range on Teachstone's 7-point scale.

Social-emotional competency education is embedded in instruction, professional learning, and teachers' practice throughout East Bridgewater. Curricula and specialized programs (such as the Pathways Program or Botvin Life Skills) are available to support social-emotional development across five domains (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) for each grade level. In prekindergarten through grade 6 classrooms, teachers and special education teachers collaborate to provide small-group instruction on social-emotional learning themes, selecting topics based on the Collaborative for Academic, Social, and Emotional Learning framework and students' responses to the Panorama survey. District staff said that they focus on building general education teachers' skills for supporting students in social-emotional learning and life skills in addition to academics through professional development and implementing the Calm Classroom program, which promotes mindfulness and self-awareness as students learn to be emotionally healthy. Teachers and specialized support providers agreed that the district was committed to supporting students with emotional and other special needs in general education classrooms to the greatest extent possible.

Students' different learning needs are accounted for through data-driven student grouping at all levels, and the *Student Opportunity Act Plan* lists "focusing on student subgroups" as the district's first commitment. Teachers in elementary grades use flexible ability grouping to "meet students where they are," with support from specialized support providers and technology to engage with small groups. Middle- and high-school teachers and students spoke about substantial flexibility for students to select topics and ways to engage with content to best fit their learning preferences. One student noted as follows:

You could do group or individual work, . . . then within that project, there're different avenues that you could take that's more geared to how you like to learn. So, if you want to watch the videos and do notes on that, or there's an article with questions at the end, you can do that. You could go and you could choose a whole lot of other options. That's come from feedback throughout the years.

Teachers in the Jr./Sr. High School said they had a "student-centered philosophy," using project-based learning and flexibility to meet students' needs in inclusive classrooms. Specialized support providers named a wide range of resources they use to address academic, social, and emotional needs, from tiered interventions for both academic and emotional needs to counselors and advanced course offerings. District leaders emphasized commitments to inclusion, limiting the use of self-contained classroom experiences for students with disabilities to the greatest extent possible. School committee members said that the district did successfully meet students' needs, but they would like to identify additional resources to ensure that high-performing students were challenged in coursework.

East Bridgewater ensures that students encounter engaging tasks with an emphasis on small-group instruction and project-based learning, while measuring outcomes through assessments included in curriculum platforms, administration of the i-Ready assessment three times per year in grades K-6, and administration of the Panorama survey three times per year districtwide.

Student engagement also includes teachers adjusting their practice in response to differences in student's learning needs, skill levels, interests, and levels of readiness. Teachers and principals at all grade levels described differentiating instruction through grouping strategies to support students' learning needs, starting with appropriate activities for readers and nonreaders in kindergarten. Elementary-school teachers discussed strategies for meeting students' needs in grade-level meetings, including strategies for groups of advanced students. In grade K-2 and in grades 3-6, specialized support providers support small-group instruction focused on building academic skills. All principals said that they expected to see differentiation and the use of UDL districtwide. In addition, school committee members said that the district has added more services to increase learning opportunities for students affected by COVID-19 pandemic disruptions.

To measure the effects of instruction on students' progress, East Bridgewater uses a variety of assessments. District staff said that i-Ready was administered twice per year in grades K-6 to identify students' abilities relative to grade-level standards. The district provides professional development to teachers on using i-Ready results to target identified student needs in small-group instruction. Students expressed awareness that teachers used i-Ready results to help them:

They check the i-Ready diagnostics that we do at the start of every term. They see that, for example, fourth grade is very low on vocab[ulary]. So our teacher is giving us vocab packets for homework. So we brush up on the vocab, learn how to use the dictionary, and figure out the words.

The district also administers Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times per year as a reading diagnostic in grades 3 and 4, and Panorama three times per year districtwide to identify social-emotional learning needs. Teachers of K-2 students described having data meetings three times per year to discuss students' progress across subject areas for general education groups. Teachers and specialized support providers use data to track progress for identified students in weekly child study meetings.

Schools across the district use research-based differentiated interventions for students. The *Student Opportunity Act Plan* lists "using evidence-based programs to close gaps" as the district's second commitment. District staff, principals, specialized support providers, and teachers consistently spoke of using UDL principles to guide differentiation of instruction in an inclusive context. The superintendent emphasized district goals related to co-education for students needing academic, emotional, and behavioral support while limiting the use of self-contained classrooms. Principals of K-2 students and students in grades 3-6 expect teachers to use reading and mathematics response to intervention techniques, with input from reading and mathematics support providers. Special education teachers "push in" to classes to take small groups for targeted instruction, and the intermediary school has scheduled intervention blocks. Finally, district staff and teachers identified Panorama as a key support for differentiation; the data collected through Panorama help teachers identify challenges and provides strategies to address the challenges. District staff also said that Panorama survey results helped staff look at groups of students to identify trends for ELs and students of color. Panorama survey results are used to review curriculum to ensure inclusiveness.

High-quality feedback from students and evaluators guide instructional decisions. Teachers, including a teachers' association representative, and students said that teachers provided students with opportunities to provide feedback about units and activities. The teachers' association representative also said that students were surveyed annually, guided by a framework provided by DESE, and teachers were expected to use that feedback to inform instructional plans in the next year. Students in grades 7-12 said that teachers use Google Forms for feedback after a unit, and high-school students said that teachers consistently asked them for feedback to improve instruction for future lessons.

The *East Bridgewater Educator Evaluation* document specifies policies on teacher evaluation and feedback, including details about frequency, rubrics used, and processes for plans based on formative and summative results. Teachers and principals said that teachers were observed and received feedback from evaluators regularly (twice per year, formally). The principal of K-2 students and the principal of the building serving grades 3-6 said that they visited classrooms regularly to provide informal feedback and make connections for teachers across rooms based on the instruction they observed. Principals shared ideas and best practices with the teachers who may not have time to visit each other's classrooms. Some teachers in the elementary grades said that they would appreciate more informal feedback.

The classroom climate and structures provide opportunities for East Bridgewater students to learn collaboratively in purposeful, flexible, and diverse groups. The classroom climate is supportive and encouraging, made possible by instructional practices that allow students to learn in smaller groups. Teachers representing each school level throughout the district reported the use of student grouping strategies to differentiate instruction and provide opportunities for student collaboration. Elementary-school teachers use mostly homogeneous groups to meet students' emerging needs with thematic centers, hands-on activities, and play-based learning for the youngest grades. Teachers in the middle school use heterogeneous groups to engage students in project-based learning. High-school students and teachers agreed that students could choose to collaborate in groups on a project or work independently. Specialized support providers in the middle and high schools raised a concern about classroom structures intended to support project work. At the time of the on-site review, the district had recently restructured the learning environment with learning blocks, but general education teachers did not have enough time to prepare projects ahead of the scheduling change that would be well suited to such large segments of time. Similarly, specialized support providers said that more teacher input was needed to revise the schedule, and teachers need supports to design lessons to use the block schedule more effectively, such as the use of larger projects or portfolio work for students to complete.

Teachers and principals said that they valued a culture of student ownership of their learning, pointing to their flexibility for students to engage with content in a wide variety of ways. Principals in the middle and high schools said their observation rubric for teacher evaluations included ratings for student engagement and perseverance. High-school students stated that they were expected to work independently in Advanced Placement (AP) classes. In conversations about classroom climate, interviewees made few statements about academic risk, but middle- and high-school students said that they were motivated to persist when teachers provided comments on their work in Google Classroom.

Instructional observation scores in the middle range for the Student Engagement domain of the CLASS tool suggest a mix of engagement across classrooms, with some students actively engaged and some students disengaged. Districtwide instructional observation scores averaged 5.5, placing student engagement on the high end of the middle range on Teachstone's 7-point scale.

Student Access to Coursework

East Bridgewater provides a variety of academic offerings to students through multiple tracks at the high school coupled with flexibility for students to move between tracks from year to year. The high school offers dual enrollment, certificate programs, and AP courses in a variety of subjects. A document review indicated that the participation of students who have been historically underrepresented in higher level coursework was increasing, but interviewees expressed a perception that participation rates did not represent the whole student population; data on students who have completed advanced coursework indicates that minority students are participating at a rate that is equitable to their overall representation within the student body, as outlined later in this section. Interviews and a document review indicated some examples of concrete efforts to address equitable access to higher level coursework and learning opportunities.

The district is working to support students to become college and career ready through dual enrollment and certification courses. At the time of the on-site review beginning on February 28, 2022, certification courses had recently been piloted and were under further development. District staff and school committee members described “creating an early college atmosphere” through certifications that students can attain before graduating. Certification areas include certified nursing assistant, phlebotomy, and cardiopulmonary resuscitation courses that students can apply to childcare and emergency medical respondent studies. Students completing some certificate programs may have direct access to postsecondary academies in firefighting and policing. Additional dual enrollment opportunities, in partnership with nearby institutions of higher education, are under development. The superintendent spoke about developing the early college program to provide more enriching opportunities for general education students to ensure that they were challenged. The superintendent chairs a group of districts in the region that work with local institutions of higher education to develop more dual enrollment credentialing programs for high-school students. High-school students said that counselors supported students in thinking about postgraduation options and planning pathways toward postsecondary goals. They also said that the high school offered a wide range of elective courses to enable students to explore different interests.

The district offers a wide range of coursework in areas of interest to students, including foreign languages, AP courses, and computer technology. Teachers in the French and Spanish programs said that they would like to see these languages offered to students in younger grades to create a pipeline of language learners within the district that would enable additional higher level courses, including AP, in later high-school years. Principals and teachers said that the high school offered 13 AP courses, with a wide variety of topics in core subject areas. Family members reported receiving guidance about opportunities for students to enroll in different tracks, noting that students could change their minds about focus areas as they moved through high school.

A key strength in the district regarding college and career readiness is its four-year graduation rate; according to DESE data, the rate was 98.8 percent in 2020, exceeding the state’s four-year graduation rate by 10 percentage points.

Interviews and a document review indicated that East Bridgewater’s efforts to ensure equitable access to coursework were resulting in more students making progress. The *East Bridgewater Student Performance Section 2021-2022* document shows that between 2019 and 2021, the numbers of students completing advanced coursework have increased in all subgroups. Notably, Black student completions increased by 18 percentage points, exceeding the state average by 23 points in 2021. Across the same period, completion rates by students who are economically disadvantaged increased by 23 points (exceeding the state average by 15 points), and completion rates by students with disabilities increased by 1.5 points (trailing the state average by 12 points). Overall, these data illustrate a positive trend toward increasing equity of access to advanced coursework for historically marginalized student groups in East Bridgewater. District staff provided two examples of efforts to strengthen access to higher level coursework: (a) an automated translation service for communication with family members to increase their awareness about program options and (b) an annual field trip to local colleges for all grade 11 students. A specialist said that in past years, the field trip was effective because previously disinterested students said they could see themselves attending college after the trip. However, the superintendent said the

higher academic tracks did not represent the whole district population. According to 2021-2022 DESE data, for example, Black students make up 5 percent of the school population but only 3 percent of enrollment in advanced courses; comparatively, White students make up 86 percent of the school population and 97 percent of advanced course enrollments. The review team found limited evidence of the district's efforts to ensure equitable access to instruction in areas not subject to statewide testing. Principals and teachers told the team that course selection was guided by teacher recommendations, which principals said were a valuable counterpoint to students' grades. Recommendations also can guide students to move from AP to honors or honors to college preparation tracks in certain subjects, when students' performance suggests that they would benefit from focusing their academic efforts. Family members said students could move from one track to another, and students were not "buckled in to one specific path."

Recommendations

- The district should take steps to ensure that curriculum materials are high quality, cohesive, aligned with appropriate standards, and aligned vertically between contiguous grades and horizontally across grades and schools.
- The district should ensure that teachers have sufficient time to implement the taught curriculum, particularly new curricula.
- The district should ensure that all students are prepared for and have equitable access to a range of academic coursework.
- The district should ensure that all teachers provide research- and evidence-based instruction that challenges and supports all students.

Assessment

East Bridgewater has taken several action steps to support a culture that values the use of data in decision making to improve student outcomes, including using a districtwide student database that houses information on curriculum materials, adopting standards-aligned assessment tools, and implementing teacher-created common formative assessments. Assessments are given to students at least quarterly to track and monitor progress, and teachers are expected to use data to make informed instructional decisions. Data are shared with stakeholders using multiple platforms and modes of communication. Table 6 summarizes the key strengths and areas for growth in assessment.

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

Indicator	Strengths	Areas for growth
Data and assessment systems	An effective process for selecting data to assist in determining students' needs in grades K-12	Determining whether grades 7-12 assessments are aligned with the district's needs
Data use	A culture of data use that drives improvement	Supporting data use practices through, for example, more dedicated time and professional development
Sharing results	Effective communication with both staff and students	Determining ways to consistently communicate with families

Data and Assessment Systems

Interviews with a variety of educators and a document review indicated that East Bridgewater uses multiple data points to create a holistic view of individual student achievement and growth. The district uses several standards-aligned diagnostic and benchmarks assessments as well as teacher-created common assessments to collect formative and summative data points. An assessment calendar is used to systematically collect student growth data throughout the district. The district would benefit from conducting a quality assessment to confirm alignment to grade-level standards on teacher-created common assessments used at in grades K-6 and in grades 7-12.

A document review indicated that the district has implemented i-Ready for grades K-6 reading and mathematics; Lexia for grades K-2; DIBELS for grades K-4; the development and evaluation of common assessments, projects, or checkpoints for courses/sections in grades 7-12; and determining if current assessments meet the data needs of the district. Mapping and assessment documents for grades K-6 indicate a comprehensive adoption of grade-level, standards-aligned assessments. The i-Ready program is aligned to anchor standards for ELA and mathematics. In addition, teachers said that they have spent a significant amount of time developing common formative assessments aligned to the Massachusetts curriculum frameworks. The *Strategic Plan Crosswalk* document indicates that the district intends to evaluate whether the grades 7-12 assessments meet the data needs of the district. However, documentation of this evaluation was not available at the time of the district review.

Interviews and a document review indicated that the district had a system for collecting data that provides a comprehensive picture of student, school, and district performance based on multiple

sources of data. Teachers in multiple focus groups, school leaders, and district leaders spoke about the recent adoption of i-Ready for grades K-7 and the movement toward common assessments for grades 8-12 to collect diagnostic and interim academic data. Elementary-school teachers also stated that supplementary assessments from programs, including Wonders and DIBELS, were used to provide more data on students. In addition to the academic diagnostic data, a social-emotional assessment is given to students multiple times per year to provide more context on each student and identify students' needs and supports. These data sources are used in conjunction with MCAS student assessment data to plan student supports and enrichment at the school level. For these reasons, the selection of data is a strength for the district.

Data Use

Interviews with district leaders and school specialists indicated a strong culture of data use to drive continuous improvement at all levels. Teachers, district leaders, school leaders, and a school support specialist said that East Bridgewater had recently adopted the software Panorama as a data hub, which provides data from multiple sources for each student profile. This information is available to all teachers and support staff and follows students throughout their time within the district. Interviewees described Panorama as a valuable tool that enables instructional staff “to look at the whole child” as well as analyze student groups. Central office and school staff spoke positively about that the adoption of Panorama throughout the district, noting that having a centralized platform to house student academic, social-emotional, and behavioral data has helped streamline the data decision-making process for school leaders, teachers, and school specialized support providers. District leaders, teachers, and specialized support providers spoke positively about the value and ease of having student data all on one platform, noting that Panorama was “used in weekly meetings with school support specialists.” The superintendent noted that Panorama was used to get “information out to our parents so parents can see how their kids are doing.”

District leaders and school specialists said that data meetings take place during professional learning community meetings. They also said that data was used to identify students who needed interventions and described the process for monitoring students' progress or response to interventions, noting that data were reviewed regularly.

The superintendent and other district leaders said that data teams were at all three schools, and the teams helped improve the quality of instruction. They also stated that school leaders were working in their respective schools to increase the capacity of teacher leaders to facilitate data analysis meetings with their teams. District and school leaders said that the elementary school was using data to monitor students' learning, and data were used to make instructional decisions. The movement toward a culture of shared accountability is progress toward the district at large using data to inform instructional decisions. The district can strengthen performance in this area by focusing on supporting schools in developing schedules that provide adequate time for teachers to meet regularly to engage in data cycles.

Although the review team found, based on robust evidence from focus groups, interviews, and the document review, that multiple sources of data were available for leaders and teachers, it was clear from teachers in multiple focus groups and specialized support providers that more time needs to be built into schedules to help staff analyze data and use it more effectively to make instructional

decisions. Teachers in multiple focus groups and specialized support providers told the review team that they would benefit from an increase in common planning time to engage with data more often. Teachers reported a desire for support in growing teacher skills and improving practice in the areas of data collection and formative progress monitoring. In addition, teachers and specialized support providers expressed a need for more time built into the schedule for a formalized process to engage with the data-informed decision-making process.

District and school leaders and teachers expressed the need for supporting the middle- and high-school leaders, teacher leaders, and teachers in effectively using data. Finally, teachers and student specialists at the secondary school in multiple focus groups expressed a desire for more formalized data collection methods to track and monitor students' progress, indicating a need for professional development and ongoing instructional coaching to improve data collection methods and monitoring of students' progress.

Sharing Results

East Bridgewater shares assessment results with students, teachers, and students' families. Interviewees stated that with the adoption of the Panorama system, individual educators now had easier access to relevant data that could support classroom-level decision making. Teachers in multiple focus groups and specialized support providers said that they were using Panorama and found it helpful when making classroom-level decisions.

Multiple elementary teachers stated that student data were shared with families three times per year. Elementary teachers and school specialists stated that i-Ready Math and ELA scores were shared with families regularly. In addition to the diagnostic and interim assessment data points, benchmark and growth data also are sent to parents and guardians three times per year. Families receive progress reports, and parent-teacher conferences are held yearly. Progress reports are translated for families as needed, and translation services are available during conferencing. Teachers at all levels spoke about having regular contact with family members using a newly adopted application called ParentSquare as well as through email. In addition, teachers stated that virtual conferences were started during the COVID-19 pandemic, and virtual meetings continued to be an option for parents and guardians to meet with school personnel. Finally, district leaders said that teachers' collective bargaining agreements required that teachers update gradebooks regularly, and "parents know that within 10 days of a test or a project or assignment, they can expect to see that grade."

Family members said that school communication efforts were helpful and consistent. However, the amount and variety of communication with families varied by teacher. Interviews with families indicated that schools would benefit by establishing a minimum amount of communication with families from each teacher to improve the consistency in parents' experience.

School leaders stressed the importance of using grading to communicate feedback about progress to students. Students with individualized education programs receive quarterly progress reports. Elementary-school teachers said that the School Brains Community Portal, an online gradebook, was the primary source of communicating grades in real time with families and students. Students also receive feedback in their online Google Classrooms. Students said that teachers readily shared

information about their progress with them, and they knew how they were performing on assignments and in class.

Recommendations

- The district should determine whether its assessments for grades 7-12 align with the district's needs.
- The district should ensure that teachers and specialized support providers have sufficient scheduled common planning time and district supports to analyze data and monitor students' progress.
- The district should consider improving the consistency of communication between schools and families.

Student Support

East Bridgewater ensures that all schools equitably support the safety, well-being, and sense of belonging for all students. Interviews and focus groups and a document review indicated that the district strove to create a welcoming and productive learning environment. Within the younger grades, the district has been more systematic with identifying and addressing students' needs; however, increased support is needed for the most vulnerable students within the middle and high schools. As the demographics of the district evolve, district leadership is providing schools with much-needed support. Table 7 summarizes the key strengths and areas for growth for student support.

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

Indicator	Strengths	Areas for growth
Safe and supportive school climate and culture	<ul style="list-style-type: none"> Positive behavioral approaches at all campuses to create safe and supportive learning environments 	<ul style="list-style-type: none"> Ensuring access, equity, engagement, and student voice for all students
Tiered systems of support	<ul style="list-style-type: none"> Scientifically validated assessments for screening, diagnostic, and progress monitoring Effective school leadership teams High-quality, ongoing support and professional development to support the use of tiered models and build expertise in academic, behavioral, and social-emotional learning 	<ul style="list-style-type: none"> Providing tiered, evidence-based, and culturally responsive supports for all students
Family, student, and community engagement and partnerships		<ul style="list-style-type: none"> Continuing work to engage families, students, and the community more effectively

Safe and Supportive School Climate and Culture

East Bridgewater supports a school culture that prioritizes the physical, intellectual, and emotional safety of all students and adults. Teachers, specialized support providers, and students spoke about a supportive and welcoming environment. The district works to create an environment that is inclusive of all backgrounds and celebrates the diversity of its students. Teachers have put culturally responsive teaching at the forefront of their instruction to help build strong relationships with their students.

School staff told the review team that the district ensured the safety of its students and staff through safety plans that include fire and lockdown drills and the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) program for school safety. Students said that their schools felt welcoming and safe, and that teachers cared and “check-in and make sure you are okay.” District leaders said that Panorama had a warning system for chronic absence, incidents of inappropriate behavior, illness, and declining grades for high-school students. High-school teachers, administrators, and counselors have access to this resource to monitor students. District leaders said that the district has invested in the physical

buildings to create safe and productive learning environments for students a priority; however, as interviewees and the long-term capital plan made clear, the elementary and middle-school buildings have been aging even as the district continues to maintain them. A review of the long-term capital plan indicated that the elementary school was built in 1949 with an addition added in 2006. An assessment of the building in 2018 identified needs ranked by priority levels; since this assessment, the boiler system and roof have been replaced. The health/safety task force is tasked to ensure the safety and well-being of students and staff during the COVID-19 pandemic.

Teachers' association members said that students remaining at school in the late afternoon, watching friends practice sports, playing in the field, and hanging out in the fitness room "says something about how kids feel about school." District leaders, specialized support providers, and teachers stated that social-emotional learning lessons and training received from counselors were culturally responsive. At the time of the on-site review, teachers were reviewing their materials and resources to ensure the cultural responsiveness of instruction, although "it is still a work in progress."

Districtwide, approximately 600 students participated in the 2020-2021 Views of Climate and Learning student survey, which asks students in Grades 4, 5, 8, and 10 about their views on engagement, safety, and environment. The student ratings for the overall school climate averaged 53 on the tool's 99-point scale. Overall ratings for the upper grades (8 and 10), at 43, were lower than the district average of 53, and the overall rating for the intermediate school, grades 4 and 5, was higher, at 64.

Interviews with district and school leaders showed that access and equity are still a work in progress for East Bridgewater. Specialized support providers noted an absence of support for students with disabilities to move beyond their label, "We have a hard time smashing those barriers, and I think it's really hard for a special ed[ucation] kid." Specialized support providers also indicated a barrier in the district in communicating with family members who spoke other languages. The district adopted the ParentSquare platform to translate communication for families and provide interpreters, as needed. Although language translation was cited as a desired feature of the ParentSquare platform, participants noted the need for effective communication with district families from all backgrounds. In focus groups, principals noted the need to increase cultural proficiency among teachers to help achieve effective communication. The cultural and linguistic diversity of students and their families has been on the rise in the district, as noted anecdotally by several focus group participants, including the superintendent, but also as measured in district and DESE data.

According to DESE data, the percentage of ELs in East Bridgewater has increased from 0.3 percent in 2011 to 0.8 percent in 2021 to 1.7 percent in 2022. This increase in the EL population also reflects the growing racial diversity of the district. The non-White population of students enrolled in the district has grown from 4.3 percent in 2011-2012 to 13.9 a decade later in 2021-2022. To support the growing number of ELs, the district plans to hire another EL teacher in 2022-2023.

Teachers said that they were looking for guidance and support to meaningfully lead conversations with students from all backgrounds. Teachers spoke about the perception that if teachers were not equipped to handle these conversations, then students would not engage, and this would lead to further division. Teachers' association representatives stated that teachers' association members

avored cultural responsiveness and attention to diversity, equity, and inclusion, noting that the district had not emphasized these practices until the 2021-2022 school year.

Teachers described opportunities for students to participate and engage in leadership roles throughout the district. At the elementary level, older students buddy up with preschoolers for reading and are involved in community outreach projects (i.e., book drive, knotted blankets, and sandwich making for local shelters). At the middle school, teachers, specialized support providers, and students described a peer mentoring program in which middle-school students were trained on counseling skills to provide peer mediation for younger students. Class representatives meet monthly as a Kindness and Compassion club and report back to their classrooms on school activities, and sixth graders can help create the yearbook. At the middle and high schools, teachers and school leaders said that students have started clubs and provided feedback in surveys before and after social-emotional learning lessons.

East Bridgewater uses a variety of approaches to implement districtwide behavioral expectations and responses to students' behavior. Principals, specialized support providers, and teachers said that a uniform approach is implemented in the elementary school on personal space and expectations, which is carried through to the middle school. Principals and teachers spoke of other schoolwide initiatives for younger students, including the elementary-school pledge during morning meeting and closing circles, the celebration for good behavior (monthly), the kindness campaign (monthly), and the reading of culturally responsive books and associated lessons and activities. District leaders and specialized support providers spoke of schoolwide presentations on bullying and school violence. For grades 4-12 classrooms, district leaders spoke of developing more diversion programs for substance use prevention through the district's hate crime prevention grant. District leaders also provided professional development to teachers on adverse childhood experiences. Although school leaders and teachers said the district did not have formal curriculum or positive behavioral interventions and supports programs in place, at the time of the on-site review, district stakeholders were discussing ways to set formal goals for positive behavioral approaches. In instructional observations, East Bridgewater scored in the mid to high range across all grade levels for the Behavior Management dimension of the CLASS tool. These scores suggest that rules and guidelines for student behavior are mostly clear and mostly consistently reinforced by teachers.

Tiered Systems of Support

Tiered Supports for Students. Interviews with district leaders and a document review clearly indicated that all students in East Bridgewater receive Tier 1 instruction, but there is less clear evidence of Tiers 2 and 3 supports. Participants in interviews and focus groups showed some confusion about what supports are provided through the multitiered system of supports. Both school leaders and teachers reported greater supports in the elementary grades than for the middle- and high-school grades.

The *Student Opportunity Act Plan* states the district's commitment to focusing on student groups, including ELs, students with individualized education programs, students from, low-income or economically disadvantaged backgrounds, African American/Black students, and Hispanic or Latinx students. Elementary- and middle-school teachers expressed the view that response to intervention at both the elementary and middle schools has been successful. However, high-school teachers

stated that tiered instruction was not in place for older students, and teachers required help in identifying students' needs. District leaders added, "Tier 2 supports that are in place at K-6 aren't necessarily in place as strongly up at the seventh through 12[th] grade area. I would say our Tier 2 supports are probably an area that is not equitable."

Systematic Planning Process. Interviewees expressed a mix of responses related to supporting students through data-based decision-making processes. Teachers in multiple focus groups said that at the end of the year, all East Bridgewater teachers transferred their knowledge of their students to the students' teachers in the next grade, to check progress and plan for the following year. In particular, at the elementary level, teachers said that they had transitional meetings for second graders with high needs and with providers from the middle school, which serves grades 3-6. Teachers also said that counselors made presentations to and interacted with groups of students with high needs to assess their needs. In interviews and focus groups, district leaders said that the high school used guidance assessments at the beginning of the year to assess social-emotional needs and the need for in-class support.

Although these communication channels are in place, interviews and focus groups suggest room for improvement. Teachers from the high school spoke of confusion and absence of clarity about next steps to support students with high needs. Teachers also expressed concern about an absence of leadership within the special education department, noting that monthly meetings were not held, administration was not involved, and meetings took place only upon teacher request.

Scientifically Validated Assessments. The *Student Opportunity Act Plan* states the district's commitment to monitoring success with outcome metrics and targets, using scores from MCAS, student growth percentiles, English language proficiency, and a district-created accessibility survey. The *Strategic Plan Crosswalk* provides a clear plan for diagnostics to help teachers bring students into grade-level instruction; it ensures that core content areas have identified curriculum-aligned diagnostics and clearly communicates the importance and use of diagnostics with all stakeholders. Diagnostics include i-Ready administered three times a year in grades K-6 reading and mathematics; DIBELS administered three times per year in grades K-4; and common assessments, projects, or checkpoints for courses/sections in grades 7-12. Mathematics interventionists also are available to support Tier 2 and Tier 3 instruction. The plan also states that, in planning student schedules, schools will prioritize more time with Tier 1 curricula, as well as time for students to engage with Tier 2 and Tier 3 supports in multiple content areas, as needed.

Middle- and high-school teachers said that to monitor student progress, the guidance team met monthly with grade-level teams to discuss students at high risk, behavioral issues, and supporting social-emotional learning in class. District leaders said that child study teams at the elementary level met every six weeks. These teams comprise mostly teachers who discuss behavior and academic concerns. In addition, the student study team, which includes members from the administration, guidance, nursing, and the school psychologist, meets weekly to discuss attendance, behavior, and academic concerns as provided by the Panorama platform.

The *Strategic Plan Crosswalk* states that time will be allocated to workshops on data-informed instruction and elements of culturally responsive instruction. It also includes a focus on providing educators support to effectively deliver Tier 1 instruction. The document's recommendations call for

a schedule of trainings on UDL principles to enable educators to better meet the diverse learning styles of students. Additional professional development planned for the 2022-2023 school year includes effective implementation of culturally responsive curricula and special education-related topics to ensure a responsive general education environment and assist teachers with identifying students with disabilities.

Family, Student, and Community Engagement and Partnerships

East Bridgewater uses surveys, events, and translation tools to ensure that each school develops collaborative relationships with families, students, and community partners to support students' progress in academics, social-emotional development, athletics, and the arts. The communication could be enhanced with more two-way communications and an intentional effort to increase parental engagement.

Family and Student Engagement. At the district level, East Bridgewater has established some practices that reflect the importance of building relationships with families. District-level staff described supporting two activities held early in the school year to strengthen two-way communication between caregivers and schools. First, the district provides professional development on using a family survey at the start of the school year so that teachers can build rapport with families. Second, curriculum events are held to ensure that families know about available programs, such as advanced courses at the Jr./Sr. High School and enrichment offerings for middle grades; these materials are then available on the online parent portal.

At the school level, although school leaders said that they ensured diverse representation in parent groups, specialized support providers and family members said that the parent teacher organization and other volunteer organizations tended to be filled by a small group of engaged families who had time to participate, often during business hours.

District leaders, specialized support providers, and family members said that each school surveyed families and students to collect feedback and preferences and sought to include all families in events: "Nobody [is] left out; every language is provided." This statement indicates that schools are open to providing families with a voice in decision making. In addition, family members said the district was trying to reinstate the student council (which was disbanded during the COVID-19 pandemic) to be more inclusive and increase student voice. The district uses several one-way communication tools, including the ParentSquare application, which automatically translates messages into multiple languages, social media platforms, and some school-level newsletters distributed via email.

Community Engagement. Interviews with district staff and a document review indicated that the district has allocated resources to maintain a website designed to connect families with community partners who support security in food, housing, and transportation. Teachers said that they ensured that families were aware of these supports and community counseling resources.

East Bridgewater's community engagement efforts focus on partnerships with the police and fire departments to engage students in a positive and supportive manner. The police department partners with the district to communicate about activities outside school that affect enrolled

students. The police department also participates in career events. District staff review data related to these partnerships and maintain communications with community contacts. Additional partnerships are maintained through district and community booster organizations to support funding for school athletics and arts. School committee members said these organizations contributed “quite a bit.”

Interviews with district staff and a document review indicated that families, educators, and other community members have established the East Bridgewater Community Coalition for Change. The coalition supports comprehensive awareness of community resources, including career fairs for diverse teaching candidates, hate crime prevention activities, and counseling resources. District staff said that they relied on the work of the Community Coalition for Change, while they continued to seek partners through community networks, particularly to support students in nonacademic areas.

Recommendations

- The district should continue to develop staff capacity to examine and dismantle implicit biases and systemic inequalities and create environments where all students can deeply learn, grow, and thrive.
- The district should establish practices to ensure that all students receive instruction and supports that meet their needs.
- The district should continue its work to build relationships with families, with a goal of more two-way communication and increased parental engagement.

Appendix A. Summary of Site Visit Activities

The AIR team completed the following activities as part of the district review activities in East Bridgewater. The team conducted 52 classroom observations during the week of February 28, 2022, and also held interviews and focus groups between during the week of February 28, 2022. The site visit team conducted interviews and focus groups with the following representatives from the school and the district:

- Superintendent
- Other district leaders
- School committee members
- Teachers and specialist teachers from Central School, Mitchell School, and the East Bridgewater Jr./Sr. High School
- School leaders from all three schools
- Select group of students from Mitchell School and the East Bridgewater Jr./Sr. High School
- Members of the East Bridgewater teachers' association
- Select group of East Bridgewater parents and community members

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

- Student and school performance data, including achievement and growth, enrollment, graduation, dropout, retention, suspension, and attendance rates
- Data on the district's staffing and finances
- Published educational reports on the district by DESE, the New England Association of Schools and Colleges, and the former Office of Educational Quality and Accountability
- District documents such as district and school improvement plans, school committee policies, curriculum documents, summaries of student assessments, job descriptions, collective bargaining agreements, evaluation tools for staff, handbooks, school schedules, and the district's end-of-year financial reports
- All completed program and administrator evaluations and a random selection of completed teacher evaluations

Appendix B. Enrollment, Attendance, Expenditures

Table B1. East Bridgewater Public School District: 2021-2022 Student Enrollment by Race/Ethnicity

Group	District	Percentage of total	State	Percentage of total
All	2,107	100.0%	911,529	100.0%
African American	106	5.0%	84,970	9.3%
Asian	18	0.9%	65,813	7.2%
Hispanic	92	4.4%	210,747	23.1%
Native American	10	0.5%	2,060	0.2%
White	1,815	86.1%	507,992	55.7%
Native Hawaiian	1	0.0%	788	0.1%
Multirace, Non-Hispanic	65	3.1%	39,159	4.3%

Note. Data as of October 1, 2021.

Table B2. East Bridgewater Public School District: 2021-2022 Student Enrollment by High-Need Populations

Group	District			State		
	N	Percentage of high need	Percentage of district	N	Percentage of high need	Percentage of state
All students with high needs	861	100.0%	40.5%	512,242	100.0%	55.6%
Students with disabilities	383	44.5%	18.0%	174,505	34.1%	18.9%
Low-income households ^a	603	70.0%	28.6%	399,140	77.9%	43.8%
ELs and former ELs	35	4.1%	1.7%	100,231	19.6%	11.0%

Note. Data as of October 1, 2021. District and state numbers and percentages for students with disabilities and students with high needs are calculated including students in out-of-district placements. Total district enrollment including students in out-of-district placement is 2,126; total state enrollment including students in out-of-district placement is 920,971.

^a Economically disadvantaged (2015 to 2021): Calculated based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program; Transitional Assistance for Families with Dependent Children; the Department of Children and Families' foster care program; and MassHealth (Medicaid). (Source: See Understanding the Economically Disadvantaged Indicator.) Low income (2022 to present): Calculated based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program; Transitional Assistance for Families with Dependent Children; the Department of Children and Families' foster care program; expanded MassHealth (Medicaid) up to 185 percent of the federal poverty level, and students identified by districts as homeless and students the district confirmed had met the low-income criteria through the supplemental process and collected the required supporting documentation (SIMS DOE056).

Table B3. East Bridgewater Public School District: Chronic Absence^a Rates by Student Group, 2018-2021

Group	2018	2019	2020	2021	4-year change	State (2021)
All	13.5	9.4	10.8	18.0	4.5	17.7
African American/Black	13.5	7.5	13.0	30.6	17.1	24.1
Asian	12.5	35.3	27.3	5.9	-6.6	7.2
Hispanic/Latino	15.7	5.5	9.8	24.1	8.4	29.0
Multirace, non-Hispanic/Latino	20.9	15.4	23.4	16.7	-4.2	18.9
White	13.2	9.2	10.2	17.2	4.0	13.2
High need	18.0	16.5	17.5	28.7	10.7	26.3
Economically disadvantaged	23.3	19.5	20.4	33.2	9.9	30.2
ELs	33.3	8.7	36.8	33.3	0.0	29.0
Students with disabilities	16.1	16.3	17.0	26.7	10.6	26.8

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

Table B4. East Bridgewater Public School District: Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years 2019-2021

	2019		2020		2021	
	Estimated	Actual	Estimated	Actual	Estimated	Actual
Expenditures						
From local appropriations for schools						
By school committee	\$20,713,923	\$20,305,579	\$21,269,307	\$20,828,402	\$21,890,993	\$21,316,231
By municipality	\$10,701,954	\$11,027,284	\$11,167,534	\$11,148,639	\$11,717,652	\$11,467,257
Total from local appropriations	\$31,415,877	\$31,332,863	\$32,436,841	\$31,977,041	\$33,608,645	\$32,783,488
From revolving funds and grants	--	\$3,487,242	--	\$3,350,646	--	\$4,218,295
Total expenditures	--	\$34,820,105	--	\$35,327,687	--	\$37,001,783
Chapter 70 aid to education program						
Chapter 70 state aid ^a	--	\$10,609,367	--	\$10,847,253	--	\$10,995,125
Required local contribution	--	\$11,682,386	--	\$12,183,037	--	\$12,580,578
Required net school spending ^b	--	\$22,291,753	--	\$23,030,290	--	\$23,575,703
Actual net school spending	--	\$25,878,155	--	\$26,754,523	--	\$27,249,722
Over/under required (\$)	--	\$3,586,402	--	\$3,724,233	--	\$3,674,019
Over/under required (%)	--	16.1%	--	16.2%	--	15.6%

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

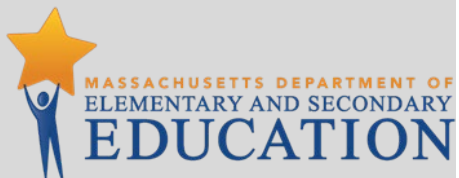
^a Chapter 70 state aid funds are deposited in the local general fund and spent as local appropriations. ^b Required net school spending is the total of Chapter 70 aid and required local contribution. Net school spending includes only expenditures from local appropriations, not revolving funds, and grants.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

Table B5. East Bridgewater Public School District: Expenditures Per In-District Pupil Fiscal Years 2019-2021

Expenditure category	2019	2020	2021
Administration	\$549.91	\$641.37	\$667.92
Instructional leadership (district and school)	\$707.15	\$693.19	\$840.40
Teachers	\$5,090.53	\$5,280.16	\$5,690.22
Other teaching services	\$914.82	\$973.52	\$1,145.09
Professional development	\$49.82	\$42.62	\$49.34
Instructional materials, equipment, and technology	\$290.74	\$292.86	\$610.76
Guidance, counseling, and testing services	\$664.56	\$703.28	\$776.58
Pupil services	\$1,258.27	\$1,167.18	\$1,411.72
Operations and maintenance	\$1,099.09	\$1,104.92	\$1,648.13
Insurance, retirement, and other fixed costs	\$1,771.05	\$1,853.81	\$2,156.08
Total expenditures per in-district pupil	\$12,395.95	\$12,752.91	\$15,006.24

Note. Any discrepancy between expenditures and total is because of rounding. Data are from [per-pupil expenditure reports on DESE website](#).

Appendix C. Districtwide Instructional Observation Report



East Bridgewater Public Schools

Classroom Visits: Summary of Findings

Districtwide Instructional Observation Report

March 2022



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Introduction

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

Observers visited East Bridgewater Public Schools during the week of February 28, 2022. The observers conducted 52 observations in a sample of classrooms across three schools. Observations were conducted in grades K-12 and focused primarily on literacy, English language arts, and mathematics instruction.

The classroom observations were guided by the Classroom Assessment Scoring System (CLASS), developed by the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia. There are three levels of CLASS Manuals: K-3, Upper Elementary, and Secondary. The K-3 tool is used to observe grades K-3, the Upper Elementary tool is used to observe grades 4-5, and the Secondary tool is used to observe grades 6-12.

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

Table 1. CLASS K-3 Domains and Dimensions

Emotional Support	Classroom Organization	Instructional Support
<ul style="list-style-type: none"> ■ Positive Climate ■ Negative Climate ■ Teacher Sensitivity ■ Regard for Student Perspectives 	<ul style="list-style-type: none"> ■ Behavior Management ■ Productivity ■ Instructional Learning Formats 	<ul style="list-style-type: none"> ■ Concept Development ■ Quality of Feedback ■ Language Modeling

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

Table 2. CLASS Upper Elementary and Secondary Domains and Dimensions

Emotional Support	Classroom Organization	Instructional Support
<ul style="list-style-type: none"> ■ Positive Climate ■ Teacher Sensitivity ■ Regard for Student Perspectives 	<ul style="list-style-type: none"> ■ Behavior Management ■ Productivity ■ Negative Climate 	<ul style="list-style-type: none"> ■ Instructional Learning Formats ■ Content Understanding ■ Analysis and Inquiry ■ Quality of Feedback ■ Instructional Dialogue
Student Engagement		

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

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

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

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

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

Positive Climate

Emotional Support domain, Grades K–12

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

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

Positive Climate District Average*: 5.2

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades K-5	0	1	2	3	3	9	3	21	5.2
Grades 6-8	0	0	1	0	8	4	2	15	5.4
Grades 9-12	0	0	2	5	2	4	3	16	5.1

*The district average is an average of the observation scores. In Table 3, the district average is computed as: $([2 \times 1] + [3 \times 5] + [4 \times 8] + [5 \times 13] + [6 \times 17] + [7 \times 8]) \div 52 \text{ observations} = 5.2$

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

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

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

Teacher Sensitivity

Emotional Support domain, Grades K–12

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

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

Teacher Sensitivity District Average*: 5.3

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades K-5	0	0	1	2	7	10	1	21	5.4
Grades 6-8	0	1	0	2	3	6	3	15	5.5
Grades 9-12	0	0	0	5	6	5	0	16	5.0

*The district average is an average of the observation scores. In Table 4, the district average is computed as: $[(2 \times 1) + (3 \times 1) + (4 \times 9) + (5 \times 16) + (6 \times 21) + (7 \times 4)] \div 52 \text{ observations} = 5.3$

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

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

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

Regard for Student Perspectives

Emotional Support domain, Grades K–12

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

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

Regard for Student Perspectives District Average*: 4.0

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades K-5	0	3	4	6	2	6	0	21	4.2
Grades 6-8	0	4	3	6	1	0	1	15	3.5
Grades 9-12	0	1	4	5	4	1	1	16	4.2

*The district average is an average of the observation scores. In Table 5, the district average is computed as: $([2 \times 8] + [3 \times 11] + [4 \times 17] + [5 \times 7] + [6 \times 7] + [7 \times 2]) \div 52 \text{ observations} = 4.0$

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

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

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

Negative Climate

Emotional Support domain, Grades K–3

Classroom Organization domain, Grades 4–12

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

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

Negative Climate District Average*: 6.9

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades K-5	0	0	0	0	0	0	21	21	7.0
Grades 6-8	0	0	0	0	0	3	12	15	6.8
Grades 9-12	0	0	0	0	0	1	15	16	6.9

*The district average is an average of the observation scores. In Table 6, the district average is computed as: $([6 \times 4] + [7 \times 48]) \div 52 \text{ observations} = 6.9$

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

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

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

³ When observers rate this dimension it is scored so that a low rating (indicating little or no evidence of a negative climate) is better than a high rating (indicating abundant evidence of a negative climate). To be consistent across all ratings, for the purposes of this report we have inversed this scoring.

Behavior Management

Classroom Organization domain, Grades K–12

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

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

Behavior Management District Average*: 5.8

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades K-5	0	2	0	4	1	8	6	21	5.5
Grades 6-8	0	0	2	1	1	6	5	15	5.7
Grades 9-12	0	0	0	0	2	8	6	16	6.3

*The district average is an average of the observation scores. In Table 7, the district average is computed as: $([2 \times 2] + [3 \times 2] + [4 \times 5] + [5 \times 4] + [6 \times 22] + [7 \times 17]) \div 52 \text{ observations} = 5.8$

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

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

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

Productivity

Classroom Organization domain, Grades K–12

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

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

Productivity District Average*: 5.9

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades K-5	0	0	0	2	5	4	10	21	6.0
Grades 6-8	0	0	2	0	5	2	6	15	5.7
Grades 9-12	0	0	1	0	3	6	6	16	6.0

*The district average is an average of the observation scores. In Table 8, the district average is computed as: $([3 \times 3] + [4 \times 2] + [5 \times 13] + [6 \times 12] + [7 \times 22]) \div 52 \text{ observations} = 5.9$

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

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

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

Instructional Learning Formats

Classroom Organization domain, Grades K–3

Instructional Support domain, Grades 4–12

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

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

Instructional Learning Formats District Average*: 5.4

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades K-5	0	0	0	1	8	10	2	21	5.6
Grades 6-8	0	0	0	2	3	7	3	15	5.7
Grades 9-12	0	1	1	3	6	4	1	16	4.9

*The district average is an average of the observation scores. In Table 9, the district average is computed as: $([2 \times 1] + [3 \times 1] + [4 \times 6] + [5 \times 17] + [6 \times 21] + [7 \times 6]) \div 52 \text{ observations} = 5.4$

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

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

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

Concept Development

Instructional Support domain, Grades K–3

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

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

Concept Development District Average*: 3.5

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades K-3**	0	2	5	2	3	0	0	12	3.5

*The district average is an average of the observation scores. In Table 10, the district average is computed as: $([2 \times 2] + [3 \times 5] + [4 \times 2] + [5 \times 3]) \div 12 \text{ observations} = 3.5$

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

Ratings in the Low Range. At the low range, the teacher does not attempt to develop students’ understanding of ideas and concepts, focusing instead on basic facts and skills. Discussion and activities do not encourage students to analyze and reason. There are few, if any, opportunities for students to create or generate ideas and products. The teacher does not link concepts to one another and does not ask students to make connections with previous content or their actual lives. The activities and the discussion are removed from students’ lives and from their prior knowledge.

Ratings in the Middle Range. To some extent, the teacher uses discussions and activities to encourage students to analyze and reason and focuses somewhat on understanding of ideas. The activities and discussions are not fully developed, however, and there is still instructional time that focuses on facts and basic skills. Students may be provided some opportunities for creating and generating ideas, but the opportunities are occasional and not planned out. Although some concepts may be linked and also related to students’ previous learning, such efforts are brief. The teacher makes some effort to relate concepts to students’ lives but does not elaborate enough to make the relationship meaningful to students.

Ratings in the High Range. At the high range, the teacher frequently guides students to analyze and reason during discussions and activities. Most of the questions are open ended and encourage students to think about connections and implications. Teachers use problem solving, experimentation, and prediction; comparison and classification; and evaluation and summarizing to promote analysis and reasoning. The teacher provides students with opportunities to be creative and generate ideas. The teacher consistently links concepts to one another and to previous learning and relates concepts to students’ lives.

Content Understanding

Instructional Support domain, Grades 4 – 12

Content Understanding refers to the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this dimension refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles (*CLASS Upper Elementary Manual*, p. 70, *CLASS Secondary Manual*, p. 68).

Table 11. Content Understanding: Number of Classrooms for Each Rating and District Average

Content Understanding District Average*: 4.9

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades 4-5**	0	0	1	3	1	2	2	9	5.1
Grades 6-8	0	0	2	3	3	4	3	15	5.2
Grades 9-12	0	0	3	5	4	4	0	16	4.6

*The district average is an average of the observation scores. In Table 11, the district average is computed as: $([3 \times 6] + [4 \times 11] + [5 \times 8] + [6 \times 10] + [7 \times 5]) \div 40 \text{ observations} = 4.9$

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

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

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

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

Analysis and Inquiry

Instructional Support domain, Grades 4 – 12

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

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

Analysis and Inquiry District Average*: 3.3

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades 4-5**	3	2	1	0	3	0	0	9	2.8
Grades 6-8	2	2	5	2	2	2	0	15	3.4
Grades 9-12	3	2	3	2	6	0	0	16	3.4

*The district average is an average of the observation scores. In Table 12, the district average is computed as: $([1 \times 8] + [2 \times 6] + [3 \times 9] + [4 \times 4] + [5 \times 11] + [6 \times 2]) \div 40 \text{ observations} = 3.3$

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

Ratings in the Low Range. At the low range, students do not engage in higher order thinking skills. Instruction is presented in a rote manner, and there are no opportunities for students to engage in novel or open-ended tasks. Students are not challenged to apply previous knowledge and skills to a new problem, nor are they encouraged to think about, evaluate, or reflect on their own learning. Students do not have opportunities to plan their own learning experiences.

Ratings in the Middle Range. Students occasionally engage in higher order thinking through analysis and inquiry, but the episodes are brief or limited in depth. The teacher provides opportunities for students to apply knowledge and skills within familiar contexts and offers guidance to students but does not provide opportunities for analysis and problem solving within novel contexts and/or without teacher support. Students have occasional opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning; these opportunities, however, are brief and limited in depth.

Ratings in the High Range. At the high range, students consistently engage in extended opportunities to use higher order thinking through analysis and inquiry. The teacher provides opportunities for students to independently solve or reason through novel and open-ended tasks that require students to select, utilize, and apply existing knowledge and skills. Students have multiple opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning.

Quality of Feedback

Instructional Support domain, Grades K–12

Quality of Feedback refers to the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation in the learning activity (*CLASS K–3 Manual*, p. 72). In the upper elementary and secondary classrooms, significant feedback also may be provided by peers (*CLASS Upper Elementary Manual*, p. 89, *CLASS Secondary Manual*, p. 93). Regardless of the source, the focus of the feedback motivates learning.

Table 13. Quality of Feedback: Number of Classrooms for Each Rating and District Average

Quality of Feedback District Average*: 3.6

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades K-5	2	2	4	8	2	3	0	21	3.7
Grades 6-8	1	1	6	2	1	3	1	15	3.9
Grades 9-12	1	5	4	3	2	1	0	16	3.2

*The district average is an average of the observation scores. In Table 13, the district average is computed as: $([1 \times 4] + [2 \times 8] + [3 \times 14] + [4 \times 13] + [5 \times 5] + [6 \times 7] + [7 \times 1]) \div 52 \text{ observations} = 3.6$

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

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

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

Language Modeling

Instructional Support domain, Grades K–3

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

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

Language Modeling District Average*: 3.8

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades K-3**	0	0	4	6	2	0	0	12	3.8

*The district average is an average of the observation scores. In Table 14, the district average is computed as: $([3 \times 4] + [4 \times 6] + [5 \times 2]) \div 12 \text{ observations} = 3.8$

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

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

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

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

Instructional Dialogue

Instructional Support domain, Grades 4 – 12

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

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

Instructional Dialogue District Average*: 4.0

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades 4-5**	2	1	0	3	1	0	2	9	3.9
Grades 6-8	1	4	1	3	1	2	3	15	4.1
Grades 9-12	0	5	1	6	1	2	1	16	3.8

*The district average is an average of the observation scores. In Table 15, the district average is computed as: $([1 \times 3] + [2 \times 10] + [3 \times 2] + [4 \times 12] + [5 \times 3] + [6 \times 4] + [7 \times 6]) \div 40 \text{ observations} = 4.0$

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

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

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

Ratings in the High Range. At the high range, there are frequent, content-driven discussions in the class between teachers and students or among students. The discussions build depth of knowledge through cumulative, contingent exchanges. The class dialogues are distributed in a way that the teacher and the majority of students take an active role or students are actively engaged in instructional dialogues with each other. The teacher and students frequently use strategies that encourage more elaborate dialogue, such as open-ended questions, repetition or extension, and active listening. Students respond to these techniques by fully participating in extended dialogues.

Student Engagement

Student Engagement domain, Grades 4–12

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

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

Student Engagement District Average*: 5.5

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7		
Grades 4-5**	0	0	0	2	1	4	2	9	5.7
Grades 6-8	0	0	0	3	3	7	2	15	5.5
Grades 9-12	0	0	0	3	6	4	3	16	5.4

*The district average is an average of the observation scores. In Table 16, the district average is computed as: $([4 \times 8] + [5 \times 10] + [6 \times 15] + [7 \times 7]) \div 40 \text{ observations} = 5.5$

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

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

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

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

Summary of Average Ratings: Grades K–5

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

	Low Range		Middle Range			High Range		n	Average Scores*
	1	2	3	4	5	6	7		
Emotional Support Domain	0	4	7	11	12	25	25	84	5.5
Positive Climate	0	1	2	3	3	9	3	21	5.2
Negative Climate**	0	0	0	0	0	0	21	21	7.0
Teacher Sensitivity	0	0	1	2	7	10	1	21	5.4
Regard for Student Perspectives	0	3	4	6	2	6	0	21	4.2
Classroom Organization Domain	0	2	0	7	14	22	18	63	5.7
Behavior Management	0	2	0	4	1	8	6	21	5.5
Productivity	0	0	0	2	5	4	10	21	6.0
Instructional Learning Formats***	0	0	0	1	8	10	2	21	5.6
Instructional Support Domain	7	7	15	22	12	5	4	72	3.8
Concept Development (K-3 only)	0	2	5	2	3	0	0	12	3.5
Content Understanding (UE only)	0	0	1	3	1	2	2	9	5.1
Analysis and Inquiry (UE only)	3	2	1	0	3	0	0	9	2.8
Quality of Feedback	2	2	4	8	2	3	0	21	3.7
Language Modeling (K-3 only)	0	0	4	6	2	0	0	12	3.8
Instructional Dialogue (UE only)	2	1	0	3	1	0	2	9	3.9
Student Engagement (UE only)	0	0	0	2	1	4	2	9	5.7

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: $([2 \times 1] + [3 \times 2] + [4 \times 3] + [5 \times 3] + [6 \times 9] + [7 \times 3]) \div 21 \text{ observations} = 5.2$

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: $([7 \times 21]) \div 21 \text{ observations} = 7.0$. In addition, Negative Climate appears in the Classroom Organization Domain for the Upper Elementary Manual.

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

Summary of Average Ratings: Grades 6–8

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

	Low Range		Middle Range			High Range		n	Average Scores*
	1	2	3	4	5	6	7		
Emotional Support Domain	0	5	4	8	12	10	6	45	4.8
Positive Climate	0	0	1	0	8	4	2	15	5.4
Teacher Sensitivity	0	1	0	2	3	6	3	15	5.5
Regard for Student Perspectives	0	4	3	6	1	0	1	15	3.5
Classroom Organization Domain	0	0	4	1	6	11	23	45	6.1
Behavior Management	0	0	2	1	1	6	5	15	5.7
Productivity	0	0	2	0	5	2	6	15	5.7
Negative Climate**	0	0	0	0	0	3	12	15	6.8
Instructional Support Domain	4	7	14	12	10	18	10	75	4.5
Instructional Learning Formats	0	0	0	2	3	7	3	15	5.7
Content Understanding	0	0	2	3	3	4	3	15	5.2
Analysis and Inquiry	2	2	5	2	2	2	0	15	3.4
Quality of Feedback	1	1	6	2	1	3	1	15	3.9
Instructional Dialogue	1	4	1	3	1	2	3	15	4.1
Student Engagement	0	0	0	3	3	7	2	15	5.5

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: $([3 \times 1] + [5 \times 8] + [6 \times 4] + [7 \times 2]) \div 15 \text{ observations} = 5.4$

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: $([6 \times 3] + [7 \times 12]) \div 15 \text{ observations} = 6.8$

Summary of Average Ratings: Grades 9–12

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

	Low Range		Middle Range			High Range		n	Average Scores*
	1	2	3	4	5	6	7		
Emotional Support Domain	0	1	6	15	12	10	4	48	4.8
Positive Climate	0	0	2	5	2	4	3	16	5.1
Teacher Sensitivity	0	0	0	5	6	5	0	16	5.0
Regard for Student Perspectives	0	1	4	5	4	1	1	16	4.2
Classroom Organization Domain	0	0	1	0	5	15	27	48	6.4
Behavior Management	0	0	0	0	2	8	6	16	6.3
Productivity	0	0	1	0	3	6	6	16	6.0
Negative Climate**	0	0	0	0	0	1	15	16	6.9
Instructional Support Domain	4	13	12	19	19	11	2	80	4.0
Instructional Learning Formats	0	1	1	3	6	4	1	16	4.9
Content Understanding	0	0	3	5	4	4	0	16	4.6
Analysis and Inquiry	3	2	3	2	6	0	0	16	3.4
Quality of Feedback	1	5	4	3	2	1	0	16	3.2
Instructional Dialogue	0	5	1	6	1	2	1	16	3.8
Student Engagement	0	0	0	3	6	4	3	16	5.4

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: $([3 \times 2] + [4 \times 5] + [5 \times 2] + [6 \times 4] + [7 \times 3]) \div 16 \text{ observations} = 5.1$

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

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

Table D1. Resources to Support Curriculum and Instruction

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

Table D2. Resources to Support Assessment

Resource	Description
DESE’s District Data Team Toolkit	A set of resources to help a district establish, grow, and maintain a culture of inquiry and data use through a district data team.

Table D3. Resources to Support Student Support

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

Appendix E. Student Performance Data Tables

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

Table E1. East Bridgewater Public School District: Next-Generation MCAS ELA Scaled Scores in Grades 3-8, 2018-2021

Group	N (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	959	503.0	502.2	498.8	-4.2	496.5	2.3
African American/Black	46	490.7	487.1	491.1	0.4	486.4	4.7
Asian	6	—	—	—	—	508.5	—
Hispanic/Latino	40	506.1	505.5	497.9	-8.2	484.3	13.6
Multirace	37	501.3	501.3	493.6	-7.7	499.7	-6.1
White	824	503.4	502.6	499.4	-4.0	501.3	-1.9
High need	368	489.1	489.4	490.5	1.4	485.9	4.6
Economically disadvantaged	236	492.7	493.1	493.4	0.7	485.2	8.2
ELs and former ELs	17	478.2	487.5	484.9	6.7	482.8	2.1
Students with disabilities	184	483.0	481.3	482.6	-0.4	478.1	4.5

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

Table E2. East Bridgewater Public School District: Next-Generation MCAS Mathematics Scaled Scores in Grades 3-8, 2018-2021

Group	N (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	957	499.5	499.4	491.5	-8.0	489.7	1.8
African American/Black	46	484.9	484.4	481.0	-3.9	477.3	3.7
Asian	6	—	—	—	—	508.6	—
Hispanic/Latino	40	500.5	499.5	486.0	-14.5	476.5	9.5
Multirace	38	496.3	494.0	488.0	-8.3	492.1	-4.1
White	821	500.1	500.1	492.4	-7.7	494.3	-1.9
High need	366	487.6	487.7	482.5	-5.1	479.0	3.5
Economically disadvantaged	234	490.9	489.8	484.4	-6.5	477.4	7.0
ELs and former ELs	17	481.4	488.8	477.8	-3.6	477.8	0.0
Students with disabilities	183	481.9	481.2	475.8	-6.1	472.5	3.3

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

Table E3. East Bridgewater Public School District: Next-Generation MCAS ELA Percentage Meeting or Exceeding Expectations in Grades 3-8, 2018-2021

Group	N (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	959	56%	54%	48%	-8	46%	2
African American/ Black	46	39%	29%	39%	0	28%	11
Asian	6	—	—	—	—	66%	—
Hispanic/Latino	40	63%	68%	40%	-23	26%	14
Multirace	37	50%	57%	41%	-9	51%	-10
White	824	57%	55%	50%	-7	54%	-4
High need	368	28%	27%	34%	6	28%	6
Economically disadvantaged	236	38%	36%	38%	0	27%	11
ELs and former ELs	17	5%	14%	18%	13	24%	-6
Students with disabilities	184	17%	12%	23%	6	16%	7

Table E4. East Bridgewater Public School District: Next-Generation MCAS Mathematics Percentage Meeting or Exceeding Expectations in Grades 3-8, 2018-2021

Group	N (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	957	49%	48%	33%	-16	33%	0
African American/ Black	46	27%	17%	13%	-14	14%	-1
Asian	6	—	—	—	—	64%	—
Hispanic/Latino	40	53%	45%	18%	-35	14%	4
Multirace	38	39%	39%	29%	-10	37%	-8
White	821	50%	50%	35%	-15	40%	-5
High need	366	24%	24%	19%	-5	16%	3
Economically disadvantaged	234	33%	29%	21%	-12	14%	7
ELs and former ELs	17	15%	24%	24%	9	17%	7
Students with disabilities	183	13%	13%	10%	-3	10%	0

Table E5. East Bridgewater Public School District: Next Generation MCAS ELA and Mathematics Scaled Scores in Grade 10, 2021

Group	ELA				Mathematics			
	N (2021)	2021	State	Above/ below	N (2021)	2021	State	Above/ below
All	152	504.9	507.3	-2.4	154	497.3	500.6	-3.3
African American/ Black	5	—	494.6	—	5	—	486.7	—
Asian	3	—	518.2	—	3	—	520.9	—
Hispanic/Latino	3	—	491.9	—	3	—	485.3	—
Multirace	3	—	510.6	—	3	—	503.9	—
White	137	504.7	512.5	-7.8	139	497.5	504.9	-7.4
High need	55	492.7	493.3	-0.6	56	485.9	486.5	-0.6
Economically disadvantaged	33	494.5	493.7	0.8	34	489.7	486.6	3.1
ELs and former ELs	0	—	477.9	—	0	—	477.6	—
Students with disabilities	34	486.9	487.2	-0.3	34	478.1	479.6	-1.5

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

Table E6. East Bridgewater Public School District: Next Generation MCAS ELA and Mathematics Percentage Meeting or Exceeding Expectations in Grade 10, 2021

Group	ELA				Mathematics			
	N (2021)	2021	State	Above/ below	N (2021)	2021	State	Above/ below
All	152	61%	64%	-3	154	44%	52%	-8
African American/ Black	5	—	41%	—	5	—	27%	—
Asian	3	—	80%	—	3	—	80%	—
Hispanic/Latino	3	—	39%	—	3	—	26%	—
Multirace	3	—	67%	—	3	—	55%	—
White	137	61%	73%	-12	139	45%	60%	-15
High need	55	33%	39%	-6	56	25%	26%	-1
Economically disadvantaged	33	36%	41%	-5	34	32%	27%	5
ELs and former ELs	0	—	19%	—	0	—	15%	—
Students with disabilities	34	21%	25%	-4	34	12%	14%	-2

Table E7. East Bridgewater Public School District: Next Generation MCAS Science Percentage Meeting or Exceeding Expectations in Grades 5 and 8, 2019–2021

Group	N (2021)	2019	2021	State (2021)	Above/below
All	314	51%	42%	42%	0
African American/Black	19	9%	37%	19%	18
Asian	3	—	67%	62%	5
Hispanic/Latino	8	—	25%	20%	5
Multirace, non-Hispanic/Latino	11	70%	36%	47%	-11
White	270	52%	43%	50%	-7
High need	128	33%	26%	23%	3
Economically disadvantaged	83	41%	27%	21%	6
ELs and former ELs	3	—	33%	18%	15
Students with disabilities	67	17%	19%	15%	4

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

Table E8. East Bridgewater Public School District: Next-Generation MCAS ELA Percentage Meeting or Exceeding Expectations in Grades 3-10, 2018-2021

Grade	N (2021)	2018	2019	2021	Change	State (2021)	Above/below
3	163	66%	69%	59%	-7	51%	8
4	154	58%	56%	49%	-9	49%	0
5	161	51%	48%	55%	4	47%	8
6	149	52%	43%	56%	4	47%	9
7	169	51%	57%	34%	-17	43%	-9
8	163	59%	54%	39%	-20	41%	-2
3-8	959	56%	54%	48%	-8	46%	2
10	152	—	64%	61%	—	64%	-3

Table E9. East Bridgewater Public School District: Next-Generation MCAS Mathematics Percentage Meeting or Exceeding Expectations in Grades 3-10, 2018-2021

Grade	N (2021)	2018	2019	2021	Change	State (2021)	Above/below
3	163	55%	56%	40%	-15	33%	7
4	153	46%	57%	42%	-4	33%	9
5	162	41%	42%	37%	-4	33%	4
6	149	59%	48%	32%	-27	33%	-1
7	169	40%	50%	21%	-19	35%	-14

Grade	N (2021)	2018	2019	2021	Change	State (2021)	Above/ below
8	161	56%	40%	26%	-30	32%	-6
3-8	957	49%	48%	33%	-16	33%	0
10	154	—	62%	44%	—	52%	-8

Table E10. East Bridgewater Public School District: Next-Generation MCAS Science Percentage Meeting or Exceeding Expectations in Grades 5 and 8, 2019-2021

Grade	N (2021)	2019	2020	2021	3-year change	State (2021)
5	161	59%	—	52%	-7	42%
8	153	43%	—	31%	-12	41%
5 and 8	314	51%	—	42%	-9	42%
10	—	—	—	—	—	—

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

Table E11. East Bridgewater Public School District: English Language Arts and Mathematics Mean Student Growth Percentile in Grades 3-10, 2019-2021

Grade	ELA				Mathematics			
	N (2021)	2019	2021	State (2021)	N (2021)	2019	2021	State (2021)
3	—	—	—	—	—	—	—	—
4	—	42.4	—	—	—	53.7	—	—
5	156	41.5	33.5	34.9	157	50.3	34.9	31.9
6	146	39.4	43.1	37.3	146	47.3	20.9	26.3
7	163	57.9	32.6	36.1	164	37.9	29.8	35.8
8	157	49.9	39.9	34.8	154	44.5	25.0	27.4
3-8	622	46.5	37.1	35.8	621	46.5	27.8	30.4
10	147	52.9	41.5	52.5	149	40.4	33.2	36.5

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

School	3	4	5	6	7	8	3-8	10
Central	—	—	—	—	—	—	—	—
Mitchell	60%	50%	56%	57%	—	—	56%	—
East Bridgewater Jr./Sr. High School	—	—	—	—	35%	39%	37%	62%
District	59%	49%	55%	56%	34%	39%	48%	61%
State	51%	49%	47%	47%	43%	41%	46%	64%

Table E13. East Bridgewater Public School District: Next-Generation MCAS Mathematics Percentage Meeting or Exceeding Expectations by Grade and School, 2021

School	3	4	5	6	7	8	3-8	10
Central	—	—	—	—	—	—	—	—
Mitchell	41%	43%	38%	32%	—	—	38%	—
East Bridgewater Jr./Sr. High School	—	—	—	—	22%	27%	24%	44%
District	40%	42%	37%	32%	21%	26%	33%	44%
State	33%	33%	33%	33%	35%	32%	33%	52%

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

School	5	8	5 and 8	10
Central	—	—	—	—
Mitchell	53%	—	53%	—
East Bridgewater Jr./Sr. High School	—	32%	32%	80%
District	52%	31%	42%	—
State	42%	41%	42%	—

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

Table E15. East Bridgewater Public School District: Next-Generation MCAS ELA Percentage Meeting and Exceeding Expectations in Grades 3-8 by School, 2021

School	All	High need	Econ. dis.	SWD	ELs and former ELs	African American	Asian	Hispanic	Multi-race	White
Central	—	—	—	—	—	—	—	—	—	—
Mitchell	56%	40%	44%	29%	—	50%	—	42%	30%	57%
East Bridgewater Jr./Sr. High School	37%	25%	30%	14%	—	25%	—	—	67%	36%
District	48%	34%	38%	23%	18%	39%	—	40%	41%	50%
State	46%	28%	27%	16%	24%	28%	66%	26%	51%	54%

Note. Econ. dis. = economically disadvantaged; SWD = students with disabilities.

Table E16. East Bridgewater Public School District: Next-Generation MCAS Mathematics Percentage Meeting and Exceeding Expectations in Grades 3–8 by School, 2021

School	All	High need	Econ. dis.	SWD	ELs and former ELs	African American	Asian	Hispanic	Multi-race	White
Central	—	—	—	—	—	—	—	—	—	—
Mitchell	38%	23%	26%	14%	—	15%	—	24%	33%	40%
East Bridgewater Jr./Sr. High School	24%	12%	14%	4%	—	10%	—	—	25%	25%
District	33%	19%	21%	10%	24%	13%	—	18%	29%	35%
State	33%	16%	14%	10%	17%	14%	64%	14%	37%	40%

Note. Econ. dis. = economically disadvantaged; SWD = students with disabilities.

Table E17. East Bridgewater Public School District: Next-Generation MCAS ELA Percentage Meeting or Exceeding Expectations in Grade 10, 2021

School	All	High need	Econ. dis.	SWD	ELs and former ELs	African American	Asian	Hispanic	Multi-race	White
East Bridgewater Jr./Sr. High School	62%	34%	38%	22%	—	—	—	—	—	62%
District	61%	33%	36%	21%	—	—	—	—	—	61%
State	64%	39%	41%	25%	19%	41%	80%	39%	67%	73%

Note. Econ. dis. = economically disadvantaged; SWD = students with disabilities.

Table E18. East Bridgewater Public School District: Next-Generation MCAS Mathematics Percentage Meeting or Exceeding Expectations in Grade 10, 2021

School	All	High need	Econ. dis.	SWD	ELs and former ELs	African American	Asian	Hispanic	Multi-race	White
East Bridgewater Jr./Sr. High School	44%	26%	33%	13%	—	—	—	—	—	45%
District	44%	25%	32%	12%	—	—	—	—	—	45%
State	52%	26%	27%	14%	15%	27%	80%	26%	55%	60%

Note. Econ. dis. = economically disadvantaged; SWD = students with disabilities.

Table E19. East Bridgewater Public School District: Next-Generation MCAS Science Percentage Meeting and Exceeding Expectations in Grades 5-8 by School, 2021

School	All	High need	Econ. dis.	SWD	ELs and former ELs	African American	Asian	Hispanic	Multi-race	White
Central	—	—	—	—	—	—	—	—	—	—
Mitchell	53%	33%	33%	21%	100%	44%	67%	40%	50%	54%
East Bridgewater Jr./Sr. High School	32%	21%	23%	18%	—	30%	—	—	—	34%
District	42%	26%	27%	19%	—	37%	—	—	36%	43%
State	42%	23%	21%	15%	18%	19%	62%	20%	47%	50%

Note. Econ. dis. = economically disadvantaged; SWD = students with disabilities.

Table E20. East Bridgewater Public School District: Four-Year Cohort Graduation Rates by Student Group, 2017-2020

Group	N (2020)	2017	2018	2019	2020	4-year change	State (2020)
All	167	96.2	94.6	92.4	98.8	2.6	89.0
African American/Black	7	—	85.7	—	100	—	83.1
Asian	—	—	—	—	—	—	95.0
Hispanic/Latino	4	100	—	—	—	—	77.2
Multirace, non-Hispanic/Latino	3	—	—	—	—	—	88.6
White	153	96.6	94.8	92.9	98.7	2.1	93.2
High need	65	87.5	83.0	86.7	96.9	9.4	81.1
Economically disadvantaged ^a	49	87.5	90.3	89.7	100	12.5	80.6
ELs	2	—	—	—	—	—	68.3
Students with disabilities	27	81.0	72.0	79.4	92.6	11.6	74.9

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

Table E21. East Bridgewater Public School District: Five-Year Cohort Graduation Rates by Student Group, 2016-2019

Group	N (2019)	2016	2017	2018	2019	4-year change	State (2019)
All	145	95.2	96.7	94.6	93.8	-1.4	90.1
African American/Black	4	—	—	85.7	—	—	84.1
Asian	—	—	—	—	—	—	96.3
Hispanic/ Latino	—	—	100	—	—	—	78.5
Multirace, non-Hispanic/Latino	1	—	—	—	—	—	90.3

Group	N (2019)	2016	2017	2018	2019	4-year change	State (2019)
White	140	95.7	96.6	94.8	94.3	-1.4	93.9
High need	60	85.7	89.3	83.0	90.0	4.3	82.4
Low-income households	39	85.7	89.6	90.3	92.3	6.6	82.0
ELs	4	—	—	—	—	—	71.1
Students with disabilities	34	84.2	85.7	72.0	85.3	1.1	78.2

Table E22. East Bridgewater Public School District: In-School Suspension Rates by Student Group, 2018-2021

Group	2018	2019	2020	2021	4-year change	State (2021)
All	4.1	2.8	1.7	0.5	-3.6	0.3
African American/Black	8.1	—	—	—	—	0.3
Asian	—	—	—	—	—	0.0
Hispanic/Latino	—	—	—	—	—	0.2
Multirace, non-Hispanic or Latino	—	—	—	—	—	0.4
White	4.0	2.9	1.6	0.5	-3.5	0.3
High need	6.4	4.8	3.0	0.6	-5.8	0.4
Economically disadvantaged ^a	6.7	5.5	3.8	0.5	-6.2	0.3
ELs	—	—	—	—	—	0.1
Students with disabilities	6.8	5.5	3.7	0.8	-6.0	0.6

^a Students from low-income families used for 2018 and 2019 rates.

Table E23. East Bridgewater Public School District: Out-of-School Suspension Rates by Student Group, 2018-2021

Group	2018	2019	2020	2021	4-year change	State (2021)
All	1.2	1.7	2.1	0.3	-0.9	0.5
African American/Black	1.4	—	—	—	—	0.6
Asian	—	—	—	—	—	0.1
Hispanic/Latino	—	—	—	—	—	0.5
Multirace, non-Hispanic or Latino	—	—	—	—	—	0.7
White	1.1	1.8	2.1	0.4	-0.7	0.5
High need	1.9	3.4	3.9	0.7	-1.2	0.7
Economically disadvantaged ^a	2.0	3.7	5.0	0.7	-1.3	0.7
ELs	—	—	—	—	—	0.3
Students with disabilities	2.1	3.5	4.1	1.0	-1.1	1.1

^a Students from low-income families used for 2018 and 2019 rates.

Table E24. East Bridgewater Public School District: Dropout Rates by Student Group, 2017-2020

Group	N (2020)	2017	2018	2019	2020	4-year change	State (2020)
All	661	0.4	0.3	0.3	0.2	-0.2	1.6
African American/Black	17	0.0	0.0	0.0	0.0	0.0	2.2
Asian	6	—	—	—	0.0	—	0.5
Hispanic/Latino	13	0.0	0.0	0.0	0.0	0.0	3.5
Multirace, non-Hispanic/Latino	10	0.0	0.0	0.0	0.0	0.0	1.6
White	613	0.5	0.3	0.3	0.2	-0.3	0.9
High need	183	1.2	0.0	0.5	0.5	-0.7	2.9
Economically disadvantaged ^a	102	2.0	0.0	0.9	1.0	-1.0	3.1
ELs	5	—	—	0.0	—	—	5.6
Students with disabilities	105	1.1	0.0	0.0	1.0	-0.1	2.6

^a Students from low-income families used for 2017, 2018, and 2019 rates.

Table E25. East Bridgewater Public School District: Advanced Coursework Completion Rates by Student Group, 2019-2021

Group	N (2020)	2019	2020	2021	3-year change	State (2021)
All	314	63.5	73.9	73.2	9.7	65.3
African American/Black	9	60.0	88.9	77.8	17.8	54.9
Asian	3	—	—	—	—	84.3
Hispanic/Latino	8	—	85.7	62.5	—	50.2
Multirace, non-Hispanic/Latino	5	—	66.7	—	—	65.5
White	288	64.0	73.4	73.3	9.3	69.6
High need	96	36.4	61.5	54.2	17.8	47.7
Economically disadvantaged ^a	70	41.5	66.1	64.3	22.8	49.0
ELs	4	—	—	—	—	28.1
Students with disabilities	38	19.6	54.5	21.1	1.5	33.1

^a Students from low-income families used for 2017, 2018, and 2019 rates.