Easton Public Schools

Targeted District Review Report

April 2022

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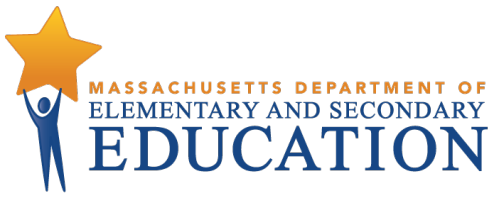

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Commissioner
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Executive Summary

In accordance with Massachusetts state law, the Massachusetts Department of Elementary and Secondary Education (DESE) contracted with American Institutes for Research® (AIR®) to conduct a comprehensive review of Easton Public Schools (hereafter, EPS) in April 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 wrote reports.

EPS's superintendent, Dr. Lisha Cabral, has been in this role since 2017 (Dr. Cabral previously served as the assistant superintendent between 2013-2017.) Dr. Cabral leads the district with a central office staff that includes an assistant superintendent, a director of operations, a business director, a director of special services, a data specialist, and payroll specialists. EPS's school committee has five elected members who serve 3-year terms.

Curriculum and Instruction

At the time of the district review, EPS was working on its curriculum review process. During the 2021-2022 school year, EPS initiated the creation of a curriculum review process and an equity auditing process to be implemented beginning in the 2022-2023 school year. These processes are intended to ensure that curricula are clearly articulated; aligned to state standards; and reviewed for diversity, equity, and inclusion (DEI). The district's instructional expectations require that teachers adjust and modify their instruction to meet students' learning needs, skill levels, and levels of readiness. The district has a wide variety of academic offerings, including language offerings at the middle-school level and many offerings at the high-school level (e.g., honors, Advanced Placement [AP], and electives). To support students in career exploration, the district has college and career connections diagrams that connect available courses with various college majors and career opportunities. Aggregate instructional observations indicated that instructional expectations and rigorous instruction were not being implemented consistently across all classrooms.

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

Assessment

District and school leaders in EPS established and continue to support a culture that values the use of assessment data in improving teaching, learning, and decision making. Focus groups and interviews with teachers and school and district leaders along with a document review indicated that educators have access to a variety of data to inform their classroom instruction, including STAR, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), MCAS, and Devereux Student Strengths Assessment (DESSA) Mini. The district has implemented systems for supporting data use, including Student Intervention Team (SIT) meetings at every school in the district. The district transparently shares data with students' families in several ways, including the Aspen program and Google Classroom.

Student Support

EPS is making concerted efforts to ensure that schools (a) support students' safety, well-being, and sense of belonging; (b) systematically identify and address students' needs; and (c) engage families and students in planning and decision making. The district has partnered with the University of Massachusetts to support the implementation of positive behavioral interventions and supports (PBIS) districtwide and the Anti-Defamation League to focus on diversity, equity, and inclusion (DEI). The district has a well-established SIT process across all schools to connect students with interventions and supports. However, parents and students said that promoting a safe and supportive school environment for all students was an area in need of improvement.

Easton Public Schools District Review Overview

Purpose

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

Methodology

A district review team consisting of AIR staff members and subcontractors, with expertise in each district standard, reviews documentation and extant data prior to conducting an onsite 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 EPS took place during the week of April 4, 2022. The site visit included 15 hours of interviews and focus groups with approximately 70 stakeholders, including district administrators, school staff, students, students' families, and teachers' association representatives. The review team conducted three teacher focus groups with six elementary-school teachers, seven middle-school teachers, and six high-school teachers. An additional three focus groups were conducted with specialists (e.g., English learner [EL] specialists and school counselors) with a total of five elementary-school specialists, six middle-school specialists, and five high-school specialists. Two student focus groups were conducted with eight middle-school students and eight high-school students. Interviews and focus groups were conducted with four elementary-school principals, one

[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/.

middle-school principal, and one high-school principal. Six members of the teachers' association also were interviewed, including the president and the vice president.

The site team conducted 71 observations of classroom instruction in 6 schools.[3] Certified team members conducted instructional observations using the Teachstone CLASS protocol.

Additional information is in the appendices. A list of review team members, information about review activities, and the site visit schedule are in Appendix A. Appendix B provides information about district enrollment, attendance, and expenditures. 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 data.

District Profile

In the 2021-2022 school year, there were 258 teachers in the district, with 3,418 students enrolled in the district's6 schools. Table 1 provides an overview of student enrollment by school.

Table 1. Easton Public Schools: Schools, Type, Grades Served, and Enrollment, 2021-2022

School	Type	Grades served	Enrollment
Moreau Hall	Elementary	Pre-K-2	218
Parkview Elementary	Elementary	Pre-K-2	297
Center School	Elementary	K-2	215
Richardson Olmsted School	Elementary	3-5	741
Easton Middle School	Middle	6-8	834
Oliver Ames	High	9-12	1,113
Totals			**3,418**

Note. Enrollment Data (2021-2022) for EPS (00880000) as of October 1, 2021.

EPS's student enrollment has decreased slightly in recent years (3,722 in 2018; 3,418 in 2022). In 2022, students from low-income households made up 20.3 percent of the district (state average is 43.8 percent). The district served a similar percentage of students with disabilities as the state (19.2 percent versus 18.9 percent), a smaller percentage of ELs (1.8 percent versus 11 percent), and a smaller percentage of students whose first language is not English (6.4 percent versus 23.9 percent). Additional enrollment figures by race/ethnicity and high-need populations (i.e., students with disabilities, students who are economically disadvantaged, and ELs and former ELs compared with the state are in Tables B1 and B2 in Appendix B.

Student Performance

The percentage of students meeting or exceeding expectations on the Next-Gen MCAS (Massachusetts Comprehensive Assessment System) is greater than the state average for all tested

[3] DESE exempted the early childhood center from instructional observations.

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 (2021)	Above/below
3	242	61%	68%	60%	-1	51%	9
4	243	63%	63%	56%	-7	49%	7
5	268	71%	67%	62%	-9	47%	15
6	285	66%	70%	68%	2	47%	21
7	262	52%	63%	55%	3	43%	12
8	292	68%	66%	48%	-20	41%	7
3-8	1,592	63%	66%	58%	-5	46%	12
10	282	—	75%	72%	—	64%	8

Note. Data sourced from https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00880000&orgtypecode=5& (2021).

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

Grade	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/below
3	242	65%	60%	41%	-24	33%	8
4	243	66%	62%	47%	-19	33%	14
5	268	60%	59%	56%	-4	33%	23
6	285	64%	69%	51%	-13	33%	18
7	261	68%	69%	46%	-22	35%	11
8	290	72%	65%	48%	-24	32%	16
3-8	1,589	66%	64%	48%	-18	33%	15
10	280	—	74%	68%	—	52%	16

Note. Data sourced from https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00880000&orgtypecode=5& (2021).

Table 4. 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	265	60%	—	57%	-3	42%
8	271	69%	—	54%	-15	41%
5 and 8	536	65%	—	55%	-10	42%
10	—	—	—	—	—	—

Note. Grade 10 results for the spring 2021 Science and Technology/Engineering (STE) tests 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=00880000&orgtypecode=5& (2021).

In addition, the district's four- and five-year graduation rates, 97.1 percent and 96.4 percent in 2020, respectively, are both greater than the state averages of 89 percent and 90.1 percent, respectively.

Curriculum and Instruction

At the time of the district review, EPS was working on its curriculum review process. During the 2021-2022 school year, EPS initiated the creation of a curriculum review process and an equity auditing process to be implemented beginning in the 2022-2023 school year. These processes are intended to ensure that curricula are clearly articulated; aligned to state standards; and reviewed for DEI. The district's instructional expectations require that teachers adjust and modify their instruction to meet students' learning needs, skill levels, and levels of readiness. The district has a wide variety of academic offerings, including language offerings at the middle-school level and many offerings at the high-school level (e.g., honors, Advanced Placement [AP], and electives). To support students in career exploration, the district has college and career connections diagrams that connect available courses with various college majors and career opportunities. Aggregate instructional observations indicated that instructional expectations and rigorous instruction were not being implemented consistently across all classrooms. 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	■ Using the CURATE table and other documents to critically review curricula for quality ■ Establishing a literacy adoption committee to complete professional development (PD) on the science of reading, review literacy curricula for adoption, and plan implementation	■ Continuing to develop the district's equity audit process to review curriculum and instructional practices to ensure equity
Classroom instruction	■ Establishing clear expectations that teachers make adjustments and accommodations informed by students' learning needs and skill levels ■ Having clearly written documents, including the District Curriculum Accommodation Plan and Interventions Strategies Options, to support teachers in adjusting their instruction to meet student needs	■ Providing all students with opportunities to learn collaboratively and take ownership of their learning
Student access to coursework	■ Providing a variety of academic offerings that encourage students to pursue rigorous learning experiences aligned with their interests	■ Ensuring that all students have equitable access to advanced coursework and other academic offerings

Curriculum Selection and Use

Curriculum selection and use is an area of focus for the district. A review of EPS's CURATE[4] table indicated that the district used published curricula at the elementary level, including Fundations

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

(kindergarten only) and Reading Street (K-6) for ELA; Bridges (K-5) and Illustrative Math (grades 6-8) for mathematics; and Know Atom (K-5) for science. Of these curricula, Illustrative Math is the only curriculum that meets CURATE's expectations, with the other curricula not being rated. District leaders stated that the elementary and middle schools also used Second Step as their social-emotional learning curriculum. At the middle- and high-school levels, almost all curricula are teacher created using Understanding by Design (UbD) by McTighe and Wiggins. The high school does not have a formal social-emotional learning program; educators use a variety of tools and resources.

A review of the CURATE table indicated that the district was aware that the Reading Street curriculum was insufficiently strong. At the time of the onsite review, the district was adopting a new literacy program at the elementary level. The assistant superintendent and the district's literacy adoption committee lead this process. Together, this team has been engaging in PD on the science of reading to "have a real understanding and common knowledge of what the science of reading is about and what the research actually shows us." The district also has used Scarborough's rope model of reading, which states that the different strands of reading (e.g., phonological awareness, decoding, vocabulary, and background knowledge) are all interconnected yet independent of one another. During the 2021-2022 school year, the committee is reviewing various reading programs and selecting which ones they would like to pilot in the fall. The committee plans to have a new literacy program selected in January 2023, with the remainder of the 2022-2023 school year dedicated to PD. The district plans to fully implement this new reading program in fall 2023.

At the middle- and high-school levels, nearly all curricula are teacher created using UbD. A review of a curriculum planning presentation shared by the district indicated that curriculum planning had been in place for several years before the onsite. For teachers K-8, content teams have been created to develop these curriculum units for specific content areas (ELA, mathematics, science, and social studies). For high-school teachers, department teachers work with their department heads to create units for the specific courses they teach. The district also created a UbD template to guide the creation of all units to ensure consistency across the district.

At the time of the onsite, EPS was planning a five-year formalized curriculum review process, to start in the 2022-2023 school year. A review of the district's draft curriculum review process document indicated that the curriculum review process team—including the assistant superintendent, administrators at each level (elementary, middle, and high), department chairs, and curriculum leads, teachers from each school, special education teachers, and specialists—is leading this work. This document describes the purpose of this curriculum review as "[developing a] process for the systematic ongoing evaluation of curriculum, instruction, and assessment across all content areas." The document describes the rationale for developing this review process to ensure that the district has clearly articulated curriculum from prekindergarten through grade 12, maintains adherence to state standards, provides opportunity for ongoing review and revision of curriculum, supports the use of assessment data to improve curriculum and instructional practices, and evaluates potential needs for curricular or programmatic changes. At the time of the district review, EPS was creating evaluation documents to assess curricular units. The district plans to begin rolling out the curriculum review process during the 2022-2023 school year, starting with mathematics, art, science, and wellness.

EPS was simultaneously working to develop an equity audit process to review its curricula for DEI. A district leader stated that EPS has been partnering with a consultant to support the district in developing culturally responsive rubrics. This district leader noted that these would be "generic rubrics that could target all content areas and [define] what would it mean within our district to be culturally responsive."

A specialist said: "We are exploring different rubrics to be able to review our curriculum with that particular lens of diversity, equity, inclusion and making sure you are hitting on all of that and identifying places perhaps where you need to incorporate more or just have that critical lens."

In addition, EPS has embarked on a process along with partners (e.g., Raising Multicultural Kids, a community organization) to ensure equity within curriculum and instruction. Another district leader stated: "We are rewriting curriculum units, looking at every resource that we use, looking to diversify our books, and providing PD for staff to improve student equity across the district." Raising Multicultural Kids has been assisting the district with developing diverse libraries by donating approximately 25 books to each classroom teacher so that all students are reflected in literature.

Numerous efforts have been made to ensure that the curriculum materials and accompanying resources at EPS are easily accessible to teachers, students, families, and the community. The district created an internal Google Drive to house all curricular materials across the district, organized by grade bands (Pre-K-2, 3-5, 6-8, and 9-12). Once a grade band is selected, there are a scope and sequence section and folders for each grade, organized by subject or course. A district leader stated, "Internally, the curriculum leaders and department chairs actually created our own platform using Google, and we have shared files and templates and really just created our own system in Google on a Google Drive for access by all teachers."

EPS has some formal professional learning structures to support educators in effectively implementing the curricula. A new teacher induction program meets monthly to support teachers who are new to the profession or the district. A district leader stated that the program included discussions on curriculum implementation. For all teachers, the district provides PD on a variety of topics. For example, according to school committee meeting notes, all K-3 teachers received PD on implementing the Fundations and KnowAtom science programs throughout the 2021-22 school year. The district also facilitates Easton University, linked on the district's website, with a variety of offerings that staff can use for professional learning. For example, one session offered in the spring 2022 focused on integrating science and literacy skills in the elementary classroom.

However, schools vary in the amount of time built into the schedule for teachers to collaborate on curriculum, instruction, data, and student progress. At the elementary-school level, teachers participate in weekly grade-level meetings, but these take place before or after school on teachers' time. School leaders and teachers expressed differing opinions on the effectiveness of this collaborative time. Although a school leader described this time as time for "[teachers] to collaborate, plan together and discuss how things are going at the grade level," teachers described this time as being more informational and logistics focused (e.g., planning field trips). Elementary-school leaders are working to incorporate common planning time into the schedule for the 2022-2023 year. At the middle school, teachers have two common periods each week; one of these times

is for prepping, the other is for team or department meetings for planning. At the high school, teachers have two common periods each month.

Classroom Instruction

Interviews and a document review showed that adjustments to classroom instruction was an area of strength for the district. Teachers and school leaders described the many ways in which teachers worked to modify their instruction so that all students could access the curriculum, including small groups, teaming, The Workshop model, and one-on-one instruction. EPS's Interventions Strategies Options document outlines various strategies for supporting students customized by area of need (i.e., behavior, reading, listening, communication, mathematics, and spelling). Examples of intervention strategies include providing pictures or other visual cues, using checklists for work completion, prereading to students, and providing wait time for verbal responses. Teachers and school leaders also referenced EPS's District Curriculum Accommodation Plan (DCAP), which details resources or supports available to meet the needs of diverse learners within the general education setting, such as manipulatives, word banks, reference sheets, extended time, and frequent breaks. A school leader said, "My expectation is that within the classroom teachers are able to differentiate instruction or assessment materials in order to optimize the student's ability to demonstrate understanding and vary different ways that they can be assessed." Similarly, both special education and general education teachers identified a clear expectation that teachers make adjustments to instruction and accommodations for students to best meet their needs.

For students needing more intensive supports, district leaders described using a multitiered system of support (MTSS). A review of the district's Tiered Support for Reading/Academic for Prekindergarten-Grade 2 document indicated that all students received Tier 1 instruction in the general education classroom, which entailed whole-class instruction with flexible groupings. Students with more intensive needs are referred to the SIT to establish specific goals that go beyond Tier 1 instruction. For Tier 2, students receive additional, targeted skills instruction in small-groups provided by the classroom teachers, paraprofessionals, interventionists, or reading/learning specialist for lagging skills). Students who do not make adequate progress within Tier 2 interventions are referred to Tier 3, where they receive additional targeted skills' interventions in smaller groups using specialized instructional strategies with increased frequency (see Safe and Supportive School Climate and Culture in the Student Support standard). At the middle school, a 25-minute block of time is designed to meet students' needs. During this time, students may receive an intervention, get help from a teacher in a specific class, take a movement break, and more. At the high school, a 15-minute block of time is reserved for the same purpose.

A review of the Districtwide Special Education Programs document posted on EPS's website indicated that the district had four programs available throughout the district:

1. The Foundations Program (designed for students with significant cognitive and/or learning deficits that affect their ability to access the general curriculum and require significant academic modifications, accommodations, and/or replacement curriculum),

2. The Therapeutic Learning Center Program (designed for students whose emotional or behavioral dysregulation is significantly interfering with their ability to access the general education curriculum),

3. The Language-Based Learning Program (designed for students with a language-based learning disability who require systematic instruction in an alternative method of reading, such as Orton-Gillingham or Wilson), and

4. The Skills Program (designed for students with significant disabilities such as autism or an intellectual disability).

These programs emphasize teaching students in the least restrictive environment that is appropriate for their needs.

Five observers, who focused primarily on instruction in the classroom, visited EPS during the week of April 4, 2022. The observers conducted 71 observations in a sample of classrooms across grade levels, focused on literacy, ELA, and mathematics. The CLASS protocol guided all classroom observations in the district, using the three grade-band levels of CLASS protocols: K-3, Upper Elementary (4-5), and Secondary (6-12).

The K-3 protocol includes 10 classroom dimensions related to 3 domains: Emotional Support, Classroom Organization, and Instructional Support. The Upper Elementary and Secondary protocols include 11 classroom dimensions related to 3 domains: Emotional Support, Classroom Organization, and Instructional Support, in addition to Student Engagement. The three domains observed at all levels broadly are defined as follows:

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

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

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

In summary, findings from district observations were as follows:

- **Emotional Support.** Ratings were at the high end of the middle range for the K-5 and 9-12 grade bands (average 5.7 and 5.1, respectively) and in the middle range for the 6-8 grade band (average 4.6).
- **Classroom Organization.** Ratings were in the high range for all grade bands (average 6.4 at each grade band).
- **Instructional Support.** Ratings were in the middle range for all grade bands (average 4.2 in the K-5 grand band, 3.8 in the 6-8 grade band, and 4.3 in the 9-12 grade band).
- **Student Engagement.** For grades 4 and up, where student engagement was measured as an independent domain, ratings were at the high end of the middle range for the 4-5 and 9-12 grade bands (average 5.4 and 5.3, respectively), and in the middle range for the 6-8 grade band (average 4.8).

Students described various methods of instruction across classes and subjects. For example, students said that some classes were characterized by interactive activities and group work, whereas others primarily used independent work and note taking. One student stated, "In my English class, we sit in rows and we do our work that way, but in my chemistry classes we go to the back tables and do group work." Data from the District Instructional Observation Report support those statements; the district's middle range scores for the Instructional Learning Formats dimension indicates that teachers sometimes use instructional methods that facilitate active engagement and sometimes use a variety of modalities. The district also scored in the middle range for Analysis and Inquiry (average 4.1 in the 4-5 grand band, 3.4 in the 6-8 grade band, and 3.9 in the 9-12 grade band), supporting students' statements that instruction might be focused more on rote learning, rather than on higher-order thinking. The district did, however, score at the high end of the middle range for Student Engagement, supporting statements from teachers and students that students enjoyed their classes and teachers tried to make class time engaging.

Embedding DEI into curriculum and instruction is a priority at EPS. Beginning in the 2019-2020 school year, the district facilitated a PD series focused on equity. A review of EPS's Equity Series document for the 2019-2020 school year indicated that the district hosted six sessions focused on topics such as the causes and effects of anxiety, unconscious bias, social deficit, equity for LGBTQ students, and gender equity. These sessions featured local, national, and international speakers. A document review indicated that in 2021-2022 the district offered a six-hour seminar on race, racism, and the arts that critically examined how racism operated in theater, music, and the visual arts.

Student Access to Coursework

Interviews and a document review showed that EPS had a variety of educational offerings across all levels. However, the district is in the early stages of ensuring that all students have equitable access to these educational offerings. At the elementary level, rigorous learning experiences primarily take place in the classroom through hands-on materials, The Workshop Model, differentiation, and guided lesson formats. Students also have access to elective classes, including art (all grades), music (all grades), and instrument lessons (beginning in fourth grade). However, parents said that they would like to see more opportunities for elementary-school students. One parent stated that enrollment in additional opportunities such as robotics was limited, with spots filling quickly. Parents said that they

would like to see expanded enrollment so that more students could participate in these learning opportunities.

At the middle-school level, all sixth-grade students have an opportunity to explore each of the three foreign languages offered at Easton, including Latin, French, and Spanish. Beginning in seventh grade, students receive foreign language instruction in their chosen language. The middle school formerly leveled their courses, but levels have been removed in nearly all courses (except mathematics) to ensure that all students have equitable access to rigorous teaching and learning. A school leader stated, "[The] decision was made to eliminate leveling at the middle-school level everywhere except math. What we ultimately found was [that] our leveling process, it just seemed to be unfair. We had the haves and the have-nots in our group mix. And so we eliminated leveling. And by eliminating leveling . . . we were going to raise the bar for all of the kids."

Students who take the accelerated mathematics program in grades 7 and 8 earn high-school credit at completion. For all other students, the school focuses on differentiation to ensure that teachers adjust their instruction to meet students' needs and that students are appropriately challenged.

The high school has a wide variety of courses, as described in its program of studies posted on the school's website:

> All courses at Oliver Ames are designed to prepare students to successfully transition to a variety of post graduate options including college, military, trade school, and the workforce, and we want to provide students with the opportunity to explore different interest areas while in high school.

To support students in this goal, the program of studies is organized by college and career connections diagrams, which tie major career clusters and college majors to the various courses and clubs offered at the high school. For example, students interested in business administration and management are encouraged to take courses such as accounting, entrepreneurship, finance, marketing, and law and legal, all of which are available at the high school. Students may want to enroll in aligned clubs and organizations, such as the architectural/engineering society, international travel and study, the math team, or the society of women engineers. The diagram also includes related college majors and a variety of career opportunities that students may want to explore which are aligned with business administration and management. Similarly, diagrams are available for a wide variety of career clusters, such as architecture and construction, education and training, finance, and health science. All high-school students also have access to the Naviance program, in which they can complete college interest surveys and explore different career interests.

Family members and students described feeling academically prepared for college but less well informed about career opportunities or other postsecondary options. One student spoke about a consistent focus to do well academically in EPS: "Within the high school, we are so focused on academics. I feel as though I've been readily prepared and the workload in college will be comparable to what I'm used to here, I've heard that [the workload] is less." Students reported feeling less well prepared about other postsecondary options. Another student stated, "I don't even know what those classes would be . . . I don't think we've ever had someone talk to us about doing some type of internship or certificate program or vocational program that doesn't involve college." A family member

also spoke about the absence of meaningful career opportunities for students, "While there are shop classes at the high school, I think most of them are meant as fillers, not as a pathway to a career."

District and school leaders said that they were aware of this challenge and have been working to make elective offerings more career driven. The superintendent told the team that the high school was partnering with a consortium of local districts to expand student access to career pathways. Beginning in summer 2022, students will be able to enroll in career courses in other districts or at post-secondary institutions (for free or at minimal cost), enabling them to access college-level courses not offered at Oliver Ames. For example, EPS students will be able to enroll in phlebotomy, healthcare certification courses (e.g., for certified nursing assistants and emergency medical technicians), machine manufacturing, computer science, and education. The superintendent stated,

> Ultimately, we see our students being able to earn up to 30 undergraduate credits before they graduate high school. And this will be subsidized as much as possible by the district. We want to make college more accessible and affordable to those that historically it hasn't been accessible to.

Another district leader expressed a similar sentiment: "Can you imagine having a child and they graduate with all this college coursework that they didn't have to pay for? It's just fantastic . . . We want to make sure that no kid is falling through the cracks."

At the time of the district review, Oliver Ames was in the beginning stages of reviewing course enrollment to ensure that all students had equitable access. A school leader said that the high school recently began to review enrollment data and determined that their college preparatory courses had higher proportions of marginalized students compared with more advanced courses. This school leader noted,

> There's actually a group of teachers that I'm collaborating with right now to look at the past 10 years of data and look at the district from a whole, which is great, with the support of the superintendent and the assistant superintendent to try to identify what supports need to be in place, or in what ways we need to adjust our curriculum to more equitably and proportionately even out what the course loads look like.

Recommendations

- The district should continue to develop and implement its equity audit process to review curriculum and instructional practices to ensure equity.
- The district should provide all students with opportunities to learn collaboratively and take ownership of their learning.
- The district should ensure that all students have equitable access to advanced coursework and other academic offerings.

Assessment

District and school leaders in EPS have established and continue to support a culture that values the use of assessment data in improving teaching, learning, and decision-making. Focus groups and interviews with teachers and school and district leaders and a document review indicated that educators had access to a variety of data to inform their classroom instruction, including STAR, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), MCAS, and Devereux Student Strengths Assessment (DESSA) Mini. The district has implemented systems for supporting data use, including SIT meetings at every school in the district. The district transparently shares data with students' families in various ways, including the Aspen program and Google Classroom. 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	■ Using multiple data sources that provide information about students' academic performance across grade levels	■ Determining whether additional data sources are needed for elementary mathematics
Data use	■ Staff at district, school, and classroom levels using data to identify trends in students' strengths and areas of need ■ School staff having formalized opportunities to review and discuss student data (e.g., data meetings, SIT process)	■ Analyzing disaggregated student performance data, particularly to identify performance, access, and opportunity outcomes and gaps
Sharing results	■ Informing families about students' progress through report cards, conferences, Aspen, and Google Classroom	■ Providing sufficient opportunities for students to meaningfully discuss their performance with teachers

Data and Assessment Systems

Interviews, focus groups, and a document review showed that EPS had a system for collecting data that provided a comprehensive picture of student, school, and district performance from multiple data sources. The use of data to drive instructional decision making is clearly articulated within EPS's strategic plan for 2018-2024, aligned to the first objective of providing all students with equitable access to programs and opportunities that meet their individual needs so that they can demonstrate optimal growth. Interviews with school leaders and teachers and a document review indicated that staff had access to multiple data sources to measure and monitor students' progress and performance, including MCAS, STAR, Dynamic Indicators of Basic Early Literacy Skills, Developmental Reading Assessment, Lexia, Curriculum Based Measurement (CBM), and DESSA-Mini, a social-emotional assessment. The district also reviews students' college enrollment and workforce data.

At the elementary- and middle-school levels, teachers administer CBM (K-2), Developmental Reading Assessment (K-2), Lexia (grades 3-8), STAR (grades 3-8), and DESSA-mini (Pre-K-5) throughout the

school year. At the elementary level, teachers use the CBM (for lower elementary) or STAR (for upper elementary) as their universal screening tool, and both assessments are administered three times per year, in the fall, winter, and spring. During the second and third administrations of STAR, teachers review the student growth percentile. As one teacher stated, "That's a huge data point to really see if students are making gains and help us celebrate their growth." However, teachers said that there were fewer data sources available at the elementary level for mathematics.

At the high school, all teachers create and administer common assessments or unit tests for their specific courses. In addition, students complete a midyear and final assessment. Although STAR is primarily used in the elementary and middle schools, some high-school teachers use it to monitor the progress of students in Tier 2 or 3 interventions. In addition, the high school and the district review the results of AP exams, SAT scores, and ACT scores; college acceptance rates for those pursuing a postsecondary education; and career opportunities for those entering the workforce after graduating. In addition, every two years high-school students complete the Youth Health Survey to measure the social and emotional health of students in grades 9-12. The Youth Health Survey is aligned with the high school's second improvement goal to provide a safe and supportive learning environment and ensure students' social and emotional well-being.

Data Use

A review of the district's strategic plan for 2018-2024 and other documents indicated that EPS was committed to using data for instructional decision-making (aligned with the district's first priority of student achievement). School and district leaders spoke about the expectations to use data to drive continuous improvement at all levels and ensure that educators, including district and school leaders, use data to guide instructional practice.

Grade-level (and subject-area, depending on the school) data meetings are held three times per year, following the administration of STAR or another universal screening tool (e.g., CBM). The data team consists of the principal, literacy coach/mathematics coach (or interventionists, depending on the school), general education teachers, and special education teachers. At the winter (second data meeting) and spring (third data meeting), the team reviews student growth. A document review indicated that the district expected this time to be used to discuss how students performed compared with the standards of success; identify students who struggled to meet grade-level performance standards; plan for the delivery of small-group Tier 1 instruction; formulate how best to group diverse learners so that they could receive small-group Tier 2/3 instruction—if needed; and finalize details to progress monitor caseloads. A review of schools' assessment schedules indicated time being allocated to the review and analysis of data using the data meeting structure.

A teacher described data meetings as "robust" and stated: "We're targeting students for interventions." A document review indicated that, the data teams identified tiered interventions for students who were determined to be at risk for not meeting grade-level expectations. The data team then sets goals for student growth. While the intervention is implemented, progress monitoring probes are administered regularly (e.g., biweekly). At the midway point between universal screenings, the classroom teacher and supporting interventionist have a progress monitoring meeting to review student growth and adjust interventions and goals as needed. A teacher said, "[We] literally look at each child individually. We don't want any students falling between the cracks." Each school also

presents a summary of students' data to the school committee annually during curriculum leadership meetings.

In addition to data meetings, every district in the school has an SIT process. Although the exact composition of the team varies by school, it generally includes the principal (or another school administrator), general education teachers, special education teachers, reading specialist/instructional coach, guidance counselor/school psychologist, school nurse, and other related service providers (e.g., English as a second language teachers). A description of SIT states, "the purpose of the SIT is primarily to assist classroom teachers and provide a forum to facilitate the opportunity to brainstorm, collaborate, and problem-solve when there are academic, social-emotional, and/or behavioral concerns regarding a specific student and current strategies are not improving a student's performance." This also states that the SIT is not a special education referral committee.

At the district level, leaders are reviewing data to identify areas for improvement. As a district leader stated,

> We're constantly looking at the growth because the growth is extremely important to us. One thing that we're finding, though, and this is data that I did present at the literacy adoption committee meeting, was that we've just been stagnant. Our third-grade reading scores are stagnant. So we know we need to do something different.

The district also reviews other data sources, such as STAR, CBM, and MCAS. However, the district is in the beginning stages of using these data sources to identify and address inequities across the district.

Sharing Results

District leaders said that they have ensured that individual educators, as well as students and their families, have easy access to relevant data by adopting the Aspen program. Aspen is a comprehensive student information management system that provides data insights to teachers and school and district leaders. It is the primary way that data are shared throughout the district with families and students.

Interviews with district leaders and a document review indicated that teachers had access to universal screening and progress monitoring data. All teachers who administer STAR have access to Renaissance's STAR Record Book, which shows each student's reading and mathematics scores. Through this platform, teachers can access other data reports, such as summary scores (show percentile rank), annual progress (shows each student's progress across time), and the student mastery dashboard (analyzes student data by state standard). Similarly, teachers who administer CBM have access to student-level results through that platform.

Aspen is available directly on the district's website. A description of the portal states,

> Aspen supports the goals of Easton Public Schools to engage students and their families and provide opportunities for communication. Providing timely information for parents, guardians, and students about student performance serves the school system's strategic plan priorities

> of maximizing individual student achievement and enhanced relationships within our community.

Aspen manages a variety of student information, including grades, scheduling, attendance, discipline, special education, and other data. Parents in the family focus group spoke about being aware of and using Aspen to monitor their children's progress. One parent described Aspen in this way,

> Teachers enter assignments, update grades in real time so you can go in and see where your student stands if there's any assignments, any grades that were far below your expectations, and see where they are at any time . . .. You can set a threshold for if a grade gets entered that's below a certain number, you can get a daily alert, or you can get a weekly summary of your child's progress or lack thereof.

Although the entire district uses Aspen, student-level accounts are available for only middle- and high-school students.

In addition to Aspen, multiple interview and focus group respondents indicated that Google Classroom was used to share data with students and families. A teacher described using Google Classroom as follows: "The parents choose to get information about their student progress through assignments that are posted. I know a lot of my parents really enjoyed that feature, being able to see what kinds of work are being assigned throughout the week." Parents also receive formal report cards on their children's performance three times per year. At the elementary level, these report cards are standards based. A teacher noted, "Each individual standard is outlined in the report card and the information is shared with the parents." There also are parent conferences twice per year, during which parents meet with their children's teacher(s) to discuss progress.

Students spoke about using Aspen regularly to check their grades. Students said that they also valued having opportunities to discuss their grades with their teachers. As a middle-school student stated:

> Aspen is a good website to go see your grades, but sometimes when you are really proud of your work on a test or a quiz and you're really sure you'll get a 100, but then you're on Aspen, you check and you saw an 80 or something, it makes you a bit surprised and shocked. So, I would prefer teacher[s] calling over and talking and showing your grade. It just makes me feel better. Sometimes teacher[s] can explain [that] you need to improve.

A high-school student expressed a similar sentiment about wanting feedback on areas of improvement: "I feel [teachers are] going to express what I'm doing good. I feel like I want them to be honest about what I should do better and how I should improve." Students also said that using Aspen as the primary source of {information about] their performance creates a dependency on grades:

> I feel like [Aspen is] the primary way of how I know if I'm doing well or not, which also I feel like goes to a dependency on my grades and focus on my grades because that's all I know how to look at my performance.

These comments suggest that providing opportunities for students to meaningfully discuss their performance with teachers may be an area for improvement.

Despite the formal systems to transparently share student data with families, parents in the family focus group described having less access to information at the elementary level than in the later grades. As one parent stated, “We don’t get that much communication in the earlier grades.” However, the parents generally agreed that teachers were “very accessible if you need them,” and that “if there was an issue, the teachers would let you know.” However, these sentiments suggest more regular communication at the elementary level is an area of improvement.

Recommendations

- The district should determine whether additional data sources are needed for elementary mathematics.
- The district should analyze disaggregated student performance data, particularly to identify performance, access, and opportunity outcomes and gaps.
- The district should provide sufficient opportunities for all students to meaningfully discuss their performance with teachers.

Student Support

EPS is making concerted efforts to ensure that schools support students' safety, well-being, and sense of belonging; systematically identify and address students' needs; and engage families and students in planning and decision making. The district has partnered with the University of Massachusetts to support the implementation of Positive Behavioral Interventions and Supports (PBIS) districtwide and with the Anti-Defamation League to focus on DEI. The district has a well-established SIT process across all schools to connect students with interventions and supports. However, students and parents stated that promoting a safe and supportive school environment for all students was an area in need of improvement. Table 7 summarizes the key strengths and areas for growth in student support.

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

Indicator	Strengths	Areas for Growth
Safe and supportive school climate and culture	■ The district promotes positive approaches to student behavior. ■ The district is in the beginning stages of identifying and addressing issues of inequity in the district.	■ Continuing to cultivate a safe, challenging, and supportive learning environment for students ■ Continuing to develop staff capacity to examine and dismantle biases and systemic inequalities to create safe learning environment.
Tiered systems of support	■ The district provides, and teachers use, interventions in the District Curriculum Accommodation Plan to support students. ■ Each school uses the SIT process to make collaborative decisions about students.	■ Implementing tiered, evidence-based, culturally responsive systems of supports for students districtwide ■ Providing high-quality, ongoing support and PD to support the use of tiered models, and to build expertise in academic, behavioral, and social-emotional learning
Family, student, and community engagement and partnerships	■ Families and students have opportunities to get involved in the district. ■ The district has established numerous community partnerships to support students' social, emotional, and mental wellness and provide students with expanded learning opportunities.	■ Establishing a clear process for managing and evaluating community partnerships

Safe and Supportive School Climate and Culture

The district is making concerted efforts to promote a safe and supportive environment. The district's Strategic Plan for 2018-2024 states that EPS is committed to, "providing a safe and supportive environment that will improve the social, emotional and physical well-being of students and staff to

promote academic, professional, and personal success." A review of the school improvement plans indicated that these plans included similar goals. To achieve this goal, EPS is investing in implementing PBIS across the district. The district also has partnered with external community organizations (e.g., Anti-Defamation League) to create welcoming and safe learning environments. Although the district is taking positive steps, interviewees expressed the view that further improvement was needed to ensure that all students felt safe and supported, particularly for DEI, bullying, and other inappropriate behavior, .

Results of the 2020-2021 Views of Climate and Learning (VOCAL) student surveys are available for students in grades 4, 5, and 8 at the Easton Middle School and the Richardson Olmstead School. (Few students completed the VOCAL survey at the high-school level, so results were not available at the secondary level.) District-level results indicate a "relatively strong" school climate for grades 4 and 5 and a "typical" school climate for grade 8. Overall school climate scores for student groups echoed the overall scores for all students at a given grade level. EPS's Instructional Observation Report support these statements. Scores in the middle range for Positive Climate (average 5.8 in the K-5 grade band, 4.7 in the 6-8 grade band, and 5.0 in the 9-12 grade band) and Teacher Sensitivity (average 6.1 in the K-5 grade band, 5.3 in the 6-8 grade band, and 6.0 in the 9-12 grade band) dimensions of the Teachstone CLASS tool suggest that some teachers and students share warm and supportive relationships, and teachers are sometimes aware of students' emotional and academic needs. Scores for Behavior Management (average 6.6 in the K-5 grade band, 6.3 in the 6-8 grade band, and 6.2 in the 9-12 grade band) of the Teachstone CLASS tool indicate that the rules and guidelines for behavior are clear, and they are consistently reinforced by teachers.

Stakeholders highlighted the district's ongoing efforts in the area of positive behavioral approaches. District and school leaders said that EPS has been implementing PBIS since 2017, when the district began partnering with the University of Massachusetts. EPS assembled a PBIS district team and a team in each school. The district also completed a self-assessment process, which included the development of a resource map. A district leader and specialists spoke of school "constitutions" and handbooks that included expectations for student behavior. School leaders stated that although these expectations varied by school (e.g., Bucker Filler Pledge) they all focused on core values. For example, the Bucket Filler Pledge used at Center School focuses on students being respectful, using kind words, leading by example, and trying their hardest.

A district leader highlighted the need for understanding the root cause of behavior and why particular behaviors were taking place, rather than coming "out of the gate with just discipline [and] punishment." Similarly, school leaders spoke of avoiding punitive discipline at the early grades and focusing more on restorative justice and social-emotional learning. District leaders said that the COVID-19 pandemic has affected middle- and high-school students, and leaders have observed increases in behaviors not aligned with the district's expectations. High-school students also highlighted issues with students not having the time in schools for peer socialization because of the COVID-19 pandemic, which they said has led to challenges with transitioning back to the role of students. A document review indicated that the district used a tiered response to behaviors. As a result of increased nonacademic needs resulting from the COVID-19 pandemic, some district schools created SITs to focus on behavioral or social-emotional challenges. Stakeholders stated that SITs met biweekly or weekly, depending on the school. During this time, adults discuss specific students

and put a plan in place to better support students moving forward. Teachers and specialists also spoke about and a review of school schedules confirmed a focus block for students that could be dedicated to social-emotional learning (particularly executive functioning) However, students said that some of their peers continued to struggle behaviorally. These students said that these expectations were not enforced beyond detentions and suspension. One student stated that "giving them a suspension isn't really teaching them anything," and several other students agreed.

The district is working to address issues of DEI and bullying to create safe and welcoming school environments. The superintendent stated that diversifying EPS's workforce was a priority, noting that the district has room for improvement before staff reflects the diversity of the student body.

Another district leader confirmed this and added that at the time of the onsite review a human resources director had recently been hired District leaders said that they hoped that this staff member would have targeted, focused time to do the work of attracting a diverse workforce. PD has been provided to all staff on topics such as unconscious bias, social deficit, equity for LGBTQ students, and gender equity. Furthermore, interviewees spoke about recent PD for all teachers in the district in which former students and a parent of color discussed what it was like to go to school and raise children in the district as students and parents of color. A review of PD agendas and school committee meeting minutes confirmed these PD opportunities.

In addition, interviews and a document review indicated that the district had partnerships with local organizations and clubs for students focused on DEI. Parents, teachers, students, and district leaders spoke about a partnership with Boston University to study the effects of the Anti-Defamation League's peer leadership program, which focuses on student empowerment to handle difficult conversations and situations. A member of the teachers' association highlighted a focus on DEI in the high school, including Club United, a multicultural club One of the club's initiatives is reading diverse books at elementary schools in the district. In addition, a parent highlighted Special Education Parent Advisory Council (SEPAC) initiatives such as the Ability Awareness Day for elementary schools, during which students learn what it is like to walk through others' shoes from a disability perspective.

However, teachers, students, and parents, said that the district had room for improvement related to ensuring that all students had a safe and supportive learning environment. Stakeholders spoke at length about student behavior and bullying. Reflecting on experiences with their child in the district, one parent highlighted the need for better tracking of racial incidents. Although acknowledging the school has been approachable, the parent mentioned that their child has had multiple incidents, including being called a racial slur. In addition, students said that they felt as though racial issues that affected the broader EPS community were not being sufficiently addressed by the district. High-school students stated that they did not think that enough had been done to meaningfully discuss the issue at their school. One student said, "We're not little anymore. We know what's going on in the real world. We try to understand to our best, but they're teaching it to us like they're teaching [younger students]." Another student spoke about being frequently bullied for being different and not feeling safe at school. Generally, students described the administration as "performative" or doing things "for an aesthetic" without meaningful follow-through. Because multiple students expressed

concern, the district has room for improvement to ensure a safe and supportive learning environment.

Tiered Systems of Support

A multi-tiered system of support is a work in progress in EPS. All EPS students receive Tier 1 instruction and support, including access to guidance counselors, parent outreach and meetings, incentive plans, and receiving supports as needed from the Interventions Strategies Options document or DCAP (as previously described in the Classroom Instruction section). At the middle-school level, during a daily 25-minute block of time (called FOCUS) students may receive interventions, help from teachers in specific classes, or other supports. At the high school, a daily 12-minute advisory with a longer 45-minute "tiger block" twice per month supports students.

At the Tier 1 level, all students in grades 3-8 are screened three times per year (beginning, middle, and end) through the Renaissance STAR universal screener. For students in other grades, a wide range of assessments is administered depending on the grade level and content area (see Assessment section). Results are used to identify students as being at risk and who may need additional supports. Staff discuss these students during grade- or department-level meetings and data meetings (held three times per year, as discussed in the Data Use section). If students do not make progress after Tier 1 supports have been implemented, such as those documented in the DCAP, students may be referred to receive targeted or intensive supports.

Tier 2 and 3 supports are available in mathematics, literacy, and executive functioning. These interventions focus on specific goals and needs, are of greater intensity, and are part of a continuum of services. Across the district, Tier 2 supports involve small-group instruction, intervention, and working with specialists (e.g., school adjustment counselor). School leaders explained that students' progress within these interventions were regularly monitored (e.g., every six to eight weeks) to ensure that these interventions were successful. A school leader stated:

> We come up with measurable goals that [students] will work on for the next six to eight weeks for those interventions. And then, we'll meet again for a follow-up to, look at that data to see if those interventions were successful, or if we need to redesign the plan, come up with new goals, and so on and so forth.

As described in the Classroom Instruction section, EPS has four special education programs that are available at all schools in the district: the Foundations Program, the Therapeutic Learning Center Program, the Language-Based Learning Program, and the Skills Program. Students are taught in inclusive classrooms with the support of paraprofessionals and co-teachers as much as possible.

As described in the Data Use section, the SIT process is used throughout the district. Interviewees said that SIT was a time for teachers, interventionists, assistant principals, nurses, counselors, and school psychologists to discuss specific students, the interventions that have been used to date, and who will be the point person for further intervention. After a meeting on a specific student, the SIT will revisit that student's needs and monitor progress every six to eight weeks.

Staff supports and PD are in place to promote tiered systems of support. A district leader spoke of increased support staff in recent years (adjustment counselors and nurses, in particular), and the

superintendent said that the district had hired board-certified behavioral analysts to support and train school staff. Specialists stated that part-time reading interventionists were available at all schools and full-time reading specialists were available at some schools. In addition, mathematics interventionists are available in grades 3-5. Teachers said that instructional coaches oversaw and trained the interventionists. The superintendent said and a document review indicated that the district provided PD to support staff understanding of Universal Design for Learning and differentiation.

Interviews and focus groups indicated that the district had room for improvement in supporting students. A district leader noted confusion in the district about the three tiers of instruction. In addition, teachers said that they believed that ELs' needs were not being met, and teachers needed additional support. Several parents also expressed frustration about getting their children a 504 plan or an Individualized Education Program, as well as frustration with the supports available for students on a 504 plan.

Family, Student, and Community Engagement and Partnerships

Interviews and a document review indicated that EPS recognized the importance of engaging with families, students, and the broader EPS community. Instructional staff stated that frequent school-parent communication was an expectation, although not explicitly identified in the district's strategic plan or the school improvement plans. Stakeholders said that school-parent communication took place via email, telephone, and Zoom across the elementary-, middle-, and high-school levels. Principals and teachers said that the district used a variety of communication systems, such as Google Classroom, Facebook, Twitter, Instagram, district/school calendars (on the district's website), and email/newsletters). Parents stated that school/district leaders and teachers were very approachable if issues arose.

Families have some opportunities to have a voice in district planning and decision-making. The superintendent described creating an advisory committee composed of faith-based leaders, leaders of various races/ethnicities, LGBTQ leaders, and parents to offer leadership and guidance. The superintendent noted,

> They have been very instrumental in giving me the perspective through their lens in our community, in our greater community about the issues that they're most concerned with. I've been able to communicate with them about different things that happen in the district, so that they can get involved.

EPS's school councils, parent teacher associations, and parent advisory councils are ways for parents and families to contribute to the betterment of the district. EPS's SEPAC is active in the district. The SEPAC brochure, posted publicly on EPS's website, states that the purpose of SEPAC is "to provide a forum for families to discuss concerns, share information and resources, provide support, learn more about special education, and to advocate for our children." The SEPAC meets monthly and hosts workshops with neighboring districts on a variety of topics related to special education. Interviews with principals and teachers and a review of schools' website indicated that parent conferences took place twice per year.

The district makes PD available to parents through Easton Community University, a publicly available counterpart to Easton University for staff development. A flyer about Easton Community University states, "We believe that educating parents about their child's experience(s) in school as well as helping the community to understand what is happening in the district are important components in working collaboratively for the good of all students." At the time of the onsite, Easton University was in its seventh year, and planned to bring seminars, workshops, and classes to families and other residents. For example, during the 2019-2020 school year, opportunities for parents included a workshop on tips and tools for helping students with hybrid/remote learning, technology workshops on different tools used during remote learning (e.g., Google Meet for Pre-K-2 students, Google Meet for students in grades 3-12, and Seesaw), and a presentation on "Where We've Been and Where We're Headed: Student Social & Emotional Well-Being in the Age of COVID and Beyond."

Stakeholders spoke about many community partnerships. To support students' social, emotional, and mental wellness, EPS has partnered with the Bridge for Resilient Youth in Transition Network to create a bridge program in the district. This program focuses on mental health for students who have been hospitalized. One district leader stated, "The intent of that program is to help these kids with these transitions, coming back from an absence, whether they were home or hospitalized. How do we make that transition smoother? How do we maintain connections with the child?" Brockton Area Multi-Services, Inc. and medical health providers have provided training to the district's counseling staff, and district counselors and nurses coordinate with these providers to support children and families. One district leader spoke of a partnership with William James College on social-emotional learning, in which the college brought in interns to work with school psychologists. District leaders said that the district continued to seek partnerships to better support students' social, emotional, and mental health needs.

To support students' participation in expanded learning opportunities, the district has partnered with the YMCA and local institutions of higher education. The superintendent said that the YMCA was a major provider of childcare, resources for families, and swimming programs for young children in the district. The superintendent also spoke about the district partnering with Boston Architectural College, the University of Massachusetts–Dartmouth, and North Easton Machine to provide career and technical education opportunities. In addition, the district has partnerships with Bridgewater State University and Stonehill College to place high-school students with disabilities on college campuses to promote independent living. Stonehill's "18 to 22 program" has job sites throughout the community, including grocery stores, CVS, restaurants, childcare, the library, and the YMCA, where students with disabilities can learn vocational skills.

District leaders told the team that the district did not have a formal process for managing partnerships. The superintendent, a member of the YMCA's planning committee, said that the district had regular meetings with the YMCA. However, other partners are evaluated informally at this time, suggesting an area for improvement.

Recommendations

- The district should continue to cultivate a safe, challenging, and supportive learning environment for students.
- The district should continue to develop staff capacity to examine and dismantle biases and systemic inequalities to create safe learning environments.

- The district should implement a tiered, evidence-based, and culturally responsive system of supports for students districtwide.
- The district should provide high-quality, ongoing support and professional development to support the use of tiered models, and to build expertise in academic, behavioral, and social-emotional learning.
- The district should establish a clear process for managing and evaluating community partnerships.

Appendix A. Summary of Site Visit Activities

The AIR team completed the following activities as part of the district review activities in EPS. The team conducted 71 classroom observations during the week of April 4, 2022 and held interviews and focus groups on April 5 and 6, 2022. The site visit team conducted interviews and focus groups with the following representatives from the school and the district:

- Superintendent
- Other district leaders (e.g., assistant superintendent, director of student services)
- Teachers' association representatives
- Principals at all levels
- Teachers
- Support specialists
- Families
- Students

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

- Student and school performance data, including achievement and growth, enrollment, graduation, dropout, retention, suspension, and attendance rates
- 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

Appendix B. Enrollment, Attendance, Expenditures

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

Group	District	Percentage of total	State	Percentage of total
All	3,418	100.0%	911,529	100.0%
African-American	238	7.0%	84,970	9.3%
Asian	119	3.5%	65,813	7.2%
Hispanic	243	7.1%	210,747	23.1%
Native American	11	0.3%	2,060	0.2%
White	2,666	78.0%	507,992	55.7%
Native Hawaiian	1	0.0%	788	0.1%
Multirace, Non-Hispanic	140	4.1%	39,159	4.3%

Note. Data are as of October 1, 2021.

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

	District			State		
Group	*N*	Percentage of high needs	Percentage of district	*N*	Percentage of high needs	Percentage of state
All students with high needs	1,194	100.0%	34.6%	512,242	100.0%	55.6%
Students with disabilities	663	55.5%	19.2%	174,505	34.1%	18.9%
Low-income households	695	58.2%	20.3%	399,140	77.9%	43.8%
EL and former EL	62	5.2%	1.8%	100,231	19.6%	11.0%

Note. Data are 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. The total district enrollment including students in out-of-district placement is 3,454; the total state enrollment including students in out-of-district placement is 920,971.

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

Group	2018	2019	2020	2021	4-year change	State (2021)
All	6.9	7.8	6.7	6.8	-0.1	17.7
African American/Black	6.0	6.5	6.4	12.9	6.9	24.1
Asian	8.3	5.1	5.9	5.1	-3.2	7.2
Hispanic/Latino	14.1	14.3	11.0	14.8	0.7	29.0
Multirace, non-Hispanic/Latino	8.5	10.0	12.9	12.8	4.3	18.9
White	6.3	7.3	6.1	5.4	-0.9	13.2

Group	2018	2019	2020	2021	4-year change	State (2021)
High Needs	13.7	15.2	12.9	14.5	0.8	26.3
Economically disadvantaged	15.9	17.5	14.6	19.0	3.1	30.2
EL	17.7	15.1	14.7	18.8	1.1	29.0
Students with disabilities	14.1	15.6	13.1	14.2	0.1	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. Easton Public Schools: Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years 2019–2021

	2019		2020		2021	
	Estimated	Actual	Estimated	Actual	Estimated	Actual
Expenditures						
From local appropriations for schools						
By school committee	$41,330,308	$41,603,105	$42,363,566	$42,257,642	$42,633,952	$41,400,352
By municipality	$12,158,629	$12,441,077	$12,925,245	$13,526,390	$13,587,288	$14,348,100
Total from local appropriations	$53,488,937	$54,044,182	$55,288,811	$55,784,032	$56,221,240	$55,748,452
From revolving funds and grants	--	$4,476,407	--	$3,572,369	--	$4,463,541
Total expenditures	--	$58,520,589	--	$59,356,401	--	$60,211,994
Chapter 70 aid to education program						
Chapter 70 state aid[a]	--	$10,041,681	--	$10,148,451	--	$10,148,451
Required local contribution	--	$27,619,276	--	$28,602,736	--	$29,384,825
Required net school spending[b]	--	$37,660,957	--	$38,751,187	--	$39,533,276
Actual net school spending	--	$47,406,562	--	$48,923,126	--	$48,269,761
Over/under required ($)	--	$9,745,605	--	$10,171,939	--	$8,736,485
Over/under required (%)	--	25.9%	--	26.2%	--	22.1%

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

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

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

Expenditure category	2019	2020	2021
Administration	$435.61	$436.77	$459.60
Instructional leadership (district and school)	$745.12	$746.88	$793.85
Teachers	$5,899.15	$5,978.09	$6,289.69
Other teaching services	$1,351.38	$1,407.77	$1,426.57
Professional development	$137.28	$130.90	$163.54
Instructional materials, equipment and technology	$255.02	$394.59	$494.56
Guidance, counseling and testing services	$541.25	$572.41	$650.13
Pupil services	$1,262.34	$1,078.36	$1,132.70
Operations and maintenance	$1,077.35	$1,074.19	$1,240.48
Insurance, retirement and other fixed costs	$2,022.08	$2,071.55	$2,317.95
Total expenditures per in-district pupil	**$13,726.58**	**$13,891.50**	**$14,969.08**

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

Appendix C. Districtwide Instructional Observation Report

Easton Public Schools

Classroom Visits: Summary of Findings

Districtwide Instructional Observation Report

April 2022

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Contents

Introduction

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

Observers visited Easton Public Schools during the week of April 4, 2022. The observers conducted 71 observations in a sample of classrooms across six 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. Three levels of CLASS Manuals were used: K–3, Upper Elementary, and Secondary. The K–3 tool was used to observe grades K–3, the Upper Elementary tool was used to observe grades 4–5, and the Secondary tool was used to observe grades 6–12.

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

Table 1. CLASS K–3 Domains and Dimensions

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

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

Table 2. CLASS Upper Elementary and Secondary Domains and Dimensions

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

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

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

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

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

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

Positive Climate

Emotional Support domain, Grades K–12

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

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

Positive Climate District Average*: 5.3

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**71**	**5.3**
Grades K-5	0	0	0	0	9	15	4	28	5.8
Grades 6-8	0	0	7	1	4	9	0	21	4.7
Grades 9-12	0	0	3	4	6	7	2	22	5.0

*The district average is an average of the observation scores. In Table 3, the district average is computed as: ([3 x 10] + [4 x 5] + [5 x 19] + [6 x 31] + [7 x 6]) ÷ 71 observations = 5.3

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*: 5.8

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**71**	**5.8**
Grades K-5	0	0	0	0	6	13	9	28	6.1
Grades 6-8	0	0	1	4	5	10	1	21	5.3
Grades 9-12	0	0	0	1	3	12	6	22	6.0

*The district average is an average of the observation scores. In Table 4, the district average is computed as: ([3 x 1] + [4 x 5] + [5 x 14] + [6 x 35] + [7 x 16]) ÷ 71 observations = 5.8

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**	**71**	**4.0**
Grades K-5	1	2	7	5	9	4	0	28	4.1
Grades 6-8	2	2	3	4	9	1	0	21	3.9
Grades 9-12	0	2	7	4	6	2	1	22	4.1

*The district average is an average of the observation scores. In Table 5, the district average is computed as: ([1 x 3] + [2 x 6] + [3 x 17] + [4 x 13] + [5 x 24] + [6 x 7] + [7 x 1]) ÷ 71 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.[5]

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

Negative Climate District Average*: 6.8

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	71	6.8
Grades K-5	0	0	0	0	0	4	24	28	6.9
Grades 6-8	0	0	0	0	2	3	16	21	6.7
Grades 9-12	0	0	0	0	0	2	20	22	6.9

*The district average is an average of the observation scores. In Table 6, the district average is computed as: ([5 x 2] + [6 x 9] + [7 x 60]) ÷ 71 observations = 6.8

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

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

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

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

Behavior Management

Classroom Organization domain, Grades K–12

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

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

Behavior Management District Average*: 6.4

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**71**	**6.4**
Grades K-5	0	0	0	1	0	7	20	28	6.6
Grades 6-8	0	0	0	0	1	12	8	21	6.3
Grades 9-12	0	0	0	2	1	10	9	22	6.2

*The district average is an average of the observation scores. In Table 7, the district average is computed as: ([4 x 3] + [5 x 2] + [6 x 29] + [7 x 37]) ÷ 71 observations = 6.4

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

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

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

Productivity

Classroom Organization domain, Grades K–12

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

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

Productivity District Average*: 6.3

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**71**	**6.3**
Grades K-5	0	0	0	0	4	7	17	28	6.5
Grades 6-8	0	0	0	0	2	11	8	21	6.3
Grades 9-12	0	0	0	0	7	8	7	22	6.0

*The district average is an average of the observation scores. In Table 8, the district average is computed as: ([5 x 13] + [6 x 26] + [7 x 32]) ÷ 71 observations = 6.3

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	71	5.4
Grades K-5	0	0	0	3	4	12	9	28	6.0
Grades 6-8	0	0	3	5	9	4	0	21	4.7
Grades 9-12	0	0	0	1	12	9	0	22	5.4

*The district average is an average of the observation scores. In Table 9, the district average is computed as: ([3 x 3] + [4 x 9] + [5 x 25] + [6 x 25] + [7 x 9]) ÷ 71 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*: 4.6

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	20	4.6
Grades K-3**	0	0	2	9	6	2	1	20	4.6

*The district average is an average of the observation scores. In Table 10, the district average is computed as: ([3 x 2] + [4 x 9] + [5 x 6] + [6 x 2] + [7 x 1]) ÷ 20 observations = 4.6

**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*: 4.4

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**51**	**4.4**
Grades 4-5**	0	0	0	3	5	0	0	8	4.6
Grades 6-8	0	1	5	10	5	0	0	21	3.9
Grades 9-12	0	2	2	4	8	5	1	22	4.7

*The district average is an average of the observation scores. In Table 11, the district average is computed as: ([2 x 3] + [3 x 7] + [4 x 17] + [5 x 18] + [6 x 5] + [7 x 1]) ÷ 51 observations = 4.4

**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*: 3.7

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**51**	**3.7**
Grades 4-5**	0	0	1	5	2	0	0	8	4.1
Grades 6-8	1	3	5	11	1	0	0	21	3.4
Grades 9-12	1	1	10	2	5	2	1	22	3.9

*The district average is an average of the observation scores. In Table 12, the district average is computed as: ([1 x 2] + [2 x 4] + [3 x 16] + [4 x 18] + [5 x 8] + [6 x 2] + [7 x 1]) ÷ 51 observations = 3.7

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

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

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

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

Quality of Feedback

Instructional Support domain, Grades K – 12

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

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

Quality of Feedback District Average*: 4.0

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**71**	**4.0**
Grades K-5	0	3	8	4	10	2	1	28	4.1
Grades 6-8	1	1	7	5	6	1	0	21	3.8
Grades 9-12	0	4	5	5	4	4	0	22	4.0

*The district average is an average of the observation scores. In Table 13, the district average is computed as: ([1 x 1] + [2 x 8] + [3 x 20] + [4 x 14] + [5 x 20] + [6 x 7] + [7 x 1]) ÷ 71 observations = 4.0

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*: 3.9

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	**20**	**3.9**
Grades K-3**	0	1	4	11	4	0	0	20	3.9

*The district average is an average of the observation scores. In Table 14, the district average is computed as: ([2 x 1] + [3 x 4] + [4 x 11] + [5 x 4]) ÷ 20 observations = 3.9

**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*: 3.6

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	51	3.6
Grades 4-5**	0	0	1	5	2	0	0	8	4.1
Grades 6-8	2	4	8	4	3	0	0	21	3.1
Grades 9-12	1	2	7	5	5	1	1	22	3.8

*The district average is an average of the observation scores. In Table 15, the district average is computed as: ([1 x 3] + [2 x 6] + [3 x 16] + [4 x 14] + [5 x 10] + [6 x 1] + [7 x 1]) ÷ 51 observations = 3.6

**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*: 5.1

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	51	5.1
Grades 4-5**	0	0	0	0	5	3	0	8	5.4
Grades 6-8	0	0	4	3	7	7	0	21	4.8
Grades 9-12	0	0	0	3	11	7	1	22	5.3

*The district average is an average of the observation scores. In Table 16, the district average is computed as: ([3 x 4] + [4 x 6] + [5 x 23] + [6 x 17] + [7 x 1]) ÷ 51 observations = 5.1

**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	**1**	**2**	**7**	**5**	**24**	**36**	**37**	**112**	**5.7**
Positive Climate	0	0	0	0	9	15	4	28	5.8
Negative Climate**	0	0	0	0	0	4	24	28	6.9
Teacher Sensitivity	0	0	0	0	6	13	9	28	6.1
Regard for Student Perspectives	1	2	7	5	9	4	0	28	4.1
Classroom Organization Domain	**0**	**0**	**0**	**4**	**8**	**26**	**46**	**84**	**6.4**
Behavior Management	0	0	0	1	0	7	20	28	6.6
Productivity	0	0	0	0	4	7	17	28	6.5
Instructional Learning Formats***	0	0	0	3	4	12	9	28	6.0
Instructional Support Domain	**0**	**4**	**16**	**37**	**29**	**4**	**2**	**92**	**4.2**
Concept Development (K-3 only)	0	0	2	9	6	2	1	20	4.6
Content Understanding (UE only)	0	0	0	3	5	0	0	8	4.6
Analysis and Inquiry (UE only)	0	0	1	5	2	0	0	8	4.1
Quality of Feedback	0	3	8	4	10	2	1	28	4.1
Language Modeling (K-3 only)	0	1	4	11	4	0	0	20	3.9
Instructional Dialogue (UE only)	0	0	1	5	2	0	0	8	4.1
Student Engagement (UE only)	**0**	**0**	**0**	**0**	**5**	**3**	**0**	**8**	**5.4**

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([5 x 9] + [6 x 15] + [7 x 4]) ÷ 28 observations = 5.8

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([6 x 4] + [7 x 24]) ÷ 28 observations = 6.9. In addition, Negative Climate appears in the Classroom Organization Domain for the Upper Elementary Manual.

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

Summary of Average Ratings: Grades 6–8

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

	Low Range		Middle Range			High Range		n	Average Scores*
	1	2	3	4	5	6	7		
Emotional Support Domain	**2**	**2**	**11**	**9**	**18**	**20**	**1**	**63**	**4.6**
Positive Climate	0	0	7	1	4	9	0	21	4.7
Teacher Sensitivity	0	0	1	4	5	10	1	21	5.3
Regard for Student Perspectives	2	2	3	4	9	1	0	21	3.9
Classroom Organization Domain	**0**	**0**	**0**	**0**	**5**	**26**	**32**	**63**	**6.4**
Behavior Management	0	0	0	0	1	12	8	21	6.3
Productivity	0	0	0	0	2	11	8	21	6.3
Negative Climate**	0	0	0	0	2	3	16	21	6.7
Instructional Support Domain	**4**	**9**	**28**	**35**	**24**	**5**	**0**	**105**	**3.8**
Instructional Learning Formats	0	0	3	5	9	4	0	21	4.7
Content Understanding	0	1	5	10	5	0	0	21	3.9
Analysis and Inquiry	1	3	5	11	1	0	0	21	3.4
Quality of Feedback	1	1	7	5	6	1	0	21	3.8
Instructional Dialogue	2	4	8	4	3	0	0	21	3.1
Student Engagement	**0**	**0**	**4**	**3**	**7**	**7**	**0**	**21**	**4.8**

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([3 x 7] + [4 x 1] + [5 x 4] + [6 x 9]) ÷ 21 observations = 4.7

**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: ([5 x 2] + [6 x 3] + [7 x 16]) ÷ 21 observations = 6.7

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**	**2**	**10**	**9**	**15**	**21**	**9**	**66**	**5.1**
Positive Climate	0	0	3	4	6	7	2	22	5.0
Teacher Sensitivity	0	0	0	1	3	12	6	22	6.0
Regard for Student Perspectives	0	2	7	4	6	2	1	22	4.1
Classroom Organization Domain	**0**	**0**	**0**	**2**	**8**	**20**	**36**	**66**	**6.4**
Behavior Management	0	0	0	2	1	10	9	22	6.2
Productivity	0	0	0	0	7	8	7	22	6.0
Negative Climate**	0	0	0	0	0	2	20	22	6.9
Instructional Support Domain	**2**	**9**	**24**	**17**	**34**	**21**	**3**	**110**	**4.3**
Instructional Learning Formats	0	0	0	1	12	9	0	22	5.4
Content Understanding	0	2	2	4	8	5	1	22	4.7
Analysis and Inquiry	1	1	10	2	5	2	1	22	3.9
Quality of Feedback	0	4	5	5	4	4	0	22	4.0
Instructional Dialogue	1	2	7	5	5	1	1	22	3.8
Student Engagement	**0**	**0**	**0**	**3**	**11**	**7**	**1**	**22**	**5.3**

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([3 x 3] + [4 x 4] + [5 x 6] + [6 x 7] + [7 x 2]) ÷ 22 observations = 5.0

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([6 x 2] + [7 x 20]) ÷ 22 observations = 6.9

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

Table D1. Resources to Support Curriculum and Instruction

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

Table D2. Resources to Support Assessment

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

Table D3. Resources to Support Student Support

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

Appendix E. Student Performance Tables

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

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

Group	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	1,592	506.4	507.8	503.7	-2.7	496.5	7.2
African American/Black	118	496.4	499.1	497.5	1.1	486.4	11.1
Asian	44	517.3	517.0	509.6	-7.7	508.5	1.1
Hispanic/Latino	109	500.9	498.1	497.0	-3.9	484.3	12.7
Multirace	53	503.4	509.3	503.3	-0.1	499.7	3.6
White	1,257	507.0	508.6	504.6	-2.4	501.3	3.3
High need	545	491.9	493.6	491.7	-0.2	485.9	5.8
Economically disadvantaged	273	494.8	498.9	496.2	1.4	485.2	11.0
EL and former EL	61	495.8	495.5	492.0	-3.8	482.8	9.2
Students with disabilities	343	485.8	485.5	483.8	-2.0	478.1	5.7

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

Table E2. Easton Public Schools: Next-Generation MCAS Mathematics Scaled Scores in Grades 3-8, 2018-2021

Group	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	1,589	506.9	507.1	498.9	-8.0	489.7	9.2
African American/Black	118	497.6	497.3	489.8	-7.8	477.3	12.5
Asian	44	520.5	521.5	512.3	-8.2	508.6	3.7
Hispanic/Latino	109	499.3	495.3	492.5	-6.8	476.5	16.0
Multirace	53	503.6	511.4	497.4	-6.2	492.1	5.3
White	1,254	507.6	507.9	500.0	-7.6	494.3	5.7
High need	544	493.3	493.1	486.9	-6.4	479.0	7.9
Economically disadvantaged	273	496.6	496.9	489.8	-6.8	477.4	12.4
EL and former EL	61	501.7	498.9	490.4	-11.3	477.8	12.6
Students with disabilities	342	487.3	485.9	480.8	-6.5	472.5	8.3

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

Group	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/ below
All	1,592	63%	66%	58%	-5	46%	12
African American/Black	118	43%	47%	44%	1	28%	16
Asian	44	85%	82%	61%	-24	66%	-5
Hispanic/Latino	109	52%	45%	50%	-2	26%	24
Multirace	53	63%	75%	58%	-5	51%	7
White	1,257	65%	68%	60%	-5	54%	6
High need	545	31%	35%	35%	4	28%	7
Economically disadvantaged	273	40%	49%	42%	2	27%	15
EL and former EL	61	44%	42%	36%	-8	24%	12
Students with disabilities	343	17%	18%	22%	5	16%	6

Table E4. Easton Public Schools: 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	1,589	66%	64%	48%	-18	33%	15
African American/Black	118	48%	42%	32%	-16	14%	18
Asian	44	85%	84%	73%	-12	64%	9
Hispanic/Latino	109	47%	39%	31%	-16	14%	17
Multirace	53	61%	77%	43%	-18	37%	6
White	1,254	68%	66%	50%	-18	40%	10
High need	544	36%	35%	25%	-11	16%	9
Economically disadvantaged	273	44%	45%	30%	-14	14%	16
EL and former EL	61	52%	42%	39%	-13	17%	22
Students with disabilities	342	22%	21%	14%	-8	10%	4

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

Group	ELA				Math			
	N (2021)	2021	State	Above/ below	*N* (2021)	2021	State	Above/ below
All	282	512.6	507.3	5.3	280	508.3	500.6	7.7
African American/Black	20	498.1	494.6	3.5	20	498.0	486.7	11.3
Asian	10	510.9	518.2	-7.3	10	509.1	520.9	-11.8
Hispanic/Latino	15	502.8	491.9	10.9	15	499.1	485.3	13.8
Multirace	8	—	510.6	—	8	—	503.9	—
White	229	515.0	512.5	2.5	227	510.1	504.9	5.2
High need	100	497.6	493.3	4.3	98	494.8	486.5	8.3
Economically disadvantaged	57	501.7	493.7	8.0	57	499.7	486.6	13.1
EL and former EL	5	—	477.9	—	5	—	477.6	—
Students with disabilities	63	489.7	487.2	2.5	61	486.7	479.6	7.1

Table E6. Easton Public Schools: 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	282	72%	64%	8	280	68%	52%	16
African American/Black	20	60%	41%	19	20	45%	27%	18
Asian	10	80%	80%	0	10	70%	80%	-10
Hispanic/Latino	15	67%	39%	28	15	47%	26%	21
Multirace	8	—	67%	—	8	—	55%	—
White	229	74%	73%	1	227	71%	60%	11
High need	100	45%	39%	6	98	37%	26%	11
Economically disadvantaged	57	54%	41%	13	57	47%	27%	20
EL and former EL	5	—	19%	—	5	—	15%	—
Students with disabilities	63	25%	25%	0	61	21%	14%	7

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

Group	*N* (2021)	2019	2021	State (2021)	Above/below
All	536	65%	55%	42%	13
African American/Black	43	30%	28%	19%	9
Asian	13	65%	77%	62%	15
Hispanic/Latino	28	50%	50%	20%	30
Multirace, non-Hispanic/Latino	18	83%	44%	47%	-3
White	431	67%	58%	50%	8
High need	175	38%	34%	23%	11
Economically disadvantaged	89	45%	44%	21%	23
EL and former EL	19	47%	42%	18%	24
Students with disabilities	113	27%	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. Easton Public Schools: Next-Generation MCAS ELA Percentage Meeting or Exceeding Expectations in Grades 3-10, 2018-2021

Grade	*N* (2021)	2018	2019	2021	Change	State (2021)	Above/below
3	242	61%	68%	60%	-1	51%	9
4	243	63%	63%	56%	-7	49%	7
5	268	71%	67%	62%	-9	47%	15
6	285	66%	70%	68%	2	47%	21
7	262	52%	63%	55%	3	43%	12
8	292	68%	66%	48%	-20	41%	7
3-8	1,592	63%	66%	58%	-5	46%	12
10	282	—	75%	72%	—	64%	8

Table E9. Easton Public Schools: 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	242	65%	60%	41%	-24	33%	8
4	243	66%	62%	47%	-19	33%	14
5	268	60%	59%	56%	-4	33%	23
6	285	64%	69%	51%	-13	33%	18
7	261	68%	69%	46%	-22	35%	11
8	290	72%	65%	48%	-24	32%	16
3-8	1,589	66%	64%	48%	-18	33%	15
10	280	—	74%	68%	—	52%	16

Table E10. Easton Public Schools: 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	265	60%	—	57%	-3	42%
8	271	69%	—	54%	-15	41%
5 and 8	536	65%	—	55%	-10	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. Easton Public Schools: English Language Arts and Mathematics Mean Student Growth Percentile in Grades 3-10, 2019-2021

	ELA				Mathematics			
Grade	*N* (2021)	2019	2021	State (2021)	*N* (2021)	2019	2021	State (2021)
3	—	—	—	—	—	—	—	—
4	—	51.0	—	—	—	50.1	—	—
5	256	53.0	41.9	34.9	256	45.1	42.4	31.9
6	273	57.8	47.9	37.3	274	53.9	28.0	26.3
7	252	49.1	36.6	36.1	252	61.7	36.3	35.8
8	280	55.2	26.1	34.8	276	46.9	32.1	27.4
3-8	1,061	53.3	38.0	35.8	1,058	51.6	34.5	30.4
10	261	50.3	52.9	52.5	149	51.3	53.1	36.5

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

School	3	4	5	6	7	8	3-8	10
Center	—	—	—	—	—	—	—	—
Parkview	—	—	—	—	—	—	—	—
Moreau Hall	—	—	—	—	—	—	—	—
Richardson Olmsted School	60%	57%	61%	—	—	—	60%	—
Easton Middle	—	—	—	68%	55%	48%	57%	—
Ames High	—	—	—	—	—	—	—	73%
District	60%	56%	62%	68%	55%	48%	58%	72%
State	51%	49%	47%	47%	43%	41%	46%	64%

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

School	3	4	5	6	7	8	3-8	10
Center	—	—	—	—	—	—	—	—
Parkview	—	—	—	—	—	—	—	—
Moreau Hall	—	—	—	—	—	—	—	—
Richardson Olmsted School	42%	48%	56%	—	—	—	49%	—
Easton Middle	—	—	—	51%	46%	48%	49%	—
Ames High	—	—	—	—	—	—	—	69%
District	41%	47%	56%	51%	46%	48%	48%	68%
State	33%	33%	33%	33%	35%	32%	33%	52%

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

School	5	8	5 and 8	10
Center	—	—	—	—
Parkview	—	—	—	—
Moreau Hall	—	—	—	—
Richardson Olmsted School	56%	—	56%	—
Easton Middle	—	55%	55%	—
Ames High	—	—	—	—
District	57%	54%	55%	—
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. Easton Public Schools: Next-Generation MCAS ELA Percentage Meeting and Exceeding Expectations in Grades 3-8 by School, 2021

School	All	High need	Economically disadvantaged	Students with disabilities	EL and former EL	African American	Asian	Hispanic	Multirace	White
Center	—	—	—	—	—	—	—	—	—	—
Parkview	—	—	—	—	—	—	—	—	—	—
Moreau Hall	—	—	—	—	—	—	—	—	—	—
Richardson Olmsted School	60%	38%	43%	28%	35%	46%	50%	55%	64%	61%
Easton Middle	57%	33%	43%	17%	37%	40%	71%	49%	54%	59%
Ames High	—	—	—	—	—	—	—	—	—	—
District	58%	35%	42%	22%	36%	44%	61%	50%	58%	60%
State	46%	28%	27%	16%	24%	28%	66%	26%	51%	54%

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

School	All	High need	Economically disadvantaged	Students with disabilities	EL and former EL	African American	Asian	Hispanic	Multirace	White
Center	—	—	—	—	—	—	—	—	—	—
Parkview	—	—	—	—	—	—	—	—	—	—
Moreau Hall	—	—	—	—	—	—	—	—	—	—
Richardson Olmsted School	49%	27%	31%	18%	49%	31%	72%	38%	48%	51%
Easton Middle	49%	24%	32%	12%	26%	34%	75%	28%	39%	51%
Ames High	—	—	—	—	—	—	—	—	—	—
District	48%	25%	30%	14%	39%	32%	73%	31%	43%	50%
State	33%	16%	14%	10%	17%	14%	64%	14%	37%	40%

Table E17. Easton Public Schools: Next-Generation MCAS ELA Meeting or Exceeding Expectations in Grade 10, 2021

School	All	High need	Economically disadvantaged	Students with disabilities	EL and former EL	African American	Asian	Hispanic	Multirace	White
Ames High	73%	47%	55%	27%	—	58%	80%	73%	—	75%
District	72%	45%	54%	25%	—	60%	80%	67%	—	74%
State	64%	39%	41%	25%	19%	41%	80%	39%	67%	73%

Table E18. Easton Public Schools: Next-Generation MCAS Mathematics Meeting or Exceeding Expectations in Grade 10, 2021

School	All	High need	Economically disadvantaged	Students with disabilities	EL and former EL	African American	Asian	Hispanic	Multirace	White
Ames High	69%	39%	49%	22%	—	42%	70%	55%	—	72%
District	68%	37%	47%	21%	—	45%	70%	47%	—	71%
State	52%	26%	27%	14%	15%	27%	80%	26%	55%	60%

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

School	All	High need	Economically disadvantaged	Students with disabilities	EL and former EL	African American	Asian	Hispanic	Multirace	White
Center	—	—	—	—	—	—	—	—	—	—
Parkview	—	—	—	—	—	—	—	—	—	—
Moreau Hall	—	—	—	—	—	—	—	—	—	—
Richardson Olmsted School	56%	38%	47%	20%	55%	32%	—	60%	58%	59%
Easton Middle	55%	30%	41%	17%	—	19%	—	42%	—	59%
Ames High	—	—	—	—	—	—	—	—	—	—
District	55%	34%	44%	19%	42%	28%	77%	50%	44%	58%
State	42%	23%	21%	15%	18%	19%	62%	20%	47%	50%

Table E20. Easton Public Schools: Four-Year Cohort Graduation Rates by Student Group, 2018-2021

Group	*N* (2021)	2018	2019	2020	2021	4-year Change	State (2021)
All	276	96.4	97.0	94.5	97.1	0.7	89.8
African American/Black	24	92.9	100	88.2	95.8	2.9	84.4
Asian	10	92.3	87.5	83.3	100	7.7	96.1
Hispanic/Latino	15	95.0	92.3	100	100	5.0	80.0
Multirace, non-Hispanic/Latino	8	92.3	100	100	75.0	-17.3	88.8
White	219	97.0	97.6	94.7	97.7	0.7	93.2
High need	87	89.3	92.7	86.1	93.1	3.8	82.4
Low-income households	64	90.2	93.2	84.5	92.2	2.0	81.7
EL	2	–	–	–	–	–	71.8
Students with disabilities	48	83.3	88.9	74.0	89.6	6.3	76.6

Table E21. Easton Public Schools: Five-Year Cohort Graduation Rates by Student Group, 2017-2020

Group	*N* (2020)	2017	2018	2019	2020	4-year Change	State (2020)
All	275	98.3	97.3	97.0	96.4	-1.9	91.0
African American/Black	17	100	92.9	100	88.2	-11.8	87.2
Asian	6	100	92.3	87.5	83.3	-16.7	95.8
Hispanic/Latino	17	100	95.0	92.3	100	0.0	81.0
Multirace, non-Hispanic/Latino	7	91.7	92.3	100	100	8.3	90.8
White	226	98.4	98.1	97.6	96.9	-1.5	94.4
High need	101	94.4	92.2	92.7	90.1	-4.3	84.5
Low-income households	71	91.1	91.8	93.2	88.7	-2.4	84.1
EL	4	–	–	–	–	–	74.7
Students with disabilities	50	92.0	88.3	88.9	82.0	-10.0	79.3

Table E22. Easton Public Schools: In-School Suspension Rates by Student Group, 2018-2021

Group	2018	2019	2020	2021	4-year Change	State (2021)
All	1.1	1.2	1.0	0.2	-0.9	0.3
African American/Black	3.0	4.5	2.3	–	–	0.3
Asian	–	–	–	–	–	0.0
Hispanic/Latino	1.5	0.9	1.7	–	–	0.2
Multirace, non-Hispanic or Latino	–	–	–	–	–	0.4
White	0.9	1.1	0.8	0.1	-0.8	0.3
High need	2.2	3.0	1.5	0.5	-1.7	0.4
Economically disadvantaged	2.6	2.9	1.6	–	–	0.3
EL	–	–	–	–	–	0.1
Students with disabilities	2.6	4.3	1.9	0.8	-1.8	0.6

Table E23. Easton Public Schools: Out-of-School Suspension Rates by Student Group, 2018-2021

Group	2018	2019	2020	2021	4-year Change	State (2021)
All	1.6	1.5	1.4	0.2	-1.4	0.5
African American/Black	2.2	3.3	3.0	–	–	0.6
Asian	–	–	–	–	–	0.1
Hispanic/Latino	2.5	2.8	0.8	–	–	0.5
Multirace, non-Hispanic or Latino	–	–	–	–	–	0.7
White	1.6	1.2	1.2	0.1	-1.5	0.5
High need	3.4	3.6	3.1	0.6	-2.8	0.7
Economically disadvantaged	3.4	4.6	2.8	–	–	0.7
EL	–	–	–	–	–	0.3
Students with disabilities	4.3	4.4	3.7	1.0	-3.3	1.1

Table E24. Easton Public Schools: Dropout Rates by Student Group, 2018-2021

Group	*N* (2021)	2018	2019	2020	2021	4-year Change	State (2021)
All	1,111	0.5	0.1	0.2	0.3	-0.2	1.5
African American/Black	76	1.5	0.0	0.0	0.0	-1.5	1.8
Asian	41	4.7	0.0	0.0	0.0	-4.7	0.3
Hispanic/Latino	57	0.0	1.8	0.0	3.5	3.5	3.2
Multirace, non-Hispanic/Latino	40	0.0	0.0	0.0	0.0	0.0	1.4
White	895	0.3	0.0	0.2	0.1	-0.2	1.0
High need	324	0.7	0.4	0.4	0.6	-0.1	2.7
Economically disadvantaged	171	0.8	0.8	0.7	1.2	0.4	2.9
EL	10	0.0	5.9	0.0	0.0	0.0	5.8
Students with disabilities	212	1.1	0.6	0.5	0.5	-0.6	2.4

Table E25. Easton Public Schools: Advanced Coursework Completion Rates by Student Group, 2019-2021

Group	*N* (2021)	2019	2020	2021	3-year Change	State (2021)
All	561	67.6	65.8	67.9	0.3	65.3
African American/Black	47	61.3	35.0	46.8	-14.5	54.9
Asian	20	89.5	75.0	90.0	0.5	84.3
Hispanic/Latino	29	50.0	61.3	51.7	1.7	50.2
Multirace, non-Hispanic/Latino	24	73.3	50.0	50.0	-23.3	65.5
White	439	67.9	68.8	71.5	3.6	69.6
High need	147	35.0	37.4	31.3	-3.7	47.7
Economically disadvantaged	82	45.9	45.6	42.7	-3.2	49.0
EL	6	—	—	16.7	—	28.1
Students with disabilities	98	17.3	22.1	17.3	0.0	33.1