# Abington Public Schools

## Targeted District Review Report

April 2022

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This document was prepared by the American Institutes for Research, in collaboration with the Massachusetts Department of Elementary and Secondary Education

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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 the American Institutes for Research® (AIR®) to conduct a targeted review of Abington Public Schools (hereafter, APS) 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.

APS's superintendent, Peter Schafer, is in his 15th year in the role and has served in various roles in the district for 24 years. The district is led by a central office staff that includes the assistant superintendent; the director of student services; the director of curriculum, instruction, and assessment; the director of technology; and the director of human resources.

## Curriculum and Instruction

APS's curriculum is both horizontally and vertically aligned and connected to the Massachusetts Curriculum Frameworks. Intentional and ongoing efforts are used to gain stakeholder input for curriculum selection, use, and creation. Content curriculum committees conduct consistent curricular reviews using a set of rigorous standards to assess the effectiveness of the current curriculum and adjust as necessary. Comprehensive curriculum guides are used throughout the district to guide the creation of new curricula. The district offers a wide variety of academic offerings, including STEAM (science, technology, engineering, arts, and mathematics) at the middle school level and Advanced Placement (AP), dual enrollment, vocational education, and independent study at the high school level.

At the time of on-site review, aggregate instructional observation scores were in the middle range for most instructional support dimensions, including analysis and inquiry and quality of feedback, along with regard for student perspectives under the emotional support domain. Overall, instructional observations suggested strong behavior management, productivity, teacher sensitivity, instructional learning formats, and student engagement.

## Assessment

APS uses a variety of formative, summative, and benchmark assessments to measure and monitor student progress and performance. Secondary assessments are primarily teacher created and

aligned to the Massachusetts Curriculum Frameworks. Schools throughout the district use data teams (i.e., instructional support teams [ISTs] and student support teams [SSTs]) that focus on student assessment data to modify instruction. Systems and structures sustain the regular use of data to inform decision making at the classroom level. These teams meet regularly to analyze data, identify students who need support, and monitor progress of implemented targeted support.

Overall, teachers have a shared desire for more structured time to analyze and respond to student-level data. Teachers also expressed a desire to have access to a data dashboard to ensure that important data are readily available. The district understands that data usage is an area of need and is working toward meeting the identified need.

## Student Support

APS's *Student Support Action Plan* focuses on meeting the needs of diverse student groups and highlights the intentional practices that schools engage in to use evidence-based programs to close gaps, monitor student progress, and engage families. The district responded to the outlined priorities in the action plan by hiring an English language support leader whose primary purpose is to focus on culturally responsive education and supporting English learners (ELs). APS also is committed to access and equity for all students and developing staff capacity to examine and dismantle implicit biases and systemic inequalities to create environments in which all students can deeply learn, grow, and thrive. The district has provided all educators professional development to develop and refine knowledge and skill sets to create inclusive learning environments that address unique individual student needs.

APS uses a multitiered system of supports (MTSS) approach to student support that addresses academic, social-emotional, and behavioral domains. An examination of their MTSS and student needs made district leadership aware of an increased need for comprehensive social-emotional supports. As a result, several steps have been taken, including the adoption of a social-emotional curriculum at the middle school, hiring additional mental health providers, and strengthening their continued partnership with the North River Collaborative to bring in social work interns.

# District Review Overview

## Purpose

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

## Methodology

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

## Site Visit

The site visit to APS was conducted from April 25 to April 29, 2022. The site visit included approximately 19 hours of interviews and focus groups with approximately 80 stakeholders, including district leaders, school principals, school staff, middle and high school students, and students' families. The review team conducted seven teacher focus groups with 14 elementary school teachers, eight middle school teachers, and nine high school teachers. In addition, five focus groups were conducted with specialists (e.g., English learner [EL] specialists, school counselors, and

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[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/.

speech-language pathologists). Two student focus groups were conducted with eight middle school students and six high school students. One school leader focus group was conducted with two elementary school principals, one middle school principal, and one high school principal.

The site team also conducted 54 observations of classroom instruction in four schools.[3] Certified team members conducted instructional observations using the Teachstone CLASS protocol.

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

## District Profile

Abington is led by superintendent, Peter Schafer. Schafer is in his 15th year in the role and has served in various roles in the district for 24 years. The district is led by a central office staff that includes the assistant superintendent; the director of student services; the director of curriculum, instruction, and assessment; the director of technology; and the director of human resources.

In the 2021-2022 school year, there were 146.7 teachers in the district, with 2,154 students enrolled in the district's four schools and early education program. Table 1 provides an overview of student enrollment by school.

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

| School | Type | Grades served | Enrollment |
|---|---|---|---|
| Abington High School | High | 9-12 | 586 |
| Abington Middle School | Middle | 5-8 | 647 |
| Beaver Brook Elementary | Elementary | K-2 | 531 |
| Woodsdale Elementary | Elementary | 3-4 | 314 |
| Abington Early Education Program | Prekindergarten | PK | 76 |
| **Totals** | | | **2,154** |

*Note.* Data as of October 1, 2021.

Between 2019 and 2022, overall student enrollment largely stayed consistent with a slight increase of 98 students (2,056 to 2,154). Enrollment figures by race/ethnicity and high-need populations (i.e., students with disabilities, students who are economically disadvantaged, and English learners and former English learners) compared with the state are in Tables B1 and B2 in Appendix B.

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[3] DESE exempted the early education program from instructional observations.

## Student Performance

The percentage of students meeting or exceeding expectations on the Next-Generation MCAS (Massachusetts Comprehensive Assessment System) is higher than the state average for grades 3-8 combined in English language arts (ELA) and the same for grades 3-8 combined in mathematics. Grade 10 scored the same as the state average for ELA and slightly below for mathematics. Tables 2-4 provide an overview of student performance in ELA and mathematics.

**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     | 138      | 62%  | 65%  | 61%  | -1     | 51%          | 10           |
| 4     | 160      | 56%  | 66%  | 56%  | 0      | 49%          | 7            |
| 5     | 134      | 60%  | 49%  | 54%  | -6     | 47%          | 7            |
| 6     | 164      | 61%  | 59%  | 57%  | -4     | 47%          | 10           |
| 7     | 148      | 48%  | 49%  | 49%  | 1      | 43%          | 6            |
| 8     | 157      | 44%  | 54%  | 43%  | -1     | 41%          | 2            |
| 3-8   | 901      | 55%  | 57%  | 53%  | -2     | 46%          | 7            |
| 10    | 152      | —    | 62%  | 64%  | —      | 64%          | 0            |

Note. Data sourced from
https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00010000&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     | 137      | 55%  | 60%  | 61%  | 6      | 33%          | 28           |
| 4     | 159      | 44%  | 59%  | 29%  | -15    | 33%          | -4           |
| 5     | 134      | 40%  | 36%  | 38%  | -2     | 33%          | 5            |
| 6     | 165      | 54%  | 50%  | 37%  | -17    | 33%          | 4            |
| 7     | 146      | 44%  | 42%  | 16%  | -28    | 35%          | -19          |
| 8     | 153      | 50%  | 51%  | 18%  | -32    | 32%          | -14          |
| 3-8   | 894      | 48%  | 49%  | 33%  | -15    | 33%          | 0            |
| 10    | 151      | —    | 56%  | 50%  | —      | 52%          | -2           |

Note. Data sourced from
https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00010000&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 | 134 | 43% | — | 51% | 8 | 42% |
| 8 | 146 | 45% | — | 36% | -9 | 41% |
| 5 and 8 | 280 | 44% | — | 43% | -1 | 42% |
| 10 | — | — | — | — | — | — |

*Note.* Grade 10 results for the spring 2021 Science and Technology/Engineering (STE) are not provided because students in the class of 2023 were not required to take the STE test. Information about Competency Determination requirements is available at https://www.doe.mass.edu/mcas/graduation.html. In 2019, 10th graders took the Legacy MCAS science test. Data sourced from https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00010000&orgtypecode=5 & (2021).

The district's four-year graduation rate was 93.3 percent in 2021, above the state rate of 89.8 percent. In addition, the district's five-year graduation rate was 94.1 percent in 2020, above the state rate of 91 percent.

# Curriculum and Instruction

APS boasts a thorough curricular review process and curriculum guides. Both make explicit connections to the Massachusetts Curriculum Frameworks. APS noted a current need for determining the CURATE rating[4] for the curriculum used. District leader interviews, along with teacher and support staff interviews, confirmed that the taught curriculum is both horizontally and vertically aligned. Student interviews indicated that students feel supported academically throughout the district.

Areas for growth include providing additional resources and support for general education teachers, who now have greater numbers of ELs in their classrooms, as well as offering differentiated supports for ELs that acknowledge differences in language acquisition levels. 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** | ■ Thorough curricular review process and curriculum guides | ■ CURATE ratings need to be updated<br>■ Support for ELs to access curricula |
| **Classroom instruction** | ■ Cultural proficiency training initiated by the district and strong evidence of social-emotional learning support<br>■ Robust approach to adjustments to practice | ■ Additional instructional supports for ELs in general education classrooms<br>■ Differentiated supports for ELs of different levels |
| **Student access to coursework** | ■ APS offers a myriad of postgraduation opportunities<br>■ AP classes are open enrollment | |

## Curriculum Selection and Use

A strength of APS's curricular review process is its dedication to detail and its purposefulness in connecting to the Massachusetts Curriculum Frameworks and standards. The APS *Curriculum Review Plan* and *Cycle November 2021 CPDC* documents identify four clear goals for the district's six-year strategic plan to evaluate, review, and improve curriculum in all subject areas. Identified goals are as follows: (a) implementing new curricula based on the Massachusetts Curriculum Frameworks, (b) developing implemented curriculum to increase rigor, (c) evaluating new curricula and elements of rigor, and (d) planning for future needs and issues in current curricular areas. The curricular review team involved in planning includes the district leadership team, an ad hoc administrator, and teacher teams. The plan identifies six phases: design, develop, implement, evaluate, monitor/revise, and plan, along with clear expectations for each phase and products and resources to assist. The APS *District Overview of Completed Curriculum Writing* includes curriculum writing guides for supporting the curricular review process. EL specialists and teacher interview respondents explained that teachers are involved in several stages of the curricular review, selection, and evaluation process. District leader interviews confirmed that curricular reviews involve a multiyear process of conducting yearlong

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

pilots of programs, evaluating these programs with an extensive rubric, and then making recommendations. Throughout the process, the district uses a set of criteria to prioritize curricular reviews that includes examining the last time the curriculum was reviewed, how old their materials are, and what changes have been made to the standards. According to teacher interviews, all curriculum areas have not been finalized but are in progress.

Teacher interviews indicated that at the elementary and middle school levels, APS is moving toward more teacher-created curriculum for mathematics based on the state standards. The choice to create a district-made curriculum is supported by both strong guidance documents and financial backing. The *Curriculum Writing Workflow* provides teachers with step-by-step instructions on how to write a curriculum from start to finish. The APS *Curriculum Budget Proposal* form allows staff to submit budgets for curriculum guide development, and the *Curriculum Writing Anticipated Hours for Curriculum Writing Chart* assists in planning, timelines, and costs for curriculum development. A district leader indicated that the K-8 mathematics curriculum is currently being overhauled. Two documents, *Rigor and Purpose for Envisions Supplements with Looney* and *Purpose for Envisions Supplement* illustrate the new curriculum maps, common assessments and rubrics, and the Understanding by Design process. District leader interviews further explained that adopted K-12 curricula are usually based on developing new curricula from open sources. For example, the social studies curriculum for third grade has been created based on the Massachusetts Curriculum Frameworks and current student textbooks. High school curricula are primarily teacher created, focusing on grade-level standards and content specific competencies. Teacher focus groups revealed mixed sentiments about teacher-created curricula. Some teachers enjoyed this collaborative process, whereas others would prefer that the district provide the curricula. One teacher explained, "There's a lot of freedom in creating our own resources, and creating our own assessments, and pulling things that are all tested and that really work for us and for our learners." Other teachers shared that they believed it made the curricula disjointed and less cohesive because they were supplementing from multiple sources. Elementary school teachers also highlighted funding and time management as challenges to creating new curricula.

Overall, middle and high school teachers seemed to express satisfaction with the curricula, particularly in the areas of mathematics and ELA. A strength of APS is its curriculum guides. The district-submitted curriculum guides are comprehensive and thorough. According to teacher and district leader interviews, all curriculum documents are organized and can be accessed using a districtwide SharePoint site. The guides are differentiated for grade levels, organized by unit of study, and make clear indication of how they correlate to Massachusetts frameworks and standards. According to elementary teacher and school specialist interviews, curriculum guides and scope and sequence documents help maintain vertical alignment. Two documents provided by APS, *Curriculum Guides for Math* and the *American Literature Unit: The Rhetoric of Revolution*, provide details on essential questions, understandings, curriculum content, skills, formative and summative assessment options, resources, notes on cross-disciplinary instruction and differentiated instruction, and schoolwide expectations for each course. These curriculum guides also identify how the units align to the Massachusetts Curriculum Frameworks. However, the curriculum list and CURATE ratings are in the revision process and do not reflect the progress APS has made toward adopting standards-aligned rigorous curriculum. The submitted *Curriculum List and CURATE Ratings 2021-22 CPDC* is incomplete for Grades 1-5 in all subject areas and Grades 7-12 for science and social studies. An

email document also noted that the CURATE system and EdReports came out after they conducted their initial curricular review, but the current curriculum still needs to be rated.

District leader interviews indicated that district instructional leaders work alongside school leaders to ensure horizontal and vertical alignment. District leaders focused on curriculum and instruction work to "[ensure] that there's the continuity of curriculum and instructional practices." Interviews with teachers and school specialists confirmed a focus on making sure curricula are consistent across classrooms. Middle school teacher interviews noted that curriculum coordinators and department heads meet with district curriculum and instruction leaders to align curriculum pacing. Several teacher focus group respondents noted that teachers are aligned in terms of their pacing and assignments when teaching the same subject, which is primarily orchestrated during common planning time and by following the curriculum guides. Interviews and district documents indicated that APS is trying to strike a balance between uniform curricula and allowing teachers to supplement in areas when they see fit. The general education curriculum has been described as "consistent" by elementary school specialists, and the special education curriculum is noted to be more varied, likely to account for differential needs. EL specialist focus groups indicated the need for EL supports and highlighted the necessity for the curriculum to include differentiated language supports for ELs in the district-created curriculum.

APS's *Student Support Action Plan* recognizes the need to focus on diverse student groups, including ELs, students with disabilities and students from low-income backgrounds. The document proposes to improve student outcomes by using evidence-based programs to close gaps, monitor success with outcome metrics and targets, and engage all families. Elementary school specialist focus groups indicated that Second Step is the curriculum for addressing social-emotional learning, as well as Project Read (a social thinking curriculum) and restorative circles. Social-emotional learning lessons are worked into students' weekly schedules, and restorative circles are used primarily during morning meetings to encourage peer-to-peer relationships and interactions.

## Classroom Instruction

Three observers, who focused primarily on instruction in the classroom, visited APS during the week of April 25, 2022. The observers conducted 54 observations in a sample of classrooms across grade levels and focused on literacy, ELA, and mathematics. The CLASS protocol guided all classroom observations in the district. These observations used 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 three domains: Emotional Support, Classroom Organization, and Instructional Support. The Upper Elementary and Secondary protocols include 11 classroom dimensions related to three 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 APS, 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 is 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 or approaching the high end of the middle range for all grade bands (5.8 grades K-5, 4.8 grades 6-8, 4.9 grades 9-12).
- **Classroom Organization.** Ratings were in the high range for all grade bands (6.4 grades K-5, 6.0 grades 6-8, 6.2 grades 9-12).
- **Instructional Support.** Ratings were in the middle range for all grade bands (3.8 grades K-5, 3.6 grades 6-8, 4.3 grades 9-12).
- **Student Engagement.** For Grades 4 and up, where student engagement was measured as an independent domain, ratings were in the high range for the 4–5 grade band (6.1) and at the high end of the middle range for the 6-8 and 9-12 grade bands (5.7 and 5.5, respectively).

Overall, for the K-5 grade band, instructional observations suggest evidence of strong emotional support (5.8), high classroom organization (6.4), and student engagement (6.1, Grades 4-5) and mixed evidence of consistently rigorous instructional support (3.8). For the 6-8 grade band, instructional observations provide mixed evidence of consistently strong emotional support (4.8), strong classroom organization (6.0) and student engagement (5.7), and mixed evidence of consistently rigorous instructional support (3.6). For the 9-12 grade bands, instructional observations provide mixed evidence of strong emotional support (4.9), strong evidence of classroom organization (6.2) and student engagement (5.5), and mixed evidence of consistently rigorous instructional support (4.3). Across all grades, aggregate instructional observation scores were in the middle range for most instructional support dimensions, including analysis and inquiry (only measured in grades 4 and up, 4.4 grades 4-5, 3.0 grades 6-8, 3.7 grades 9-12) and quality of feedback (3.5 grades K-5, 2.6 grades 6-8, 4.0 grades 9-12), along with regard for student perspectives under the emotional support domain (4.3 grades K-5, 3.2 grades 6-8, 4.1 grades 9-12). Overall, average instructional observation scores in grades 6-8 classrooms were lower than in grades K-5 or 9-12 for all dimensions in the instructional support domain. In general, districtwide,

instructional observations suggested strong behavior management, productivity, teacher sensitivity, instructional learning formats, and student engagement.

APS has made it a priority and has taken several steps to grow its cultural competence to meet the needs of a diversifying student population. One district leader explained that the curricula includes the "Windows and Mirrors" teaching strategy so that students can both see their own cultures reflected in the curricula and learn more about other cultures. APS recently hired two additional positions that focus on English language instruction and culturally responsive education to help develop more inclusive learning environments. As a result, APS provided professional development workshops to all K-12 staff on creating more culturally responsive schools. The district also has partnered with professors from Bridgewater State University to identify more diverse reading materials.

Many students receive instruction in a co-taught class. District documents indicate that coteaching models have been implemented in several classrooms, and teachers have received professional development highlighting the benefits of coteaching and the best models for implementation. District documents also indicate that coteaching models are being used to support response to intervention. The district has embraced social-emotional learning and is responding to the increased need for social-emotional learning supports throughout the district. To support educators and school support staff in delivering social-emotional learning, the district issued a supports chart that lists the various social-emotional learning components, including direct instruction, intensive intervention, support for staff, and parent support/community outreach, plus resources for each component.

Middle and high school student focus groups revealed that students were satisfied with the quality of their instruction and environment. High school students noted feeling supported by teachers, particularly when they needed to ask for help with a subject area or assignment. Students noted that during extended homeroom periods, once per week, they were introduced to lessons they found relevant and that related directly to themselves and their lives. At the high school level, students expressed satisfaction with opportunities to choose from a number of assignments to show their competency in a subject area. In the following example, a student was given more independent work and opted to lead a seminar versus taking an examination:

> [In class], you're given the opportunity to run seminars for the students around school. One of them being no stress or they can give you tests. So I think the ability to do that and sort of be able to be an individual like that and look into your interests. It's definitely a value.

EL specialist focus groups also confirmed that teachers are trying to use a variety of assessments to gauge student learning, particularly for final projects. These options were viewed as beneficial for ELs. Another initiative created to support students' academic self-concept was noted in school leader interviews. School leaders highlighted that they prioritized professional development on teacher standards, expectations, and motivation to improve student academic engagement.

APS has created and implemented a Science Days initiative to challenge students, promote hands-on instruction, and meet socioemotional needs. The initiative was piloted for fifth-grade students, and the sessions ran for two full days. During this time, science lessons were integrated throughout the school day and used Full Option Science System investigations aligned to the Massachusetts

Curriculum Frameworks. On these days, students worked in pairs or groups and engaged in inquiry-based learning using laboratory equipment. Students developed a hypothesis, ran an experiment, and asked questions related to their results. Mathematics and ELA components were incorporated into the lessons to encourage interdisciplinary learning.

District leader and teacher interviews, as well as district documents, revealed that APS is taking a robust approach to adjustments to practice. Both interviews and document reviews revealed that a variety of assessments are used to assess student learning and adjust instruction. Curriculum guide documents include sections for both formative and summative assessments to be used in each subject area. District leader, school leader, and teacher interviews indicated that progress monitoring is happening at all grade levels for Tier 1 instruction. Data collected are used to determine which students to refer to the SST. The SST at each school uses student data and the District Curriculum Accommodation Plan (DCAP) to problem-solve with general education teachers regarding instructional modifications to meet student needs.

District documents and district leader interviews indicated that district leadership observes instruction during learning walks to provide teachers with feedback. These learning walks provide feedback to teachers regarding the clarity of their objectives; the differentiation and rigor of learning tasks; the amount of student-centered learning and student engagement occurring; and feedback on classroom norms, feedback, praise, and sense of safety. District leader interviews informed that to make sure lessons are challenging for all students, they try to triangulate data gathered from working with teachers during common planning time (CPT), assessments, and observations from the learning walks. District documents show that feedback from the learning walks were generally well received by instructors and focused on improving instruction.

Middle and high school student focus groups indicated that students generally feel comfortable asking for help when having issues with a subject and have experience with teachers soliciting feedback and amending assignments and/or grades. One high school student noted that during a project, their teacher will "go over the instructions and he'll take feedback and he'll literally modify the project as [they are] explaining it." This student further explained that this teacher modified an assignment when they "realized that the criteria wasn't good and [they] ended up not counting it for the grade." Students also noted that teachers offered extra help during lunch periods and after school.

Submitted district documents confirm the interview findings that APS is engaged in data review to modify instruction. Review of student data occurs during CPT meetings, in professional development training and workshops, during IST and SST meetings, and through data tracking systems. Regarding students who may need additional academic support, one document showcased Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data for elementary school students and quantified the percentages of students who are receiving intensive support, strategic support, and core support. District documents also indicated that APS is soliciting student feedback of interventions, such as the Bridge Block at the high school. The Bridge Block is an extra block of time where high school students can receive additional support. Students were asked to take a survey about their knowledge of and access to resources they might need. The high school has three curricular levels for mathematics to support students, in addition to digital programs and resources. District

interviews also indicated that students who are struggling may be offered interventions listed in the DCAP. For ELs, the document *STAMP SENIORS Results May 17, 2021* indicates that progress is being monitored. The document details the MCAS test scores and reading, writing, listening, and speaking levels for Spanish and Portuguese ELs at the high school level.

APS's *Vision of the Graduate* encourages teachers to prepare students to become critical thinkers, engaged participants, socially competent contributors, and self-aware individuals. This vision has guided the programming offered throughout the district and shapes learning experiences. High school students reported efforts are underway to make tasks and assignments more hands on and more engaging. Students in focus groups noted that although on some occasions they are doing independent work, most of the time work is paired or group oriented followed by class discussion. In terms of classroom and school climate, high school students described the environment as welcoming, inclusive, and having lots of school spirit. These students highlighted that they felt supported in terms of both socioemotional and mental health concerns. Students noted some disappointment in the number of AP classes available, but district leader interviews indicated that virtual AP class offerings increase the variety available to students.

In terms of creating a more inclusive classroom environment, district documents revealed that teachers received cultural proficiency training. The training occurred in the 2021-2022 school year and included a 10-hour course, a keynote presentation, a workshop series for school committees, and a community conversation for guardians and caregivers. School specialist interviews indicated that honoring pronoun preferences and name changes, developing gender support plans, having accommodating bathrooms, making sure there are books in students' primary languages, and widening the diversity of books available are all strategies used to make learning environments more inclusive. School leader interviews noted that they promote positive school climate by using Second Step along with positive behavioral supports and interventions (PBIS). In addition, a variety of strategies are used to promote inclusive environments including having a social-emotional learning block, and developing and hanging signage in the hallways, classrooms, and on bulletin boards.

A noted area for growth, provided by EL specialist interviews, is providing additional resources, strategies, and support to general education teachers who now have larger populations of ELs in their classrooms. Also, differentiation for ELs was identified as a need: "There's such a difference between a level one English learner and a level four English learner. And I know that one thing I really advocated for at the high school and we're working on at the middle school is separating ELs by level," noting that students are not getting the attention and support specific to their needs.

## Student Access to Coursework

District-submitted documents, such as the *2021-2022 AMS [Abington Middle School] Program of Studies* indicate that APS students have access to a wide variety of academic offerings. High school student interview participants described having access to a multitude of electives, including computer programming, sculpture, painting, various levels of Spanish, computer science, music, guitar, band, marching band, chorus, opera, drawing, and photography. Two courses dedicated to developing life skills included topics such as college roommate tips, building a résumé, buying a house, buying a car, small activity planning, and managing taxes and finances. Although students were happy to have access to all these classes, they noted that if there was insufficient interest in a

course because of low enrollment or no faculty to teach the class, the class might be canceled. These students understood the cancellation as being attributed to the district's small size. Students explained that college preparation and postsecondary prospects in the district are supported by opportunities to attend college visits during school hours, visit with guidance counselors, engage in-person and virtual college seminars, and review information about military careers and vocational training. According to parent and district leader interviews, middle and high school students take an online career assessment, and career days are an offering of the district.

District leader interviews indicated that students currently have access to AP classes, both in person and virtually, via the Virtual High School program. In addition, the district is looking to initiate co-enrollment programs with state colleges. The interviews also indicated that career development courses and programs are most often concentrated at the middle and high school levels. For students, APS also offers career-to-work programs, including a culinary program.

A strength of the district is the policy regarding AP classes. According to district documents and district leader interviews, students are recruited to AP classes by a teacher recommendation, open enrollment, and student self-selection. Allowing students to enroll themselves in advanced coursework promotes equity of access.

## Recommendations

- ■ The district should update CURATE ratings as part of the regular curricular review process.
- ■ The district should provide additional resources, strategies, and support to teachers of ELs in general education classrooms.
- ■ The district should clearly define the educational approach(es) it will use to meet the varying academic and language needs of its EL students.

# Assessment

APS uses a variety of diagnostic, benchmark, formative and summative assessments to measure and monitor student performance. The district has implemented systems for supporting data analysis and response (e.g., CPT and early release days) and has responded by modifying instruction. APS interviews and focus groups revealed that data are monitored for all students, including ELs and students with disabilities, and data are shared with families using a variety of methods (e.g., standards-based report cards, grade promotion letters, universal screener data). Furthermore, families and students communicated that teachers and school leaders were accessible, and their communication with them was regular. 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** | ■ System for reviewing state-level data<br>■ Use of a variety of assessments, including screeners, diagnostic, and benchmark assessments<br>■ Assessments administered districtwide following a regular cadence | |
| **Data use** | ■ Set and track improvement goals<br>■ CPT used across the district<br>■ The SST and IST consistently use multiple data sources when determining interventions | ■ Adopting formal structured data dive processes |
| **Sharing results** | ■ Sharing data and analysis connected to district goals<br>■ Regular communication with families<br>■ Providing timely and effective information to families about their students' progress toward attaining grade-level standards | ■ Providing teachers with a data dashboard to streamline data collection and use |

## Data and Assessment Systems

APS has a clear purpose and system for reviewing student data. The district uses a variety of data sources (e.g., screeners, diagnostic assessments, common interim assessments) to provide a comprehensive picture of student, school, and district performance measures. Assessments are aligned across grade levels and subject areas to the Massachusetts Curriculum Frameworks. Furthermore, assessments are administered frequently and consistently in accordance with district and school assessment schedules.

Many data sources are used to track and monitor student progress toward mastery of grade-level standards and provide a comprehensive picture of student, school, and district performance. The

elementary level uses benchmark tests from K-5 Wonders Readers Workshop Comprehensive Literacy Approach. Assessments also come from the programs K-6 Envisions Math, K-6 Mystery Science and/or Engage Science, 3-5 Prime Source for Social studies, and K-2 district-created social studies assessments. In addition, elementary schools use DIBELS to assess students for reading fluency, the BAS (Benchmark Assessment System) to determine reading levels, and the program, IXL (gammanym for the phrase I excel) to assess students in a variety of content areas. Secondary schools also use a variety of assessments. Middle and high schools use the NatGeo Science and textbook assessments for specific subject areas. Secondary teacher focus groups also described a variety of district-created unit and benchmark assessments and formative assessments. AP data are collected at the high school level. MCAS achievement, growth, and accountability data; EL ACCESS scores; and common formative assessment data are used at both the elementary and secondary levels to monitor student performance and modify instruction. In addition to academic data, elementary and high school teacher and school leader focus groups explained that data in the form of student work samples, conferring notes, attendance data, and discipline data, are used to inform schoolwide and classroom level decisions.

Assessments are aligned across grade levels and subject areas to the Massachusetts Curriculum Frameworks. The district uses curriculum committees to ensure alignment of curriculum across grade levels and subject areas, and the committee meets continuously to analyze and revise curriculum. Grades K-6 have two teachers per grade level represented as well as representation from special education and EL teachers. Department heads audit secondary teacher-created assessments continuously align them to the Massachusetts Curriculum Frameworks with a particular focus on the anchor standards as defined by the Common Core State Standards. Assessments are administered frequently and consistently throughout the school year. Elementary teacher focus groups indicated that DIBELS and BAS are administered three times per year. Although a district leader explained that progress monitoring is conducted every six to eight weeks at the middle and high school levels, more consistent and frequent monitoring occurs at the elementary school level.

## Data Use

APS district and school leaders have implemented systems (CPT, professional development days, data teams) that support data use to determine student groupings for supports and set and track improvement goals. The district also provides professional development to provide teachers support regarding using data and is committed to improving the use of data and assessments to inform the practice of all educators. However, district leader, school leader, and teacher focus groups indicated that no districtwide system, such as a data dashboard, currently is in use.

Multiple district leaders as well as school leaders, school specialists, and teacher focus groups discussed data as an integral part of their practice, which makes it clear that APS embraces a culture of data use to drive continuous improvement. One system in place to support data use to drive improvement at all levels is CPT. A district leader explained that "K-12 principals have really put a priority on figuring out time for teachers to meet to look at student work, provide feedback to each other . . . to be able to inform instruction." CPT occurs in every building and provides a consistent semi-structured meeting for educators to work together to analyze data from common assessments, identify gaps in student learning, and determine instructional next steps. CPT occurs weekly at the elementary- and middle school levels and twice monthly at the high school. A high school teacher

focus group explained that they use common assessments and bring the student work or assessment scores back to CPT to analyze student gaps and adjust their instruction. In addition to regular CPT meetings, at the end of each term, teachers meet with guidance counselors, special education teachers, and school leaders "to talk about students that are struggling and come up with interventions." Teachers collectively expressed that using data is embedded in their day-to-day work. A school specialists focus group pointed out that special education teachers "constantly collect data and have to look at that, evaluate, and collaborate with each other on it." Although data are looked at often, teacher focus groups indicate that there is no formal data inquiry process used to analyze data. Teacher focus group participants expressed an interest in engaging in a more structured data analysis process.

School leaders, school specialists, and teacher focus groups also indicated SSTs and ISTs are consistently used across buildings. These teams use data-based decision-making models, meet regularly to determine interventions, and monitor student progress. Data is used to initiate student referrals to both the SST and IST and to determine appropriate interventions and which specialists will provide supports. Student support plans are put in place and involve continuous data collection to monitor students' progress toward identified goals.

Abington district leadership supports teachers by providing professional development regarding data use. According to a district leader, prior to the COVID-19 pandemic, the district provided professional development on analyzing MCAS scores and further explained that the COVID-19 pandemic amplified the need for ongoing data collection on student performance. Continuous professional development is provided to support school leaders with the practice of engaging school staff with MCAS data every fall. School teams discuss trends seen in the data, student achievement gaps, and adjusting instructional practices to close identified gaps. A district leader asserted that ample professional development was available for data literacy, saying that in addition to district-provided professional development, "principals have done the training, department heads have done the training," and leaders always are available to support teachers in using data. Teacher focus group respondents agree that support for data analysis and use is provided through instructional coaching.

## Sharing Results

APS district leaders share data and analysis connected to district goals with school-level teams that are clear and actionable. The district also regularly communicates assessment data with families. In addition, the district uses Aspen as a platform to communicate with students and families regarding grades and students' progress. Although student data are continuously gathered, several respondents indicated they would like to have a centralized location to host student data.

A district leader explained that student MCAS data are shared with school leaders at the beginning of each year. Prior to sharing with school teams, the district analyzes the data and makes recommendations on how to respond to the data. The *MCAS 2021 Presentation* document illustrates how MCAS data are displayed to school leaders. This document shows how APS elementary school MCAS data compares with state averages. District leaders then direct attention to a list of strengths and recommendations for future practice. School leaders communicate MCAS results with their respective schools. In addition to analyzing and sharing MCAS data, the district uses other assessments that provide teachers with ongoing student performance data (e.g., DIBELS and BAS

assessments at the elementary level and common formative assessments at the secondary level). These online assessments provide teachers with immediate feedback on student performance and progress monitoring so that they can modify teaching practice to best meet the needs of each student.

Information on how students are performing is shared with students using a variety of formal and informal methods. High school student focus group respondents reported a variety of ways in which grades are shared with them. Students reported knowing grades are available on the schools' Canvas and Aspen sites and gathering information on their performance and progress is largely the students' responsibility. Several students said that a few teachers engage in routine conferencing regarding grades, and this practice is "very beneficial." Students agreed that teacher feedback on tests, quizzes, and assignments is frequent and helpful, further explaining that teachers "are really good about . . . pulling [them] into [the] Bridge Block" if they need additional support. Students also said that teachers communicate via email if there are missing assignments or specific concerns.

APS uses many tools to communicate evidence of student performance with families. Parent focus group respondents indicated they feel their child's teacher communicates about their child's progress and have ongoing access to the Parent Portal, which shows students' attendance and grades. Another tool that APS uses to communicate with families is the report card. The *K-4 Report Card* shows standards-based grading as the measurement for student achievement and growth. In addition to academic performance, the report card also communicates a social-emotional component to parents and includes teacher comments for each trimester and student attendance records. Report cards also contain information in several languages on how parents can support their child's learning.

District interviews and school leader focus groups indicated that data are routinely shared with parents. MCAS data, as well as academic performance data from screener and diagnostic assessments, are shared with parents. Overall, respondents from a parent focus group indicated that they feel as if they receive adequate communication from the district, schools, and teachers. Family focus group respondents explained that the elementary schools send a weekly newsletter via Constant Contact, a communication platform, to send out relevant information. Individual teachers also communicate using different apps, such as ClassDojo and Remind. Parents at the middle school reported receiving a weekly newsletter in English and Portuguese. Middle school parents also receive communication from teachers using Constant Contact or email, whereas high school parents noted that they receive less communication from individual teachers.

Although district leaders regularly share data and analysis with school-level teams, a district leader, as well as teacher and school leader focus groups, shared they would like to have a data dashboard available. A district leader expressed that a centralized location for multiple data points readily available and easy to access would allow for more manageable monitoring. One teacher focus group referenced a document on which they are required to upload assessment data and explained the data are used during SST and IST meetings, but respondents expressed that it is not regularly used and is not always helpful in informing instruction.

## Recommendations

- The district should adopt a formal, district-wide data inquiry process that can be used to inform instruction and identify supports for students.
- The district should develop or adopt a centralized data dashboard to streamline data collection and use.

# Student Support

APS is committed to creating and sustaining a positive culture and climate for staff and students. Elements of PBIS are present throughout the district. The middle school continues to take intentional steps to formalize a comprehensive PBIS with plans of expanding the program for the 2022-2023 school year. The elementary, middle, and high schools use MTSS to provide universal supports to all students, identify students who need more support, and monitor students' progress toward established goals. APS recognized the increased need for social-emotional supports through the COVID-19 pandemic and has taken steps to mitigate the potential negative impact on students, including contracting with additional mental health providers and expanding the social-emotional curriculum from the elementary school to the middle school. Furthermore, the district recognizes the changing student demographic and the increase of ELs and has responded by providing staff with diversity, equity, and inclusivity professional development; language translation services; and increasing coaching for teachers to provide appropriate language supports for students in classes. Table 7 summarizes the key strengths and areas for growth for student support.

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

| Indicator | Strengths | Areas for growth |
|---|---|---|
| **Safe and supportive school climate and culture** | ■ Beginning stages of PBIS at the middle school<br>■ Addition of student support staff positions | ■ Schoolwide PBIS at the elementary and high school levels |
| **Tiered systems of support** | ■ What I Need and Bridge Block to provide individual student support<br>■ Formal SST/IST process in place<br>■ CPT to plan for student interventions and supports, monitor progress, and adjust instruction | |
| **Family, student, and community engagement and partnerships** | ■ Partnership with the North River Collaborative<br>■ Variety of communication outreach tools used<br>■ Use of family stakeholder input and feedback in planning | ■ Collaborative relationships with community partners to holistically meet the needs of students |

## Safe and Supportive School Climate and Culture

APS is taking steps to promote a safe and supportive environment. The *2020 Improvement Plan* outlines the importance of and focus on providing comprehensive student support. The district is committed to conducting a "comprehensive review of targeted student support programming, examining and implementing changes to the existing structure in order to support the high-needs subgroups and students with academic, emotional, and behavioral challenges." APS also prioritizes promoting and using inclusive practices throughout the district, as well as using data to make informed student-centered decisions "districtwide regarding the social-emotional climate for . . .

students and staff." The *2020 Improvement Plan* also calls for an increase and improvement of support services available to students who need them. The plan specifically states that APS will "increase and improve the support services available to students in need. Evaluate and improve transition points, supports, and coordinated programming as students' progress along the PreK-12 continuum." As a response, APS has hired additional student support staff.

APS promotes the use of PBIS to encourage a positive school culture and climate. To support teachers in responding to behavioral needs, the district provides a *Behavioral Issues Response Protocol* for teachers to implement. This tool maps how to address misbehavior with a simple response, use of a nonpunitive logical consequence, and provides suggestions of more intensive supports. In addition, APS's DCAP has several resources and support services that call attention to the tools used across all the schools in the district.

The elementary level provides mental wellness checks, progressive behavior interventions, and progressive applied behavior analysis behavior interventions in place. Elementary schools also use the *2021–2022 Student Support Protocol*, which includes different strategies and protocols based on the three different tiers of support within the MTSS. Each strategy or protocol is intended to encourage students to recognize their emotions and develop self-regulation skills.

Evidence from APS's instructional observation report shows scores over 5.0 (out of 7.0) for the positive climate dimension for all grade bands, placing them at the high end of the middle range, and suggests that most teachers and students share warm and supportive relationships. Scores at the high end of the middle range (over 5.0 out of 7.0) for teacher sensitivity across all grade bands suggests that teachers are frequently aware of students' needs when it comes to academic and emotional needs. Average scores ranging from 5.9 (grades 6-8) to 6.6 (grades K-5) for behavior management indicate that rules and guidelines for behavior are clear and consistently enforced by teachers. One student shared during a focus group that they "don't think we're necessarily a school that particularly has an issue with too much behavior."

## Tiered Systems of Support

APS uses the MTSS model to students' academic, behavioral, and social-emotional growth. Each school provides Tier 1 instruction and support to all students through access to social workers in the school, focusing on building social-emotional competencies, and universal supports to all students. The elementary level offers the social-emotional curriculum, Second Step, which provides lessons to build social-emotional skills. APS experienced success using this resource at the elementary level and subsequently adopted it at the middle school for the 2021-2022 school year. Additional layers of support at the secondary schools include a Bridge Block, the SST, mentor groups, and the Second Step curriculum. In addition, the Signs of Suicide curriculum is part of Tier 1 supports and is presented to students in health class twice a year.

A document titled *SST at BBES = MTSS* from Beaver Brook Elementary outlines the MTSS structure and system and details Tier 2 and Tier 3 supports. A district leader defined Tier 2 as "the introduction of a new intervention," and Tier 3 as occurring when student data do not show anticipated growth or improvement and "an intervention of increasing intensity is needed." At the elementary and middle school levels, the SST maintains the implementation of the continuum of

supports. When teaching staff or any staff refers a student to the SST, which leads to an intervention from the SST, this is the beginning of Tier 2. Evidence from the Abington Middle School's *SST Referral Form* shows five reasons for needing a referral based on academic, attendance, behavioral, emotional, or physical reasons. The form also asks the participant who is filling out the form what strategies or interventions they used to address the concerns. At the elementary level, the SST referral form asks for the student's areas of difficulty and or any concerns one might have. The process requires the SST to gather data on each student, which can include benchmark data, MCAS scores, mathematics assessments, and DIBELS scores. The process also engages students' families as relevant and meaningful stakeholders in the support process and plan.

In addition, schools provide mental health supports. One school leader explained that they "utilize psychology staff [and] counseling staff . . . a full-time guidance counselor [and] . . . a full-time adjustment counselor," further explaining they also "work with a program out of North River Collaborative that provide [schools] with social work interns." APS schools implemented the What I Need Block at the elementary- and middle school levels and the Bridge Block at the high school, which are blocks of time designed to provide students with targeted instruction based on individual student needs. The high school has "Wave Week" twice per month, which allows staff time to collaborate about student data and instructional improvement. A specialist mentioned that teachers and specialists meet to problem-solve about instruction, behavior, attendance, and general student support, saying, "it's a great way for peer consultation to happen."

## Family, Student, and Community Engagement and Partnerships

A district leader emphasized that one of Abington's goals is to ensure that each school develops strong collaborative relationships with families, students, community partners, and other stakeholders to holistically support students. According to the APS improvement plan for 2021-2022, one of APS's goals/objectives for community support is to "increase family and community participation in the educational process and the life of the schools." Currently, the district provides school-family communication via Constant Contact, a weekly newsletter that goes out to parents, social media (e.g., Facebook, Twitter), Remind 101, and Class Dojo. One parent mentioned feeling that their school leader has "a real interest in creating a community, creating conversation with the community, and welcoming feedback."

APS provides formal opportunities for families to share their feedback and is intentional about using stakeholder voice in planning and decision making. For example, Abington Middle School conducted a survey (2021-2022 Abington Middle School parent survey) with families to gather feedback that was used to create the school improvement plan. The district has a Special Education Parent Advisory Council (SEPAC). According to a SEPAC flyer distributed throughout the district, the purpose of the SEPAC meetings is for parents/guardians to have an opportunity to give feedback to special education administration and plan events for the parent community.

The district has systems in place to ensure that all families of ELs can receive communication efficiently. Parent focus group respondents explained that APS translates every newsletter to Portuguese to be responsive to the needs of their families. According to an EL specialist, "We also have a Portuguese-speaking social work intern this year." Within APS is a self-governed organization called the APS Parent Advisory Council for English Learners, also known as the ELPAC. There is a

minimum of five meetings held annually and corresponding to the ELPAC bylaws: "The purpose of the Abington ELPAC is to work to promote multilingual and multicultural values for all students and to aid in the integration process of new English learners into the Abington community."

The district participates in a partnership with the North River Collaborative, which is a program that provides schools with social work interns. One school leader said that this partnership "allows [them] to really support a much broader number of students than we would be able to just from caseload management standpoint with just the staff that we would have on payroll." Abington also engages inspirational speakers and provides resources for mental health, supports for how to keep safe and responsible when using social networks, and resources for the LGTBQ community in the district. An area of growth for the district is prioritizing the development of mutually beneficial partnerships with a variety of organizations to strengthen community partnerships and provide holistic supports and opportunities for students.

## Recommendations

- The district should formalize and adopt PBIS at all schools.
- Th district should collaborate with community partners to strengthen community partnerships and provide holistic supports and opportunities for students.

# Appendix A. Summary of Site Visit Activities

The AIR team completed the following activities as part of the district review activities in APS. The team conducted 54 classroom observations between April 26 and April 28, 2022, and held interviews and focus groups from April 25 to April 29, 2022. The site visit team conducted interviews and focus groups with the following representatives from the school and the district:

- Superintendent
- Other district leaders
- School principals
- Special education teachers
- EL teachers
- Support specialists
- Guidance counselors
- Middle school students
- High school students
- Families

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
- All completed program and administrator evaluations and a random selection of completed teacher evaluations

# Appendix B. Enrollment, Attendance, Expenditures

**Table B1. Abington Public Schools: 2021-2022 Student Enrollment by Race/Ethnicity**

| Group | District *N* | Percentage of total | State *N* | Percentage of total |
|---|---|---|---|---|
| All | 2,154 | 100.0% | 911,529 | 100.0% |
| African American | 112 | 5.2% | 84,970 | 9.3% |
| Asian | 59 | 2.7% | 65,813 | 7.2% |
| Hispanic | 266 | 12.3% | 210,747 | 23.1% |
| Native American | 10 | 0.5% | 2,060 | 0.2% |
| White | 1,660 | 77.1% | 507,992 | 55.7% |
| Native Hawaiian | 2 | 0.1% | 788 | 0.1% |
| Multirace, Non-Hispanic | 45 | 2.1% | 39,159 | 4.3% |

*Note*. Data as of October 1, 2021.

**Table B2. Abington Public Schools: 2021-2022 Student Enrollment by High-Need Populations**

| Group | District | | | State | | |
|---|---|---|---|---|---|---|
| | *N* | Percentage of high need | Percentage of district | *N* | Percentage of high need | Percentage of state |
| All students with high need | 1,069 | 100.0% | 48.9% | 512,242 | 100.0% | 55.6% |
| Students with disabilities | 383 | 35.8% | 17.5% | 174,505 | 34.1% | 18.9% |
| Low income | 847 | 79.2% | 39.3% | 399,140 | 77.9% | 43.8% |
| ELs and former ELs | 195 | 18.2% | 9.1% | 100,231 | 19.6% | 11.0% |

*Note*. Data as of October 1, 2021. District and state numbers and percentages for students with disabilities and high need are calculated including students in out-of-district placements. Total district enrollment including students in out-of-district placement is 2,185; total state enrollment including students in out-of-district placement is 920,971.

**Table B3. Abington Public Schools: Chronic Absence Rates[a] by Student Group, 2018-2021**

| Group | 2018 | 2019 | 2020 | 2021 | 4-year change | State (2021) |
|---|---|---|---|---|---|---|
| All | 10.5 | 13.3 | 12.7 | 29.5 | 19.0 | 17.7 |
| African American/Black | 11.4 | 14.9 | 12.5 | 29.1 | 17.7 | 24.1 |
| Asian | 8.5 | 9.6 | 6.7 | 25.5 | 17.0 | 7.2 |
| Hispanic/Latino | 18.1 | 19.8 | 19.2 | 53.7 | 35.6 | 29.0 |
| Multirace, non-Hispanic/ Latino | 10.5 | 31.8 | 18.5 | 40.9 | 30.4 | 18.9 |
| White | 9.7 | 12.3 | 12.1 | 25.4 | 15.7 | 13.2 |
| High need | 17.8 | 21.4 | 19.1 | 43.4 | 25.6 | 26.3 |
| Economically disadvantaged | 21.2 | 24.7 | 21.2 | 50.4 | 29.2 | 30.2 |
| ELs | 22.7 | 21.8 | 21.4 | 62.0 | 39.3 | 29.0 |
| Students with disabilities | 14.0 | 17.5 | 17.3 | 37.3 | 23.3 | 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. Abington Public Schools: Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years, 2019-2021**

| | 2019 | | Fiscal year 2020 | | Fiscal year2021 | |
|---|---|---|---|---|---|---|
| | Estimated | Actual | Estimated | Actual | Estimated | Actual |
| **Expenditures** | | | | | | |
| From local appropriations for schools | | | | | | |
| By school committee | $23,015,592.00 | $22,920,860.20 | $23,821,138.00 | $23,925,269.59 | $25,355,085.00 | $25,287,314.60 |
| By municipality | $11,703,297.19 | $13,076,533.01 | $11,218,646.00 | $11,424,876.82 | $12,014,152.97 | $11,459,217.87 |
| Total from local appropriations | $34,718,889.19 | $35,997,393.21 | $35,039,784.00 | $35,350,146.41 | $37,369,237.97 | $36,746,532.47 |
| From revolving funds and grants | -- | $3,322,244.85 | -- | $3,548,346.68 | -- | $4,129,200.66 |
| Total expenditures | -- | $39,319,638.06 | -- | $38,898,493.09 | -- | $40,875,733.13 |
| Chapter 70 aid to education program | | | | | | |
| Chapter 70 state aid[a] | -- | $7,816,931 | -- | $8,933,994 | -- | $10,045,478 |
| Required local contribution | -- | $13,701,008 | -- | $14,463,601 | -- | $15,287,069 |
| Required net school spending[b] | -- | $21,517,939 | -- | $23,397,595 | -- | $25,332,547 |
| Actual net school spending | -- | $26,996,361 | -- | $29,107,620 | -- | $30,753,869 |
| Over/under required ($) | -- | $5,478,422 | -- | $5,710,025 | -- | $5,421,322 |
| Over/under required (%) | -- | 25.5% | -- | 24.4% | -- | 21.4% |

*Note.* Data as of June 1, 2022, and sourced 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. Abington Public Schools: Expenditures Per In-District Pupil, Fiscal Years 2019-2021**

| Expenditure category | 2019 | 2020 | 2021 |
|---|---|---|---|
| Administration | $384.25 | $376.90 | $405.03 |
| Instructional leadership (district and school) | $768.34 | $814.58 | $858.00 |
| Teachers | $5,542.96 | $5,524.15 | $5,714.67 |
| Other teaching services | $1,267.29 | $1,365.47 | $1,618.13 |
| Professional development | $96.25 | $89.84 | $62.77 |
| Instructional materials, equipment, and technology | $580.33 | $371.32 | $634.67 |
| Guidance, counseling and testing services | $471.48 | $480.45 | $494.97 |
| Pupil services | $1,432.17 | $1,154.40 | $1,053.54 |
| Operations and maintenance | $1,002.48 | $914.24 | $1,094.59 |
| Insurance, retirement, and other fixed costs | $2,468.61 | $2,630.02 | $2,751.67 |
| Total expenditures per in-district pupil | $14,014.17 | $13,721.37 | $14,688.04 |

*Note.* Any discrepancy between expenditures and total is because of rounding. Data are from per-pupil expenditure reports on DESE website.
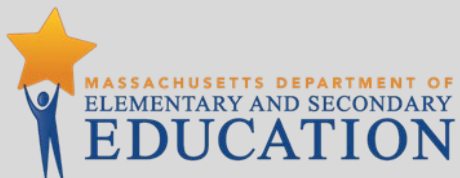
*Abington Public Schools*

Classroom Visits: Summary of Findings

Districtwide Instructional Observation Report

April 2022

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 Abington Public Schools during the week of April 26, 2022. The observers conducted 54 observations in a sample of classrooms across four 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<br>■ Negative Climate<br>■ Teacher Sensitivity<br>■ Regard for Student Perspectives | ■ Behavior Management<br>■ Productivity<br>■ Instructional Learning Formats | ■ Concept Development<br>■ Quality of Feedback<br>■ 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<br>■ Teacher Sensitivity<br>■ Regard for Student Perspectives | ■ Behavior Management<br>■ Productivity<br>■ Negative Climate | ■ Instructional Learning Formats<br>■ Content Understanding<br>■ Analysis and Inquiry<br>■ Quality of Feedback<br>■ 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\*: 5.5**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **54** | **5.5** |
| Grades K-5 | 0 | 0 | 1 | 2 | 4 | 9 | 6 | 22 | 5.8 |
| Grades 6-8 | 0 | 0 | 0 | 3 | 5 | 5 | 1 | 14 | 5.3 |
| Grades 9-12 | 0 | 0 | 1 | 2 | 4 | 10 | 1 | 18 | 5.4 |

\*The district average is an average of the observation scores. In Table 3, the district average is computed as: ([3 x 2] + [4 x 7] + [5 x 13] + [6 x 24] + [7 x 8]) ÷ 54 observations = 5.5

**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\*: 5.7**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **54** | **5.7** |
| Grades K-5 | 0 | 0 | 0 | 1 | 2 | 11 | 8 | 22 | 6.2 |
| Grades 6-8 | 0 | 0 | 0 | 0 | 4 | 7 | 3 | 14 | 5.9 |
| Grades 9-12 | 0 | 1 | 2 | 4 | 2 | 6 | 3 | 18 | 5.1 |

\*The district average is an average of the observation scores. In Table 4, the district average is computed as: ([2 x 1] + [3 x 2] + [4 x 5] + [5 x 8] + [6 x 24] + [7 x 14]) ÷ 54 observations = 5.7

**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\*: 3.9**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **54** | **3.9** |
| Grades K-5 | 1 | 3 | 3 | 4 | 3 | 8 | 0 | 22 | 4.3 |
| Grades 6-8 | 1 | 3 | 4 | 4 | 2 | 0 | 0 | 14 | 3.2 |
| Grades 9-12 | 0 | 2 | 6 | 2 | 5 | 3 | 0 | 18 | 4.1 |

\*The district average is an average of the observation scores. In Table 5, the district average is computed as: ([1 x 2] + [2 x 8] + [3 x 13] + [4 x 10] + [5 x 10] + [6 x 11]) ÷ 54 observations = 3.9

**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\*: 6.7**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **54** | **6.7** |
| Grades K-5 | 0 | 0 | 0 | 0 | 0 | 3 | 19 | 22 | 6.9 |
| Grades 6-8 | 0 | 1 | 0 | 0 | 1 | 3 | 9 | 14 | 6.3 |
| Grades 9-12 | 0 | 0 | 0 | 0 | 0 | 1 | 17 | 18 | 6.9 |

\*The district average is an average of the observation scores. In Table 6, the district average is computed as: ([2 x 1] + [5 x 1] + [6 x 7] + [7 x 45]) ÷ 54 observations = 6.7

**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.

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[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\*: 6.2**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 54 | 6.2 |
| Grades K-5 | 0 | 0 | 0 | 0 | 1 | 7 | 14 | 22 | 6.6 |
| Grades 6-8 | 0 | 0 | 0 | 1 | 3 | 6 | 4 | 14 | 5.9 |
| Grades 9-12 | 0 | 0 | 0 | 0 | 2 | 13 | 3 | 18 | 6.1 |

\*The district average is an average of the observation scores. In Table 7, the district average is computed as: ([4 x 1] + [5 x 6] + [6 x 26] + [7 x 21]) ÷ 54 observations = 6.2

**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\*: 6.2**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 54 | 6.2 |
| Grades K-5 | 0 | 0 | 0 | 0 | 0 | 7 | 15 | 22 | 6.7 |
| Grades 6-8 | 0 | 0 | 1 | 1 | 1 | 6 | 5 | 14 | 5.9 |
| Grades 9-12 | 0 | 0 | 0 | 1 | 6 | 8 | 3 | 18 | 5.7 |

\*The district average is an average of the observation scores. In Table 8, the district average is computed as: ([3 x 1] + [4 x 2] + [5 x 7] + [6 x 21] + [7 x 23]) ÷ 54 observations = 6.2

**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*: 5.8**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 54 | 5.8 |
| Grades K-5 | 0 | 0 | 1 | 2 | 2 | 11 | 6 | 22 | 5.9 |
| Grades 6-8 | 0 | 0 | 0 | 2 | 3 | 7 | 2 | 14 | 5.6 |
| Grades 9-12 | 0 | 0 | 0 | 0 | 5 | 13 | 0 | 18 | 5.7 |

*The district average is an average of the observation scores. In Table 9, the district average is computed as: ([3 x 1] + [4 x 4] + [5 x 10] + [6 x 31] + [7 x 8]) ÷ 54 observations = 5.8

**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\*: 2.8**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 12 | 2.8 |
| Grades K-3\*\* | 1 | 5 | 4 | 1 | 0 | 1 | 0 | 12 | 2.8 |

\*The district average is an average of the observation scores. In Table 10, the district average is computed as: ([1 x 1] + [2 x 5] + [3 x 4] + [4 x 1] + [6 x 1]) ÷ 12 observations = 2.8

\*\*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\*: 4.3**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **42** | **4.3** |
| Grades 4-5\*\* | 0 | 0 | 1 | 2 | 3 | 2 | 2 | 10 | 5.2 |
| Grades 6-8 | 1 | 1 | 4 | 2 | 4 | 2 | 0 | 14 | 3.9 |
| Grades 9-12 | 0 | 3 | 3 | 3 | 6 | 3 | 0 | 18 | 4.2 |

\*The district average is an average of the observation scores. In Table 11, the district average is computed as: ([1 x 1] + [2 x 4] + [3 x 8] + [4 x 7] + [5 x 13] + [6 x 7] + [7 x 2]) ÷ 42 observations = 4.3

\*\*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\*: 3.6**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **42** | **3.6** |
| Grades 4-5\*\* | 1 | 0 | 1 | 3 | 2 | 3 | 0 | 10 | 4.4 |
| Grades 6-8 | 1 | 5 | 4 | 2 | 1 | 1 | 0 | 14 | 3.0 |
| Grades 9-12 | 1 | 5 | 2 | 3 | 4 | 3 | 0 | 18 | 3.7 |

\*The district average is an average of the observation scores. In Table 12, the district average is computed as: ([1 x 3] + [2 x 10] + [3 x 7] + [4 x 8] + [5 x 7] + [6 x 7]) ÷ 42 observations = 3.6

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

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

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

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

# Quality of Feedback

*Instructional Support domain, Grades K – 12*

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

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

**Quality of Feedback District Average*: 3.4**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 54 | 3.4 |
| Grades K-5 | 2 | 6 | 5 | 0 | 7 | 2 | 0 | 22 | 3.5 |
| Grades 6-8 | 4 | 3 | 3 | 3 | 1 | 0 | 0 | 14 | 2.6 |
| Grades 9-12 | 2 | 2 | 3 | 3 | 3 | 5 | 0 | 18 | 4.0 |

*The district average is an average of the observation scores. In Table 13, the district average is computed as: ([1 x 8] + [2 x 11] + [3 x 11] + [4 x 6] + [5 x 11] + [6 x 7]) ÷ 54 observations = 3.4

**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\*: 3.0**

| Grade Band | Low Range | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 12 | 3.0 |
| Grades K-3\*\* | 1 | 5 | 2 | 3 | 0 | 0 | 1 | 12 | 3.0 |

\*The district average is an average of the observation scores. In Table 14, the district average is computed as: ([1 x 1] + [2 x 5] + [3 x 2] + [4 x 3] + [7 x 1]) ÷ 12 observations = 3.0

\*\*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\*: 3.7**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **42** | **3.7** |
| Grades 4-5\*\* | 1 | 1 | 1 | 0 | 3 | 2 | 2 | 10 | 4.7 |
| Grades 6-8 | 4 | 1 | 3 | 4 | 2 | 0 | 0 | 14 | 2.9 |
| Grades 9-12 | 1 | 3 | 3 | 4 | 7 | 0 | 0 | 18 | 3.7 |

\*The district average is an average of the observation scores. In Table 15, the district average is computed as: ([1 x 6] + [2 x 5] + [3 x 7] + [4 x 8] + [5 x 12] + [6 x 2] + [7 x 2]) ÷ 42 observations = 3.7

\*\*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\*: 5.7**

| Grade Band | Low Range | | Middle Range | | | High Range | | n | Average |
|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **42** | **5.7** |
| Grades 4-5\*\* | 0 | 0 | 0 | 1 | 0 | 6 | 3 | 10 | 6.1 |
| Grades 6-8 | 0 | 0 | 0 | 3 | 1 | 7 | 3 | 14 | 5.7 |
| Grades 9-12 | 0 | 0 | 0 | 2 | 6 | 9 | 1 | 18 | 5.5 |

\*The district average is an average of the observation scores. In Table 16, the district average is computed as: ([4 x 6] + [5 x 7] + [6 x 22] + [7 x 7]) ÷ 42 observations = 5.7

\*\*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** | **3** | **4** | **7** | **9** | **31** | **33** | **88** | **5.8** |
| Positive Climate | 0 | 0 | 1 | 2 | 4 | 9 | 6 | 22 | 5.8 |
| Negative Climate** | 0 | 0 | 0 | 0 | 0 | 3 | 19 | 22 | 6.9 |
| Teacher Sensitivity | 0 | 0 | 0 | 1 | 2 | 11 | 8 | 22 | 6.2 |
| Regard for Student Perspectives | 1 | 3 | 3 | 4 | 3 | 8 | 0 | 22 | 4.3 |
| **Classroom Organization Domain** | **0** | **0** | **1** | **2** | **3** | **25** | **35** | **66** | **6.4** |
| Behavior Management | 0 | 0 | 0 | 0 | 1 | 7 | 14 | 22 | 6.6 |
| Productivity | 0 | 0 | 0 | 0 | 0 | 7 | 15 | 22 | 6.7 |
| Instructional Learning Formats*** | 0 | 0 | 1 | 2 | 2 | 11 | 6 | 22 | 5.9 |
| **Instructional Support Domain** | **6** | **17** | **14** | **9** | **15** | **10** | **5** | **76** | **3.8** |
| Concept Development (K-3 only) | 1 | 5 | 4 | 1 | 0 | 1 | 0 | 12 | 2.8 |
| Content Understanding (UE only) | 0 | 0 | 1 | 2 | 3 | 2 | 2 | 10 | 5.2 |
| Analysis and Inquiry (UE only) | 1 | 0 | 1 | 3 | 2 | 3 | 0 | 10 | 4.4 |
| Quality of Feedback | 2 | 6 | 5 | 0 | 7 | 2 | 0 | 22 | 3.5 |
| Language Modeling (K-3 only) | 1 | 5 | 2 | 3 | 0 | 0 | 1 | 12 | 3.0 |
| Instructional Dialogue (UE only) | 1 | 1 | 1 | 0 | 3 | 2 | 2 | 10 | 4.7 |
| **Student Engagement (UE only)** | **0** | **0** | **0** | **1** | **0** | **6** | **3** | **10** | **6.1** |

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([3 x 1] + [4 x 2] + [5 x 4] + [6 x 9] + [7 x 6]) ÷ 22 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 3] + [7 x 19]) ÷ 22 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** | **1** | **3** | **4** | **7** | **11** | **12** | **4** | **42** | **4.8** |
| Positive Climate | 0 | 0 | 0 | 3 | 5 | 5 | 1 | 14 | 5.3 |
| Teacher Sensitivity | 0 | 0 | 0 | 0 | 4 | 7 | 3 | 14 | 5.9 |
| Regard for Student Perspectives | 1 | 3 | 4 | 4 | 2 | 0 | 0 | 14 | 3.2 |
| **Classroom Organization Domain** | **0** | **1** | **1** | **2** | **5** | **15** | **18** | **42** | **6.0** |
| Behavior Management | 0 | 0 | 0 | 1 | 3 | 6 | 4 | 14 | 5.9 |
| Productivity | 0 | 0 | 1 | 1 | 1 | 6 | 5 | 14 | 5.9 |
| Negative Climate** | 0 | 1 | 0 | 0 | 1 | 3 | 9 | 14 | 6.3 |
| **Instructional Support Domain** | **10** | **10** | **14** | **13** | **11** | **10** | **2** | **70** | **3.6** |
| Instructional Learning Formats | 0 | 0 | 0 | 2 | 3 | 7 | 2 | 14 | 5.6 |
| Content Understanding | 1 | 1 | 4 | 2 | 4 | 2 | 0 | 14 | 3.9 |
| Analysis and Inquiry | 1 | 5 | 4 | 2 | 1 | 1 | 0 | 14 | 3.0 |
| Quality of Feedback | 4 | 3 | 3 | 3 | 1 | 0 | 0 | 14 | 2.6 |
| Instructional Dialogue | 4 | 1 | 3 | 4 | 2 | 0 | 0 | 14 | 2.9 |
| **Student Engagement** | **0** | **0** | **0** | **3** | **1** | **7** | **3** | **14** | **5.7** |

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([4 x 3] + [5 x 5] + [6 x 5] + [7 x 1]) ÷ 14 observations = 5.3

**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: ([2 x 1] + [5 x 1] + [6 x 3] + [7 x 9]) ÷ 14 observations = 6.3

# 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** | **3** | **9** | **8** | **11** | **19** | **4** | **54** | **4.9** |
| Positive Climate | 0 | 0 | 1 | 2 | 4 | 10 | 1 | 18 | 5.4 |
| Teacher Sensitivity | 0 | 1 | 2 | 4 | 2 | 6 | 3 | 18 | 5.1 |
| Regard for Student Perspectives | 0 | 2 | 6 | 2 | 5 | 3 | 0 | 18 | 4.1 |
| **Classroom Organization Domain** | **0** | **0** | **0** | **1** | **8** | **22** | **23** | **54** | **6.2** |
| Behavior Management | 0 | 0 | 0 | 0 | 2 | 13 | 3 | 18 | 6.1 |
| Productivity | 0 | 0 | 0 | 1 | 6 | 8 | 3 | 18 | 5.7 |
| Negative Climate** | 0 | 0 | 0 | 0 | 0 | 1 | 17 | 18 | 6.9 |
| **Instructional Support Domain** | **4** | **13** | **11** | **13** | **25** | **24** | **0** | **90** | **4.3** |
| Instructional Learning Formats | 0 | 0 | 0 | 0 | 5 | 13 | 0 | 18 | 5.7 |
| Content Understanding | 0 | 3 | 3 | 3 | 6 | 3 | 0 | 18 | 4.2 |
| Analysis and Inquiry | 1 | 5 | 2 | 3 | 4 | 3 | 0 | 18 | 3.7 |
| Quality of Feedback | 2 | 2 | 3 | 3 | 3 | 5 | 0 | 18 | 4.0 |
| Instructional Dialogue | 1 | 3 | 3 | 4 | 7 | 0 | 0 | 18 | 3.7 |
| **Student Engagement** | **0** | **0** | **0** | **2** | **6** | **9** | **1** | **18** | **5.5** |

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([3 x 1] + [4 x 2] + [5 x 4] + [6 x 10] + [7 x 1]) ÷ 18 observations = 5.4

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([6 x 1] + [7 x 17]) ÷ 18 observations = 6.9

# References

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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. Abington 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 | 901 | 502.3 | 503.3 | 500.3 | -2.0 | 496.5 | 3.8 |
| African American/ Black | 38 | 494.5 | 497.4 | 495.8 | 1.3 | 486.4 | 9.4 |
| Asian | 17 | 515.7 | 513.4 | 502.9 | -12.8 | 508.5 | -5.6 |
| Hispanic/Latino | 101 | 495.2 | 497.2 | 489.1 | -6.1 | 484.3 | 4.8 |
| Multirace | 17 | 496.9 | 501.8 | 502.6 | 5.7 | 499.7 | 2.9 |
| White | 719 | 502.9 | 503.9 | 502.2 | -0.7 | 501.3 | 0.9 |
| High need | 412 | 492.1 | 493.3 | 488.4 | -3.7 | 485.9 | 2.5 |
| Economically disadvantaged | 294 | 495.0 | 497.1 | 490.7 | -4.3 | 485.2 | 5.5 |
| ELs and former ELs | 112 | 490.3 | 493.1 | 480.9 | -9.4 | 482.8 | -1.9 |
| Students with disabilities | 164 | 480.6 | 482.0 | 480.1 | -0.5 | 478.1 | 2.0 |

*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. Abington 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 | 894 | 498.7 | 499.3 | 490.4 | -8.3 | 489.7 | 0.7 |
| African American/ Black | 38 | 488.6 | 491.3 | 486.9 | -1.7 | 477.3 | 9.6 |
| Asian | 17 | 506.7 | 507.3 | 507.3 | 0.6 | 508.6 | -1.3 |
| Hispanic/Latino | 101 | 493.6 | 493.9 | 479.1 | -14.5 | 476.5 | 2.6 |
| Multirace | 17 | 491.8 | 495.8 | 492.1 | 0.3 | 492.1 | 0.0 |
| White | 712 | 499.3 | 499.9 | 491.9 | -7.4 | 494.3 | -2.4 |
| High need | 406 | 488.2 | 489.0 | 479.4 | -8.8 | 479.0 | 0.4 |
| Economically disadvantaged | 290 | 491.2 | 492.1 | 480.4 | -10.8 | 477.4 | 3.0 |
| ELs and former ELs | 110 | 488.4 | 489.1 | 477.3 | -11.1 | 477.8 | -0.5 |
| Students with disabilities | 160 | 476.5 | 478.3 | 471.1 | -5.4 | 472.5 | -1.4 |

*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. Abington 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 | 901 | 55% | 57% | 53% | -2 | 46% | 7 |
| African American/ Black | 38 | 41% | 50% | 47% | 6 | 28% | 19 |
| Asian | 17 | 84% | 74% | 65% | -19 | 66% | -1 |
| Hispanic/Latino | 101 | 42% | 51% | 39% | -3 | 26% | 13 |
| Multirace | 17 | 58% | 50% | 47% | -11 | 51% | -4 |
| White | 719 | 56% | 57% | 56% | 0 | 54% | 2 |
| High need | 412 | 33% | 37% | 33% | 0 | 28% | 5 |
| Economically disadvantaged | 294 | 38% | 43% | 39% | 1 | 27% | 12 |
| ELs and former ELs | 112 | 29% | 38% | 23% | -6 | 24% | -1 |
| Students with disabilities | 164 | 11% | 14% | 15% | 4 | 16% | -1 |

**Table E4. Abington Public Schools: Next-Generation MCAS Math Percentage Meeting or Exceeding Expectations in Grades 3-8, 2018-2021**

| Group | N (2021) | 2018 | 2019 | 2021 | Change | State (2021) | Above/ Below |
|---|---|---|---|---|---|---|---|
| All | 894 | 48% | 49% | 33% | -15 | 33% | 0 |
| African American/ Black | 38 | 27% | 39% | 26% | -1 | 14% | 12 |
| Asian | 17 | 58% | 58% | 53% | -5 | 64% | -11 |
| Hispanic/Latino | 101 | 38% | 37% | 14% | -24 | 14% | 0 |
| Multirace | 17 | 25% | 50% | 47% | 22 | 37% | 10 |
| White | 712 | 50% | 50% | 35% | -15 | 40% | -5 |
| High need | 406 | 25% | 27% | 14% | -11 | 16% | -2 |
| Economically disadvantaged | 290 | 30% | 32% | 16% | -14 | 14% | 2 |
| ELs and former ELs | 110 | 29% | 31% | 12% | -17 | 17% | -5 |
| Students with disabilities | 160 | 6% | 9% | 3% | -3 | 10% | -7 |

**Table E5. Abington Public Schools: Next-Generation MCAS ELA and Mathematics Scaled Scores in Grade 10, 2021**

| Group | ELA | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| | N (2021) | 2021 | State | Above/ Below | N (2021) | 2021 | State | Above/ Below |
| All | 152 | 509.0 | 507.3 | 1.7 | 151 | 499.0 | 500.6 | -1.6 |
| African American/ Black | 8 | — | 494.6 | — | 8 | — | 486.7 | — |
| Asian | 5 | — | 518.2 | — | 5 | — | 520.9 | — |
| Hispanic/Latino | 20 | 481.2 | 491.9 | -10.7 | 20 | 477.1 | 485.3 | -8.2 |
| Multirace | 1 | — | 510.6 | — | 0 | — | 503.9 | — |
| White | 118 | 513.9 | 512.5 | 1.4 | 118 | 502.7 | 504.9 | -2.2 |
| High need | 62 | 493.2 | 493.3 | -0.1 | 61 | 483.3 | 486.5 | -3.2 |
| Economically disadvantaged | 48 | 494.8 | 493.7 | 1.1 | 46 | 483.5 | 486.6 | -3.1 |
| ELs and former ELs | 16 | 475.8 | 477.9 | -2.1 | 16 | 473.1 | 477.6 | -4.5 |
| Students with disabilities | 20 | 487.1 | 487.2 | -0.1 | 21 | 478.9 | 479.6 | -0.7 |

*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 E6. Abington 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 | 152 | 64% | 64% | 0 | 151 | 50% | 52% | -2 |
| African American/ Black | 8 | — | 41% | — | 8 | — | 27% | — |
| Asian | 5 | — | 80% | — | 5 | — | 80% | — |
| Hispanic/Latino | 20 | 20% | 39% | -19 | 20 | 20% | 26% | -6 |
| Multirace | 1 | — | 67% | — | 0 | — | 55% | — |
| White | 118 | 72% | 73% | -1 | 118 | 54% | 60% | -6 |
| High need | 62 | 37% | 39% | -2 | 61 | 20% | 26% | -6 |
| Economically disadvantaged | 48 | 44% | 41% | 3 | 46 | 24% | 27% | -3 |
| ELs and former ELs | 16 | 25% | 19% | 6 | 16 | 19% | 15% | 4 |
| Students with disabilities | 20 | 15% | 25% | -10 | 21 | 10% | 14% | -4 |

**Table E7. Abington Public Schools: Next-Generation MCAS Science Percentage Meeting or Exceeding Expectations in Grades 5 and 8, 2019-2021**

| Group | *N* (2021) | 2019 | 2021 | State (2021) | Above/Below |
|---|---|---|---|---|---|
| All | 280 | 44% | 43% | 42% | 1 |
| African American/Black | 12 | 17% | 25% | 19% | 6 |
| Asian | 5 | — | 100% | 62% | 38 |
| Hispanic/Latino | 30 | 26% | 13% | 20% | -7 |
| Multirace, non-Hispanic/ Latino | 9 | — | 56% | 47% | 9 |
| White | 223 | 47% | 47% | 50% | -3 |
| High need | 130 | 28% | 28% | 23% | 5 |
| Economically disadvantaged | 95 | 33% | 32% | 21% | 11 |
| ELs and former ELs | 33 | 23% | 21% | 18% | 3 |
| Students with disabilities | 48 | 13% | 10% | 15% | -5 |

*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. Abington 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 | 138 | 62% | 65% | 61% | -1 | 51% | 10 |
| 4 | 160 | 56% | 66% | 56% | 0 | 49% | 7 |
| 5 | 134 | 60% | 49% | 54% | -6 | 47% | 7 |
| 6 | 164 | 61% | 59% | 57% | -4 | 47% | 10 |
| 7 | 148 | 48% | 49% | 49% | 1 | 43% | 6 |
| 8 | 157 | 44% | 54% | 43% | -1 | 41% | 2 |
| 3-8 | 901 | 55% | 57% | 53% | -2 | 46% | 7 |
| 10 | 152 | — | 62% | 64% | — | 64% | 0 |

**Table E9. Abington 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 | 137 | 55% | 60% | 61% | 6 | 33% | 28 |
| 4 | 159 | 44% | 59% | 29% | -15 | 33% | -4 |
| 5 | 134 | 40% | 36% | 38% | -2 | 33% | 5 |
| 6 | 165 | 54% | 50% | 37% | -17 | 33% | 4 |
| 7 | 146 | 44% | 42% | 16% | -28 | 35% | -19 |
| 8 | 153 | 50% | 51% | 18% | -32 | 32% | -14 |
| 3-8 | 894 | 48% | 49% | 33% | -15 | 33% | 0 |
| 10 | 151 | — | 56% | 50% | — | 52% | -2 |

**Table E10. Abington 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-yr change | State (2021) |
|-------|----------|------|------|------|-------------|--------------|
| 5 | 134 | 43% | — | 51% | 8 | 42% |
| 8 | 146 | 45% | — | 36% | -9 | 41% |
| 5 and 8 | 280 | 44% | — | 43% | -1 | 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. Abington Public Schools: ELA and Mathematics Mean Student Growth Percentile in Grades 3-10, 2019-2021**

| Grade | ELA | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| | N (2021) | 2019 | 2021 | State (2021) | N (2021) | 2019 | 2021 | State (2021) |
| 3 | – | – | – | – | – | – | – | – |
| 4 | – | 56.9 | – | – | – | 55.2 | – | – |
| 5 | 120 | 48.2 | 38.5 | 34.9 | 120 | 48.7 | 29.7 | 31.9 |
| 6 | 148 | 51.4 | 39.7 | 37.3 | 147 | 44.8 | 24.3 | 26.3 |
| 7 | 135 | 40.1 | 42.0 | 36.1 | 133 | 35.1 | 28.5 | 35.8 |
| 8 | 143 | 47.8 | 35.1 | 34.8 | 138 | 49.0 | 16.7 | 27.4 |
| 3-8 | 546 | 48.5 | 38.8 | 35.8 | 538 | 46.2 | 24.6 | 30.4 |
| 10 | 129 | 46.4 | 57.2 | 52.5 | 128 | 48.6 | 35.4 | 36.5 |

**Table E12. Abington 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 |
|---|---|---|---|---|---|---|---|---|
| Abington Early Education Program | – | – | – | – | – | – | – | – |
| Beaver Brook | – | – | – | – | – | – | – | – |
| Woodsdale | 63% | 58% | – | – | – | – | 60% | – |
| Abington Middle | – | – | 55% | 59% | 50% | 43% | 52% | – |
| Abington High | – | – | – | – | – | – | – | 67% |
| District | 61% | 56% | 54% | 57% | 49% | 43% | 53% | 64% |
| State | 51% | 49% | 47% | 47% | 43% | 41% | 46% | 64% |

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

| School | 3 | 4 | 5 | 6 | 7 | 8 | 3-8 | 10 |
|---|---|---|---|---|---|---|---|---|
| Abington Early Education Program | – | – | – | – | – | – | – | – |
| Beaver Brook | – | – | – | – | – | – | – | – |
| Woodsdale | 62% | 30% | – | – | – | – | 45% | – |
| Abington Middle | – | – | 39% | 38% | 17% | 19% | 28% | – |
| Abington High | – | – | – | – | – | – | – | 51% |
| District | 61% | 29% | 38% | 37% | 16% | 18% | 33% | 50% |
| State | 33% | 33% | 33% | 33% | 35% | 32% | 33% | 52% |

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

| School | 5 | 8 | 5 and 8 | 10 |
|---|---|---|---|---|
| Abington Early Education Program | — | — | — | — |
| Beaver Brook | — | — | — | — |
| Woodsdale | — | — | — | — |
| Abington Middle | 53% | 36% | 44% | — |
| Abington High | — | — | — | — |
| District | 51% | 36% | 43% | — |
| 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. Abington Public Schools: Next-Generation MCAS ELA Percentage Meeting and Exceeding Expectations in Grades 3-8 by School, 2021**

| School | All | High need | Econ. dis. | SWD | ELs and former ELs | African American | Asian | Hispanic | Multi-race | White |
|---|---|---|---|---|---|---|---|---|---|---|
| Abington Early Education Program | — | — | — | — | — | — | — | — | — | — |
| Beaver Brook | — | — | — | — | — | — | — | — | — | — |
| Woodsdale | 60% | 36% | 45% | 16% | 21% | 58% | — | 41% | — | 64% |
| Abington Middle | 52% | 35% | 39% | 17% | 26% | 46% | 75% | 40% | 46% | 54% |
| Abington High | — | — | — | — | — | — | — | — | — | — |
| District | 53% | 33% | 39% | 15% | 23% | 47% | 65% | 39% | 47% | 56% |
| State | 46% | 28% | 27% | 16% | 24% | 28% | 66% | 26% | 51% | 54% |

*Note.* High need = students with high need; Econ. dis. = students who are economically disadvantaged; SWD = students with disabilities; multi-race = students who are multiple races but not Hispanic or Latino.

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

| School | All | High need | Econ. dis. | SWD | ELs and former ELs | African American | Asian | Hispanic | Multi-race | White |
|---|---|---|---|---|---|---|---|---|---|---|
| Abington Early Education Program | — | — | — | — | — | — | — | — | — | — |
| Beaver Brook | — | — | — | — | — | — | — | — | — | — |
| Woodsdale | 45% | 18% | 20% | 2% | 22% | 33% | — | 21% | — | 50% |
| Abington Middle | 28% | 13% | 15% | 3% | 9% | 25% | 58% | 12% | 46% | 30% |
| Abington High | — | — | — | — | — | — | — | — | — | — |
| District | 33% | 14% | 16% | 3% | 12% | 26% | 53% | 14% | 47% | 35% |
| State | 33% | 16% | 14% | 10% | 17% | 14% | 64% | 14% | 37% | 40% |

*Note.* High need = students with high need; Econ. dis. = students who are economically disadvantaged; SWD = students with disabilities; multi-race = students who are multiple races but not Hispanic or Latino.

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

| School | All | High need | Econ. dis. | SWD | ELs and former ELs | African American | Asian | Hispanic | Multi-race | White |
|---|---|---|---|---|---|---|---|---|---|---|
| Abington High | 67% | 40% | 46% | 17% | 27% | — | — | 22% | — | 74% |
| District | 64% | 37% | 44% | 15% | 25% | — | — | 20% | — | 72% |
| State | 64% | 39% | 41% | 25% | 19% | 41% | 80% | 39% | 67% | 73% |

*Note.* High need = students with high need; Econ. dis. = students who are economically disadvantaged; SWD = students with disabilities; multi-race = students who are multiple races but not Hispanic or Latino.

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

| School | All | High need | Econ. dis. | SWD | ELs and former ELs | African American | Asian | Hispanic | Multi-race | White |
|---|---|---|---|---|---|---|---|---|---|---|
| Abington High | 51% | 21% | 25% | 11% | 20% | — | — | 22% | — | 56% |
| District | 50% | 20% | 24% | 10% | 19% | — | — | 20% | — | 54% |
| State | 52% | 26% | 27% | 14% | 15% | 27% | 80% | 26% | 55% | 60% |

*Note.* High need = students with high need; Econ. dis. = students who are economically disadvantaged; SWD = students with disabilities; multi-race = students who are multiple races but not Hispanic or Latino.

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

| School | All | High need | Econ. dis. | SWD | ELs and former ELs | African American | Asian | Hispanic | Multi-race | White |
|---|---|---|---|---|---|---|---|---|---|---|
| Abington Early Education Program | — | — | — | — | — | — | — | — | — | — |
| Beaver Brook | — | — | — | — | — | — | — | — | — | — |
| Woodsdale | — | — | — | — | — | — | — | — | — | — |
| Abington Middle | 44% | 30% | 33% | 11% | 22% | 27% | — | 13% | — | 48% |
| Abington High | — | — | — | — | — | — | — | — | — | — |
| District | 43% | 28% | 32% | 10% | 21% | 25% | — | 13% | — | 47% |
| State | 42% | 23% | 21% | 15% | 18% | 19% | 62% | 20% | 47% | 50% |

*Note.* High need = students with high need; Econ. dis. = students who are economically disadvantaged; SWD = students with disabilities; multi-race = students who are multiple races but not Hispanic or Latino.

**Table E20. Abington 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 | 163 | 91.8 | 89.3 | 94.1 | 93.3 | 1.5 | 89.8 |
| African American/Black | 8 | — | — | — | 100 | — | 84.4 |
| Asian | 3 | — | — | — | — | — | 96.1 |
| Hispanic/Latino | 20 | 82.4 | 70.0 | 57.1 | 85.0 | 2.6 | 80.0 |
| Multirace, non-Hispanic/Latino | 2 | — | — | — | — | — | 88.8 |
| White | 130 | 93.7 | 94.0 | 97.1 | 93.8 | 0.1 | 93.2 |
| High need | 70 | 82.1 | 75.9 | 85.4 | 90 | 7.9 | 82.4 |
| Low income | 59 | 86.7 | 80.0 | — | 93.2 | 6.5 | 81.7 |
| ELs | 12 | — | 50.0 | — | 91.7 | — | 71.8 |
| Students with disabilities | 22 | 55.0 | 66.7 | 63.6 | 72.7 | 17.7 | 76.6 |

**Table E21. Abington 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 | 118 | 95.0 | 92.5 | 90.2 | 94.1 | -0.9 | 91.0 |
| African American/Black | 3 | — | — | — | — | — | 87.2 |
| Asian | 4 | — | — | — | — | — | 95.8 |
| Hispanic/ Latino | 7 | 90.9 | 88.2 | 70.0 | 57.1 | -33.8 | 81.0 |
| Multirace, non-Hispanic/Latino | 2 | — | — | — | — | — | 90.8 |
| White | 102 | 95.4 | 93.7 | 94.0 | 97.1 | 1.7 | 94.4 |
| High need | 48 | 88.1 | 83.9 | 77.8 | 85.4 | -2.7 | 84.5 |
| Low income | 42 | 91.7 | 88.9 | 82.2 | 85.7 | -6.0 | 84.1 |
| ELs | 3 | — | — | 50.0 | — | — | 74.7 |
| Students with disabilities | 11 | 85.7 | 60.0 | 72.2 | 63.6 | -22.1 | 79.3 |

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

| Group | 2018 | 2019 | 2020 | 2021 | 4-year change | State (2021) |
|---|---|---|---|---|---|---|
| All | 2.3 | 3.0 | 1.9 | 1.1 | -1.2 | 0.3 |
| African American/Black | — | 4.7 | — | — | — | 0.3 |
| Asian | — | — | — | — | — | 0.0 |
| Hispanic/Latino | 3.3 | 6.7 | 3.1 | 1.9 | -1.4 | 0.2 |
| Multirace, non-Hispanic or Latino | — | — | — | — | — | 0.4 |
| White | 2.2 | 2.6 | 1.7 | 1.1 | -1.1 | 0.3 |
| High need | 3.2 | 4.8 | 3.1 | 2.0 | -1.2 | 0.4 |
| Economically disadvantaged | 3.3 | 5.7 | 3.5 | 2.1 | -1.2 | 0.3 |
| ELs | — | — | 3.5 | — | — | 0.1 |
| Students with disabilities | 2.4 | 4.2 | 1.9 | 2.4 | 0.0 | 0.6 |

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

| Group | 2018 | 2019 | 2020 | 2021 | 4-year change | State (2021) |
|---|---|---|---|---|---|---|
| All | 1.7 | 1.7 | 1.2 | 0.9 | -0.8 | 0.5 |
| African American/Black | — | 4.7 | — | — | — | 0.6 |
| Asian | — | — | — | — | — | 0.1 |
| Hispanic/Latino | 2.2 | 2.8 | 2.2 | 1.2 | -1.0 | 0.5 |
| Multirace, non-Hispanic or Latino | — | — | — | — | — | 0.7 |
| White | 1.6 | 1.5 | 0.9 | 0.9 | -0.7 | 0.5 |
| High need | 2.2 | 2.9 | 2.2 | 1.6 | -0.6 | 0.7 |
| Economically disadvantaged | 2.6 | 3.2 | 2.5 | 1.7 | -0.9 | 0.7 |
| ELs | — | — | 1.2 | — | — | 0.3 |
| Students with disabilities | 1.0 | 3.4 | 2.7 | 1.6 | 0.6 | 1.1 |

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

| Group | N (2021) | 2018 | 2019 | 2020 | 2021 | 4-year change | State (2021) |
|---|---|---|---|---|---|---|---|
| All | 611 | 1.2 | 0.6 | 1.0 | 1.3 | 0.1 | 1.5 |
| African American/Black | 31 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | 1.8 |
| Asian | 17 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | 0.3 |
| Hispanic/Latino | 64 | 3.9 | 2.4 | 3.8 | 7.8 | 3.9 | 3.2 |
| Multirace, non-Hispanic/Latino | 6 | — | — | 0.0 | 0.0 | — | 1.4 |
| White | 493 | 0.7 | 0.4 | 0.8 | 0.6 | -0.1 | 1.0 |
| High need | 206 | 3.3 | 0.6 | 1.5 | 2.9 | -0.4 | 2.7 |
| Economically disadvantaged | 159 | 1.9 | 1.0 | 0.8 | 3.1 | 1.2 | 2.9 |
| ELs | 34 | 16.7 | 0.0 | 3.7 | 11.8 | -4.9 | 5.8 |
| Students with disabilities | 57 | 4.2 | 1.6 | 3.1 | 1.8 | -2.4 | 2.4 |

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

| Group | N (2021) | 2019 | 2020 | 2021 | 3-year change | State (2021) |
|---|---|---|---|---|---|---|
| All | 307 | 79.1 | 79.9 | 77.5 | -1.6 | 65.3 |
| African American/Black | 18 | 50.0 | 54.5 | 66.7 | 16.7 | 54.9 |
| Asian | 7 | 85.7 | 85.7 | 85.7 | 0 | 84.3 |
| Hispanic/Latino | 30 | 38.9 | 61.9 | 66.7 | 27.8 | 50.2 |
| Multirace, non-Hispanic/Latino | 4 | — | — | — | — | 65.5 |
| White | 248 | 83.4 | 82.7 | 80.2 | -3.2 | 69.6 |
| High need | 101 | 60.8 | 65.4 | 60.4 | -0.4 | 47.7 |
| Economically disadvantaged | 78 | 62.9 | 74.1 | 64.1 | 1.2 | 49.0 |
| ELs | 9 | — | 37.5 | 44.4 | — | 28.1 |
| Students with disabilities | 30 | 42.9 | 41.7 | 43.3 | 0.4 | 33.1 |