

# District Review Report

## Northbridge Public Schools

Review conducted December 16-19, 2013

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Center for District and School Accountability

Massachusetts Department of Elementary and  
Secondary Education

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### Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, MA 02148-4906

Phone 781-338-3000 TTY: N.E.T. Replay 800-439-2370

[www.doe.mass.edu](http://www.doe.mass.edu)



This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education

Mitchell D. Chester, Ed.D.  
Commissioner

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Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
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# Northbridge Public Schools District Review Overview

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## Purpose

Conducted under Chapter 15, Section 55A of the Massachusetts General Laws, district reviews support local school districts in establishing or strengthening a cycle of continuous improvement. Reviews consider carefully the effectiveness of systemwide functions, with reference to the six district standards used by the Department of Elementary and Secondary Education (ESE): leadership and governance, curriculum and instruction, assessment, human resources and professional development, student support, and financial and asset management. Reviews identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results.

Districts reviewed in the 2013-2014 school year include districts classified into Level 2 or Level 3 of ESE's framework for district accountability and assistance. Review reports may be used by ESE and the district to establish priority for assistance and make resource allocation decisions.

## Methodology

Reviews collect evidence for each of the six district standards above. A district review team consisting of independent consultants with expertise in each of the district standards reviews documentation, data, and reports for two days before conducting a four-day district visit that includes visits to individual schools. The team conducts interviews and focus group sessions with such stakeholders as school committee members, teachers' association representatives, administrators, teachers, parents, and students. Team members also observe classroom instructional practice. Subsequent to the onsite review, the team meets for two days to develop findings and recommendations before submitting a draft report to ESE. *District review reports focus primarily on the system's most significant strengths and challenges, with an emphasis on identifying areas for improvement.*

## Site Visit

The site visit to the Northbridge Public Schools was conducted from December 16-19, 2013. The site visit included 28 hours of interviews and focus groups with approximately 66 stakeholders, including school committee members, district administrators, school staff, teachers' association representatives, and students. The review team conducted three focus groups; however, only one elementary school teacher and one middle school teacher attended. No high school teachers attended the focus group.

A list of review team members, information about review activities, and the site visit schedule are in Appendix A, and Appendix B provides information about enrollment, student performance, and expenditures. The team observed classroom instructional practice in 47 classrooms in 4 schools. The team collected data using an instructional inventory, a tool for recording observed characteristics of standards-based teaching. This data is contained in Appendix C.

## District Profile

Northbridge has a town manager form of government; the chair of the school committee is elected by school committee members. There are seven members of the school committee and they meet twice a month.

The current superintendent has been in the position since May, 2012 and plans to retire on June 30, 2014. The district leadership team includes the superintendent, the assistant superintendent, the business manager, the pupil personnel director, the technology director, and the four principals. Central office positions have been mostly stable in number over the past three years. The district has four principals leading four schools and five assistant principals. There are 172.5 teachers in the district in 2013-2014.

In the 2013-2014 school year, 2,606 students were enrolled in the district's four schools:

**Table 1: Northbridge Public Schools  
Schools, Type, Grades Served, and 2013-2014 Enrollment**

School Name	School Type	Grades Served	Enrollment
Northbridge Elementary School	EES	PK-1	497
Balmer School	ES	02-04	630
Northbridge Middle School	MS	05-08	802
Northbridge High School	HS	9-12	677
<b>Totals</b>	<b>4 schools</b>	<b>PK-12</b>	<b>2,606</b>
*As of October 1, 2013			

Between 2008-2009 and 2013-2014 overall student enrollment remained stable, increasing by 80 students (2,526 students in 2008-2009 and 2,606 students in 2013-2014). Enrollment figures by race/ethnicity and high needs populations (i.e., students with disabilities, students from low-income families, and English language learners (ELLs and former ELLs) as compared with the state are provided in Tables B1a and B1b in Appendix B.

Total in-district per-pupil expenditures were lower than the median in-district per pupil expenditures for 48 comparable districts of similar size (2,000-2,999 students) in fiscal year 2012: \$10,819 as compared with \$11,611 (see [District Analysis and Review Tool Detail: Staffing & Finance](#)). Net school spending has been above what is required by the Chapter 70 state education aid program, as shown in Table B8 in Appendix B.

## Student Performance<sup>1</sup>

**Northbridge is a Level 3 district because its lowest performing school is in Level 3.**

- The 2013 cumulative Progress and Performance Index (PPI)<sup>2</sup> for the district was 51 for all students and 45 for high needs students; the target is 75.
- The W. Edward Balmer Elementary is in Level 3 because it is in the 19<sup>th</sup> percentile of elementary schools. Its 2013 cumulative Progress and Performance Index (PPI) was 33 for all students and 34 for high needs students.
  - Students with disabilities and low income students at Balmer Elementary are among the lowest performing 20 percent of subgroups<sup>3</sup> in the state.
- Northbridge Middle and Northbridge High are in Level 2 for not meeting the cumulative PPI targets of 75. Northbridge Middle was in the 40<sup>th</sup> percentile of middle schools and had a cumulative PPI of 42 for all students and 44 for high needs students. Northbridge High is in the 25<sup>th</sup> percentile of high schools and had cumulative PPI of 75 for all students and 69 for high need students.

**The district did not meet its 2013 Composite Performance Index (CPI) targets for ELA, math, and science.**

- ELA CPI was 84.5 in 2013, below the district's target of 89.3.
- Math CPI was 75.0 in 2013, below the district's target of 81.3.
- Science CPI was 79.0 in 2013, below the district's target of 81.9.

**ELA proficiency rates were lower in 2013 than 2010 for the district as a whole and in grades 3 through 7. The differences between the 2010 and 2013 rates were greatest in grades 3 and 4, which are at Balmer Elementary.**

- The ELA proficiency rate for all students in the district was 65 percent in 2013, 5 percentage points lower than the 2010 rate of 70 percent, and below the state rate of 69 percent.
- ELA proficiency rates were lower in 2013 than in 2010 by 20 and 11 percentage points in the 3<sup>rd</sup> and 4<sup>th</sup> grades, respectively, and by 3 to 7 percentage points in the 5<sup>th</sup> through 7<sup>th</sup> grades.

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<sup>1</sup> See also student performance tables in Appendix B.

<sup>2</sup> For information about PPI and other accountability measures, see the ESE website at <http://www.doe.mass.edu/apa/accountability/default.html>.

<sup>3</sup> For a subgroup, racial groups and groups that constitute high needs students, to be low performing, it must meet two criteria: (1) the subgroup must place in the lowest performing 20 percent of like subgroups within the school type category statewide, and (2) the subgroup must place in the lowest performing 20 percent of all subgroups statewide within the same school type.

- In 2013 ELA proficiency in the district was lower than the state rate by 1 percentage point in the 10<sup>th</sup> grade, by 3 percentage points in the 5<sup>th</sup> and 6<sup>th</sup> grades, and by 6 and 13 percentage points, respectively, in the 3<sup>rd</sup> and 4<sup>th</sup> grades.
- The 10<sup>th</sup> grade is the only grade that had a higher ELA proficiency rate in 2013 (90 percent) than in 2010 (75 percent). The only grade that had a 2013 ELA proficiency rate that was higher than the state rate was the 8<sup>th</sup> grade, with 83 percent compared to the state rate of 78 percent. The 7<sup>th</sup> grade ELA proficiency was equal to the state rate of 72 percent.

**Math proficiency rates in 2013 were below the state rates in every grade in 2013. The gaps between the district and the state were most pronounced in grades 3 through 5 and 7.**

- The math proficiency rates for all students in the district were 53 percent in 2010 and 50 percent in 2013, 11 percentage points below the state rate of 61 percent.
- Math proficiency in 2013 was lower than the state rate by 1 percentage point in the 6<sup>th</sup> and 8<sup>th</sup> grades, by 9 and 7 percentage points, respectively, in the 7<sup>th</sup> and 10<sup>th</sup> grades, and by 18, 11, and 24 percentage points, respectively, in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades.
  - Math proficiency rates were lower in 2013 than in 2010 by 3 percentage points in the 4<sup>th</sup> grade, by 10 percentage points in the 5<sup>th</sup> and 7<sup>th</sup> grades, and by 16 percentage points in the 3<sup>rd</sup> grade.
- Math proficiency rates were higher in 2013 than 2010 by 12 percentage points in the 6<sup>th</sup> grade, by 4 percentage points in the 8<sup>th</sup> grade, and by 3 percentage points in the 10<sup>th</sup> grade.

**Science proficiency rates were higher in 2013 than 2010 in the 10<sup>th</sup> grade and lower in 2013 than 2010 in the 5<sup>th</sup> and 8<sup>th</sup> grades.**

- The 5<sup>th</sup> grade science proficiency rate was 48 percent in 2013, 15 percentage points lower than the 2010 rate of 63 percent, and lower than the state rate of 51 percent.
- The 8<sup>th</sup> grade science proficiency rate was 35 percent in 2013, 9 percentage points lower than the 2010 rate of 44 percent, and lower than the state rate of 39 percent.
- The 10<sup>th</sup> grade science proficiency rate was 74 percent in 2013, 13 percentage points higher than the 2010 rate of 61 percent, and higher than the state rate of 71 percent.

**Balmer Elementary School (grades 2-4) is in the 19<sup>th</sup> percentile of elementary schools and its low income students and students with disabilities were among the lowest performing 20 percent of student subgroups in 2012 and 2013.**

- At Balmer ELA proficiency for all students was 47 percent in 2013, 14 percentage points lower than the 2010 rate of 61 percent. Math proficiency was 46 percent in 2013, 7 percentage points lower than the 2010 rate of 53 percent.

- At Balmer ELA proficiency for low income students was 27 percent in 2013, 18 percentage points lower than the 2010 rate of 45 percent and math proficiency was 22 percent in 2013, 16 percentage points lower than the 2010 rate of 38 percent.
- At Balmer ELA proficiency for students with disabilities was 4 percent in 2013, 4 percentage points lower than the 2010 rate of 8 percent and math proficiency was 11 percent in 2013, 3 percentage points lower than the 2010 rate of 14 percent.

**The district met the 2014 four year cohort graduation rate target of 80 percent but did not meet the 2014 five year cohort graduation rate target of 85 percent.<sup>4</sup>**

- The four year cohort graduation rate was 83.8 percent in 2013, higher than the 2010 rate of 82.5 percent, lower than the 2013 state rate of 85 percent.
- The five year cohort graduation rate was 83.3 percent in 2012, lower than the 2009 rate of 84.4 percent and the 2012 state rate of 87.5 percent.
- The annual grade 9-12 dropout rate for Northbridge was 2.0 percent in 2013, lower than the 2010 rate of 3.7 and lower than the 2013 state rate of 2.2 percent.

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<sup>4</sup> Whether the 2014 graduation rate targets are met is determined based on the 2013 four year cohort graduation rate and 2012 five year cohort graduation rate. ESE's 2014 accountability determinations have not yet been released.

## Northbridge Public Schools District Review Findings

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### Strengths

#### *Leadership and Governance*

**1. The leadership in the Northbridge Public School has aligned district, school, administrator, and teacher goals.**

**A.** The leadership team, consisting of the superintendent, the other central office administrators, and school principals, has developed, with the assistance of DSAC, the Northbridge Public Schools District Accelerated Learning Plan 2013-2015.

1. The District Accelerated Learning Plan (DALP) has three goals/strategic objectives, each with identified initiatives and activities.

a. The three DALP strategic objectives are: “(1) develop/establish a data-driven culture which has consistency and fidelity throughout the school district which directs classroom instruction, leading to improved school achievement, (2) delineate and implement best teacher instructional practices within an aligned PK-12 curriculum to improve student engagement, in-depth comprehension, and achievement, and (3) develop and implement a tiered system of supports and services that meets the academic, social-emotional, and behavioral needs of all students.”

2. The DALP template includes the lead people, long-term outcomes, early indicators, and key resources.

**B.** The four schools, under the leadership of their principals and assisted by their school councils and the DSAC, have developed school accelerated learning plans (SALPs)/School Improvement Plans (SIPs), which are aligned to the DALP. The SALPs contain the DALP strategic objectives and initiatives, and their own activities. The activities, which are aligned to the initiatives, differ to meet the needs in each school.

1. For example, strategic objective 1, initiative 1, in the DALP reads: “Incorporate use of data in all aspects of the educational process as the foundation for decision-making in the district and in the schools.” The first DALP activity for this initiative is: “Create school and district data teams to generate and analyze data to discover trends and patterns that impact teacher instruction and student learning.”

2. The first activity for the same initiative in the Northbridge Elementary School SALP is: “Identify and coordinate grade level assessments based on the data pyramid for the purpose of decision-making.”



3. The initial activity for the same initiative in the Balmer Elementary School SALP/SIP reads:  
“Provide professional development on analyzing and using formative and summative data (MCAS, benchmark assessments, end of unit assessments, exit tickets, etc.) to inform instruction that meets the academic needs of all students.”
  4. In the Northbridge Middle School SALP, the first activity for the same initiative is:  
“Administer benchmark assessments three times per year for in-depth analysis.”
  5. The first activity for the same initiative in the Northbridge High School SALP is: “Create content specific data teams covering all subject matters.”
- C. The superintendent said that her professional practice goals and student learning goals are tied into the DALP. Also, she said that her activities fit in with the DALP.
  - D. School committee members spoke about using a rubric to evaluate the superintendent and about expecting the goals of the superintendent to be tied to the DALP.
  - E. The superintendent said that the former SIPs were too large and were “undoable” and the district and school accelerated learning plans were “more manageable,” noting: “We definitely use the plans to prioritize our needs.”
  - F. The principals said that they prepare professional goals and student learning goals that are aligned with the SALPs.
  - G. The principals told the review team that they asked the teachers to look at last year’s goals, their self-assessments, and the SALPs and to write professional and student learning SMART goals (Specific and Strategic; Measureable; Action-Oriented; Rigorous, Realistic, and Results-Focused; and Timed and Tracked) for this year that are aligned with the SALPs. When Northbridge Teachers’ Association representatives were asked about the alignment of their professional and student learning goals this year, most indicated alignment with the SALPs.

**Impact:** Using a focused, actionable, and sustainable accelerated plan for student learning in the district and aligned school plans, while aligning administrator and teacher goals with the plans as appropriate, the Northbridge Public Schools can accelerate progress toward district goals for data use, curriculum and instruction, and student support.

## **Assessment**

**2. Consistent with the first objective of the DALP, Northbridge has developed a systematic process for the collection, dissemination, and analysis of student performance data, including a battery of universal formative and benchmark assessments, structures for data-based discussions, and support staff. The district is using student performance data to inform teachers' instruction and as evidence to support recommendations to improve programs and services.**

**A.** The district has developed a battery of external and local formative and benchmark assessments, which are administered to all students at a grade level and to all students enrolled in the same high school course.

1. According to interviews and a review of documentation, at Northbridge Elementary School (PK-1) locally developed letter identification and letter naming assessments are administered three times annually in pre-kindergarten. Locally developed letter identification assessments are administered twice annually in kindergarten. The aimsweb early literacy and reading assessments are administered three times annually in kindergarten and grade 1. Locally developed writing prompts and mathematics benchmark assessments are administered three times annually in pre-kindergarten through grade 1. Locally developed mathematics tests are administered at the end of each unit of study and locally developed spelling tests are administered weekly in grade 1.

2. At the Balmer School (2-4), the following assessments are administered in all grades.

Locally developed writing prompts and benchmark assessments in ELA and math are administered three times a year. Locally developed ELA and mathematics tests are administered at the end of each unit of study. Commercially developed and standardized assessments are administered three times annually – STAR Mathematics, aimsweb reading assessments, and the Developmental Spelling Inventory.

3. At Northbridge Middle School (5-8) the aimsweb reading assessment is administered three times annually in grade 5 and the Scholastic Reading Inventory is administered three times annually in grade 6 through grade 8. The STAR mathematics assessments and locally developed benchmark assessments (in mathematics, science, and social studies) are administered three times annually, and writing prompts are administered twice annually in all grades.

4. At Northbridge High School, end of unit tests and final examinations are common in all disciplines. The ELA department administers benchmark assessments and writing prompts three times annually, and the social studies department administers pre- and post-tests to determine growth in students' knowledge of historical concepts and themes.

**B.** The school-based data teams in Northbridge are at different stages of development and have different purposes. At the elementary level (pre-kindergarten through grade 4), the school-

based data teams have been operating for two years and focus on academic issues. At the secondary level (grade 5 through grade 12), the school-based data teams were beginning to operate in the current year (2013-2014) and were focusing on non-academic issues. The district's five instructional coaches and the K-8 math facilitator serve on both the data teams and in the Professional Learning Communities (PLCs) at the elementary and middle school levels.

1. The Northbridge Elementary and Balmer school-based data teams have similar membership and purposes. Each consists of the principal, the instructional coaches, grade level leaders, and specialists. The teams meet monthly to consider the implications of the results of the universal formative and benchmark assessments. Grade level leaders take the information from these meetings to their Professional Learning Community (PLC) meetings at each grade level. According to principals and coaches, teachers form fluid instructional groups based on students' strengths and needs. In pre-kindergarten through grade 5, literacy assessments are administered more frequently to students who are not achieving grade level standards in order to monitor their progress.
  2. The middle school and high school data teams have similar membership and purposes. The teams are interdisciplinary, consisting of the principals and representatives of each discipline at the middle school and department chairs at the high school. Principals and teachers told the review team that while the middle and high school PLCs are responsible for determining the implications of the universal formative and benchmark assessments, the data teams address non-academic issues. For example, the middle school data team was addressing school culture and climate through an analysis of data on student behavior including rule infractions, detentions and suspensions, and the results of a teacher survey. The high school data team was addressing career and college readiness and framing research questions on best practices.
  3. Administrators and teachers told the review team that the coaches and K-8 math facilitator were critical to the success of the data teams and the PLCs. They provide teachers with job embedded professional development on data analysis and the use of data to inform instruction. The coaches and K-8 math facilitator told the review team that their monthly meeting with the assistant superintendent helped to ensure the continuity, consistency, and articulation of the kindergarten through grade 8 assessment program.
- C. Northbridge has used student performance data to substantiate needs and to improve programs and services.
1. At the February 7, 2012, school committee meeting, administrators demonstrated the need for a resource room provision for certain Balmer School students who were not benefiting from supported inclusion, but were too high functioning for placement in a substantially separate program. They presented data showing the disparity between these students' assessed reading levels and grade level standards according to aimsweb results. The school

committee agreed to institute the recommended provision immediately by employing a qualified long-term substitute.

2. At the September 24, 2013, school committee meeting, administrators demonstrated the need for a behavior technician to chart the behavior of nine students requiring behavioral interventions in the regular classroom at Northbridge Elementary School by showing the frequency of such behaviors as throwing objects, hitting or biting, and inappropriate verbalizations. The school committee agreed to engage the requested behavioral technician.
3. Interviewees told the review team that the district increased the rigor of the middle school Algebra I class based on an analysis of grade 8 and grade 10 MCAS results and added a technology engineering position at the middle school based on an analysis of grade 5 and grade 8 science MCAS results.

**Impact:** Northbridge is poised to improve teaching and learning by systematically monitoring student performance with universal formative and benchmark assessments. The district is beginning to use data purposefully to identify needs, to substantiate requests, and to show results. Data analysis will help the district demonstrate progress in achieving its priorities and will help stakeholders to target the resources available.

### ***Human Resources and Professional Development***

**3. In 2012-2013, working with the Northbridge Teachers' Association, the district began implementing a new educator evaluation system aligned with the state system, as required for Race to the Top participants; in 2013-2014 it continued implementing the system with a new collective bargaining agreement incorporating a few modifications. The district was on track to implement the required District Determined Measures in 2014-2015.**

- A. Northbridge is a participant in the Race to the Top grant program. The district and the Northbridge Teachers' Association (NTA) negotiated an agreement, signed on August 14, 2012, to implement the ESE model educator evaluation system in school year 2012-2013 (as required for Race to the Top participants) and "to evaluate the model evaluation instrument and make recommendations for the final evaluation protocol for the 2013-2014 school year."
  1. In July 2013 the district and the teachers' association entered into a second agreement, to use "the model Department of Elementary and Secondary Education evaluation system, model rubrics, and model collective bargaining contract language," and to make a few modifications to the model evaluation process. It was also agreed for representatives of the association and the district to meet regularly during fiscal years 2014-2016 to evaluate the system's implementation and resolve any issues.
- B. Interviews and document review by the team showed that the new educator evaluation system is currently in full use for both unit A members and administrators.

1. Principals and teachers have been trained in the new system. Six sessions of training, a total of 15 hours, were held for administrators from May through September, 2012. Teachers received 7.5 hours of training in June and August, 2012.
2. Administrators told the review team that teachers and administrators had completed self-assessments and developed goals; they noted alignment with the school accelerated learning plans.
3. The teachers' goals reviewed by the visiting team were aligned with school accelerated learning plans.
4. An administrator said that each school had a master schedule for observations.
5. The district uses Teach Point to track goal progress and to maintain calendars of important dates of observations and meetings, etc. Teach Point is also used to document teacher and administrator walk-through observations which provide feedback to teachers and administrators on their observed performance.
6. According to a district administrator, administrators have developed rubrics for walkthroughs and observations; teachers are getting feedback right away, and a meeting if requested, and the observation becomes "part of the evaluation process—part of the evidence chain." According to this administrator, the staff "loves immediate feedback" and the evaluation system has been very well received.
7. The superintendent said that she was driving the process of her own evaluation as committee members were still trying to understand their role in the new system; she said that she had a professional practice goal and student goals and that they were tied into the District Accelerated Learning Plan. The latest evaluation found by the review team in the superintendent's personnel file was from 2010-2011.
8. The superintendent said that she follows a process for evaluating principals that includes discussion of goals with the leadership team, approval of goals sent her by the principals, walkthroughs followed by discussion, a mid-cycle review including a discussion of whether the goals are still appropriate, presentation of evidence by the principals at the end of the year, and the summative evaluation. She does three formal walkthroughs a year. She follows a similar process for district-level administrators.
9. The review team found formative or summative evaluations for 2012-2013 in most of the 25 randomly selected teacher personnel files it reviewed and in most of the administrator personnel files, all of which it reviewed.

- C. The district was on track to be able to fulfill the state expectations of submitting a list of District Determined Measures (DDMs)<sup>5</sup> for all grades and subjects to ESE by June 1, 2014, and implementing those DDMs during the 2014-2015 school year.
1. According to a report on District Determined Measures supplied by the district, the superintendent and assistant superintendent attended an ESE workshop on DDMs in summer 2013 and then participated in numerous ESE webinars on developing high-quality DDMs. The development of DDMs was discussed in leadership team meetings.
  2. In September 2013, the district submitted a District Determined Measure (DDM) piloting plan to ESE satisfying the minimum DDM piloting requirements.
  3. According to the district's report on DDMs, the assistant superintendent met with principals, department chairs, and grade level team leaders to discuss the development of appropriate DDMs, and the assistant superintendent presented information on the development of DDMs to all professional staff at faculty meetings.
  4. The district created a grid to track the creation of DDMs for all grades and all content areas.
  5. According to a district administrator, by the end of the school year the grid would be completed, with each licensed teacher having two measures for a DDM plan. Teachers were working on them within PLCs. According to the report on DDMs professional staff had been given the deadline of February 12, 2014, to submit their draft DDMs to the assistant superintendent, and volunteers had been solicited for a committee to help collect and review DDMs.
  6. According to the superintendent, some teachers were piloting DDMs this year (2013-2014).

**Impact:** The district has begun implementing its new educator evaluation system with strong planning, training, communication, collaboration, and follow-through. It will be in a good position, once all personnel from the school committee down are familiar and comfortable with the new system and it is used consistently, to make it a tool of wide-reaching district improvement.

### ***Student Support***

4. **The district has a plan to provide academic support to students and has practices and procedures to ensure that this happens in all its schools.**
- A. Documents reviewed by the team showed that the district has made student support a major planning initiative and it has carried over to each school.

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<sup>5</sup> For information on District Determined Measures, see the ESE website at <http://www.doe.mass.edu/edeval/ddm/>.

1. One of the district's three major initiatives in the District Accelerated Learning Plan, the district's improvement plan, is to develop and implement a tiered system of supports and services that meets the academic, social, emotional, and behavioral needs of all students.
  2. Each school has a school accelerated learning plan, the school's improvement plan, which is aligned with the district's plan. Each school's plan includes steps to develop and implement a tiered system of supports and services that meets the academic, social, emotional, and behavioral needs of all students.
- B.** A tiered system of support is in place that provides additional academic help to students in the elementary, middle, and high schools.
1. The review team was told that the two elementary schools, Northbridge Elementary and Balmer, and grade 5 at the middle school have an RtI program; the program provides scheduled intervention time for students four days a week for 30 minutes.
  2. Review team members observed RtI in progress, with a large group from two classes receiving enrichment, and two small groups of students receiving skill-based instruction.
  3. Interviewees, including principals and support staff, said (and documents reviewed confirmed) that there are data walls at the two elementary schools with RtI groupings (Tiers I, II, and III) for pre-kindergarten through grade 4. Students are grouped in tiers based on data from aimsweb, a benchmarking assessment. Students are regrouped every six weeks. According to documents and interviewees, students in the two elementary schools and in the middle school receive in-class and pull-out support from Title I teachers for mathematics and ELA.
  4. The middle school, too, has data walls for grades 5 and 6, in both ELA and math. Administrators reported and Title I schedules confirmed that grades 5 and 6 receive interventions 5 times a week for 45 minutes.
  5. According to documents and Interviewees including the superintendent, middle school students also receive academic interventions during the school day from the literacy specialist and the mathematics facilitator.
  6. A review of the high school Program of Studies 2013-2014 showed that there are multiple English classes available to 9th grade students including honors, college prep, and English concepts and applications, a class designed to help students improve their reading and writing skills in small groups. Principals said that incoming 9th graders are strategically placed in mathematics and English classes in order to provide support and ensure MCAS success.
  7. According to Interviewees and documents reviewed, the high school offers after-school MCAS tutoring in ELA, mathematics, and science for students at risk of not reaching

proficiency on MCAS. There is no cost to parents and the district provides snacks and transportation.

- C. There is a procedure in place at each school for teachers to refer students who are struggling academically and to receive suggestions and possible modifications to use within the classroom.
  - 1. Documents reviewed by the team showed (and interviewees confirmed) that there are Early Intervention Teams (EITs) at each school. Teams meet regularly and consist of teachers, support staff, and administrators.
  - 2. Interviewees said that teachers refer students to EITs electronically using Google Docs and then bring student work and data to meetings. The EITs recommend strategies that teachers should try in the classroom. There is a follow-up meeting after six weeks to monitor progress.

**Impact:** The district has taken the lead in focusing on student support by making it one of the three major district initiatives, and schools have followed. Additionally, the district has ensured that a process is in place to refer struggling students and that resources are available to address their needs. This mix of planning, practices, and procedures will help ensure that students' needs are met and will contribute to improved student achievement.

**5. The district has documents that clearly outline behavioral expectations and has provided human resources and maintained community partnerships to address students' non-academic needs.**

- A. Student handbooks with behavioral expectations are in place, and Positive Behavior Intervention and Supports (PBIS) are in practice in the district.
  - 1. Behavioral expectations are clearly communicated to students at the middle and high schools in the student handbooks.
  - 2. High school students reported that the student handbook is on the district's website and that students are required to sign off that they have read it. Students also said everyone knows that there are consequences for misbehavior and consequences escalate depending on the infraction.
  - 3. Interviewees, including administrators and support staff, said that the two elementary schools have a PBIS program that promotes and recognizes expected behavior. Students at the two elementary schools are expected to behave in ways that are **Respectful, Accountable, Motivated, and Safe (RAMS)**. Each classroom defines what this behavior looks like for them. Teachers acknowledge with a RAMS ticket students whose behavior exemplifies what is expected. Tickets are collected in classrooms and raffle prizes are awarded monthly.
  - 4. Review team members clearly and consistently observed a respectful and positive tone in the interactions between teachers and students and among students in 96 percent of classrooms they visited across the district.



5. Multiple professionals are available in each school to support students' social/emotional development.
  6. Documents reviewed and interviews conducted showed that there are adjustment counselors at each school to support students' social/emotional needs. In addition, school psychologists and high school guidance counselors are available to provide counseling.
  7. Multiple interviewees reported and documents confirmed that the district has eight behavior technicians who work with teachers and offer suggestions to respond to ongoing issues of misbehavior. There are three behavior technicians at the middle school, two each at the Balmer and high schools, and one at the Northbridge Elementary School.
- B.** The district has maintained partnerships with outside organizations and begun new alliances to support students' non-academic needs.
1. The review team learned in multiple interviews that the district has an ongoing partnership with Family Continuity, which provides counseling to students both in school and outside of school.
  2. The Blackstone Valley Health Center provides services at the high school one day a month.
  3. Team members learned from interviews and documents that the district is a member of the Northbridge Coalition, a network of community members focused on building a positive community of students, families, and citizens. The coalition has sponsored events such as Family Night, The Importance of Building Positive Community Partnerships, and Stress Relief.

**Impact:** Clearly outlined behavioral expectations, counseling for students who struggle with social/emotional issues, and partnerships with outside organizations have contributed to maintaining the positive learning environment the review team found in district classrooms. A positive learning environment enables teachers and students to focus on teaching and learning, thus increasing the potential for improved student achievement.

### ***Financial and Asset Management***

- 6. The district has a budget process that is inclusive and comprehensive and produces detailed and transparent budget documents. In addition, the district considered the accelerated learning plans in preparing and revising the fiscal year 2014 budget.**
- A.** Interviews and a review of documents showed that the district's budget is inclusive and comprehensive.
1. Town officials told the review team that the annual budget process begins with meetings with the Northbridge Finance Committee and the school committee's budget

subcommittee, where direction is given to the superintendent and to the business manager on a budget target, e.g., level-fund, level-service, increase, or decrease amount.

2. Principals said that they are an integral part of developing their school budgets, working closely with the business manager and the superintendent in preparing the final budget and presenting it to the school committee.
3. The budget workbook contains two years of actual expenses for historical reference and detailed staff information with job titles and FTEs.
4. Expense allocations from grants and revolving accounts are included as well as the amount appropriated by the town.
5. Town officials said that the superintendent and the business manager meet with the town manager and the town finance committee regularly.
6. The town and school department have a written agreement detailing rates of indirect costs for town services as well as insurance and retirement dollar amounts to be paid by the town.

**B.** The district makes financial information available to the public and to the principals.

1. School budgets are included in the school committee section of the school department's website.
2. School principals told the team that they have networked access to the school's MUNIS accounting system and are able to access their school's budget and expense activity at any time.

**C.** The district's accelerated learning plans were considered in preparing the fiscal year 2014 budget.

1. School accelerated learning plans for each school include resources needed to meet the school's goals. When needs were identified that required new or additional spending by the district, there is evidence that the resources were provided.
2. The substitute budget was increased at one school that requested more time for teachers to receive out-of-class professional development.
3. A districtwide math facilitator is now available to the Northbridge Elementary School in response to a request for additional help in that area.

**Impact:** As a result of the inclusive, comprehensive, and transparent budget process, school staff, town officials, and town residents can be well-informed about the school department budget, goals, and objectives. The attention given to the new school accelerated learning plans for all schools during and

after the budget process demonstrates the district's financial commitment to improving the use of data, student support services, and student achievement.

**7. The district has been successful both in cutting expenses and in securing additional funding from the town.**

- A.** The district has found significant budget savings through participation in statewide electricity savings programs and has decreased the need for transporting and treating students out-of-district by providing in-district therapeutic services.
- B.** In addition, the district recently secured funding through a town meeting warrant article to install or upgrade security systems or measures in all four schools.

**Impact:** By saving money in utility costs and out-of-district tuition and transportation costs, the district has been able to re-allocate funds to provide direct services to students. The hundreds of thousands of dollars for security systems will protect the safety of the students and staff.

## **Challenges and Areas for Growth**

It is important to note that district review reports prioritize identifying challenges and areas for growth in order to promote a cycle of continuous improvement; the report deliberately describes the district's challenges and concerns in greater detail than the strengths identified during the review.

### ***Leadership and Governance***

**8. In the last nine years the Northbridge Public Schools have had substantial turnover in the superintendency. Stakeholders, including the superintendent, school committee members, administrators, and teachers, expressed concern about the frequent changes and the lingering impact of the turnover on the district.**

- A.** Interviews and document review by the team showed that since the end of the 2004-2005 school year, the district has had four different superintendents, including one interim. A fifth is scheduled to begin leading the district on July 1, 2014, with the retirement of the current superintendent.
  - 1. At the end of the 2004-2005 school year, a superintendent retired having served in the position for "at least the previous nine years," according to a document supplied by the district. The next superintendent served in the position through 2007-2008. The first superintendent returned as an interim superintendent at the start of the 2008-2009 school year and remained in the position until mid-April 2009, at which time a third superintendent replaced him. She served as superintendent from mid April 2009 until mid-May of 2012. The current superintendent began as interim superintendent in mid-May 2012

and agreed to stay on as superintendent; she will serve in the position until her retirement at the end of June 2014.

- B.** The review team found widespread concern about the frequent superintendent changes in the district.
1. School committee members said that the turnover has had “a huge impact” on the town and has hurt the system. They also said that there was no continuity of curriculum and that scores have not increased.
  2. Town officials said that some prior superintendents were more confrontational than collaborative.
  3. The superintendent said that the number of superintendent changes has been very difficult on the district and on the teachers. She told review team members that there had been many changes in initiatives. The superintendent also indicated that some of her predecessors did not have good relationships with the unions and spent a lot of time in conflict. Furthermore, she said there was not a strong culture of moving ahead. The superintendent expressed the hope that the next superintendent would continue the focus on the district’s current initiatives.
  4. Another central office administrator indicated that the turnover of superintendents has taken a toll on the community as a whole.
    - a. This administrator talked about initiatives started by one superintendent and then dropped with the arrival of the next superintendent. For example, one superintendent focused on technology during tight budgets; with this superintendent’s departure, the program stopped. Another superintendent wanted commercial curriculum packages for the district and the investment was made, but then the superintendent left. The administrator expressed the opinion that the community is still recovering from these changes and that because of them there was insecurity in the district.
    - b. Also, the administrator said that the community’s sense of supportive culture was affected when some superintendents came in with strong personalities.
  5. The principals said that the changes in superintendent have resulted in “no sense of direction” for the school system, each school having its own curriculum, and in some cases staff who are “fragile.” In addition, they told the review team members that the turnover of superintendents had meant discontinuity in the philosophy of education, finances, curriculum, and management style.
  6. Teachers’ association officers and building representatives said that issues differed among the different superintendents. They gave examples such as transparency, morale, relationship building, and management style. They also mentioned dealing with too many initiatives. They said that Responsive Classroom was introduced and then not valued, and

that the implementation of Singapore Math lasted only a week. One teachers' association representative characterized the turnover of superintendents as a "roller coaster" ride.

- C. School committee members credited the current superintendent with leading the development of the accelerated learning plans, and town officials spoke about her collaborative style. Principals said that they felt supported by the current district administration. In addition, an officer of the teachers' association said that her relationship with the current superintendent is "very refreshing."

**Impact:** Frequent turnover in the superintendency in the last decade has meant inconsistent leadership resulting in disconnected curriculum, frequently changing initiatives, and issues with morale.

### ***Curriculum and Instruction***

#### **9. Review team members observed a low incidence in the district of some key instructional methods.**

The team observed 47 classes throughout the Northbridge school district: 15 at the high school, 11 at the middle school, and 21 between the Northbridge Elementary School and the Balmer School. The team observed 15 ELA, 20 mathematics, 8 science, and 4 social studies/history classes. The observations were approximately 20 minutes in length. All review team members collected data using ESE's instructional inventory, a tool for recording observed characteristics of standards-based teaching. This data is presented in Appendix C.

- A. In most of Northbridge's observed classrooms a positive learning environment was evident. The following characteristics were found in uniformly high percentages throughout observed classes in the district's schools.
  - 1. In 98 percent of the classrooms observed, team members found clear and consistent evidence that the physical arrangement of the classroom ensured a positive learning environment and that all students had access to learning activities.
  - 2. The tone of interactions between teachers and students and among students was clearly and consistently positive and respectful in 96 percent of the classes observed.
  - 3. In 96 percent of Northbridge's classrooms, visiting team members clearly and consistently observed established standards of behavior. Disruptions, if present, were managed effectively.
  - 4. In 87 percent of the classrooms observed, routines were clearly and consistently established with smooth transitions from one learning activity to another and with limited loss of instructional time.
- B. In observed classes a number of characteristics of instruction and learning were in low incidence. The percentages of the following characteristics varied from level to level. At some

levels the incidence of these characteristics was particularly low. Observers found clear and consistent evidence of:

1. Lessons that reflect rigor and high expectations in only 18 percent of the middle school classrooms visited;
2. Lessons that provide multiple opportunities for students to engage in higher order thinking in just 36 percent and 38 percent, respectively, of the observed middle school and elementary school classes;
3. Teachers conducting frequent formative assessments to check for student understanding and inform instruction in only 43 percent of the observed elementary classrooms;
4. Teachers using available technology to support instruction and to enhance student learning in just 30 percent of the observed elementary classrooms;
5. Students engaged in challenging academic tasks in only 27 percent of the observed middle school classrooms;
6. Students routinely using technology as a tool for learning and understanding in just 17 percent of classrooms visited at all three levels;
7. Student work that demonstrates high quality and can serve as exemplars in 14 percent and 27 percent, respectively, of the observed elementary and middle school classrooms.

**Impact:** Northbridge's learning environments were found to be conducive to learning. However, students present a broad range of learning needs, some students requiring greater support and others ready for higher level challenges. Without the use of varied and research-based instructional methods, instruction does not adequately respond to the diversity of needs among students, affecting the achievement of students of all ability levels.

**10. Instability in district leadership and the resulting absence of continuity in curriculum direction have stalled the completion of aligned, coherent PreK-12 curriculum maps despite the efforts of coaches, team leaders, and department heads in the schools. (See the Leadership and Governance finding above.)**

- A.** The district has a robust staffing infrastructure of Instructional coaches, grade level team leaders, and department heads, who make important contributions to their schools' improvement efforts.
1. The coaches play a key role in the collection and analysis of data. The coaches told the review team that they enter performance data, analyze and present data at the schools' Professional Learning Community (PLC) and Response to Intervention (RtI) meetings, provide data analysis training, and meet with the assistant superintendent to review benchmarking data.

2. Given the many and diverse demands placed on school principals, Northbridge's coaches, grade level team leaders, and department heads supplement the principals' instructional leadership in the use of data, pedagogical coaching, and job-embedded staff development.
  3. A middle school teacher identified the coaches as the instructional leaders at the school. The teacher said that the coaches collect and prepare student performance data for review at the department meetings and at PLC meetings.
  4. Principals told the team that the mathematics department heads at the middle and high schools collaborated with the K-8 mathematics facilitator to improve vertical coherence of the Algebra I and Algebra II curricula.
- B.** The district does not have aligned, vertically coherent PreK-12 curriculum maps. Efforts to develop maps and align curricula to the 2011 Massachusetts Curriculum Frameworks have taken place at the individual school level, but maps do not have a common format or vertical coherence PreK-12.
1. A district administrator said that when the ELA and mathematics frameworks were revised in 2011 most curriculum revision in Northbridge took place at the school level.
    - a. School principals said that different levels have different map formats.
    - b. The high school's curriculum maps are not aligned to the 2011 frameworks. According to principals, department heads, teachers, and a district administrator, the high school's curricula were most recently revised in preparation for the New England Association of Schools and Colleges (NEASC) accreditation visit four or five years ago.
    - c. In 2010-2011 districtwide curriculum task forces in each discipline began to address the issue of vertical articulation of Northbridge's curricula, according to principals, coaches, and department chairs. Teachers and administrators said that the task forces ceased operation for a number of reasons, including there being too many competing mandates, the task forces not disseminating information fast enough, and focus shifting to individual grade level alignment work.
    - d. Teachers' association representatives identified "inconsistency among the buildings" as one of the district's biggest challenges, noting that each school has its own curriculum. They expressed the opinion that changing administrators, limited finances, and "changes in the Common Core" all contributed to the absence of consistency.
    - e. When the superintendent spoke about the top three or four district initiatives she included continuation of curriculum alignment.
  2. Interviews and documentation showed a recognition by the professional development committee and the leadership team of the need to vertically articulate Northbridge's curriculum maps.

- a. According to district administrators, since the task forces convened in 2010-2011 ceased operation members of the professional development committee have seen it as necessary to examine the curriculum vertically from a districtwide perspective.
- b. Two full-day professional days in September and November 2013) were devoted to vertical curriculum alignment, with subject specific teams of PK-12 educators meeting all day to work on this initiative.
- c. At a November 2013 meeting of the professional development committee a curriculum review cycle was proposed, along with the reinstatement of the task forces for the purpose of resuming their work vertically articulating the district's curricula.
- d. The leadership team's agenda for December 12, 2013, includes the item, "Professional Development: Continuation of Vertical Curriculum Work."

**Impact:** Without curriculum maps that have a common format and curriculum that is completely aligned to the 2011 frameworks and vertically coherent, the district cannot ensure an aligned, consistent, and coherent curriculum for all students. In these circumstances student learning may be inconsistent, varying in content, depth, and rigor. Furthermore, the inefficiencies resulting from an absence of curricular organization compromise the effectiveness of a school district's most powerful resource—its instructional corps.

### ***Assessment***

**11. The district data team has not developed common protocols for data analysis and use and does not coordinate the practices of the school-based data teams to ensure commonality and consistency.**

- A. The district data team, consisting of the superintendent, the assistant superintendent, the director of pupil personnel services, the director of educational technology, the business manager, and the two district instructional technology specialists, meets bimonthly. According to central office administrators, the district data team provides data training, assessment tools, formats for discussing data, and technological expertise to the school-based data teams. One district data team member is assigned to each school-based team, attends its meeting as a liaison, and reports back to the district data team. This is the process for monitoring school-based data teams and identifying their common problems.
  1. In interviews with the review team, teachers, coaches, and principals said that district data team members facilitate data management and solve technological problems for the school-based data teams.
  2. Principals and coaches told the review team that they collaboratively determine how data is to be analyzed and used in their schools. When asked whether there were common



protocols for data analysis and use, they said that the schools had autonomy in establishing the methods of data analysis and the format for action plans. The purposes of the school data teams vary among the schools (see the Assessment strength finding above).

**B.** Central office administrators spoke about the primacy of data for informing educational decisions and the development of a data-driven culture in the district. Statements by interviewees indicated clear knowledge of the value the district places on data; however, the review team found little evidence of district-determined methods and expectations for inquiry, analysis, and action.

1. When central office administrators were asked about what concerns the district data team had been addressing, they cited PARCC testing readiness, but were not specific about the content and outcomes of these discussions.
2. Central office administrators told the review team that the principals had been trained to lead the data initiatives in their schools in a distributive leadership model. The district data team addresses the common problems and concerns that the principals encounter.

**Impact:** School-based data teams may drift from their original purposes and vary in effectiveness and practices may differ from school to school when the district data team does not have a strong role in coordinating district data functions, ensuring that high quality data is collected and setting expectations for data interpretation and use.

### ***Human Resources and Professional Development***

#### **12. The district does not have systemwide recruiting, screening, and interviewing protocols that reflect district priorities as outlined in the District Accelerated Learning Plan.**

- A.** The district does not routinely align job requirements in vacancy postings with district strategic goals. For example, a review of a posting on School Spring for a third grade vacancy showed three fundamental requirements for the position, with no references to the kind of qualifications that would be important for a candidate to have in a system that has made systematically focusing on implementing data-based instruction one of its three strategic objectives. In contrast, a School Spring notice for an assistant principal listed 11 job requirements more in line with the priorities outlined in the District Accelerated Learning Plan (e.g., “provide services for linguistic minority students,” “Tiered Instruction,” “Data Analysis,” and “PLCs.”)
- B.** When vacancies arise, the business manager supervises the internal and external posting of the vacancy notice. If it is a new position, the appropriate member of the leadership team and the superintendent create the job description, which is approved by the school committee. Other job descriptions, for existing or revised jobs, are updated by a member of the leadership team

and superintendent as appropriate. School Spring is the vendor used for advertising vacancies externally, along with other electronic posting vehicles depending on the job title and duties.

- C. As applications arrive, they are accessed by the vacancy supervisor, who devises his or her own screening and interviewing systems, independently of other schools and district departments.
  - 1. One principal, in describing her role in this portion of the selection process, said that she asked teachers in her school to submit questions for the interview. She screened applications down to a manageable number using her own criteria only, without reference to a district-developed set of criteria.
  - 2. There was a model lesson presentation, but the district has not published criteria aligned with district priorities to be used to score model lessons.
  - 3. Finalists are hired by the principal.
- D. Once hired, the new employee is assigned a mentor by the assistant superintendent (if a first year teacher), scheduled for an orientation, and often invited to summer professional development events. The district has a year-long induction program for first year teachers and provides a full-day orientation session in August for all new hires.

**Impact:** The absence of district criteria for scoring model lessons and districtwide recruiting, screening, and interviewing protocols that reflect district strategic goals in the District Accelerated Learning Plan lessens the district's capacity to match the competencies of new staff with district priorities, impairing the district's efforts to improve instruction and learning.

### ***Student Support***

#### **13. The Northbridge Public Schools' extensive practice of full inclusion is not working for all students.**

- A. In 2011-2012 the district's rate of full inclusion for students with Individualized Education Programs (IEPs) was 70.1 percent, while the state target was only 58.8 percent. In 2012-2013 the district rate of full inclusion increased to 73.0 percent, while the state target was only 59.2 percent.
- B. The review team found evidence of problems with the inclusion model in each of the district's schools.
  - 1. An administrator reported that there is no special education support in kindergarten at Northbridge Elementary "because of budget problems." The administrator said that teachers are dual certified but classes are large and the model is not effective. The review team was told that though the special education support in grade 1 generally works well, if

there are behavioral problems, there is little behavioral support and the attention of the special education teacher is taken away from academics.

2. An administrator described inclusion at the Balmer as “disjointed.” Four of the nine classes in each grade are inclusion classes. There is one special education teacher between two classes, with insufficient continuity. The review team was told that expectations are low in some classes.
3. An administrator said that the inclusion model at the Northbridge Middle School “is not working well”; while teachers have common planning time once a week is it not always used effectively.
4. Administrators and department chairs reported in multiple interviews that the co-teaching model at Northbridge High School is also not working well. Special education teachers do not play the role that they should: they do not modify content, and while co-teachers have common prep time it is not always used to meet. The review team was told that because of these issues the model has been “a struggle.”

**C. Some students with disabilities are not making expected academic progress.**

1. Students with disabilities at the Balmer were among the lowest performing 20 percent of subgroups in the state in 2012 and 2013.
2. The superintendent said that the inclusion model at the Balmer was not working for those testing significantly below grade level and that the district had used performance data to justify the need for an additional resource room person.
3. Proficiency rates for students with disabilities districtwide were lower in 2013 than in 2009 in both ELA and math<sup>6</sup>; in both subjects the gap between district and state subgroups was 13 percentage points in 2013 and had grown since 2009.<sup>7</sup> See District Analysis and Review Tool for districts, available at <http://www.doe.mass.edu/apa/dart/default.html>.

**Impact:** The inclusion model in use at each school in Northbridge is not working effectively and students with disabilities are not making expected academic gains. Without effective models of instruction for these students, it will be difficult for them to reach their full potential.

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<sup>6</sup> The district ELA proficiency rate for students with disabilities was 20% in 2009, 16% in 2010, 18% in 2011, 19% in 2012, and 17% in 2013. The district math proficiency rate for students with disabilities was 14% in 2009, 13% in 2010, 11% in 2011, 10% in 2012, and 9% in 2013.

<sup>7</sup> The gap between the proficiency rates of district and state students with disabilities was 8 percentage points in 2009 in ELA and 6 percentage points in 2009 in math.

### ***Financial and Asset Management***

**14. For the last two fiscal years (fiscal year 2012 and fiscal year 2013), the Northbridge School District has been depending on expenditures from local revolving funds to meet its budgeted expenditures at an unsustainable rate.**

**A.** Although the district had a healthy total balance in these accounts as recently as June 30, 2012, diminishing revenues and significant increases in operating expenses paid from these accounts are expected to eliminate the positive balance within the next two to three years. The five major revolving accounts used by the district for operating costs are Tuition, School Choice, Circuit Breaker, Athletics, and Use of School Facilities.

1. In fiscal year 2012, according to its End of Year Report, the district received Revolving Account (excluding School Lunch and Private Grants) revenues totaling \$1,935,460 and charged \$2,201,692 in expenses to those accounts for a deficit of \$266,232.
2. According to its End of Year Report in fiscal year 2013, the district received from the same Revolving Accounts revenues totaling \$1,708,487 and charged \$2,082,930 for a deficit of \$374,443.
3. At the time of a presentation to the Northbridge Board of Selectmen on September 30, 2013, estimated revolving account revenues in fiscal year 2014 were \$1,445,000 with estimated expenses charged to those accounts of \$2,750,779 for a deficit of \$1,305,779.
4. At this rate, in September 2013 the district expected the revolving account balance to be only \$111,303 by June 30, 2015, down from \$3,292,082 as of June 30, 2013.

**Impact:** Because of the unsustainable practice of spending more money than has been received in revenues, there will be a large discrepancy between budgeted expenses and revenue in the revolving accounts within the next two fiscal years.

**15. Although the district has submitted Statements of Interest for school renovations and/or construction with the Massachusetts School Building Authority, the superintendent included “[a]ging, over-crowded buildings” in her list of challenges facing the district and the district cannot assume approval from MSBA.**

- A.** W. Edward Balmer School and Northbridge Elementary School are described by the superintendent as crowded and filled to capacity.
- B.** The W. Edward Balmer School is in need of a new roof.
- C.** It was observed that some emergency exits are not handicap accessible.
- D.** At least 80 percent of the schools’ facilities maintenance projects from the Town of Northbridge Five Year Capital Plan FY2009-FY2013 were not addressed and were carried over to the FY2014-FY2018 plan.

1. Of 30 maintenance projects included in the Town of Northbridge Five Year Capital Plan FY2009-FY2013, 24 are also included in the Town of Northbridge Five Year Capital Plan FY2014-FY2018, indicating that funding was not secured for those school projects. It is not clear whether the remaining six projects were funded or dropped from the later plan.
- E. Based on the above, it may be difficult to provide documentation of effective building maintenance and capital planning, one of MSBA's threshold requirements.<sup>8</sup>
- F. Despite the hire of an additional maintenance technician in fiscal year 2014, the Custodial and Maintenance budget was reduced overall by \$66,000 or 2.85 percent from fiscal year 2013 actual expenses.
- G. There is no representative from the school district on the Northbridge Building, Planning, & Construction Committee.

**Impact:** Not addressing the maintenance and structural-integrity issues in school buildings in a timely way can have a negative impact on the students and staff and discourage community support for future investment in these facilities. Providing safe and appropriate school buildings that are not overcrowded will promote learning.

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<sup>8</sup>[http://www.massschoolbuildings.org/building/prerequisites/maintenance\\_cap\\_planning](http://www.massschoolbuildings.org/building/prerequisites/maintenance_cap_planning)

## Northbridge Public Schools District Review Recommendations

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### ***Leadership and Governance***

- 1. The new superintendent who begins leading the district in July 2014 should continue to make sure that the District Accelerated Learning Plan (DALP) 2013-2015 and the aligned school accelerated learning plans (SALPs) continue to be implemented.**
  - A.** To move to the next level, it is essential for the district and schools to continue to address the three prioritized strategic objectives in the DALP, relating to data use, curriculum and instruction, and a tiered system of supports and services.
  - B.** The superintendent and school committee should strongly consider continuing to align the superintendent's goals under the new educator evaluation system with the DALP; principals' self-assessment and goal-setting under the new educator evaluation system should continue to be informed by their respective SALPs; and the educator plan goals of other administrators and of teachers should be aligned with the accelerated learning plans where appropriate.
  - C.** The new superintendent should continue the collaborative style of the outgoing superintendent, nurturing the relationships she has built up between her office and a variety of other stakeholders.
  - D.** The new superintendent will have the opportunity to participate in the New Superintendents Induction Program (NSIP), which is led by the Department of Elementary and Secondary Education (ESE) and the Massachusetts Association of School Superintendents (MASS). This program provides coaching and support as new superintendents develop their strategy for continued district improvement.

### **Benefits:**

- When the district staff as a whole is working toward the goals that have been determined to be the district priorities and the evaluation system is being employed to hold staff accountable for progress toward those goals, the district has created a powerful engine for improvement.
- Continuing with the accelerated learning plans will mean avoidance of the problems of frequently changing initiatives, insufficiently coordinated curriculum, and low morale that resulted from past turnover in the superintendency.
- Continuing the collaborative style of the outgoing superintendent will mean the continuation of the good will that that superintendent has garnered and the sense of a supportive culture in the district; it will also help in avoiding conflict, which can distract stakeholders from improvement initiatives and prevent the accomplishment of goals.

- Participation in the NSIP will provide an opportunity to further articulate and focus on the district's strategic direction.

### ***Curriculum and Instruction***

**2. In order to respond to the diversity of needs among students and increase the achievement of students at all ability levels, staff's knowledge and use of a variety of instructional methods should be expanded, as called for in the first initiative under the curriculum and instruction objective in the District ALP.**

- A.** Ongoing identification and prioritization of research-based best instructional practices, as called for in the DALP II.1.a, may be aided by reference to such resources as the following:
1. Research based best instructional practices literature;
  2. DESE's Edwin Teaching & Learning resource (<http://www.doe.mass.edu/edwin/tls/>);
  3. Data collected on teaching and learning as part of the new educator evaluation system;
  4. Data from the review team's classroom observations (see the first Curriculum and Instruction Challenge finding and Appendix C).
  5. Analysis of district data to identify gaps in curriculum, instruction, and assessment in the course of identifying and prioritizing these instructional practices may be assisted by reference to Edwin Analytics (<http://www.doe.mass.edu/edwin/analytics/>).
- B.** After identification and prioritization of research-based best instructional practices as described in the DALP II.1.a., the district's professional development committee should plan and offer Northbridge staff differentiated professional development activities aimed at increasing their capacity to employ these instructional practices. These activities might be in the form of in-service courses (see DALP II.1. b) or embedded professional development provided during common planning time, PLC time, or department and grade level meetings (see DALP II.1.c).
- C.** As described in the DALP II.2, to follow up on professional development the new educator evaluation system should be used to monitor teachers' capacity to use the research-based best instructional practices they are taught and to offer them feedback on their use of them.
- D.** Instructional coaches, grade level team leaders, and the middle and high school's department heads should, in concert with the schools' principals, continue to support the transformation of teaching and learning in the district's classrooms. Model teaching, facilitating the strategic use of data, and participating in the effort to vertically articulate the district's curriculum maps (see next recommendation) are all contributions that will have an impact on teaching and learning.

- E. Northbridge's teachers whose pedagogical practice exemplifies the preferred strategies should be recruited to formally and informally share their practices with colleagues. Under the new educator evaluation regulations, "Educators whose summative performance rating is exemplary and whose impact on student learning is rated moderate or high shall be recognized and rewarded with leadership roles, promotion, additional compensation, public commendation or other acknowledgement." 603 CMR 35.08(7).

**Benefits:** Identifying and prioritizing research-based best instructional practices, providing professional development aimed at increasing staff's proficiency at those practices, and following up on that professional development through the new evaluation system will increase staff's capacity to provide students instruction that responds to their needs, allowing them to increase their achievement. Making use of the abilities of a variety of staff positions to improve instructional practice will maximize the success of this initiative.

**3. To implement the curriculum development initiative under the curriculum and instruction objective in the DALP, the Northbridge Public Schools should organize its resources and efforts to complete consistent, vertically articulated PreK-12 curriculum maps, with all curricula aligned to the most recent Massachusetts Curriculum Frameworks.**

- A. A districtwide curriculum task force of teachers and administrators should convene and develop a long-term plan for curriculum development by discipline.
  - 1. The district might consider revising the DALP to include the creation of a long-term plan for curriculum development.
  - 2. The long-term plan should prioritize curriculum development by discipline based on such variables as the current status of a discipline's curriculum, student performance data, and recent modifications to the state frameworks. The construction of aligned curriculum maps should include such phases as planning, production, piloting, and implementation.
  - 3. ESE's *Common Core State Standards Initiative* web page (<http://www.doe.mass.edu/candi/commoncore/>) provides links to several implementation resources for the 2011 ELA and Math Massachusetts Curriculum Frameworks, which incorporate the Common Core.
  - 4. The curriculum task force should determine a uniform format with the components to be consistently included in the district's curriculum maps. *Model Curriculum Maps: Raising the Rigor of Teaching and Learning* (<http://www.doe.mass.edu/candi/model/maps/CurriculumMaps.pdf>) could assist in the district's ongoing efforts to develop maps.
- B. Vertically organized curriculum task forces should be convened by discipline to develop the maps, continuing the work of the subject-specific teams of educators at the September and



November 2013 professional development days. Each task force's work should be overseen and eventually approved by the districtwide curriculum task force.

1. Task force members should be recognized as curriculum leaders and serve as resources throughout the successive phases of curriculum renewal, particularly at the piloting and implementation phases.

- C. Leadership for the effort to develop and maintain aligned, consistently delivered, and continuously improving curriculum should be provided by a central office administrator with the responsibility for PreK-12 curriculum development and the staff's professional growth.

**Benefits:** An aligned, vertically articulated, and consistently delivered curriculum provides many benefits for teachers and students.

- Vertically coherent curriculum maps that have a consistent format including essential questions, goals and objectives, and a balanced set of assessments make clear the content that is valued.
- Inter-grade deliberations for the purpose of creating curriculum coherence engender collegiality and a clearer knowledge of the progression from grade to grade of student learning.
- Curriculum coherency and consistency guards against redundancy and optimizes the finite amount of available instructional time.

### ***Assessment***

- 4. Northbridge should enhance the role of the district data team in order to build further on progress made toward achieving the goal of developing and sustaining a culture of data use at the classroom, school, and district levels.**

The district should consider having the district data team take on additional functions beyond facilitating data management, providing training and technical support for school-based data teams, and resolving their data use problems.

- A. The district data team could develop written protocols on data management, data analysis, and the development of data-based action plans. These protocols would provide central guidance to the school-based teams aimed at developing practices at each school that meet district expectations for data use. The district data team could also encourage the school-based data teams to develop and implement their own data analysis practices and report the outcomes to the district data team. The district data team could adopt and disseminate the best practices.

1. The district data team may wish to use external resources to develop these protocols. For example, the ESE District Data Team Toolkit

<http://www.doe.mass.edu/apa/ucd/ddtt/toolkit.pdf> describes how a district data team can help grow and maintain a culture of inquiry.

2. The review team encourages the district to continue to consult with the Central Massachusetts District and School Assistance Center (DSAC) on data use.
- B. The district data team could monitor actual data use to ensure that data is used appropriately and effectively given the inquiries conducted. The district data team could also conduct an evaluation of data use in the district and the district's schools and make recommendations for improving data use. As part of this evaluation, the district data team could ensure that stakeholders have appropriate data, tools and support to do their work. It could use this information to make necessary adjustments to policies, technologies, data collection, assessments, and professional development.
  - C. The district data team could foster communication across schools and between district departments about how data is being used as the basis for taking action. The district data team could provide opportunities for school-based data teams to share their inquiries and results in order to support learning and collaboration among the teachers in the district. These opportunities might include large events such as data fairs where PLCs present their work and findings. Data use practices might also be shared by teachers at grade level or subject area meetings across the district.
  - D. The district data team could use technology to capture the work of school-based teams through the creation of a best practices database. This searchable repository would allow PLCs to share how they addressed specific student learning problems. The best practices databases could include classroom assessment techniques as well as reports on the results of whole-school initiatives.

**Benefits:** The systems aspect of data use, including data collection and reporting, extends across schools and requires district coordination rather than autonomous school-based approaches to data use. There are multiple benefits to having a central district data team that supports and guides school-based data use, including:

- the communication of a common vision, goals, expectations, and procedures for data use, resulting in a high level of data use throughout the schools in the district;
- expert support for district planning for professional development on data use, resulting in a consistent level of data literacy throughout the schools in the district;
- support for communication and collaboration across the district about data use, advancing the data-driven culture it is one of the district's goals to establish ; and
- the sharing of proven solutions and best practices of data use, resulting in all schools, staff, and students benefiting from these.

### ***Human Resources and Professional Development***

5. **The district should consider aligning job requirements in vacancy postings with district priorities and developing screening standards, interviewing questions, and model lesson scoring criteria that are also aligned with these priorities.**
  - A. The district should routinely align job requirements in vacancy postings with district strategic objectives and initiatives.
  - B. A screening rubric with a list of DALP priorities and a four-stage scoring system (from no evidence to clear and consistent evidence) could identify candidates both inside and outside the system whose background, training, and experience are most aligned with the objectives and initiatives in the DALP and in turn in the four SALPs.
  - C. Once the initial selection of candidates has been made, a set of interview questions based on the priorities in the plans (asking for corresponding descriptions of a candidate's qualifications and experience) would help identify the most qualified candidates.
  - D. The model lesson and its scoring should also reflect district priorities.
  - E. These components could be developed by a team of administrators and teachers with representation from the district's four schools. This would build upon the current site-based management model of screening, interviewing, and selecting new staff in the district's schools, while instituting a common method to use in selecting finalists, no matter what the grade level. Additional or alternate criteria for recruiting, screening, interviewing, and selecting staff could be used depending on the school and the position.

**Benefit:** To base hiring on identified and prioritized district needs will likely bring in new staff with skills and experience of great value to the district.

### ***Student Support***

6. **The district should evaluate the inclusion model used at each of its schools with the goal of maintaining what is working well and changing what is not.**
  - A. Generally, the district should investigate how well the inclusion models in use are working, what changes should be made to improve them, and whether students with disabilities have appropriate Individualized Education Plans and are being provided with appropriate services.
  - B. Specifically, the district should consider exploring questions such as the following:

1. Given current class sizes, is the practice of having dual certified kindergarten teachers at the Northbridge Elementary School sufficient to meet the needs of kindergarten students with disabilities?
2. Is inclusion meeting the needs of all students with disabilities at the Balmer? Are additional services needed to meet all students' needs?
3. How can teachers at the Northbridge Middle School be better supported so they can use their common planning time more effectively to co-plan, increasing their effectiveness working together in the classroom?
4. What steps can be taken to maximize the effectiveness of content teachers and special education teachers in the classroom at Northbridge High School? How can the district ensure that co-teachers meet during common prep time?
  - a. The district should also consider consulting the *Resource Guide to The Massachusetts Curriculum Frameworks for Students with Disabilities*, which is intended to ensure that all students receive instruction in the Common Core State Standards (plus the unique Massachusetts standards) at levels that are challenging and attainable for each student. (Links to guides for all subjects can be found at <http://www.doe.mass.edu/mcas/alt/resources.html>.)

**Benefit:** By critically reviewing the inclusion and co-teaching models in use in the schools, the district will begin the process of improving the delivery of core content to students with disabilities, giving them better opportunities to learn and improving their achievement.

### ***Financial and Asset Management***

7. **To address the anticipated decrease in revolving account balances, the superintendent and district should budget sustainable spending rather than spending that drains revolving account balances.**
  - A. The district should carefully review ways to increase revenues.
    1. For example, the school committee should examine current tuition rates for out-of-district students.
    2. As another possible way to increase revenues, the district should also determine whether or not the district is recovering all of the eligible medical services it is providing to Medicaid-eligible students.
  - B. The district should continue to re-allocate budget savings as it has successfully done with utilities and transportation savings.

**Benefits:** Implementing these recommendations will focus the district on increasing revenues. As a result, cuts to future budgets may be minimized, enabling the district to continue the initiatives in the accelerated learning plans.

**8. The district should continue to actively pursue MSBA project funding. In the meantime, the district should take more active steps to address deferred maintenance projects.**

- A.** The district should prioritize the projects included in the current Town of Northbridge Five Year Capital Plan and aggressively pursue funding the priority projects through one-year debt exclusions and/or from appropriations from the town's substantial stabilization fund. With the success of the recent town meeting warrant article securing funding for school security systems (see second Financial and Asset Management strength finding above), the district should continue to put the building needs of the school department before the town residents for their financial support.
- B.** In addition to other applications to MSBA, district and town officials should consider applying to the MSBA's Accelerated Repair Program for building repairs such as the W. Edward Balmer roof replacement. The Accelerated Repair Program replaced the MSBA's Green Repair Program, which focused on roofs, windows, and HVAC repairs and replacements.
- C.** The superintendent and the business manager should solicit the support of the town manager in having the superintendent or the superintendent's designee appointed to the Northbridge Building, Planning, & Construction Committee. The school department has the largest share of the town's budget and should be represented on the committee that considers the public building needs in the community and makes recommendations on projects to be funded. The representative from the school district can be an advocate for the district's needs.

**Benefits:** A clear strategy about major construction vs. short-term repairs and regular maintenance can guide decisions about effective appropriations. It may also help encourage the community's commitment to the schools and financial support for them, which are even more essential in difficult economic times to secure the funds needed for maintaining the quality and integrity of the school buildings.

## Appendix A: Review Team, Activities, Site Visit Schedule

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### **Review Team Members**

The review was conducted from December 16-19, 2013, by the following team of independent ESE consultants.

1. Dr. John Kulevich, Leadership and Governance
2. Dr. Peter McGinn, Curriculum and Instruction
3. Dr. James McAuliffe, Assessment
4. Dr. Thomas Johnson, Human Resources and Professional Development
5. Lenora Jennings, Student Support and review team coordinator
6. Marge Foster, Financial and Asset Management

### **District Review Activities**

The following activities were conducted during the review:

The team conducted interviews with the following financial personnel: business manager, supervisor of administrative services, town manager, finance committee chair, and the town accountant.

The team conducted interviews with the following members of the school committee: chair and members.

The review team conducted interviews with the following representatives of the teachers' association: president, secretary, treasurer, and several members.

The team conducted interviews/focus groups with the following central office administrators: superintendent, assistant superintendent, business manager, pupil personnel director, and director of technology.

The team visited the following schools: Northbridge Elementary (PreK-1), Balmer (grades 2-4), Northbridge Middle School (grades 5-8), and Northbridge High School (grades 9-12).

During school visits, the team conducted interviews with four principals and focus groups for teachers; however, only one elementary school teacher, one middle school teacher, and no high school teachers attended.

The team observed 47 classes in the district: 15 at one high school, 11 at the one middle school, and 21 at the 2 elementary schools.

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

- 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 ESE, the New England Association of Schools and Colleges (NEASC), and the former Office of Educational Quality and Accountability (EQA).
- 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.

#### Site Visit Schedule

Monday 12/16/2013	Tuesday 12/17/2013	Wednesday 12/18/2013	Thursday 12/19/2013
Orientation with district leaders and principals; interviews with district staff and principals; document reviews; interview with teachers' association.	Interviews with district staff and principals; student focus group, review of personnel files; and visits to Balmer and Northbridge High School for classroom observations.	Interviews with town or city personnel; interviews with school leaders; interviews with school committee members; teacher focus groups; visits to Northbridge Elementary School, Balmer School, Northbridge Middle School, and Northbridge High School for classroom observations.	Interviews with school leaders; follow-up interviews; parent focus group; district review team meeting; visits to Northbridge Middle and Northbridge High School for classroom observations; emerging themes meeting with district leaders and principals.

## Appendix B: Enrollment, Performance, Expenditures

**Table B1a: Northbridge Public Schools  
2013-2014 Student Enrollment by Race/Ethnicity**

Student Group	District	Percent of Total	State	Percent of Total
Afr. Amer./Black	12	0.5%	82990	8.7%
Amer. Ind. or Alaska Nat.	1	0.0%	2209	0.2%
Asian	24	0.9%	58455	6.1%
Hispanic/Latino	141	5.4%	162647	17.0%
Multi-race, Non-Hisp./Lat.	77	3.0%	27803	2.9%
Nat. Haw. or Pacif. Isl.	1	0.0%	1007	0.1%
White	2350	90.2%	620628	64.9%
<b>All Students</b>	<b>2606</b>	<b>100.0%</b>	<b>955739</b>	<b>100.0%</b>

Note: As of October 1, 2013

**Table B1b: Northbridge Public Schools  
2013-2014 Student Enrollment by High Needs Populations**

Student Groups	District			State		
	N	Percent of High Needs	Percent of District	N	Percent of High Needs	Percent of State
Students w/ disabilities	450	42.2%	17.1%	164336	34.8%	17.0%
Low Income	838	78.5%	32.2%	365885	77.5%	38.3%
ELLs and Former ELLs	21	2.0%	0.8%	75947	16.1%	7.9%
All high needs students	1067	100.0%	40.6%	472001	100.0%	48.8%

Notes: As of October 1, 2013. District and state numbers and percentages for students with disabilities and high needs students are calculated including students in out-of-district placements. Total district enrollment including students in out-of-district placement is 2,628; total state enrollment including students in out-of-district placement is 966,360.



**Table B2a: Northbridge Public Schools  
English Language Arts Performance, 2010-2013**

Grade and Measure		Number Included (2013)	Spring MCAS Year					Gains and Declines	
			2010	2011	2012	2013	State 2013	4-Year Trend	2 Year Trend
3	CPI	228	89.4	83.2	84.1	80	83.3	-9.4	-4.1
	P+	228	71.0%	64.0%	63.0%	51.0%	57.0%	-20.0%	-12.0%
4	CPI	208	79.3	78.7	77.5	71.3	78.9	-8	-6.2
	P+	208	51.0%	50.0%	51.0%	40.0%	53.0%	-11.0%	-11.0%
	SGP	194	48	39	44	27	49	-21	-17
5	CPI	193	88.1	85.9	84.4	83.2	84.7	-4.9	-1.2
	P+	193	70.0%	67.0%	65.0%	63.0%	66.0%	-7.0%	-2.0%
	SGP	182	62	57	59	49	52	-13	-10
6	CPI	188	88.8	86.1	84.3	83.8	85.1	-5	-0.5
	P+	188	68.0%	69.0%	64.0%	64.0%	67.0%	-4.0%	0.0%
	SGP	178	39	37	38	38	52	-1	0
7	CPI	217	90.1	91.5	89.1	88.2	88.4	-1.9	-0.9
	P+	217	75.0%	78.0%	72.0%	72.0%	72.0%	-3.0%	0.0%
	SGP	199	58	56	47	48	48	-10	1
8	CPI	183	93.3	89.5	93.2	91.7	90.1	-1.6	-1.5
	P+	183	83.0%	78.0%	82.0%	83.0%	78.0%	0.0%	1.0%
	SGP	177	51	45	39.5	46	50	-5	6.5
10	CPI	179	90.6	95.4	96.5	95.8	96.9	5.2	-0.7
	P+	179	75.0%	88.0%	90.0%	90.0%	91.0%	15.0%	0.0%
	SGP	165	37	48.5	53.5	53	57	16	-0.5
All	CPI	1396	88.3	87.1	86.8	84.5	86.8	-3.8	-2.3
	P+	1396	70.0%	70.0%	69.0%	65.0%	69.0%	-5.0%	-4.0%
	SGP	1095	50	47	45	43	51	-7	-2

Notes: The number of students included in CPI and percent *Proficient* or *Advanced* (P+) calculations may differ from the number of students included in median SGP calculations. A median SGP is not calculated for students in grade 3 because they are participating in MCAS tests for the first time.

**Table B2b: Northbridge Public Schools  
Mathematics Performance, 2010-2013**

Grade and Measure		Number Included (2013)	Spring MCAS Year					Gains and Declines	
			2010	2011	2012	2013	State 2013	4-Year Trend	2 Year Trend
3	CPI	229	84.6	79.8	74.4	73.1	84.3	-11.5	-1.3
	P+	229	64.0%	55.0%	48.0%	48.0%	66.0%	-16.0%	0.0%
4	CPI	207	77.8	75	74.6	74.4	80.2	-3.4	-0.2
	P+	207	44.0%	38.0%	42.0%	41.0%	52.0%	-3.0%	-1.0%
	SGP	192	44	43	51	49	54	5	-2
5	CPI	194	73.9	74.4	71.4	67.3	80.6	-6.6	-4.1
	P+	194	47.0%	48.0%	40.0%	37.0%	61.0%	-10.0%	-3.0%
	SGP	182	33	33	37	27	54	-6	-10
6	CPI	188	75.9	78.1	75.8	79.7	80.3	3.8	3.9
	P+	188	48.0%	55.0%	50.0%	60.0%	61.0%	12.0%	10.0%
	SGP	179	38.5	47	44	59	50	20.5	15
7	CPI	218	76.2	76.4	76.8	70.1	74.4	-6.1	-6.7
	P+	218	53.0%	50.0%	50.0%	43.0%	52.0%	-10.0%	-7.0%
	SGP	200	40	70.5	57	39	46	-1	-18
8	CPI	184	74.9	74.5	74.7	76.6	76	1.7	1.9
	P+	184	50.0%	52.0%	49.0%	54.0%	55.0%	4.0%	5.0%
	SGP	177	55	47.5	51	57	50	2	6
10	CPI	176	86.8	87	87.6	85.9	90.2	-0.9	-1.7
	P+	176	70.0%	73.0%	73.0%	73.0%	80.0%	3.0%	0.0%
	SGP	158	36.5	50.5	45	45	51	8.5	0
All	CPI	1396	78.2	77.6	76.3	75	80.8	-3.2	-1.3
	P+	1396	53.0%	53.0%	50.0%	50.0%	61.0%	-3.0%	0.0%
	SGP	1088	42	47	47	47	51	5	0

Notes: The number of students included in CPI and percent *Proficient* or *Advanced* (P+) calculations may differ from the number of students included in median SGP calculations. A median SGP is not calculated for students in grade 3 because they are participating in MCAS tests for the first time.

**Table B2c: Northbridge Public Schools  
Science and Technology/Engineering Performance, 2010-2013**

Grade and Measure		Number Included (2013)	Spring MCAS Year					Gains and Declines	
			2010	2011	2012	2013	State 2013	4-Year Trend	2 Year Trend
5	CPI	194	85.5	79	82.3	77.8	78.5	-7.7	-4.5
	P+	194	63.0%	47.0%	57.0%	48.0%	51.0%	-15.0%	-9.0%
8	CPI	184	74.5	70.1	70.5	71.6	71	-2.9	1.1
	P+	184	44.0%	35.0%	37.0%	35.0%	39.0%	-9.0%	-2.0%
10	CPI	163	82.9	88.9	87.7	88.7	88	5.8	1
	P+	163	61.0%	73.0%	71.0%	74.0%	71.0%	13.0%	3.0%
All	CPI	541	80.4	78.3	79.7	79	79	-1.4	-0.7
	P+	541	55.0%	49.0%	54.0%	52.0%	53.0%	-3.0%	-2.0%

Notes: P+ = percent *Proficient* or *Advanced*. Students participate in STE MCAS tests in grades 5, 8, and 10 only. Median SGPs are not calculated for STE.

**Table B3a: Northbridge Public Schools**  
**English Language Arts (All Grades)**  
**Performance for Selected Subgroups Compared to State, 2010-2013**

Group and Measure			Number Included (2013)	Spring MCAS Year				Gains and Declines	
				2010	2011	2012	2013	4 Year Trend	2-Year Trend
High Needs	District	CPI	525	76.2	73.6	73.7	71.6	-4.6	-2.1
		P+	525	44.0%	45.0%	42.0%	44.0%	0.0%	2.0%
		SGP	382	43	40	40	38	-5	-2
	State	CPI	237163	76.1	77	76.5	76.8	0.7	0.3
		P+	237163	45.0%	48.0%	48.0%	48.0%	3.0%	0.0%
		SGP	180087	45	46	46	47	2	1
Low Income	District	CPI	411	78.8	77	76.8	76	-2.8	-0.8
		P+	411	49.0%	51.0%	50.0%	50.0%	1.0%	0.0%
		SGP	304	42	40	39	39	-3	0
	State	CPI	184999	76.5	77.1	76.7	77.2	0.7	0.5
		P+	184999	47.0%	49.0%	50.0%	50.0%	3.0%	0.0%
		SGP	141671	46	46	45	47	1	2
Students w/ disabilities	District	CPI	228	60.1	57.2	58.8	53.8	-6.3	-5
		P+	228	16.0%	18.0%	19.0%	17.0%	1.0%	-2.0%
		SGP	150	38	31	35	31.5	-6.5	-3.5
	State	CPI	88956	67.3	68.3	67.3	66.8	-0.5	-0.5
		P+	88956	28.0%	30.0%	31.0%	30.0%	2.0%	-1.0%
		SGP	64773	41	42	43	43	2	0
English language learners & Former ELLs	District	CPI	11	0	57.1	76.9	72.7	72.7	-4.2
		P+	11	0.0%	21.0%	38.0%	36.0%	36.0%	-2.0%
		SGP	7	--	--	--	--	--	--!
	State	CPI	46676	66.1	66.2	66.2	67.4	1.3	1.2
		P+	46676	32.0%	33.0%	34.0%	35.0%	3.0%	1.0%
		SGP	31672	51	50	51	53	2	2
All students	District	CPI	1396	88.3	87.1	86.8	84.5	-3.8	-2.3
		P+	1396	70.0%	70.0%	69.0%	65.0%	-5.0%	-4.0%
		SGP	1095	50	47	45	43	-7	-2
	State	CPI	496175	86.9	87.2	86.7	86.8	-0.1	0.1
		P+	496175	68.0%	69.0%	69.0%	69.0%	1.0%	0.0%
		SGP	395568	50	50	50	51	1	1

Notes: The number of students included in CPI and percent *Proficient* or *Advanced* (P+) calculations may differ from the number of students included in median SGP calculation. State figures are provided for comparison purposes only and do not represent the standard that a particular group is expected to meet.

**Table B3b: Northbridge Public Schools  
Mathematics (All Grades)**  
**Performance for Selected Subgroups Compared to State, 2010-2013**

Group and Measure			Number Included (2013)	Spring MCAS Year				Gains and Declines	
				2010	2011	2012	2013	4 Year Trend	2-Year Trend
High Needs	District	CPI	521	65.6	63	60.9	59.5	-6.1	-1.4
		P+	521	32.0%	28.0%	25.0%	27.0%	-5.0%	2.0%
		SGP	377	37	43	42	43	6	1
	State	CPI	237745	66.7	67.1	67	68.6	1.9	1.6
		P+	237745	36.0%	37.0%	37.0%	40.0%	4.0%	3.0%
		SGP	180866	46	46	46	46	0	0
Low Income	District	CPI	407	67.6	65.5	64.3	62.3	-5.3	-2
		P+	407	35.0%	32.0%	28.0%	32.0%	-3.0%	4.0%
		SGP	302	39	44	40.5	44.5	5.5	4
	State	CPI	185392	67.1	67.3	67.3	69	1.9	1.7
		P+	185392	37.0%	38.0%	38.0%	41.0%	4.0%	3.0%
		SGP	142354	47	46	45	46	-1	1
Students w/ disabilities	District	CPI	228	52.5	49.1	47.2	44.1	-8.4	-3.1
		P+	228	13.0%	11.0%	10.0%	9.0%	-4.0%	-1.0%
		SGP	145	32	39	42	40	8	-2
	State	CPI	89193	57.5	57.7	56.9	57.4	-0.1	0.5
		P+	89193	21.0%	22.0%	21.0%	22.0%	1.0%	1.0%
		SGP	65068	43	43	43	42	-1	-1
English language learners & Former ELLs	District	CPI	12	0	46.4	66.7	58.3	58.3	-8.4
		P+	12	0.0%	14.0%	8.0%	17.0%	17.0%	9.0%
		SGP	7	--	--	--	--	--	--
	State	CPI	47046	61.5	62	61.6	63.9	2.4	2.3
		P+	47046	31.0%	32.0%	32.0%	35.0%	4.0%	3.0%
		SGP	31986	54	52	52	53	-1	1
All students	District	CPI	1396	78.2	77.6	76.3	75	-3.2	-1.3
		P+	1396	53.0%	53.0%	50.0%	50.0%	-3.0%	0.0%
		SGP	1088	42	47	47	47	5	0
	State	CPI	497090	79.9	79.9	79.9	80.8	0.9	0.9
		P+	497090	58.0%	58.0%	59.0%	61.0%	3.0%	2.0%
		SGP	396691	50	50	50	51	1	1

Notes: The number of students included in CPI and percent *Proficient* or *Advanced* (P+) calculations may differ from the number of students included in median SGP calculation. State figures are provided for comparison purposes only and do not represent the standard that a particular group is expected to meet.

**Table B3c: Northbridge Public Schools  
Science and Technology/Engineering (All Grades)  
Performance for Selected Subgroups Compared to State, 2010-2013**

Group and Measure			Number Included (2013)	Spring MCAS Year				Gains and Declines	
				2010	2011	2012	2013	4 Year Trend	2-Year Trend
High Needs	District	CPI	193	67.8	64.5	64.9	64.8	-3	-0.1
		P+	193	37.0%	27.0%	28.0%	30.0%	-7.0%	2.0%
	State	CPI	96902	64.3	63.8	65	66.4	2.1	1.4
		P+	96902	28.0%	28.0%	31.0%	31.0%	3.0%	0.0%
Low Income	District	CPI	154	71	65	66.2	68.3	-2.7	2.1
		P+	154	42.0%	29.0%	31.0%	34.0%	-8.0%	3.0%
	State	CPI	75485	63.6	62.8	64.5	66.1	2.5	1.6
		P+	75485	28.0%	28.0%	31.0%	32.0%	4.0%	1.0%
Students w/ disabilities	District	CPI	84	51.1	52.6	53	48.2	-2.9	-4.8
		P+	84	10.0%	15.0%	11.0%	12.0%	2.0%	1.0%
	State	CPI	37049	59	59.2	58.7	59.8	0.8	1.1
		P+	37049	19.0%	20.0%	20.0%	20.0%	1.0%	0.0%
English language learners & Former ELLs	District	CPI	4	0	0	0	0	0	0
		P+	4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	State	CPI	16179	51.8	50.3	51.4	54	2.2	2.6
		P+	16179	16.0%	15.0%	17.0%	19.0%	3.0%	2.0%
All students	District	CPI	541	80.4	78.3	79.7	79	-1.4	-0.7
		P+	541	55.0%	49.0%	54.0%	52.0%	-3.0%	-2.0%
	State	CPI	209573	78.3	77.6	78.6	79	0.7	0.4
		P+	209573	52.0%	52.0%	54.0%	53.0%	1.0%	-1.0%

Notes: Median SGPs are not calculated for STE. State figures are provided for comparison purposes only and do not represent the standard that a particular group is expected to meet.

**Table B4: Northbridge Public Schools  
Annual Grade 9-12 Dropout Rates, 2010-2013**

	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
	2010	2011	2012	2013	Percentage Points	Percent	Percentage Points	Percent	
All students	3.7	3.3	1.8	2.0	-1.7	-45.9%	0.2	11.1%	2.2

Notes: The annual dropout rate is calculated by dividing the number of students who drop out over a one-year period by the October 1 grade 9–12 enrollment, multiplied by 100. Dropouts are those students who dropped out of school between July 1 and June 30 of a given year and who did not return to school, graduate, or receive a GED by the following October 1. Dropout rates have been rounded; percent change is based on unrounded numbers.

**Table B5a: Northbridge Public Schools  
Four-Year Cohort Graduation Rates, 2010-2013**

Group	Number Included (2013)	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
		2010	2011	2012	2013	Percentage Points	Percent Change	Percentage Points	Percent Change	
High needs	83	65.1%	64.4%	74.6%	71.1%	6.0	9.2%	-3.5	-4.7%	74.7%
Low income	70	66.7%	61.6%	74.6%	70.0%	3.3	4.9%	-4.6	-6.2%	73.6%
Students w/ disabilities	30	52.2%	62.9%	65.6%	73.3%	21.1	40.4%	7.7	11.7%	67.8%
English language learners & Former ELLs	--	--	--	--	--	--	--	--	--	63.5%
All students	179	82.5%	78.2%	81.2%	83.8%	1.3	1.6%	2.6	3.2%	85.0%

Notes: The four-year cohort graduation rate is calculated by dividing the number of students in a particular cohort who graduate in four years or less by the number of students in the cohort entering their freshman year four years earlier, minus transfers out and plus transfers in. Non-graduates include students still enrolled in high school, students who earned a GED or received a certificate of attainment rather than a diploma, and students who dropped out.

Graduation rates have been rounded; percent change is based on unrounded numbers.

**Table B5b: Northbridge Public Schools  
Five-Year Cohort Graduation Rates, 2009-2012**

Group	Number Included (2012)	School Year Ending				Change 2009-2012		Change 2011-2012		State (2012)
		2009	2010	2011	2012	Percentage Points	Percent Change	Percentage Points	Percent Change	
High needs	71	73.3%	73.0%	69.0%	78.9%	5.6	7.6%	9.9	14.3%	78.9%
Low income	59	70.8%	76.5%	67.1%	79.7%	8.9	12.6%	12.6	18.8%	77.5%
Students w/ disabilities	32	80.0%	56.5%	68.6%	68.8%	-11.2	-14.0%	0.2	0.3%	73.8%
English language learners & Former ELLs	--	--	--	--	--	--	--	--	--	68.5%
All students	138	84.4%	86.9%	80.5%	83.3%	-1.1	-1.3%	2.8	3.5%	87.5%

Notes: The five-year cohort graduation rate is calculated by dividing the number of students in a particular cohort who graduate in five years or less by the number of students in the cohort entering their freshman year five years earlier, minus transfers out and plus transfers in. Non-graduates include students still enrolled in high school, students who earned a GED or received a certificate of attainment rather than a diploma, and students who dropped out.

Graduation rates have been rounded; percent change is based on unrounded numbers. Graduation rates have been rounded; percent change is based on unrounded numbers.

**Table B6: Northbridge Public Schools  
Attendance Rates, 2010-2013**

Group	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
	2010	2011	2012	2013	Percentage Points	Percent Change	Percentage Points	Percent Change	
All students	94.7%	94.6%	95.3%	95.2%	0.5	0.5%	-0.1	-0.1%	94.8%

Notes: The attendance rate is calculated by dividing the total number of days students attended school by the total number of days students were enrolled in a particular school year. A student's attendance rate is counted toward any district the student attended. In addition, district attendance rates included students who were out placed in public collaborative or private alternative schools/programs at public expense. Attendance rates have been rounded; percent change is based on unrounded numbers.

**Table B7: Northbridge Public Schools  
Suspension Rates, 2010-2013**

Group	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
	2010	2011	2012	2013	Percentage Points	Percent Change	Percentage Points	Percent Change	
In-School Suspension Rate	7.3%	6.3%	6.9%	0.2%	-7.1	-97.3%	-6.7	-97.1%	2.2%
Out-of-School Suspension Rate	5.8%	3.8%	4.8%	1.0%	-4.8	-82.8%	-3.8	-79.2%	4.3%

Note: This table reflects information reported by school districts at the end of the school year indicated. Suspension rates have been rounded; percent change is based on unrounded numbers.



**Table B8: Northbridge Public Schools  
Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years 2011–2013**

	FY11		FY12		FY13	
	Estimated	Actual	Estimated	Actual	Estimated	Actual
<b>Expenditures</b>						
From local appropriations for schools:						
By school committee	\$19,375,031	\$19,375,031	\$19,775,031	\$19,803,167	\$20,975,031	\$21,050,036
By municipality	\$9,186,710	\$9,327,889	\$9,767,795	\$23,871,036	\$7,824,705	\$7,749,133
Total from local appropriations	\$28,561,741	\$28,702,920	\$29,542,826	\$43,674,203	\$28,799,736	\$28,999,384
From revolving funds and grants	--	\$4,903,202	--	\$4,412,333	--	\$4,201,666
Total expenditures	--	\$33,606,122	--	\$48,086,536	--	\$33,000,835
<b>Chapter 70 aid to education program</b>						
Chapter 70 state aid*	--	\$13,446,387	--	\$14,034,106	--	\$15,086,281
Required local contribution	--	\$8,329,249	--	\$8,388,993	--	\$8,893,916
Required net school spending**	--	\$21,775,636	--	\$22,423,099	--	\$23,980,197
Actual net school spending	--	\$23,829,934	--	\$24,659,454	--	\$25,834,200
Over/under required (\$)	--	\$2,054,298	--	\$2,236,355	--	\$1,854,003
Over/under required (%)	--	9.4%	--	10.0%	--	7.7

\*Chapter 70 state aid funds are deposited in the local general fund and spent as local appropriations.

\*\*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.

Sources: FY11, FY12 District End-of-Year Reports, Chapter 70 Program information on ESE website

Data retrieved November 15, 2013, and (FY13) May 9, 2014

**Table B9: Northbridge Public Schools  
Expenditures Per In-District Pupil  
Fiscal Years 2010-2013**

<b>Expenditure Category</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Administration	\$382	\$389	\$425	\$368
Instructional leadership (district and school)	\$667	\$661	\$657	\$793
Teachers	\$4,455	\$4,221	\$4,282	\$4,473
Other teaching services	\$572	\$861	\$868	\$970
Professional development	\$151	\$146	\$150	\$112
Instructional materials, equipment and technology	\$260	\$217	\$196	\$236
Guidance, counseling and testing services	\$228	\$209	\$269	\$275
Pupil services	\$1,044	\$917	\$952	\$903
Operations and maintenance	\$1,024	\$1,093	\$947	\$959
Insurance, retirement and other fixed costs	\$1,853	\$1,952	\$2,073	\$2,149
Total expenditures per in-district pupil	\$10,636	\$10,666	\$10,819	\$11,263

Sources: [Per-pupil expenditure reports on ESE website](#)

Note: Any discrepancy between expenditures and total is because of rounding.

## Appendix C: Instructional Inventory

Learning Environment	Evidence by Grade Span				Evidence Overall			
	Grade Span	None	Partial	Clear & Consistent		None	Partial	Clear & Consistent
		(0)	(1)	(2)		(0)	(1)	(2)
1. Tone of interactions between teacher and students and among students is positive and respectful.	ES	0	0	21	#	0	2	45
	MS	0	0	11	%	0%	4%	96%
	HS	0	2	13	---	---	---	---
2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.	ES	0	0	21	#	1	1	45
	MS	0	0	11	%	2%	2%	96%
	HS	1	1	13	---	---	---	---
3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.	ES	0	0	21	#	0	1	46
	MS	0	0	11	%	0%	2%	98%
	HS	0	1	14	---	---	---	---
4. Classroom rituals and routines promote transitions with minimal loss of instructional time	ES	0	1	20	#	3	3	41
	MS	3	0	8	%	6%	6%	87%
	HS	0	2	13	---	---	---	---
5. Multiple resources are available to meet all students' diverse learning needs.	ES	7	2	12	#	19	4	24
	MS	6	0	5	%	40%	9%	51%
	HS	6	2	7	---	---	---	---

(Please see next page)

Teaching	Evidence by Grade Span				Evidence Overall			
	Grade Span	None	Partial	Clear & Consistent		None	Partial	Clear & Consistent
		(0)	(1)	(2)		(0)	(1)	(2)
<b>6.</b> The teacher demonstrates knowledge of subject and content.	<b>ES</b>	0	2	19	<b>#</b>	1	4	42
	<b>MS</b>	1	0	10	<b>%</b>	2%	9%	89%
	<b>HS</b>	0	2	13	---			
<b>7.</b> The teacher plans and implements a lesson that reflects rigor and high expectations.	<b>ES</b>	4	5	12	<b>#</b>	12	12	23
	<b>MS</b>	5	4	2	<b>%</b>	26%	26%	49%
	<b>HS</b>	3	3	9	---	---	---	---
<b>8.</b> The teacher communicates clear learning objective(s) aligned to 2011 Massachusetts Curriculum Frameworks. SEI/language objective(s) are included when applicable.	<b>ES</b>	8	3	10	<b>#</b>	20	5	22
	<b>MS</b>	5	0	6	<b>%</b>	43%	11%	47%
	<b>HS</b>	7	2	6	---	---	---	---
<b>9.</b> The teacher uses appropriate instructional strategies well matched to learning objective(s) and content.	<b>ES</b>	7	3	11	<b>#</b>	13	5	29
	<b>MS</b>	2	0	9	<b>%</b>	28%	11%	62%
	<b>HS</b>	4	2	9	---	---	---	---
<b>10.</b> The teacher uses appropriate modifications for English language learners and students with disabilities such as explicit language objective(s); direct instruction in vocabulary; presentation of content at multiple levels of complexity; and, differentiation of content, process, and/or products.	<b>ES</b>	9	4	8	<b>#</b>	32	6	9
	<b>MS</b>	10	0	1	<b>%</b>	68%	13%	19%
	<b>HS</b>	13	2	0	---	---	---	---
<b>11.</b> The teacher provides multiple opportunities for students to engage in higher order thinking such as use of inquiry, exploration, application, analysis, synthesis, and/or evaluation of knowledge or concepts (Bloom's Taxonomy).	<b>ES</b>	7	6	8	<b>#</b>	18	9	20
	<b>MS</b>	6	1	4	<b>%</b>	38%	19%	43%
	<b>HS</b>	5	2	8	---	---	---	---

(Please see next page)

Teaching (continued)	Evidence by Grade Span				Evidence Overall			
	Grade Span	None	Partial	Clear & Consistent		None	Partial	Clear & Consistent
		(0)	(1)	(2)		(0)	(1)	(2)
<b>12.</b> The teacher uses questioning techniques that require thoughtful responses that demonstrate understanding.	<b>ES</b>	7	3	11	<b>#</b>	11	6	30
	<b>MS</b>	3	0	8	<b>%</b>	23%	13%	64%
	<b>HS</b>	1	3	11	---			
<b>13.</b> The teacher implements teaching strategies that promote a learning environment where students can take risks--- for instance, where they can make predictions, make judgments and investigate.	<b>ES</b>	5	5	11	<b>#</b>	13	7	27
	<b>MS</b>	5	0	6	<b>%</b>	28%	15%	57%
	<b>HS</b>	3	2	10	---	---	---	---
<b>14.</b> The teacher paces the lesson to match content and meet students' learning needs.	<b>ES</b>	2	4	15	<b>#</b>	10	6	31
	<b>MS</b>	4	0	7	<b>%</b>	21%	13%	66%
	<b>HS</b>	4	2	9	---	---	---	---
<b>15.</b> The teacher conducts frequent formative assessments to check for understanding and inform instruction.	<b>ES</b>	6	6	9	<b>#</b>	13	10	24
	<b>MS</b>	5	0	6	<b>%</b>	28%	21%	51%
	<b>HS</b>	2	4	9	---	---	---	---
<b>16.</b> The teacher makes use of available technology to support instruction and enhance learning.	<b>ES</b>	12	2	6	<b>#</b>	23	4	18
	<b>MS</b>	5	0	5	<b>%</b>	51%	9%	40%
	<b>HS</b>	6	2	7	---	---	---	---

(Please see next page)

Learning	Evidence by Grade Span				Evidence Overall			
	Grade Span	None	Partial	Clear & Consistent		None	Partial	Clear & Consistent
		(0)	(1)	(2)		(0)	(1)	(2)
<b>17.</b> Students are engaged in challenging academic tasks.	<b>ES</b>	3	8	10	<b>#</b>	11	14	22
	<b>MS</b>	4	4	3	<b>%</b>	235	30%	47%
	<b>HS</b>	4	2	9	---	---	---	---
<b>18.</b> Students articulate their thinking orally or in writing.	<b>ES</b>	4	6	10	<b>#</b>	8	9	29
	<b>MS</b>	4	0	7	<b>%</b>	17%	20%	63%
	<b>HS</b>	0	3	12	---			
<b>19.</b> Students inquire, explore, apply, analyze, synthesize and/or evaluate knowledge or concepts (Bloom's Taxonomy).	<b>ES</b>	6	7	8	<b>#</b>	15	10	22
	<b>MS</b>	6	0	5	<b>%</b>	32%	21%	47%
	<b>HS</b>	3	3	9	---	---	---	---
<b>20.</b> Students elaborate about content and ideas when responding to questions.	<b>ES</b>	9	3	9	<b>#</b>	23	5	19
	<b>MS</b>	8	0	3	<b>%</b>	49%	11%	40%
	<b>HS</b>	6	2	7	---	---	---	---
<b>21.</b> Students make connections to prior knowledge, or real world experiences, or can apply knowledge and understanding to other subjects.	<b>ES</b>	5	5	11	<b>#</b>	16	10	21
	<b>MS</b>	7	1	3	<b>%</b>	34%	21%	45%
	<b>HS</b>	4	4	7	---	---	---	---
<b>22.</b> Students use technology as a tool for learning and/or understanding.	<b>ES</b>	16	0	5	<b>#</b>	39	0	8
	<b>MS</b>	11	0	0	<b>%</b>	83%	0%	17%
	<b>HS</b>	12	0	3	---	---	---	---
<b>23.</b> Students assume responsibility for their own learning whether individually, in pairs, or in groups.	<b>ES</b>	2	0	15	<b>#</b>	4	7	36
	<b>MS</b>	0	0	11	<b>%</b>	9%	15%	77%
	<b>HS</b>	2	3	10	---	---	---	---
<b>24.</b> Student work demonstrates high quality and can serve as exemplars.	<b>ES</b>	15	3	3	<b>#</b>	31	3	13
	<b>MS</b>	8	0	3	<b>%</b>	66%	6%	28%
	<b>HS</b>	8	0	7	---	---	---	---