

Mansfield Board of Education Meeting

March 10, 2016

Council Chambers 7:30 p.m.

Board Members: Randy Walikonis, Chair, Jay Rueckl, Vice-Chair; Martha Kelly, Secretary, Susannah Everett, John Fratiello, Sarah Lacombe, Katherine Paulhus, Carrie Silver-Bernstein, Kathy Ward

Agenda

CALL TO ORDER

APPROVAL OF MINUTES

February 11, 2016 (M) (P. 1)

HEARING FOR VISITORS

COMMUNICATIONS (P. 3)

ADDITIONS TO THE PRESENT AGENDA

BOARD REPORTS: Personnel Committee

INFORMATION, PRESENTATIONS, AND ACTIONS

- April 14, 2016 Meeting
- Board Goals (P. 23)
- March 24, 2016 Professional Development Day
- Liberty Bank Early Literacy Grant (P. 25)
- Region 19 High School Plans
- Connecticut State Department of Education Next Generation Accountability System (P. 31)

NEW BUSINESS (If needed)

HEARING FOR VISITORS

SUGGESTIONS FOR FUTURE AGENDA ITEMS

EXECUTIVE SESSION to discuss a personnel matter related to possible administrator retirement and related contractual provision.

Possible action on waiver of notice of provision of retirement benefit.

ADJOURNMENT

Robert's Rules of Order General Guidelines

As outlined in the MBOE By-Laws, Robert's Rules of Order shall govern the proceedings of the Board unless otherwise provided by the by-laws. Following are some general guidelines from Robert's Rules and the By-Laws that should be followed to ensure efficient meetings and the rights of all members, aid decision-making and allow all to be heard.

1. During any discussion, a member must be recognized by the Chair before speaking.
2. A member will not be allowed to speak a second time until all other members wishing to speak have been allowed to do so.
3. Members should refrain from speaking a second time unless they have a new point to make or need to respond to new information.
4. As a general rule during discussion, comments should be directed through the Chair to the whole Board, rather than to other or individual members. All discussion is with the Board as a whole. Questions of the Superintendent or other non-BOE members making presentations should be directed to that individual.
5. Private conversations can be distracting to those speaking and should be limited.
6. During discussion, the Chair should try to provide equal time to those in favor or against a given topic or motion.
7. A majority is more than half of the votes cast, not a majority of the Board. For example: if only 7 members choose to vote, and the result is 4-3 in favor, the motion is adopted. Members who abstain are "refraining from voting".
8. If discussion on a *motion* is lasting a long time, any member can "move the previous question" or "call the question". They must be recognized by the Chair in order to do so. This is not debatable, and a two-thirds vote is required to pass. If two-thirds vote in favor of ending debate, the Board ends all discussion on a motion and then moves to an immediate vote on that motion.
9. Committee reports that recommend action should be submitted in writing. This allows for clear understanding of recommendations.

Mansfield Public Schools: Board of Education Goals

- I. Engage, motivate and support each student to become confident and successful learners through differentiated instruction and holistic support. Monitor student progress to ensure growth.
 - A. Improve the mathematics, reading, science and writing skills of each student to support college and career readiness.
 - B. Align our current Language Arts/Reading, Science and Mathematics curriculum with the Common Core State Standards (CCSS).
 - C. Promote the cognitive, social, and emotional development of each student while cultivating character and fostering civic engagement.
 - D. Support the full breadth of the district's programs, foster environmental awareness and sustainability, systematically review program offerings, and explore other programs.
 - E. Provide a positive school climate through constructive behavior support systems to ensure student safety, health, physical and emotional well-being.
 - F. Promote the engagement and participation of parents/guardians in the education of their children.
 - G. Integrate relevant technology into the instructional program to enhance student learning of subject matter, technology and its use.
 - H. Help connect students and families with community support services.
 - I. Ensure student transitions are supportive and successful.
 - J. Acknowledge student achievements.
- II. Attract, support and retain qualified, motivated and diverse professional staff by fostering positive, professional learning communities.
 - A. Foster a climate of mutual respect and regularly recognize staff leadership, effort and success.
 - B. Maintain superior educational programs, adjusting staff levels and resources as required.
 - C. Support administrative leadership to maintain and surpass current levels of student achievement.
 - D. Implement, with input and collaboration from certified staff, an effective professional development and evaluation program that supports the growth and confidence of our students and promotes staff success.
 - E. Seek input from staff regarding important issues affecting the district.
- III. Monitor the district's quality of facilities, sufficiency of space, level of security, adequacy of maintenance and efficiency of student transportation.
 - A. Communicate quarterly with Town Council about ongoing needs for infrastructure, security and technology.
 - B. In collaboration with the Town Council, develop and implement a long-term plan, supported by voters, to address prek-8 building needs.
 - C. Implement school security and technology improvements as approved by the Board.
- IV. Increase the effectiveness of the Board of Education.
 - A. Provide Board members with appropriate professional development opportunities to promote effectiveness.
 - B. Encourage communication and collaboration between the Board and our community.
 - C. Collaborate with community members and organizations – including E. O. Smith High School's Region 19 Board -- to support the district's students.
 - D. Review prekindergarten educational opportunities for Mansfield children.
 - E. Evaluate the Board's goal-setting process.
- V. Plan for long-term fiscal sustainability.
 - A. Meet periodically with our state legislators to advocate for continued Education Cost Sharing; develop a plan to address changes to current funding level.
 - B. Continue to explore partnerships with other groups to maximize program effectiveness while containing costs.
 - C. Investigate alternative revenue, including public and private funding sources and grant opportunities.
 - D. Continue to educate ourselves and the public about long-term financial ramifications of balancing Board goals and priorities.
 - E. Improve the readability of our budget.

DRAFT

Mansfield Board of Education

February 11, 2016

Minutes

Attendees: Randy Walikonis, Chair, Jay Rueckl, Vice Chair, Martha Kelly, Secretary, Susannah Everett, John Fratiello, Sarah Lacombe, Katherine Paulhus, Carrie Silver-Bernstein, Kathy Ward

The meeting was called to order at 7:34pm by Mr. Walikonis.

APPROVAL OF MINUTES

Motion by Ms. Everett, seconded by Ms. Ward, to approve the minutes of the January 21, 2016 meeting. Vote: Unanimous in favor.

Motion by Mr. Fratiello, seconded by Ms. Everett, to approve the minutes of the January 28, 2016 workshop. Vote: Unanimous in favor with Mrs. Lacombe and Mrs. Paulhus.

Motion by Mr. Fratiello, seconded by Mr. Rueckl, to approve the minutes of the February 4, 2016 workshop. Vote: Unanimous in favor.

HEARING FOR VISITORS:

Ryley Zawodniak, MMS teacher, spoke regarding budget, class size, and grade 5 position.

Sherry Andrews, MMS teacher, spoke regarding grade 5 position, class size.

Carrie Holman, MMS teacher and MEA Co-President, spoke regarding budget, teacher leaders, and class size.

Doug Perkins, resident and MMS teacher: spoke regarding MMS Library and .5 library specialist position.

Julie Hodgson, resident and MMS teacher, spoke regarding class size.

Ric Hossack, resident, spoke regarding budget and attorney contract,

David Freudmann, resident, spoke regarding budget and per pupil cost.

Dan Blanchard, resident, spoke regarding class size and .5 library specialist position.

COMMUNICATIONS: Letters received from Jonathan Sgro, Laura Hilton, Elyse Poller, Kimberly and Richard Christenson, and Rachel Leclerc.

Mr. Walikonis thanked Doug and Annie Perkins for the success of the Robotics Tournament at MMS.

ADDITIONS TO THE PRESENT AGENDA: Motion by Mr. Rueckl, seconded by Mrs. Paulhus, to add bus contract discussion to the agenda. Vote: Unanimous in favor.

BOARD REPORTS:

Finance Committee: Mr. Walikonis reported the Finance Committee met prior to this meeting to review the 2nd quarter Financial Report. The Committee asks the Board to accept the report in the Consent Agenda.

Personnel Committee: Mrs. Lacombe reported the Personnel Committee is beginning negotiations with UPSEU (custodians, food service, and maintainers).

INFORMATION, PRESENTATIONS, AND ACTIONS:

- 2016-2017 Budget Review and Adoption: Motion by Mr. Rueckl, seconded by Mr. Fratiello, to adopt the proposed budget for 2016-2017. Mr. Walikonis asked Mrs. Lyman for an update. Mrs. Lyman proposed to
 - Reduce the budget by \$37,000 due to miscalculation of library position.
 - Reduce by one teacher reorganization of special education department due to resignation of one special education teacher, add one paraeducator for a net savings of \$64,640.
 - Reduce medical insurance fund balance by \$30,000
 - Total reduction would be \$131,640

Motion by Mr. Rueckl, seconded by Ms. Silver-Bernstein, to amend the proposed budget by reducing the library salary line by \$37,000, reduce certified salaries and benefits by \$96,070, increase special education paraeducator salary and benefits by \$31,430, and reduce medical insurance line by \$30,000, Total reduction: \$131,640. Vote: Unanimous in favor

Motion by Mr. Fratiello, seconded by Mrs. Kelly, amend the budget by reducing \$98,860. Discussion by Board members followed. Vote: Mr. Fratiello, Mrs. Kelly, and Mrs. Paulhus in favor. Ms. Silver-

Bernstein, Ms. Ward, Mr. Walikonis, Mr. Rueckl, Mrs. Lacombe, and Ms. Everett opposed. Motion Failed

Vote: to adopt the 2016-2017 Budget at \$22,980,500 (4.35%) as proposed by the Superintendent with the adopted amendment. Vote: Mr. Fratiello, Ms. Everett, Mrs. Lacombe, Mr. Rueckl, Mr. Walikonis, Mrs. Paulhus, Ms. Ward, and Ms. Silver-Bernstein in favor. Mrs. Kelly opposed. Motion passed.

NEW BUSINESS: Discussion of bus contract: Mrs. Lyman reported two companies bid on the contract with one being lower. Motion by Mr. Rueckl, seconded by Mrs. Lacombe, the Mansfield Board of Education authorizes the Superintendent to finalize and enter into a contract for transportation. Vote: Unanimous in favor.

CONSENT AGENDA: Motion by Mrs. Paulhus, seconded by Ms. Everett, that the following item for the Board of Education February 11, 2016 meeting be approved. Vote: Unanimous in favor.
That the Mansfield Board of Education accepts the 2015-2016 2nd Quarter Financial Report.

HEARING FOR VISITORS: None

SUGGESTIONS FOR FUTURE AGENDA ITEMS: Mrs. Paulhus would like discussion on creating a history of Board decisions that are not motions.

ADJOURNMENT: Motion by Mrs. Paulhus, seconded by Mrs. Kelly, to adjourn at 9:35pm.
Vote: Unanimous in favor.

Celeste Griffin, Board Clerk

Celeste N. Griffin

From: Jason Courtmanche <jason.courtmanche@gmail.com>
Sent: Thursday, February 11, 2016 8:17 PM
To: MBOE_BOE; mboesupt
Subject: BOE meeting 02-11-16
Attachments: pb_-_class_size.pdf

Dear Board members and Superintendent Lyman,

I was unable to attend tonight's meeting. I had a meeting on campus that went late; I just got home. But I wanted to comment on the proposals made by Ms. Lyman for added teachers, specifically the addition of a fifth grade teacher and a .2 position in Spanish. I commented last week on the need for particularly the fifth grade position to bring class sizes down and to allow the two enrichment teachers to return to their primary teaching duties.

I wanted to rebut comments made by two other residents in opposition to small class sizes, and to offer some reason and research to support my rebuttal.

Two residents asserted their belief that class size does not matter, and as evidence offered up the fact that they had had large classes in their youth and yet had attained Master's degrees, both in engineering. I would point out that these two anecdotal pieces of evidence amount to an n of 2, and are therefore so statistically insignificant as to be useless. Furthermore, both men reported that they are currently retired, which suggests that they were in the fifth grade more than a half century ago. I would contend that they, in fact, have no idea what their class size was in, say, 1960. Lastly, even if we grant that their class sizes were large, their personal success has no bearing on the issue, as we have no idea what the success of the other students was from those classes.

One of the two men also suggested that the research on class size offered to the BOE by professors of education from Neag should be discredited because it was self-serving--that their demand for small class sizes was made merely to guarantee jobs for their students. This assertion I have to assume was made in frustration and was hyperbolic, because otherwise this is a claim of ethical misconduct on a grand scale.

Lastly, I would like to share a report from February of 2014 made by the National Education Policy Center at the University of Colorado Boulder. This report is the most comprehensive review of the research on class size ever made. The attachment is a public brief. I am also providing links to the National Council of Teachers of English's response to this report, and to a review of this report made by Valerie Strauss of the Washington Post, who is the leading education journalist in the country.

In short, the report recommends class sizes of between 15 and 20 students for all grade levels, with the smallest classes coming in the youngest grades. At 18 or 19 students per class in fifth grade, we are approaching maximum class size for high school classes, not to mention diminishing our enrichment program by pulling teachers for coverage.

Thank you for your time. I hope to make it to the next meeting.

Respectfully,

Jason Courtmanche

<https://www.washingtonpost.com/news/answer-sheet/wp/2014/02/24/class-size-matters-a-lot-research-shows/>

<http://www.ncte.org/positions/statements/why-class-size-matters>



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NATIONAL EDUCATION
POLICY CENTER

DOES CLASS SIZE MATTER?

Diane Whitmore Schanzenbach

Northwestern University

February 2014

National Education Policy Center

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DOES CLASS SIZE MATTER?

By Diane Whitmore Schanzenbach, Northwestern University

Executive Summary

Public education has undergone major reforms in the last 30 years with the rise in high-stakes testing, accountability, and charter schools, as well as the current shift toward Common Core Standards. In the midst of these reforms, some policymakers have argued that class size does not matter. This opinion has a popular proponent in Malcolm Gladwell, who uses small class size as an example of a “thing we are convinced is such a big advantage [but] might not be such an advantage at all.”

These critics are mistaken. Class size matters. Research supports the common-sense notion that children learn more and teachers are more effective in smaller classes.

This policy brief summarizes the academic literature on the impact of class size and finds that class size is an important determinant of a variety of student outcomes, ranging from test scores to broader life outcomes. Smaller classes are particularly effective at raising achievement levels of low-income and minority children.

Considering the body of research as a whole, the following policy recommendations emerge:

- Class size is an important determinant of student outcomes, and one that can be directly determined by policy. All else being equal, increasing class sizes will harm student outcomes.
- The evidence suggests that increasing class size will harm not only children’s test scores in the short run, but also their long-run human capital formation. Money saved today by increasing class sizes will result in more substantial social and educational costs in the future.
- The payoff from class-size reduction is greater for low-income and minority children, while any increases in class size will likely be most harmful to these populations.
- Policymakers should carefully weigh the efficacy of class-size policy against other potential uses of funds. While lower class size has a demonstrable cost, it may prove the more cost-effective policy overall.

DOES CLASS SIZE MATTER?

Introduction

Public education has undergone major reforms in the last 30 years with the rise in high-stakes testing, accountability, and charter schools, as well as the current shift toward Common Core Standards. The availability of new datasets that follow large numbers of students into the workforce has allowed researchers to estimate the lifetime impact of being taught by teachers who increase students' standardized test scores.¹ In the midst of these new reforms and policy concerns, some have argued that class size does not matter. This opinion has a popular proponent in Malcolm Gladwell, who uses small class size as an example of a "thing we are convinced is such a big advantage [but] might not be such an advantage at all."

The critics are mistaken. Class size matters. Class size is one of the most-studied education policies, and an extremely rigorous body of research demonstrates the importance of class size in positively influencing student achievement. This policy brief first reviews the research on class size. Special attention is given to the literatures in economics and related fields that use designs aimed at disentangling causation from correlation. It then documents the recent rise in class size and considers how to compare the effects of class-size reduction with other commonly discussed policy alternatives.

Review of research

Research shows that students in the early grades perform better in small classes. This is especially the case for students who come from disadvantaged backgrounds, who experience even larger performance gains than average students when enrolled in smaller classes. Small class sizes enable teachers to be more effective, and research has shown that children who attend small classes in the early grades continue to benefit over their entire lifetime.²

The importance of research design

Isolating the causal impact of policies such as class-size reduction is critical, but challenging, for researchers. Sometimes people will argue based on less sophisticated analyses that class size does not matter. Simple correlational arguments may be misleading, though. Since variation in class size is driven by a host of influences, the simple correlation between class size and outcomes is confounded by other factors. Perhaps the most common misinterpretation is caused by low-achieving or special needs students being systematically assigned to smaller classes. In these cases, a simple correlation would find class size is *negatively* associated with achievement, but such a

finding could not be validly generalized to conclude that class size does not matter or that smaller classes are harmful. Instead, because class size itself is correlated with other variables that also have an impact on achievement, such as students' special needs status, the estimated relationship between class size and outcomes would be severely biased.

The academic research has many examples of poor-quality studies that fail to isolate the causal impact of class size, most of them written and published prior to the so-called "credibility revolution" in economics.³ Eric Hanushek has surveyed much of the early research on class size, as well as other educational inputs such as per-pupil spending, in a

Importantly, small classes have been found to have positive impacts not only on test scores during the duration of the class-size reduction experiment, but also on life outcomes in the years after the experiment ended.

pair of older but influential articles from 1986 and 1997, which have been revived in Gladwell's popularized book.⁴ Based on these surveys, he concluded at the time that "there is not a strong or consistent relationship between student performance and school resources" such as class size or spending. In a thorough re-analysis of Hanushek's literature summary, Krueger demonstrates that this conclusion relies on a faulty summary of the data. In particular, Hanushek's summary is based on 277 estimates drawn from 59 studies, but while more estimates are drawn from some studies than others, each estimate is weighted equally. As a result, Hanushek's literature summary places a disproportionate weight on studies that analyzed smaller subsets of data. Krueger argues that since studies, not individual estimates, are what are accepted for publication, weighting by study is more appropriate than weighting by the number of estimates. When Krueger re-analyzed the data giving each study equal weight, he found that there is indeed a systematic positive relationship between school resources and student performance in the literature surveyed by Hanushek.

More troubling, many of the studies included in the survey employed research designs that would not allow researchers to isolate causal effects. For example, one-third of the studies ignored the relationship between different measures of school inputs, and held constant per-pupil spending while studying the "impact" of class size. Because smaller classes cannot be had without increased spending on teachers, it is inappropriate to include spending as a control variable and effectively hold spending constant when investigating class size. The resulting estimate does not provide insight about the impact of reducing class size, but instead estimates a convoluted value that is something like the impact of reducing class size while simultaneously paying teachers less, which is unrealistic.⁵ Such evidence does not reflect the impact of class size and should not be used to inform policy.⁶ Nonetheless, in his 2013 book *David and Goliath*, Malcolm Gladwell uncritically cites the Hanushek literature summary and its argument that the class size literature is inconclusive.⁷ As demonstrated below, well-designed studies generally—with a few notable exceptions—find strong class-size impacts.

The modern research paradigm strongly prefers the use of research designs that can credibly isolate the cause-and-effect relationship between inputs and outcomes. Scholars generally agree that true randomized experiments, such as the Project STAR class-size experiment described below, are the “gold standard” for isolating causal impacts. When an experiment is not available, researchers are sometimes able to employ other techniques that mimic experiments—termed “quasi-experiments” in the literature—that can better infer causality.

In implementing a quasi-experimental study, there must be some sort of variation in class size that is random or nearly random. Such variation is hard to come by, and in many cases there is no way for researchers to isolate the impact of class size. Thus, some of the older and better-designed studies inform the policy debate more accurately than newer studies that employ less sophisticated and simpler correlational designs.

Evidence from Tennessee’s STAR randomized experiment

The best evidence on the impact of reducing class sizes comes from Tennessee’s Student Teacher Achievement Ratio (STAR) experiment.⁸ A randomized experiment is generally considered to be the gold standard of social science research. In STAR, over 11,500 students and 1,300 teachers in 79 Tennessee elementary schools were randomly assigned to small or regular-sized classes from 1985-89. The students were in the experiment from kindergarten through third grades. Because the STAR experiment employed random assignment, any differences in outcomes can be attributed with great confidence to being assigned to a smaller class. In other words, students were not more or less likely to be assigned to small classes based on achievement levels, socio-economic background, or more difficult-to-measure characteristics such as parental involvement.⁹

The results from STAR are unequivocal. Students’ achievement on math and reading standardized tests improved by about 0.15 to 0.20 standard deviations (or 5 percentile rank points) from being assigned to a small class of 13-17 students instead of a regular-sized class of 22-25 students.¹⁰ When the results were disaggregated by race, black students showed greater gains from being assigned to a small class, suggesting that reducing class size might be an effective strategy to reduce the black-white achievement gap.¹¹ Small-class benefits in STAR were also larger for students from low socio-economic-status families, as measured by eligibility for the free- or reduced-priced lunch program.

A follow-up study of the most effective teachers in STAR found that teachers used a variety of strategies to promote learning and that small classes allowed them to be more effective in employing these strategies. For example, they closely monitored the progress of student learning in their classes, were able to re-teach using alternative strategies when children did not learn a concept, had excellent organizational skills, and maintained superior personal interactions with their students.¹²

Importantly, small classes have been found to have positive impacts not only on test scores during the duration of the class-size reduction experiment, but also on life outcomes in the years after the experiment ended. Students who were originally assigned to small classes

did better than their school-mates who were assigned to regular-sized classes across a variety of outcomes, including juvenile criminal behavior, teen pregnancy, high school graduation, college enrollment and completion, quality of college attended, savings behavior, marriage rates, residential location and homeownership.¹³

Most other quasi-experimental evidence is consistent with STAR

True randomized experiments such as Tennessee's random assignment of students across an entire state to experimental and control groups are quite rare. Therefore, researchers must also look for quasi-experimental approaches that allow isolation of the causal impact of class-size reduction. Other high-quality studies that isolate the effect of small class size in elementary school on student outcomes generally show results similar to those found in STAR.

For example, a quasi-experimental approach was used to evaluate Wisconsin's targeted class-size reduction program. In the Student Achievement Guarantee in Education (SAGE) program, high-poverty school districts could apply to implement a pupil-teacher ratio of 15-to-1 in grades K-3.¹⁴ While most participating schools reduced class sizes, some schools chose to attain the target pupil-teacher ratio by using two-teacher teams in classes of 30 students. Test scores of first-grade students in SAGE schools were higher in math, reading, and language arts compared with the scores of those in selected comparison schools in the same districts with average pupil-teacher ratios of 22.4 to 24.5. Attending small classes improved student achievement by approximately 0.2 standard deviations.¹⁵

The most famous quasi-experimental approach to studying class-size reduction comes from Angrist and Lavy's use of a strict maximum-class-size rule in Israel and a regression discontinuity (RD) approach.¹⁶ In Israel, there is a strict maximum class size of 40 students. As a result, class size drops dramatically when enrollment in a grade in a school approaches the point when the rule requires the school to add a new classroom—i.e., when enrollment tips above a multiple of 40. For example, if a grade has 80 students, then a school could offer as few as 2 classrooms, with the maximum allowable class size of 40 students in each. If a grade has 81 students, however, the school is required to offer at least 3 classrooms, and consequently the maximum average class size falls to 27 students. In practice, some schools add an additional classroom prior to hitting the 40-student cap. Nonetheless the maximum-class-size rule is a good predictor of actual class sizes and can be used in an instrumental-variables research design to isolate the causal impact of class size on student achievement. Using the variation in narrow bands around enrollment sizes that are multiples of 40 students, Angrist and Lavy find strong improvements overall in both math and reading scores, of a magnitude nearly identical to that of Project STAR's experimental results. Consistent with the STAR results, they also find larger improvements among disadvantaged students.

Several subsequent papers have identified the impact of smaller class sizes using maximum class-size rules in other international settings.¹⁷ (Note that quasi-experimental approaches tend to require large datasets and data spanning a large number of years. Such datasets are more likely to derive from settings outside the United States.) Most recently,

Fredriksson *et al.* evaluated the long-term impact of class size using data from students in Sweden between ages 10 and 13 who were facing a maximum-class-size rule of 30 students.¹⁸ At age 13, students in smaller classes had higher cognitive and non-cognitive skills, such as effort, motivation and self-confidence. In adulthood (between ages 27 and 42), those who had been in smaller classes had higher levels of completed education, wages, and earnings. Urquiola used a similar regression discontinuity approach in Bolivia and found that a one standard-deviation reduction in class size (about 8 students in his data) improves test score performance by 0.2 to 0.3 standard deviations.¹⁹ Browning and Heinesen derive similar results from data from Denmark, even though the average class size is much smaller in their study (20 pupils per classroom, compared with 31 students in Angrist and Lavy's Israeli data).²⁰

A different quasi-experimental approach is to use variation in enrollment driven by small variations in cohort sizes across different years. Hoxby takes this approach using data from the state of Connecticut, finding no statistically significant positive effect of smaller class size.²¹ One drawback of the Connecticut study is that test scores are only measured in the fall, so the impact of the prior year's class size may be somewhat mitigated by the time spent away from school in the summer. The discrepancy between Hoxby's Connecticut results and those of other studies that also use research designs capable of uncovering causal relationships is an unresolved puzzle. Despite the overwhelming pattern in the literature of positive class-size impacts, Malcolm Gladwell, intent on supporting his point about what he calls the "theory of desirable difficulty," described only the Hoxby results in his description of research on class size in his recent book.²²

Results from statewide class-size-reduction policies

Based in part on the research evidence on the impact of class-size reduction, several U.S. states, including California, Texas and Florida, have implemented class-size caps. The most widely studied of these policies is the 1996 California law that gave strong monetary incentives to schools to reduce class size in grades K-3 to 20 or fewer students. Sometimes when a new policy is introduced it is phased in slowly across locations, which gives researchers the opportunity to compare outcomes in schools that have adopted the policy with those that have not yet done so. In California, however, the policy was nearly universally adopted within a short period of time, so there was very little opportunity to compare early implementers with later implementers. Furthermore, test scores are only available starting in grade 4, so any evaluation of the policy is forced to use test scores from later than the year in which the reduced class size was experienced. Although there were positive impacts on achievement due to class-size reductions on the order of 0.05 to 0.10 standard deviations, these impacts may have been offset because many inexperienced teachers had to be hired to staff the new classrooms, reducing average teacher quality.²³

Why are small classes more effective?

The mechanisms at work linking small classes to higher achievement include a mixture of higher levels of student engagement, increased time on task, and the opportunity small

classes provide for high-quality teachers to better tailor their instruction to the students in the class. For example, observations of STAR classrooms found that in small classes students spent more time on task, and teachers spent more time on instruction and less on classroom management.²⁴ Similar results have been found in other settings.²⁵ However, qualitative research from the pupil-teacher ratio reduction in Wisconsin's SAGE program indicates that such beneficial adaptations in teachers' practices will not necessarily occur. It is important to provide professional-development support to instruct teachers on how to adapt their teaching practices to smaller classes.²⁶

In addition, small classes may have a positive impact on student "engagement behaviors," which include the amount of effort put forth, initiative taken, and participation by a student. Not surprisingly, these characteristics have been shown to be important to classroom learning. Finn finds that students who were in small classes in STAR continued to have higher engagement ratings in subsequent grades.²⁷

It is sometimes argued that class size only matters for inexperienced or low-quality teachers because more effective teachers are better able to adapt their teaching styles to accommodate larger classrooms. The evidence suggests that the opposite is true. In STAR, the positive impacts of small classes were found to be larger for experienced teachers.²⁸ Experienced teachers are better able to take advantage of smaller class sizes to make pedagogical changes.

What does the evidence say about how small is small enough?

The best evidence on class-size reduction is from the STAR experiment, which estimated substantial positive impacts from class-size reduction from an average of 22 to an average of 15. In fact, the class sizes targeted in STAR were informed by influential work by Glass and Smith that found strong impacts from class sizes below 20.²⁹ Based on this, some researchers conclude that the evidence supports better outcomes only if classes are below some threshold number such as 15 or 20. Sometimes the argument is extended to suggest that reducing class size is not effective unless classes are reduced to within this range. The broader pattern in the literature finds positive impacts from class-size reductions using variation across a wider range of class sizes, including class-size reductions mandated by maximum class-size rules set at 30 (Sweden) or 40 (Israel). In fact, the per-pupil impact is reasonably stable across class-size reductions of different sizes and from different baseline class sizes. For example, when scaled by a 7-student class-size reduction as in the Tennessee experiment, the Israeli results imply a 0.18 standard deviation increase in math scores, which is nearly identical to the Tennessee results.³⁰ The weight of the evidence suggests that class-size impacts might be more or less linear across the range of class sizes observed in the literature—that is, from roughly 15 to 40 students per class. It would be inappropriate to extrapolate outside of this range (as is done in the Gladwell book).

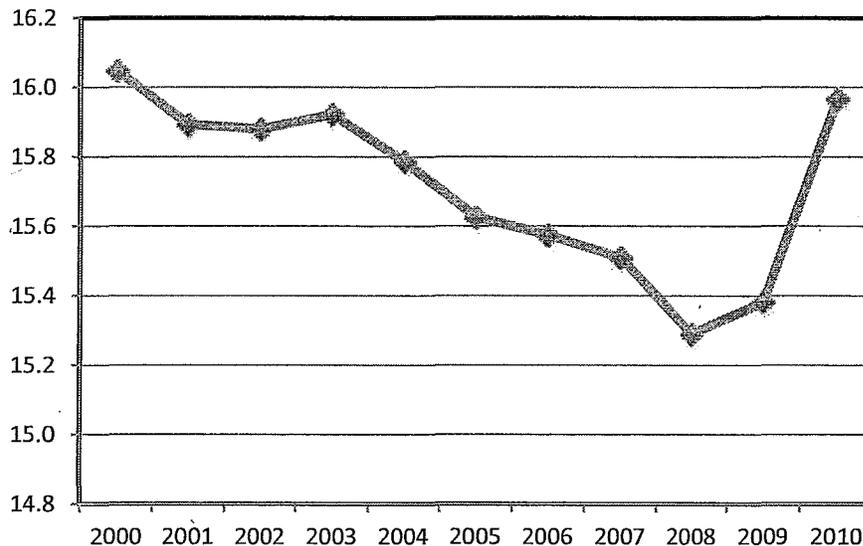
Do small classes matter in later grades?

Most of the high-quality evidence on class-size reduction is based on studies of the early grades. The available high-quality evidence on the impact of class size on outcomes in

older grades is more limited, and more research in this area is needed. A notable exception is Dee and West, who estimate class-size effects using variation in class sizes experienced by students across classes in different subjects, and by students taking classes from the same teachers in different class periods. The study finds that smaller class sizes in eighth grade have a positive impact on test scores and measures of student engagement, and finds some evidence that these impacts are larger in urban schools.³¹

Recent Developments

Student-teacher ratios in public schools fell steadily over the past 40 years until recently. Between 2008 and 2010, however, the student-teacher ratio increased by 5%, from 15.3 to 16.0 (see Figure 1). Note that actual class sizes are typically larger than student-teacher ratios, because these ratios include special teachers who are not included in class-



Source: Digest of Education Statistics (table 78, 2012; table 69, 2011)

Figure 1. Student/Teacher Ratios in Public Elementary and Secondary Schools

size counts, such as teachers for students with disabilities.³² For example, imagine a grade level in a school that contains three “regular” classes with 24 students in each and one compensatory class with only 12. This school would have a pupil-teacher ratio of 21, even though most of the students in that grade (in fact, 85% of them) are in classes with 24 students. This is a reason why simple correlations between class size and student outcomes may be misleading. If some students are placed in smaller classes because they have low

performance levels, this biases the estimate of the positive effect of small classes downward.³³

According to the Schools and Staffing Survey, in 2011-12 the average United States class size for public primary school teachers in self-contained classes was 21.6, up from 20.3 in 2007-08.³⁴ During this time frame, the recession forced California to abandon its class-size reduction policy, which had provided incentives for districts to adopt a 20-student cap in grades K through 3.³⁵ In response, the average K-3 class size increased from 23 students in 2008-09 to 26 students in 2012-13.

Table 1. Hypothetical Distribution of Students with Different Numbers of Teachers

| Grade | Enrollment | Allocation with 24 teachers | | Allocation with 23 teachers | |
|-------|------------------------------------|-----------------------------|------------|-----------------------------|------------|
| | | Number of classes | Class size | Number of classes | Class size |
| K | 100 | 4 | 25 | 4 | 25 |
| 1 | 100 | 4 | 25 | 4 | 25 |
| 2 | 100 | 4 | 25 | 4 | 25 |
| 3 | 100 | 4 | 25 | 4 | 25 |
| 4 | 100 | 4 | 25 | 4 | 25 |
| 5 | 100 | 4 | 25 | 3 | 33.3 |
| Total | 600 | 24 | | 23 | |
| | <i>Average class size</i> | | 25 | | 26.4 |
| | <i>Average pupil-teacher ratio</i> | | 25 | | 26.1 |

Small increases in average class sizes can mask large class-size increases in some districts and schools. For example, sometimes policymakers will calculate the cost savings from increasing the average class size by a single student, arguing or implying that the impact on test scores from this “modest” one-student increase will be negligible.³⁶ This line of reasoning is misleading because actual classes and teachers are not easily divisible into fractions.³⁷ As illustrated in Table 1, imagine a K-5 school that has 100 students in each grade with four classrooms for each grade. Each of the 24 classes in the school has a class size of 25 students. If this school had to lay off one fifth-grade teacher, the aggregate numbers would not increase very much. The average pupil-teacher ratio would increase only slightly, from 25.0 to 26.1, while the average class size would increase from 25.0 to 26.4. These averages mask the sharp increase in class size experienced by the fifth-grade students, from 25 to 33.3. The negative impact of increasing class size by 8 students in

fifth grade would be expected to be sizeable, but it might not raise alarms to the average parent told that the pupil-teacher ratio increased by only 1 student.³⁸

Discussion and Analysis

Recently some policymakers and education analysts have argued that manipulating other educational inputs would be more effective or more cost-effective than class-size reduction. By and large, though, these suggestions do not pit class-size reductions against some other policy alternative that has been implemented and evaluated. It is only appropriate to compare effectiveness across a variety of policy alternatives.

For example, recent studies have found that teachers with high value added on standardized test scores also have an impact on such subsequent outcomes for their students as wage earnings.³⁹ Based on these findings, some argue that giving students a high-test-score value-added teacher is more cost-effective than class-size policy. The problem with this suggestion is that there are few—if any—policies that have been designed, implemented and evaluated that increase the availability of teachers with high-test-score value added and result in higher student achievement. It's one thing to measure the impact of teachers on their students' standardized test scores, but it is a separate challenge to design a policy lever to bring more teachers into the classroom who can raise test scores. A recent report from the Institute of Education Sciences documents that disadvantaged students are taught by teachers with lower value added on tests.⁴⁰ At this point we know relatively little about how to increase teacher quality, much less how much it will cost to induce more high-quality teachers to work and stay in the schools that need them. Much more needs to be done in terms of pilot programs, policy design and evaluation before improving teacher quality can be considered a viable policy option.

Another proposal has been floated (e.g. by Bill Gates) to pay high-quality teachers bonus payments for taking on extra students.⁴¹ It is certainly possible that such a reallocation of students could increase overall achievement, but it is also possible that it would backfire. For example, imagine a school with a grade containing two classes. One teacher is an excellent, experienced teacher, while the other is an untested, first-year "rookie" teacher. One option would be for both teachers to get classes with 25 students. Another option would be to pay the experienced teacher a bonus to take a class of 29 students, leaving the rookie teacher with a class of 21 students. All else equal, children in the experienced teacher's class would likely record lower test score gains if there were 29 students than if there were 25, but these gains would be enjoyed by more students. Perhaps the 21 students in the rookie teacher's classroom would be better off than if they would have been in a classroom of 25 students, though the research is less clear about whether the rookie teacher will be more effective in a small class. In this hypothetical case, it is possible that the aggregate test score gains could be larger when the classrooms have unequal sizes, especially if the experienced teacher is substantially more skilled at raising test scores than the rookie teacher. Whether it is an effective policy, however, hinges crucially on a variety of factors: how large the skill differential is between teachers, how large a bonus payment is required to induce the experienced teacher to accept a larger class, what the next best

use is for the funds used for the bonus payment, and whether the gains persist over time. While this is a potentially interesting area for policy development, much more pilot testing needs to be done before it could be considered a credible policy alternative to class-size reduction.

Recommendations

The academic literature strongly supports the common-sense notion that class size is an important determinant of student outcomes. Class-size reduction has been shown to improve a variety of measures, ranging from contemporaneous test scores to later-life outcomes such as college completion.

Based on the research literature, I offer the following policy recommendations:

- Class size is an important determinant of student outcomes and one that can be directly influenced by policy. All else being equal, increasing class sizes will harm student outcomes.
- The evidence suggests that increasing class size will harm not only children's test scores in the short run but also their long-term human capital formation. Money saved today by increasing class sizes will be offset by more substantial social and educational costs in the future.
- The payoff from class-size reduction is larger for low-income and minority children, while any increases in class size will likely be most harmful to these populations.
- Policymakers should carefully weigh the efficacy of class-size-reduction policy against other potential uses of funds. While lower class size has a demonstrable cost, it may prove the more cost-effective policy overall.

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Mansfield Board of Education 2016-2021

Mission:

The Mansfield Board of Education is dedicated to ensuring that every child acquires the knowledge, skills, and attributes needed for success in learning, life, and work beyond school.

We Believe:

- It is our obligation to teach academic and social skills while promoting physical and emotional well-being.
- All children succeed when we provide instruction and opportunities that value individual abilities and interests.
- Equal access to our district's programs and services will be afforded to all children.
- All children and staff deserve a safe, secure and supportive school environment.
- All staff will engage in continuous improvement of practice and life-long learning.
- Our schools are strengthened when the community contributes to the learning process.

District Strategic Actions:

1. The district has identified, defined, and committed to supporting foundational academic skills and skills necessary for success in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.
2. The district is committed to supporting student centered instructional practices which are responsive to student learning styles and allow for personalization.
3. The district supports continuous professional learning which advances the goals of the district and engages staff in continuous improvement.
4. The district uses appropriate measures to report on student performance aligned with student learning goals with a focus on growth for all students.
5. The district aligns its organizational systems to achieve its student learning goals.

**Early Literacy Grant Application
2016-2019 Cycle**



Please complete the following information and return it **by February 29, 2016**, along with the requested supporting documents, to:

**Liberty Bank Foundation
1190 Silas Deane Highway
Wethersfield, CT 06109**

NOTE: This application can be downloaded in electronic form at <http://tiny.cc/EarlyLiteracyApp>.

Eligibility Test

To be eligible to apply for an Early Literacy Grant, a program or district must meet one of the following requirements. Please check the one that applies for your district/program (or both, if both apply.)

XX At least 15% of the students in the school district receive free or reduced price lunch.

OR

At least 51% of the students participating in the proposed early literacy program receive free or reduced price lunch.

If neither of the statements above applies to your district/program, please STOP here and do not complete this application; you are not eligible to apply for this grant. (NOTE: If you have questions regarding the eligibility requirements for the Early Literacy Grant Program, please contact the Foundation office at (860) 638-2959 or smurphy@liberty-bank.com.)

School Information

Name of School: Goodwin Elementary School, Vinton Elementary School, and Southeast Elementary School

Mailing Address: 4 South Eagleville Road

Street Address (if different than mailing address):

City: Mansfield State: CT Zip: 06268

Please don't forget to complete your entire address!

Contact Person for this application: Kelly Lyman Title: Superintendent

Phone: (860) 429-3350 Fax: (860) 429-3379 E-mail: kelly.lyman@mansfieldct.org

Team Leader for this program (if different from Contact): Kaye Jakan Title: Reading Consultant

Phone: (860) 429-3350 Fax: (860)429-3379 E-mail: kaye.jakan@mansfieldct.org

Please provide the following information about the school:

Grade Levels: Prek-4 Total Number of Students: 725

Town(s) Served: Mansfield Percentage of Minority Children: 29.5%

Percentage of children receiving free or reduced price lunch: 28%

Please add any other information about your school that you feel is relevant to this grant request:

Program Information

Amount Requested: \$30,000 (*Grants are awarded over a 3-year period; maximum amount is \$10,000 for each of the three years, or \$30,000 total.*)

Total program budget (*please attach detail, including both income and expenses*): \$10,000 per year, detail attached

Proposed starting date of program: July 2016 Proposed completion date: July 2018

Number of students to be served by this program: 36 per Year

Is your program: (select one)

- Brand new** – never before implemented
- Existing and research-based** – never implemented in your district/school but proven successful in educational environments
- Blended** – incorporates new and existing elements
- Enhancing** – elevating impactful early literacy and reading readiness programming already taking place in your school/district

If your program is not new, please indicate how long it has been in operation.

This program is modeled off programs which have been operational in other districts for many years.

Please answer the following questions about your program. We ask that you keep your responses to a **maximum of 5 pages, including the program budget and a timeline for implementation.**

1. Describe the students to be served by the program, including the number, grade level(s), and demographic and academic characteristics. Will your program follow a cohort of students from grade to grade over the 3-year grant period, or will it impact successive classes of students in one or more grades? Please specify.

This program is designed to provide additional learning time for students in kindergarten and first grade who have not met end of year expectations in literacy. Student performance in reading and writing is measured throughout the year using structured teacher observation tools, oral reading assessments, and writing assessments. Students are supported throughout the year with tailored interventions using research based practices. For many students this support is enough to help them reach end of year expectations. For other students, more time is needed. Currently, we do not have services that extend the school year. This grant will allow us to invite 18 kindergarten students (six from each of the three elementary schools) and 18 grade one students (six from each elementary school) who have not met standard to a three week summer school program. Student performance in school is highly correlated with family wealth and parent education level. While invitation to this summer school program will be blind to parent socio-economic level, it is likely that students served will include several from homes with lower SES and parent education levels. Student progress will be followed each year of the program but an invitation to summer school will only be made to students not meeting school year expectations.

2. Describe the program to be funded. What are the goals of the program, and what is the expected impact on the students to be served?

The summer school program is designed to support students from the three elementary schools through daily instruction and assessment of reading and writing skills. The program will operate four days a week for three weeks. The student to teacher ratio will be no greater than nine to one. A district reading consultant will serve as program coordinator. Using a lab design, the summer school will also serve as a professional learning experience for teachers. Each day the reading consultant will facilitate collaborative learning focused on best practices to evaluate student performance and use the information from the evaluation to plan direct instruction. Through this work teachers will build skills transferrable to their classroom in the fall.

Finally, a daily parent and student interaction session will help support literacy in the home. Parents and siblings will be invited into the classroom for the final thirty minutes. The teacher will model reading and discussion, share books to read at home, and help parents understand how to support their child with reading and writing at home.

The goals for this program include:

- Providing individualized instruction to struggling students to increase literacy skills in the areas of reading and writing.
- Training teachers in effective instructional and assessment practices to meet the needs of struggling students.
- To support parents to provide rich literacy experiences in the home.

The daily schedule is presented below:

| | |
|-------------|---|
| 8:30-9:30 | Teacher Professional Development – Designing Instruction to Meet Student Needs |
| 9:30-11:30 | Student Instructional Time |
| 11:30-12:00 | Parent and Student Interaction – Directed by the teachers to include read alouds, strategies for discussing literature, and ways to support literacy development in the home. |
| 12:00-1:00 | Teacher Professional Development – Using Daily Assessment Practices to Develop Understanding of Student Performance |

3. How will your program effectively support early literacy and reading readiness?

This program provides direct instruction to students. Summer school teachers will receive information about each child from the school year teacher. This information will be used to plan initial instruction. Then daily observation and evaluation of performance will support targeted instruction throughout the summer school program. The teacher practices developed can also be used in the regular classroom. Teachers will use the summer school program to refine their skills thus supporting all students the next school year.

The parent component is an important element of this program. There are many practices in the home which support literacy development. These practices will be shared and modeled for parents. Books will be sent home nightly to encourage more reading and throughout the program several books will be given to the families to add to their home libraries.

4. How will the project be implemented? What activities will take place? How often will students participate, and for how long? Please include a timeline for your program on a separate page. *This may include time for initial planning, implementation, and evaluation over the three years. Programming may take place during the school day or over the summer, but NOT after school.*

Planning for this program will begin in the spring of 2016 and will include teacher recruitment, the development of selection criteria, and invitation to families to participate in the program. A three week period in July will be identified for the program to be held. Instructional resources will be gathered and professional learning experiences for teachers planned. A program evaluation plan will also be developed and will include analysis of student performance data from the end of the school year to the end of the summer school program, parent feedback about the program, and teacher perceptions about their experience and the skills developed.

Throughout the school year the literacy performance of students who participated in the program will be monitored to help assess the overall effect of the program.

5. How does your program engage parents?

Parents are invited to join in the final half hour of the program each day to participate with their child in literacy activities. Teachers will provide background information to help parents

understand effective practices. Books will be sent home nightly to encourage reading at home and throughout the program some books will be given to families to add to their home libraries.

6. If a portion of your program budget is going towards the purchase of technology or software, clearly document how it will be used to support early literacy and why it is integral to the program.

N/A

Evaluation

7. What outcomes are necessary to classify the program as a success?

- a. **Process Outcomes** - What did you do, and how well did you do it? (e.g., number of sessions, number of students participating, number of books read, number of parent activities, etc.)

The program will be considered a success if student enrollment fills 80% of seats and attendance is 90% or better. In addition, 75% of parents participate in the daily interactive session.

- b. **Impact Outcomes** - How are the participating students better off? What will have changed? (e.g., grades, attitudes toward school, test scores, understanding of specific focus areas such as vocabulary, phonics, etc.)

At the end of the program we hope that all students have made growth of at least one reading level. When measured in the fall we expect students who participated in the program will have retained reading skills showing no loss due to "summer slide." When comparing the performance of students who were invited but not able to participate with those who did participate we hope to see more growth for those who participated in the summer program.

Describe the process that will be used to measure the impact of the project. How will you set a baseline for student performance, and what tools will be used to measure progress? At what intervals will you assess progress?

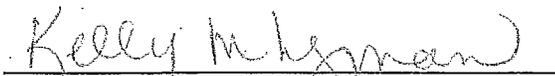
Normed assessments of reading level which measure accuracy and comprehension and/or structured observation will be used daily during the program. At the end of the program a more formal assessment of reading and writing skills will occur using curriculum based measurement tools. Data will be gathered throughout the school year from the curriculum defined measures that are part of our literacy program.

Other Sources of Funding

Please provide information about other public or private organizations that have provided significant financial or in-kind contributions to this program during the past year. (Please add rows to the table as needed.) N/A

Approval of Superintendent

The school named above will act as the responsible fiscal agent for any funds that might be received and will comply with applicable tax laws, regulations, and the Liberty Bank Foundation's policies. We understand that the Liberty Bank Foundation requires periodic program and financial expenditure reports from grant recipients and may request the opportunity to visit our programs for the purpose of project evaluation.



Signature of Superintendent

Kelly M. Lyman
Name of Superintendent

February 26, 2016
Date

Mansfield Public Schools Budget

Costs Per Year

Staffing:

| | |
|--|----------------|
| 4 teachers | \$7,560 |
| 1 Reading Consultant | |
| (Program development & implementation) | <u>\$2,100</u> |
| Staffing Subtotal | \$9,660 |

Supplies:

| | |
|--------------------------|---------------|
| Healthy Snacks | \$ 100 |
| Books for Families | <u>\$ 240</u> |
| Supplies Subtotal | \$ 340 |

Total \$10,000

Total 3 Year Program Costs \$30,000

Implementation Timeline

| | |
|--------------------------------------|---|
| Spring 2016 | Program Development Identification of Student Participants Teacher Recruitment |
| July 2016 Fall 2016 – Spring 2017 | Program Implementation Student Performance Monitoring |
| Spring 2017 | Program Development Identification of Students Participants Teacher Recruitment |
| July 2017 Fall 2017 – Spring 2018 | Program Implementation Student Performance Monitoring |
| Spring 2018 | Program Development Identification of Students Participants Teacher Recruitment |
| July 2018 Fall 2018 – Spring 2019 | Program Implementation Student Performance Monitoring |



Next Generation Accountability Report, 2014-15

Choose a District

Mansfield School District

| No. | Indicator | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Avg Index/Rate |
|-----------------------------|---|---------------|--------|---------------|------------|-----------------|----------------------|
| 1a. | ELA Performance Index – All Students | 81.5 | 75 | 100.0 | 100 | 100.0 | 67.9 |
| 1b. | ELA Performance Index – High Needs Students | 68.9 | 75 | 91.8 | 100 | 91.8 | 56.7 |
| 1c. | Math Performance Index – All Students | 75.4 | 75 | 100.0 | 100 | 100.0 | 59.3 |
| 1d. | Math Performance Index – High Needs Students | 63.1 | 75 | 84.1 | 100 | 84.1 | 47.8 |
| 1e. | Science Performance Index – All Students | 69.6 | 75 | 92.8 | 100 | 92.8 | 56.5 |
| 1f. | Science Performance Index – High Needs Students | 59.5 | 75 | 79.4 | 100 | 79.4 | 45.9 |
| 4a. | Chronic Absenteeism – All Students | 4.8% | <=5% | 50.0 | 50 | 100.0 | 10.6% |
| 4b. | Chronic Absenteeism – High Needs Students | 8.5% | <=5% | 43.0 | 50 | 86.0 | 17.3% |
| 5 | Preparation for CCR – % taking courses | N/A | 75% | 0.0 | 0 | 0.0 | 66.1% |
| 6 | Preparation for CCR – % passing exams | N/A | 75% | 0.0 | 0 | 0.0 | 37.3% |
| 7 | On-track to High School Graduation | 93.5% | 94% | 49.7 | 50 | 99.4 | 85.6% |
| 8 | 4-year Graduation All Students (2014 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 87.0% |
| 9 | 6-year Graduation - High Needs Students (2012 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 77.6% |
| 10 | Postsecondary Entrance (Class of 2014) | N/A | 75% | 0.0 | 0 | 0.0 | 72.8% |
| 11 | Physical Fitness (estimated part rate) and (fitness rate) | 96.2% 60.2% | 75% | 40.1 | 50 | 80.2 | 87.6% 51.0% |
| 12 | Arts Access | N/A | 60% | 0.0 | 0 | 0.0 | 45.7% |
| Accountability Index | | | | 731.0 | 800 | 91.4 | |

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| Gap Indicators | Non-High Needs Rate | High Needs Rate | Size of Gap | State Gap Mean / StdDev | Is Gap an outlier? |
|-----------------------------------|---------------------|-----------------|-------------|-------------------------|--------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 75.0 | 68.9 | 6.1 | 17.3 | |
| Math Performance Index Gap | 75.0 | 63.1 | 11.9 | 19.6 | |
| Science Performance Index Gap | 75.0 | 59.5 | 15.5 | 17.2 | |
| Graduation Rate Gap (2012 Cohort) | N/A | N/A | N/A | N/A | N |

*If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

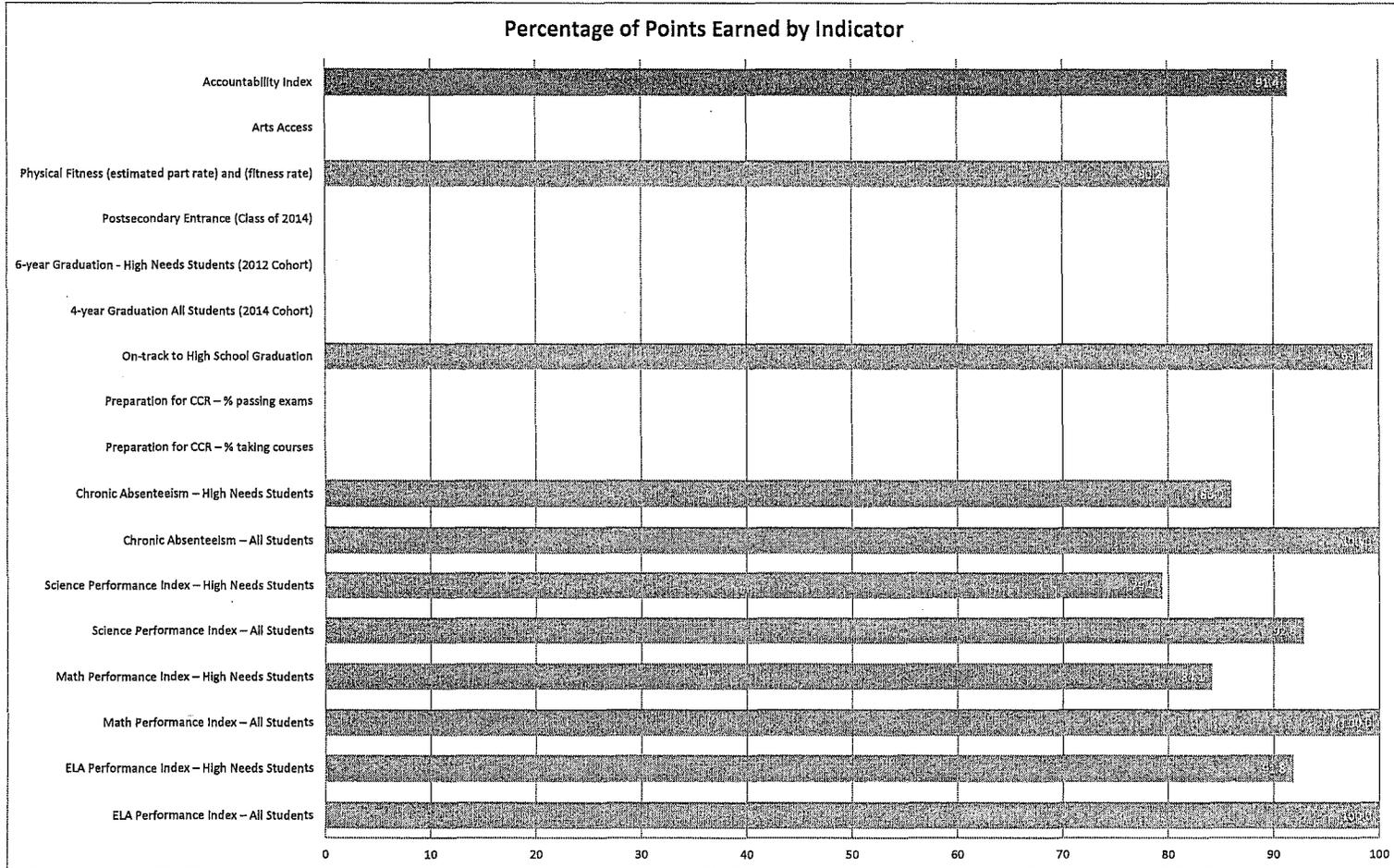
| Participation Rate | Rate |
|-------------------------------|-------|
| ELA – All Students | 92.9% |
| ELA – High Needs Students | 94.8% |
| Math – All Students | 93.3% |
| Math – High Needs Students | 94.3% |
| Science – All Students | 99.6% |
| Science – High Needs Students | 98.9% |

District Code:0780011



Next Generation Accountability Report, 2014-15

Mansfield School District





Next Generation Accountability Report, 2014-15

Choose a District

Choose a School

| | |
|---------------------------|-----------------------------------|
| Mansfield School District | Dorothy C. Goodwin School_0780211 |
|---------------------------|-----------------------------------|

Choose a District, then Choose a School. To refresh the District List, clear the School name.

| No. | Indicator | Index Rate | Target | Points Earned | Max Points | % Points Earned | State Avg Index/Rate |
|-----------------------------|---|----------------|--------|---------------|------------|-----------------|----------------------|
| 1a. | ELA Performance Index – All Students | 81.8 | 75 | 100.0 | 100 | 100.0 | 67.9 |
| 1b. | ELA Performance Index – High Needs Students | 73.2 | 75 | 97.6 | 100 | 97.6 | 56.7 |
| 1c. | Math Performance Index – All Students | 74.3 | 75 | 99.1 | 100 | 99.1 | 59.3 |
| 1d. | Math Performance Index – High Needs Students | 62.0 | 75 | 82.7 | 100 | 82.7 | 47.8 |
| 1e. | Science Performance Index – All Students | N/A | 75 | 0.0 | 0 | 0.0 | 56.5 |
| 1f. | Science Performance Index – High Needs Students | N/A | 75 | 0.0 | 0 | 0.0 | 45.9 |
| 4a. | Chronic Absenteeism – All Students | 2.1% | <=5% | 50.0 | 50 | 100.0 | 10.6% |
| 4b. | Chronic Absenteeism – High Needs Students | 4.5% | <=5% | 50.0 | 50 | 100.0 | 17.3% |
| 5 | Preparation for CCR – % taking courses | N/A | 75% | 0.0 | 0 | 0.0 | 66.1% |
| 6 | Preparation for CCR – % passing exams | N/A | 75% | 0.0 | 0 | 0.0 | 37.3% |
| 7 | On-track to High School Graduation | N/A | 94% | 0.0 | 0 | 0.0 | 85.6% |
| 8 | 4-year Graduation - All Students (2014 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 87.0% |
| 9 | 6-year Graduation - High Needs Students (2012 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 77.6% |
| 10 | Postsecondary Entrance (Class of 2014) | N/A | 75% | 0.0 | 0 | 0.0 | 72.8% |
| 11 | Physical Fitness (estimated part rate) and (fitness rate) | 100.0% 61.5% | 75% | 41.0 | 50 | 82.1 | 87.6% 51.0% |
| 12 | Arts Access | N/A | 60% | 0.0 | 0 | 0.0 | 45.7% |
| Accountability Index | | | | 520.5 | 550 | 94.6 | |

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| Gap Indicator | Non-High Needs Rate | High Needs Rate | Size of Gap | State Gap Mean Student | Is Gap an Outlier? |
|-----------------------------------|---------------------|-----------------|-------------|------------------------|--------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 75.0 | 73.2 | 1.8 | 16.8 | |
| Math Performance Index Gap | 75.0 | 62.0 | 13.0 | 19.5 | |
| Science Performance Index Gap | N/A | N/A | N/A | 17.3 | |
| Graduation Rate Gap (2012 Cohort) | N/A | N/A | N/A | N/A | N |

*If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.
 **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

School Code: 0780211

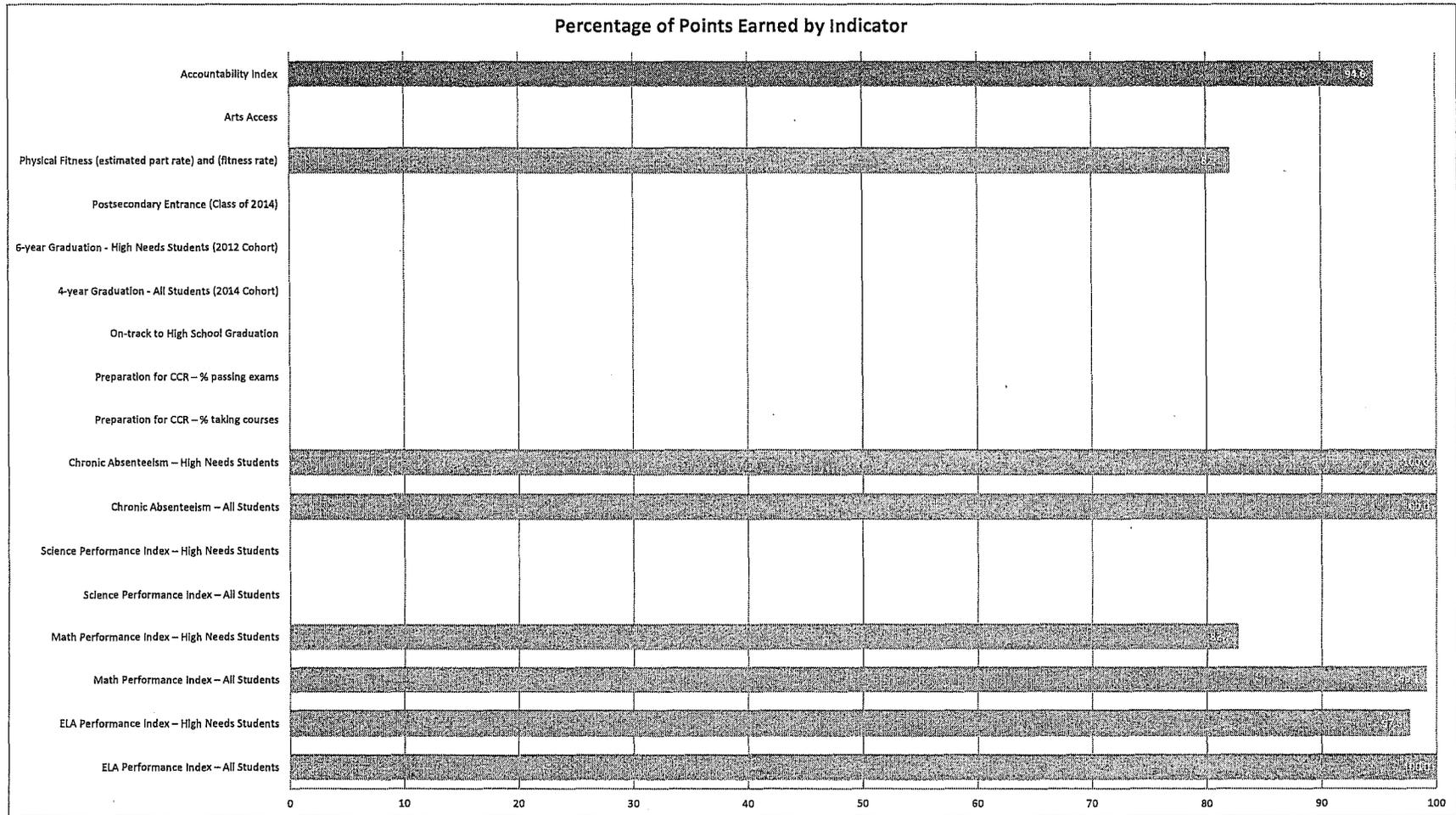
| Participation Rate | Rate |
|-------------------------------|-------|
| ELA – All Students | 88.7% |
| ELA – High Needs Students | 87.0% |
| Math – All Students | 88.9% |
| Math – High Needs Students | 87.5% |
| Science – All Students | N/A |
| Science – High Needs Students | N/A |



Next Generation Accountability Report, 2014-15

Mansfield School District

Dorothy C. Goodwin School 0780211





Next Generation Accountability Report, 2014-15

Choose a District

Choose a School

| | |
|---------------------------|-------------------------------------|
| Mansfield School District | Southeast Elementary School_0780511 |
|---------------------------|-------------------------------------|

Choose a District, then Choose a School. To refresh the District List, clear the School name.

| No. | Indicator | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Avg Index/Rate |
|-----------------------------|---|---------------|--------|---------------|------------|-----------------|----------------------|
| 1a. | ELA Performance Index – All Students | 82.3 | 75 | 100.0 | 100 | 100.0 | 67.9 |
| 1b. | ELA Performance Index – High Needs Students | 71.0 | 75 | 94.6 | 100 | 94.6 | 56.7 |
| 1c. | Math Performance Index – All Students | 73.8 | 75 | 98.4 | 100 | 98.4 | 59.3 |
| 1d. | Math Performance Index – High Needs Students | 60.5 | 75 | 80.7 | 100 | 80.7 | 47.8 |
| 1e. | Science Performance Index – All Students | N/A | 75 | 0.0 | 0 | 0.0 | 56.5 |
| 1f. | Science Performance Index – High Needs Students | N/A | 75 | 0.0 | 0 | 0.0 | 45.9 |
| 4a. | Chronic Absenteeism – All Students | 4.4% | <=5% | 50.0 | 50 | 100.0 | 10.6% |
| 4b. | Chronic Absenteeism – High Needs Students | 8.5% | <=5% | 42.9 | 50 | 85.9 | 17.3% |
| 5 | Preparation for CCR – % taking courses | N/A | 75% | 0.0 | 0 | 0.0 | 66.1% |
| 6 | Preparation for CCR – % passing exams | N/A | 75% | 0.0 | 0 | 0.0 | 37.3% |
| 7 | On-track to High School Graduation | N/A | 94% | 0.0 | 0 | 0.0 | 85.6% |
| 8 | 4-year Graduation - All Students (2014 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 87.0% |
| 9 | 6-year Graduation - High Needs Students (2012 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 77.6% |
| 10 | Postsecondary Entrance (Class of 2014) | N/A | 75% | 0.0 | 0 | 0.0 | 72.8% |
| 11 | Physical Fitness (estimated part rate) and (fitness rate) | 95.7% 62.2% | 75% | 41.5 | 50 | 83.0 | 87.6% 51.0% |
| 12 | Arts Access | N/A | 60% | 0.0 | 0 | 0.0 | 45.7% |
| Accountability Index | | | | 508.2 | 550 | 92.4 | |

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| Gap Indicator | Non-High Needs Rate | High Needs Rate | Size of Gap | State Gap Mean + 1 Standard Deviation | Is Gap an Outlier? |
|-----------------------------------|---------------------|-----------------|-------------|---------------------------------------|--------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 75.0 | 71.0 | 4.0 | 16.8 | |
| Math Performance Index Gap | 75.0 | 60.5 | 14.5 | 19.5 | |
| Science Performance Index Gap | N/A | N/A | N/A | 17.3 | |
| Graduation Rate Gap (2012 Cohort) | N/A | N/A | N/A | N/A | N |

*If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.
 **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

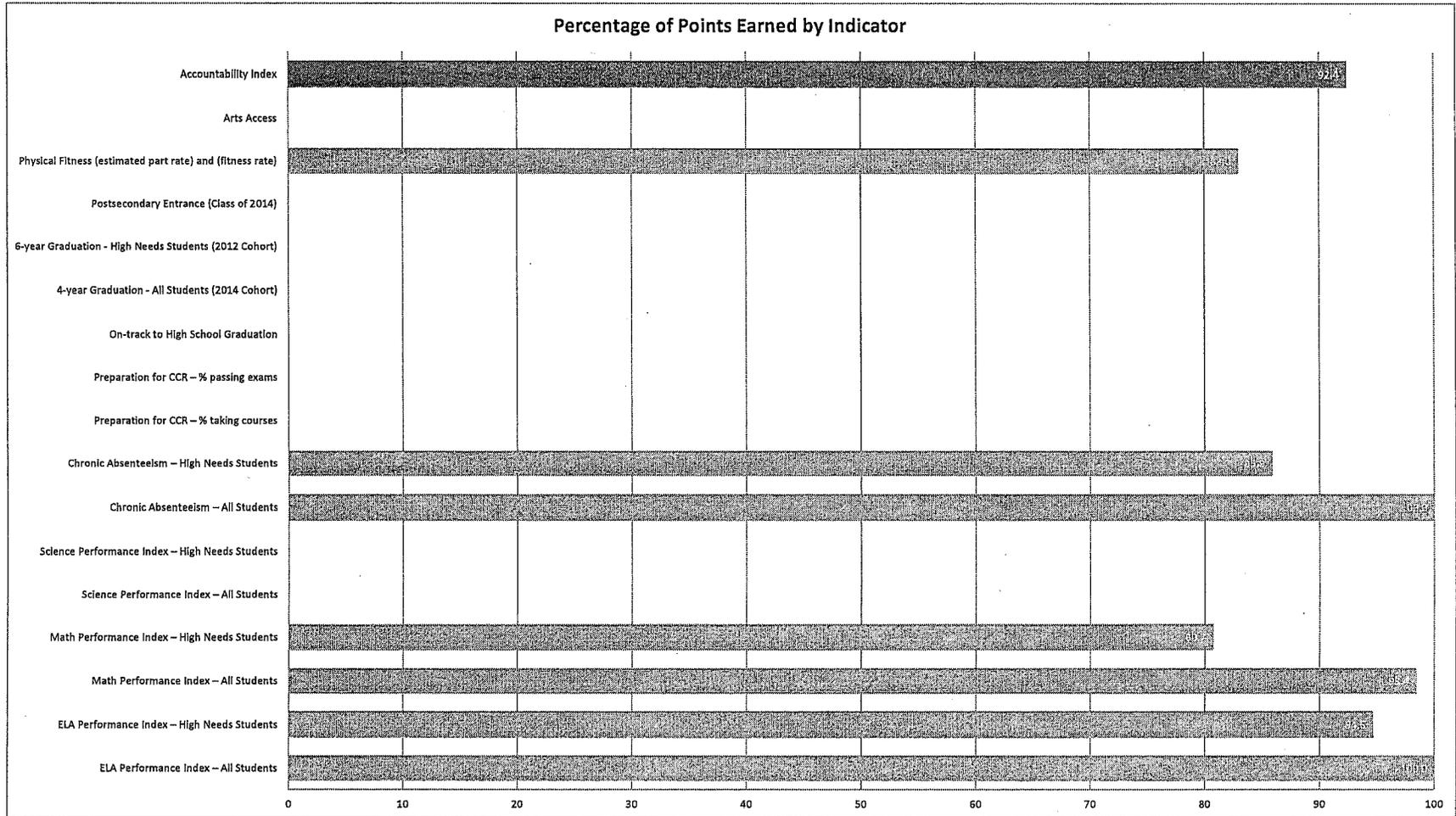
| Participation Rate | Rate |
|-------------------------------|--------|
| ELA – All Students | 98.0% |
| ELA – High Needs Students | 100.0% |
| Math – All Students | 98.0% |
| Math – High Needs Students | 100.0% |
| Science – All Students | N/A |
| Science – High Needs Students | N/A |



Next Generation Accountability Report, 2014-15

Mansfield School District

Southeast Elementary School 0780511





Next Generation Accountability Report, 2014-15

Choose a District

Choose a School

Mansfield School District

Annie E. Vinton School_0780411

Choose a District, then Choose a School. To refresh the District List, clear the School name.

| No. | Indicator | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Avg Index/Rate |
|-----------------------------|---|---------------|--------|---------------|------------|-----------------|----------------------|
| 1a. | ELA Performance Index – All Students | 84.1 | 75 | 100.0 | 100 | 100.0 | 67.9 |
| 1b. | ELA Performance Index – High Needs Students | 71.5 | 75 | 95.3 | 100 | 95.3 | 56.7 |
| 1c. | Math Performance Index – All Students | 81.8 | 75 | 100.0 | 100 | 100.0 | 59.3 |
| 1d. | Math Performance Index – High Needs Students | 69.7 | 75 | 92.9 | 100 | 92.9 | 47.8 |
| 1e. | Science Performance Index – All Students | N/A | 75 | 0.0 | 0 | 0.0 | 56.5 |
| 1f. | Science Performance Index – High Needs Students | N/A | 75 | 0.0 | 0 | 0.0 | 45.9 |
| 4a. | Chronic Absenteeism – All Students | 5.9% | <=5% | 48.2 | 50 | 96.4 | 10.6% |
| 4b. | Chronic Absenteeism – High Needs Students | 13.0% | <=5% | 34.0 | 50 | 68.1 | 17.3% |
| 5 | Preparation for CCR – % taking courses | N/A | 75% | 0.0 | 0 | 0.0 | 66.1% |
| 6 | Preparation for CCR – % passing exams | N/A | 75% | 0.0 | 0 | 0.0 | 37.3% |
| 7 | On-track to High School Graduation | N/A | 94% | 0.0 | 0 | 0.0 | 85.6% |
| 8 | 4-year Graduation - All Students (2014 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 87.0% |
| 9 | 6-year Graduation - High Needs Students (2012 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 77.6% |
| 10 | Postsecondary Entrance (Class of 2014) | N/A | 75% | 0.0 | 0 | 0.0 | 72.8% |
| 11 | Physical Fitness (estimated part rate) and (fitness rate) | 97.9% 27.7% | 75% | 18.4 | 50 | 36.9 | 87.6% 51.0% |
| 12 | Arts Access | N/A | 60% | 0.0 | 0 | 0.0 | 45.7% |
| Accountability Index | | | | 488.9 | 550 | 88.9 | |

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| Gap Indicators | Non-High Needs Rate | High Needs Rate | Size of Gap | State Gap Mean + 1.5 std. dev. | Is Gap an Outlier? |
|-----------------------------------|---------------------|-----------------|-------------|--------------------------------|--------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 75.0 | 71.5 | 3.5 | 16.8 | |
| Math Performance Index Gap | 75.0 | 69.7 | 5.3 | 19.5 | |
| Science Performance Index Gap | N/A | N/A | N/A | 17.3 | |
| Graduation Rate Gap (2012 Cohort) | N/A | N/A | N/A | N/A | N |

*If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.
 **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

| Participation Rate | Rate |
|-------------------------------|-------|
| ELA – All Students | 99.0% |
| ELA – High Needs Students | 96.4% |
| Math – All Students | 99.0% |
| Math – High Needs Students | 96.8% |
| Science – All Students | N/A |
| Science – High Needs Students | N/A |

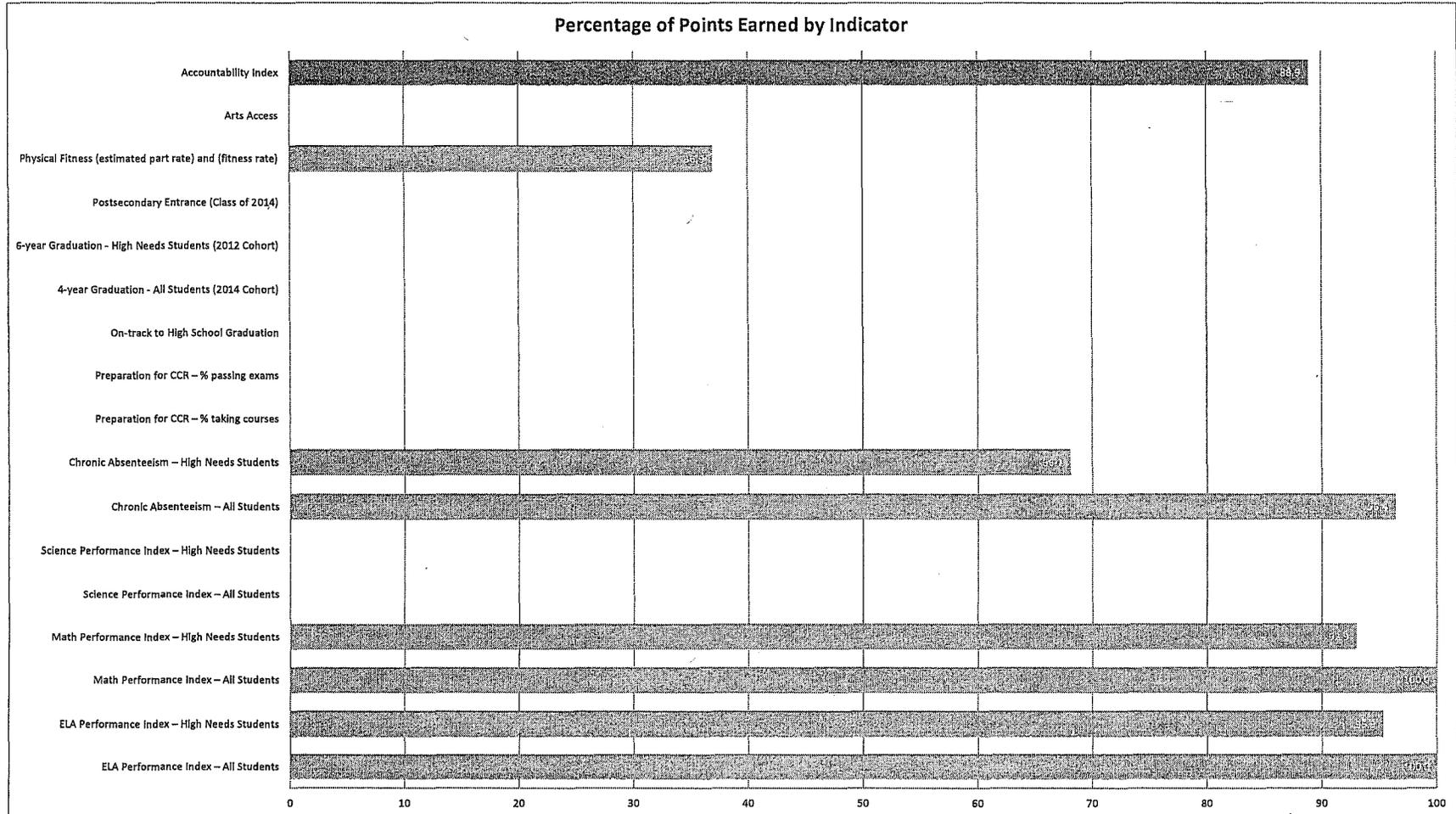
School Code: 0780411



Next Generation Accountability Report, 2014-15

Mansfield School District

Annie E. Vinton School 0780411





Next Generation Accountability Report, 2014-15

Choose a District

Choose a School

Mansfield School District

Mansfield Middle School School_0785111

Choose a District, then Choose a School. To refresh the District List, clear the School name.

| No. | Indicator | Index / Rate | Target | Points Earned | Max Points | % Points Earned | State Avg Index / Rate |
|-----------------------------|---|---------------|--------|---------------|------------|-----------------|------------------------|
| 1a. | ELA Performance Index – All Students | 81.2 | 75 | 100.0 | 100 | 100.0 | 67.9 |
| 1b. | ELA Performance Index – High Needs Students | 68.1 | 75 | 90.8 | 100 | 90.8 | 56.7 |
| 1c. | Math Performance Index – All Students | 75.0 | 75 | 100.0 | 100 | 100.0 | 59.3 |
| 1d. | Math Performance Index – High Needs Students | 63.5 | 75 | 84.7 | 100 | 84.7 | 47.8 |
| 1e. | Science Performance Index – All Students | 69.6 | 75 | 92.8 | 100 | 92.8 | 56.5 |
| 1f. | Science Performance Index – High Needs Students | 59.5 | 75 | 79.4 | 100 | 79.4 | 45.9 |
| 4a. | Chronic Absenteeism – All Students | 5.0% | <=5% | 49.9 | 50 | 99.8 | 10.6% |
| 4b. | Chronic Absenteeism – High Needs Students | 6.5% | <=5% | 47.0 | 50 | 94.0 | 17.3% |
| 5 | Preparation for CCR – % taking courses | N/A | 75% | 0.0 | 0 | 0.0 | 66.1% |
| 6 | Preparation for CCR – % passing exams | N/A | 75% | 0.0 | 0 | 0.0 | 37.3% |
| 7 | On-track to High School Graduation | 93.5% | 94% | 49.7 | 50 | 99.4 | 85.6% |
| 8 | 4-year Graduation - All Students (2014 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 87.0% |
| 9 | 6-year Graduation - High Needs Students (2012 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 77.6% |
| 10 | Postsecondary Entrance (Class of 2014) | N/A | 75% | 0.0 | 0 | 0.0 | 72.8% |
| 11 | Physical Fitness (estimated part rate) and (fitness rate) | 95.5% 65.6% | 75% | 43.7 | 50 | 87.5 | 87.6% 51.0% |
| 12 | Arts Access | N/A | 60% | 0.0 | 0 | 0.0 | 45.7% |
| Accountability Index | | | | 738.0 | 800 | 92.3 | |

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| Gap Indicators | Non-High Needs Rate | High Needs Rate | Size of Gap | State Avg | Is gap an outlier? |
|-----------------------------------|---------------------|-----------------|-------------|-----------|--------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 75.0 | 68.1 | 6.9 | 16.8 | |
| Math Performance Index Gap | 75.0 | 63.5 | 11.5 | 19.5 | |
| Science Performance Index Gap | 75.0 | 59.5 | 15.5 | 17.3 | |
| Graduation Rate Gap (2012 Cohort) | N/A | N/A | N/A | N/A | N |

*If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.
 **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

| Participation Rate | Rate |
|-------------------------------|-------|
| ELA – All Students | 91.2% |
| ELA – High Needs Students | 94.4% |
| Math – All Students | 92.1% |
| Math – High Needs Students | 93.9% |
| Science – All Students | 99.6% |
| Science – High Needs Students | 98.9% |

School Code: 0785111



Next Generation Accountability Report, 2014-15

Mansfield School District

Mansfield Middle School School_0785111

