

March 9, 2016
Board of Education Meeting

Dr. Veronica Barcelona de Mendoza
38 Meadowood Rd, Storrs

Good evening. I am a homeowner, and a resident of Storrs with two children- a son at Goodwin Elementary and a daughter at Mansfield Middle School. I am also a Nurse-Epidemiologist at Yale University.

I approach you tonight to ask for your help in promoting the well-being of children at the middle school, because it's the right thing to do. I am talking about the complete absence of unstructured outdoor time or recess for middle schoolers. Before approaching you tonight, I have respectfully brought this issue up in writing or in person to several people, including an elementary school nurse, an MMS counselor, an MMS teacher, the MMS principal and the superintendent. The responses I have received have ranged from weak excuses to being outright ignored.

12% of children in CT are obese and that number rises to one in four by adulthood. The American Academy of Pediatrics and the Institute of Medicine have both released statements supporting 60 minutes of physical activity for children on most days of the week. The education literature consistently indicates that academic performance is not hurt by having this crucial time during the day to play, rest, and process what is being learned. In fact, most of the education research demonstrates an improvement in cognitive outcomes including standardized tests when children have recess.

I am pleased to see that the strategic planning process being undertaken in this district includes the physical and emotional well-being of children. Indeed, the whole child must be considered in education. Therefore, I ask the board for concrete steps that will be taken to support increased daily physical activity for students in the middle school. There are many examples nationwide of integration of outdoor exercise into home room time, morning meetings and free periods, such as the x-block system used at MMS. I request that children's and parents' desire to discuss this be honored and no longer ignored. I know we have many great minds among the educators in this district as well as in the community to solve any logistical barriers that may be preventing the implementation of outdoor time. I ask for your collaboration and leadership to provide our children with the opportunity to go outside and play during every school day.

Thank you.

Mansfield Public Schools Next-Generation Accountability Report 2014-15

March 10, 2016

1

What changes were made to the accountability system?

- Several new indicators including some focused on college- and career-readiness and others on arts and physical fitness. This provides a more complete picture of a school or district and helps guard against narrowing of the curriculum to the tested subjects.
- Academic growth on state tests is emphasized (beginning with 2015-16 data).
- Subgroup metrics made more impactful and actionable.

2

New Index Scores

Each school will have Performance Index scores and an Accountability Index.

- **Performance Index** scores will continue to refer to the index scores derived from state assessment results (Indicator 1).
 - Subject-specific (English Language Arts, Math, Science)
- The percentage of total possible points earned on all available indicators is the **Accountability Index**.

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Mansfield Accountability Report 2014-15

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	NA	75%	0.0	0	0	66.1%
6	Preparation for CCR – % passing exams	NA	75%	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)	NA	94%	0.0	0	0	87.0%
9	6-year Graduation - High Needs Students (2012 Cohort)	NA	94%	0.0	0	0	77.6%
10	Postsecondary Entrance (Class of 2014)	NA	75%	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	NA	60%	0.0	0	66.3	45.7%
Accountability Index				731.0	800	91.4	

- Indicator 2 (Growth) will be included with 2015-16 results.
- Indicator 3 is the participation rate.

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Accountability Report 2014-15 (continued)

Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	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 6 yr. Cohort)	NA	NA	NA	NA	N

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%

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Gap Indicator

Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	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 6 yr. Cohort)	NA	NA	NA	NA	N

Indicator compares performance of non-high needs students with performance of high needs subgroup. A gap outlier is identified when the difference is one standard deviation greater than the State gap mean. Mansfield does not have a gap outlier.

Indicator 1 Performance Index

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

Each subject index is a calculation all student scores on the State assessments in that area. High needs includes English language learners, students with disabilities, and those eligible for free or reduced meals. The target index is 75.

Indicator 2 Growth Indicator

This indicator will represent student growth on State assessments.

It will not be reported until there are two years of assessment data and is expected to be included in the report of 2015-16 data.

Indicator 3 Participation

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%

This does not contribute to the **Accountability Index** but impacts school classification.

Schools of Distinction must meet the 95% standard for *All Students* and *High Needs Students* in all content areas.

Indicator 4 Chronic Absenteeism

No.	Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
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%

- Chronic absenteeism is the percentage of students missing ten percent or greater of the total number of days enrolled in the school year for any reason.
- Full points awarded if the chronic absenteeism rate is 5% or lower. No points awarded if rate is 30% or greater.
- Chronic absenteeism rates between 30% and 5% will be awarded proportional points.

Indicators 5 and 6 are for High Schools Only

No.	Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
5	Preparation for CCR – % taking courses	NA	75%	0.0	0	0	66.1%
6	Preparation for CCR – % passing exams	NA	75%	0.0	0	0	37.3%

Indicators reflect preparation for college and career readiness (CCR). Points are awarded for students taking two or more college level courses in their high school career and for their performance in those courses.

Indicator 7 On-Track Graduation Rate

No.	Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
7	On-track to High School Graduation	93.5%	94%	49.7	50	99.4	85.6%

- Identifies students on-track for graduation if they earn at least five full-year course credits and no more than one semester F in a core course in ninth grade. (For 2014-15, this indicator does not incorporate the “failing grade” criteria.)
- Target is 94%.
- Ninth grade performance is credited both to the high school and back to the school the student attended for grade 8.

Indicators 8 and 9 Four and Six Year Graduation Rates

No.	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
8	4-year Graduation All Students (2014 Cohort)	NA	94%	0.0	0	0	87.0%
9	6-year Graduation - High Needs Students (2012 Cohort)	NA	94%	0.0	0	0	77.6%

High school indicators, not applicable to Mansfield Public Schools

Indicator 11 Physical Fitness

No.	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
11	Physical Fitness (estimated part. rate) and (fitness rate)	96.2% 60.2%	75%	40.1	50	80.2	87.6% 51.0%

- Indicator includes Participation Rate and percent of students meeting expectation on all four areas of the physical fitness assessment (given in grades 4, 6, and 8).
- Participation rate becomes a multiplier to determine points.
- Districts/schools can earn up to 50 points based on the pro-rated percentage of the ultimate target (75%) achieved as adjusted by the estimated participation rate multiplier.

Indicator 12 Arts Access

No.	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
12	Arts Access	N/A	60%	0.0	0	66.3	45.7%

High school indicator based on percent of students taking one course in dance, theater, music, or visual arts.

Recognitions

Schools performing in the top ten percent of schools across the state AND which have met the 95% participation rate are recognized as **Schools of Distinction**.

Vinton School was recognized for performance of all students.

Southeast School was recognized for performance of all students and performance of high needs subgroup.