

Mansfield Board of Education Meeting

December 8, 2016

Goodwin Elementary School 7:30 p.m.

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

Agenda

CALL TO ORDER

ELECTION OF BOARD CHAIR

APPROVAL OF MINUTES

November 10, 2016 Meeting (M) (P. 1)

RECOGNITION AND CELEBRATION

2017 Paraeducator of the Year Ceremony

HEARING FOR VISITORS

COMMUNICATIONS

ADDITIONS TO THE PRESENT AGENDA

BOARD REPORTS

Personnel Committee

Finance Committee

INFORMATION, PRESENTATIONS, AND ACTIONS

- Smarter Balanced Assessment (P. 3)
- Proposed 2017-2018 School Calendar (M) (P.17)
- Middle School Gym Project Update

NEW BUSINESS (If needed)

CONSENT AGENDA (M) (P. 19)

The following item for the Board of Education December 8, 2016 meeting be approved or received for the record, unless removed by a Board member or the Superintendent of Schools.

That the Mansfield Board of Education accepts the 2016-2017 1st Quarter Financial Report. (Encl.)

That the Mansfield Board of Education approves the Salary Budget transfers for the 2016-2017 school year. (Encl.)

HEARING FOR VISITORS

SUGGESTIONS FOR FUTURE AGENDA ITEMS

EXECUTIVE SESSION: Executive Session for the purpose of strategy with respect to collective bargaining (M)

Possible action on UPSEU Mansfield chapter contract.

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 Board of Education 2016-2021

Mission:

It is the mission of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

We Believe:

- It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- Children thrive and experience success 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.
- Schools excel when staff engage in continuous improvement of practice and life-long learning.
- It is the responsibility of our schools to engage, support, and involve families.
- Our schools are strengthened when the school and community work together, each contributing to the success of the other.

District Framework:

1. The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth 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 providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.
4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.
5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.
6. The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

DRAFT

**Mansfield Board of Education
November 10, 2016
Minutes**

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

The meeting was called to order at 7:33pm by Mr. Walikonis

APPROVAL OF MINUTES:

- Motion by Mr. Fratiello, seconded by Ms. Ward, to approve the minutes of the October 27, 2016 meeting. Vote: Unanimous in favor with Mrs. Paulhus, Ms. Everett, and Mrs. Lacombe in abstention.
- Motion by Mrs. Lacombe, seconded by Ms. Everett to approve the minutes of the November 2, 2016 meeting. Vote unanimous in favor with Mrs. Kelly and Mrs. Paulhus in abstention.

Ms. Silver-Bernstein arrived at 7:35pm

RECOGNITION AND CELEBRATION: Candace Morell, Principal of Mansfield Middle School introduced 5th – 8th grade teachers to describe the progression of student writing performance. Tara Achane-Miller, Val Mosely, Robin Blomstrann, Rochelle Marcus, and Julie Hodgson reviewed writing instruction in each grade level. William Connolly (5th grade), Adriana Lisboa (8th grade), and Crystal Zhu (8th grade) presented their work.

HEARING FOR VISITORS: None

COMMUNICATIONS: Letter of resignation from Randy Walikonis, Board Chair.

ADDITIONS TO THE PRESENT AGENDA: None

BOARD REPORTS: None

INFORMATION, PRESENTATIONS, AND ACTIONS:

- Professional Learning: Mrs. Lyman and building principals, Mike Seal, Susan Muirhead, and Candace Morell, reviewed the approach to professional learning in the district this year.
- Proposed 2017-2018 School Calendar: Mrs. Lyman reviewed the proposed 2017-2018 School Calendar. The Board will vote at the December 8, 2016 meeting.
- Facility Planning Update: Mrs. Lyman reported an RFQ/RFP for professional services to assist the district in school facilities planning has been posted with a December 1, 2016 deadline.

NEW BUSINESS: None

CONSENT AGENDA: Motion by Mr. Rueckl, seconded by Ms. Everett, that the following item for the Board of Education November 10, 2016 meeting be approved. Vote: Unanimous in favor.
That the Mansfield Public Schools Board of Education accepts the request for maternity and unpaid childrearing leave of Danielle Heersink, Speech Therapist at Vinton School effective March 30, 2017 for the remainder of the 2016-2017 school year.

HEARING FOR VISITORS: Rochelle Marcus, MEA Co-President, teacher, parent, and resident thanked Mr. Walikonis for his service on the Board.

SUGGESTIONS FOR FUTURE AGENDA: None

Motion by Mr. Walikonis, seconded by Mr. Fratiello to adjourn at 8:58pm. Vote: Unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk

11-10-16 Motion

A motion is in order if the Board approves the 11-10-16 minutes.

Motion to approve the November 10, 2016 minutes.

STATE ASSESSMENT RESULTS 2016

Report to the Mansfield Board of Education

December 8, 2016

Kelly M. Lyman

Superintendent

Smarter Balanced Assessment

Required by Federal and State Law

- Grades 3-8
- Smarter Balanced Assessment: English/Language Arts and Math
- CT Mastery Test: Science (grade 5 and 8 only)

Assessment Purposes

- Measure student progress/attainment of skills needed to be college and career ready (measures CT Core Standards)
- Evaluate school and district programs
- Provide a snapshot of performance that when combined with other assessments and samples of student work can be used to make educational decisions

Smarter Balanced Assessment

Computer-Based Tests have:

- **Interactive test items:** i.e., matching, complete a table with missing information, click and drag (includes use of multi-media)
- **Accessibility features and supports:** built-in accommodations aligned to the student's Individualized Education Program (IEP)
- **Computer Adaptive Test:** Questions adjust to each student's ability

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Changes to 2016 Test

English Language Arts - Computer Adaptive Test Only*

- Short-answer, multiple-choice questions and interactive test items
- Questions adjust to each student's ability

Mathematics – Computer Adaptive Test and Performance Task

- Longer multi-step questions
- Approx. 60 minutes to complete
- Includes a classroom pre-lesson
- Measures depth of understanding and application

Total Testing Time Reduced to 3 - 3.5 hours

*Comparison of 2015 results to 2016 results requires adjusted score of 2015 ELA Assessment

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What Do the English Language Arts/Literacy Tests Measure?

1. Can students **read closely** to understand different types of texts?
2. Can students **write effectively** for multiple purposes and audiences? *
3. Can students **listen effectively** for different purposes?
4. Can students use **research skills** to investigate topics, and analyze, integrate, and present information? *

* Claims 2 and 4 combined into one reporting category beginning 2015-16

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Smarter Balanced ELA Results Reported as:

- Overall Claim for Grades 3-6 – Students can demonstrate progress toward college and career readiness in ELA/literacy.
- Overall Claim for Grade 11 – Students can demonstrate college and career readiness in ELA/literacy.
- Claim #1 – Reading – Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Claim #2 – Writing – Students can produce effective and well-grounded writing for a range of purposes and audiences.
- Claim #3 – Speaking and Listening – Students can employ effective speaking and listening skills for a range of purposes and audiences.
- Claim #4 – Research/Inquiry – Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Claims 2 and 4 combined into one reporting category beginning 2015-16

What Do the Mathematics Tests Measure?

1. Can students explain and use math **concepts** to solve problems?
2. Can students solve math problems using their knowledge of concepts and **problem solving** strategies?
3. Can students **explain, justify, illustrate, or defend** their reasoning about a solution to a problem and be able to look at other solutions to do the same?
4. Can students solve problems by using math **models** to represent a situation and interpret information from the problem to solve the problem?

** Claims 2 and 4 combined into one reporting category in CT*

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Smarter Balanced: Math Results Reported as:

- Overall Claim for Grades 3-8 – Students can demonstrate progress toward college and career readiness in mathematics.
- Overall Claim for Grade 11 – Students can demonstrate college and career readiness in mathematics.
- Claim #1 – Concepts and Procedures – Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- Claim #2: Problem Solving – Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.
- Claim #3 – Communicating Reasoning – Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
- Claim #4 – Modeling and Data Analysis – Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Claims 2 and 4 combined into one reporting category in CT

Smarter Balanced Scoring

- Level 1 = Does not meet the achievement level
- Level 2 = Approaching the achievement level expected
- Level 3 = Meets the achievement level expected
- Level 4 = Exceeds the achievement level expected

Note: These achievement levels have absolutely no relationship to CMT/CAPT achievement levels used previously.

Scoring continued

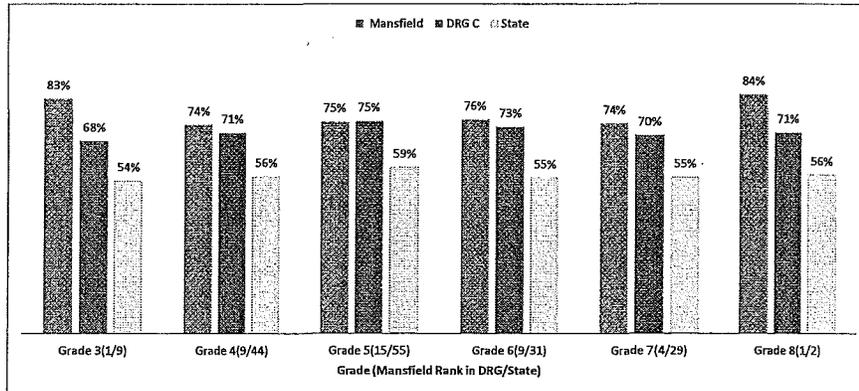
- Students also receive a “performance indicator” for each area of knowledge and skills within a subject – the Claims.
- This provides a general indication of where the students have strengths and weaknesses in their learning within each subject area.

For example:

<u>Areas of Knowledge and Skill</u>	<u>Performance</u>
Concepts and Procedures	 Above Standard
Problem Solving and Modeling & Data Analysis	 Below Standard
Communicating Reasoning	 At/Near Standard

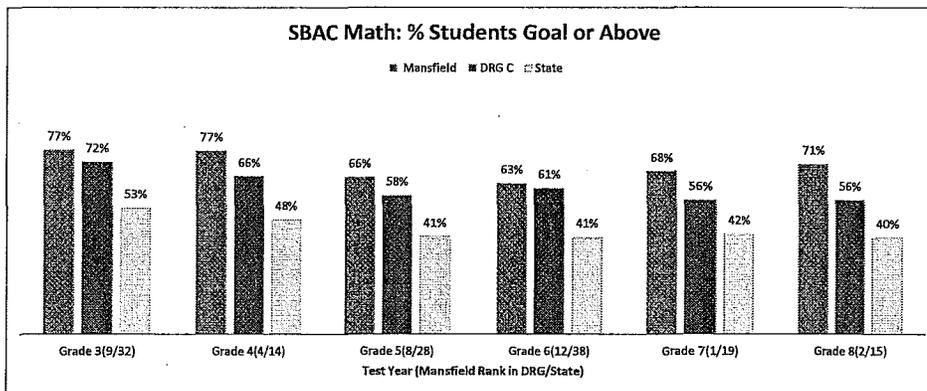
**English/Language Arts: Percentage of Students Meeting or Exceeding Achievement Level
2016**

District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mansfield	83%	74%	75%	76%	74%	84%
DRG C	67%	73%	77%	72%	74%	72%



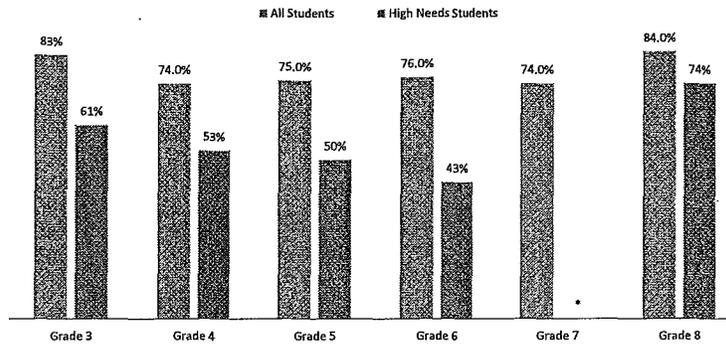
**Mathematics: Percentage of Students Meeting or Exceeding Achievement Level
2016**

District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mansfield	77%	77%	66%	63%	68%	71%
DRG C	72%	66%	58%	61%	56%	56%



**English/Language Arts High Needs Subgroup#
Percentage of Students Meeting or Exceeding Achievement Level
2016**

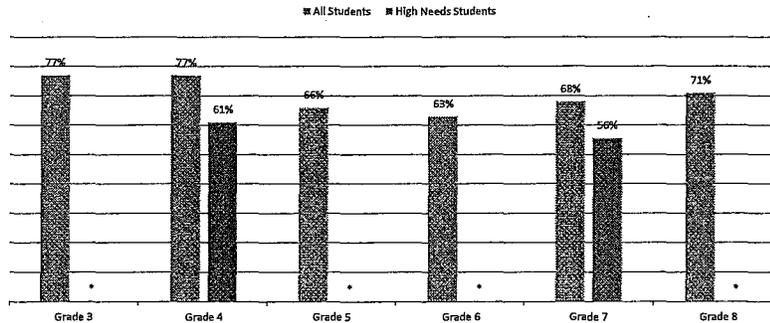
Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	83%	74%	75%	76%	74%	84%
High Needs	61%	53%	50%	43%	*	74%



High Needs Subgroup includes students with special needs, those who receive free or reduced priced meals, and English Language Learners.

**Mathematics High Needs Subgroup#
Percentage of Students Meeting or Exceeding Achievement Level
2016**

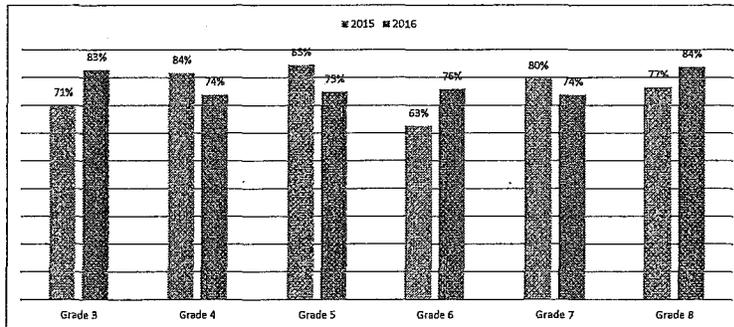
Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	77%	77%	65%	63%	68%	71%
High Needs	*	61%	*	*	56%	71%



High Needs Subgroup includes students with special needs, those who receive free or reduced priced meals, and English Language Learners.

Longitudinal Data
English/Language Arts* Percentage of Students Meeting or Exceeding Achievement Level
2016

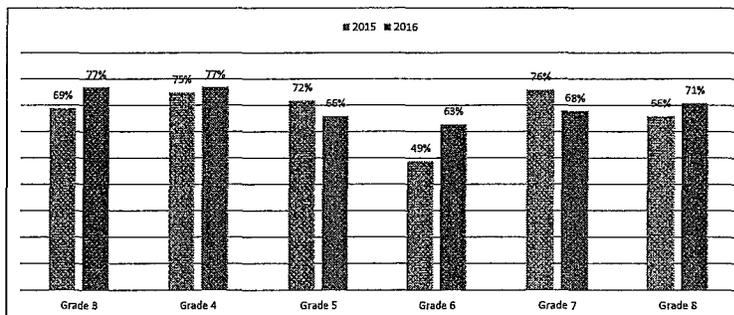
Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2015	70%	82%	85%	63%	80%	77%
2016	83%	74%	75%	76%	74%	84%



*Adjusted score CAT only

Longitudinal Data
Mathematics Percentage of Students Meeting or Exceeding Achievement Level
2016

Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2015	69%	75%	72%	49%	76%	66%
2016	77%	77%	66%	63%	68%	71%



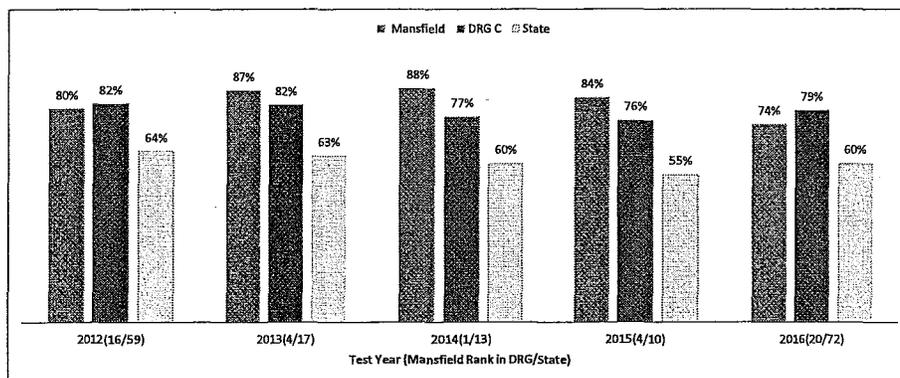
Overall Comparison of Performance

Combined Performance of all grades

	2015	2016
Percent meeting or exceeding achievement levels		
English/Language Arts	75.7	78
Mathematics	67.9	70.3

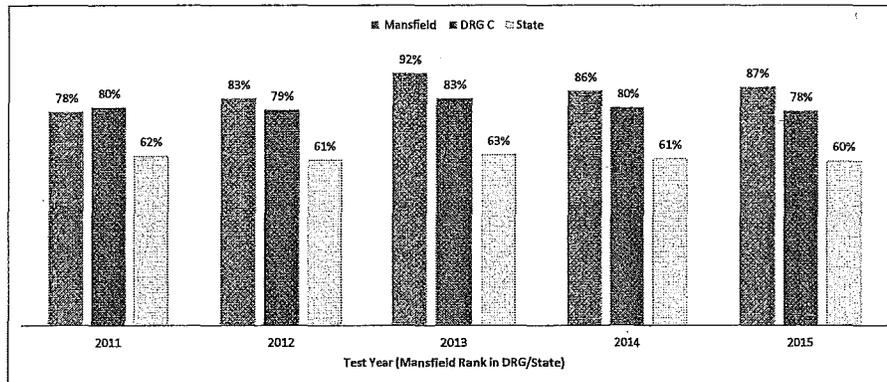
CMT Science, Grade 5: Percentage of Students Meeting or Exceeding Achievement 2016

District	2012	2013	2014	2015	2016
Mansfield	80%	87%	88%	84%	74%
DRG C	82%	82%	77%	76%	79%



**CMT Science, Grade 8: Percentage of Students Meeting or Exceeding Achievement
2016**

District	2012	2013	2014	2015	2016
Mansfield	89%	78%	83%	92%	88%
DRG C	82%	80%	79%	83%	80%
State	62%	61%	63%	61%	60%



Conclusions

- Mansfield students outperformed many students in like communities. Of the 29 DRG C districts, Mansfield ranks first in grade 7 mathematics and grade 8 ELA. All but three tests were in the top third of the DRG.
- Performance of students who qualify for special education, free and reduced price meals, or are English language learners (High Needs subgroup) exceed the State average.
- The gap between High Needs students and those without needs is much smaller in Mansfield than in the State as a whole.
- 93.2% of students in Mansfield participated in Smarter Balanced in 2015-16, about the same as in 2014-15.

How are the Data Used?

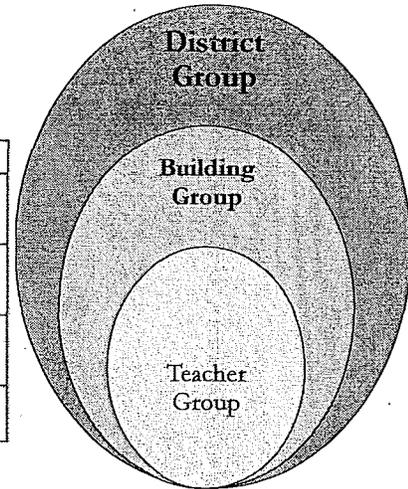
- Growth of the individual student will become the focus of our work as new metrics are made available.
- Smarter Balanced results are compared to other measures of student achievement (ex. STAR Assessments, Developmental Reading Assessment, writing assessments, end of unit math assessments, teacher focused observations) to get a complete picture of student performance.
- Teachers and administrators are “drilling down” into the data to access information for instructional planning.

Drilling Down From Claims to Learning Targets

<u>ELA Claims</u>	<u>Number of Targets</u>
Reading	14
Listening	1
Writing & Research/Inquiry	8

Reporting Groups for Target-Levels

Icon	Target Level	Description
+	Better than performance on the test as a whole	This target is a relative strength. The group of students performed better on items from this target than they did on the test as a whole.
○	Similar to performance on the test as a whole	This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the test as a whole.
-	Worse than performance on the test as a whole	This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the test as a whole.
*	Insufficient Information	Not enough information is available to determine whether this target is a relative strength or weakness.



Target	Performance Level
Reading	
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	+
(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.	○
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic (Tier 2) words, domain-specific (Tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (Tier 2) vocabulary common to complex texts in all disciplines.	+
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures, point of view, use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.	-
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence, or cause/effect) or distinguish the author's point of view.	○
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.	○
(Informational Text) LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	*

Identified SBAC Target Area(s) Where Students Underperformed in Relation to Their Overall Performance

Target	Performance Level
Concepts and Procedures	
Understand ratio concepts and use ratio reasoning to solve problems.	1
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	1
Compute fluently with multi-digit numbers and find common factors and multiples.	1
Apply and extend previous understandings of numbers to the system of rational numbers.	1
Apply and extend previous understandings of arithmetic to algebraic expressions.	1
Reason about and solve one-variable equations and inequalities.	1
Represent and analyze quantitative relationships between dependent and independent variables.	1
Solve real-world and mathematical problems involving area, surface area, and volume.	1
Develop understanding of statistical variability.	1
Summarize and describe distributions.	1

Identified Connecticut Core Standard(s) Related to the SBAC Target Area(s) of Concern

Compute fluently with multi-digit numbers and find common factors and multiples. 1



Compute fluently with multi-digit numbers and find common factors and multiples.

CCSS.MATH.CONTENT.6.NS.B.2

Fluently divide multi-digit numbers using the standard algorithm.

CCSS.MATH.CONTENT.6.NS.B.3

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

CCSS.MATH.CONTENT.6.NS.B.4

Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express $36 + 8$ as $4(9 + 2)$.*

Teachers Examine Practices

- Is the given standard being addressed in our curriculum?
- How are we teaching these concepts and skills?
- Do our assessments adequately measure the CT Core standards?

Mansfield Public Schools

2017-2018

DRAFT

Notes

August 17 (2)						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	PD	PD	30	31		

September 17 (20)						
Su	M	Tu	W	Th	F	Sa
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 17 (20)						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	H	PD	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 17 (18)						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	PD	8	9	H	11
12	13	14	15	16	17	18
19	20	21	22	H	V	25
26	27	28	29	30		

December 17 (16)						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	V	V	V	V	30
31						

January 18 (21)						
Su	M	Tu	W	Th	F	Sa
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 18 (17)						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	PD	17
18	H	V	21	22	23	24
25	26	27	28			

March 18 (20)						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	PD	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	H	31

April 18 (16)						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	V	V	V	V	V	21
22	23	24	25	26	27	28
29	30					

May 18 (22)						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	H	29	30	31		

June 18 (15)						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	PD	23
24	25	26	27	28	29	30

Visit
<http://mansfieldct.gov/schoolcal>
 for up-to-date calendar events.

 Early Closing
 Holiday

 Professional Development Day - No School
 Vacation

*Last day for students includes 5 built-in weather related closings. If these days are not needed, the last school day will be adjusted accordingly. If the district uses all 5 built-in weather days and requires additional days, consideration will be given to Professional Development Days in March, February, and October. Total Instructional Days will not exceed 182.

Adopted by the Mansfield Board of Education on . Also available on line @ <http://www.mansfieldct.gov/MBOE>

August:
28-29: Certified/Non-Certified Staff Prof. Day
30: First Day - Students
September:
4: Labor Day Holiday
October:
9: Columbus Day: No School
10: Certified/Non-Certified Staff Prof. Day
November:
7: Certified Staff Professional Day
10: Veteran's Day
20-22: Early Closing
23-24: Thanksgiving Holiday
December:
22: Early Closing
25-29: Winter Vacation
January:
1: New Year's Holiday
15: Martin Luther King, Jr. Holiday
February:
16: Certified Staff Professional Day
19: Presidents' Day
20: Vacation Day
March:
9: Certified/Non-Certified Staff Prof. Day
30: Good Friday
April:
16-20: Spring Vacation
May:
28: Memorial Day Holiday
June:
21: Last Day for Students (Early Closing)*
22: Certified Staff Professional Day

School Calendar Motion

A motion is in order if the Board approves the calendar.

Motion to adopt the proposed 2017-2018 School Calendar.

Consent agenda Motion

A motion is in order if the Board approves the consent agenda.

Motion to approve the consent agenda.