



Newark
Board of Education
Roger León, Superintendent

Where Passion Meets Progress

October 2018 Superintendent's Report

October 16, 2018

Defining Absence Categories

Absence category	Proportion of days absent	September days absent
Rare	$0\% \leq r < 5\%$	0 – 0.5 days
Frequent	$5\% \leq r < 10\%$	1 – 1.5 days
Chronic	$10\% \leq r < 18\%$	2 – 3 days
Severely chronic	$r \geq 18\%$	≥ 3 days

NPS Overall September Attendance by Absence Category



September

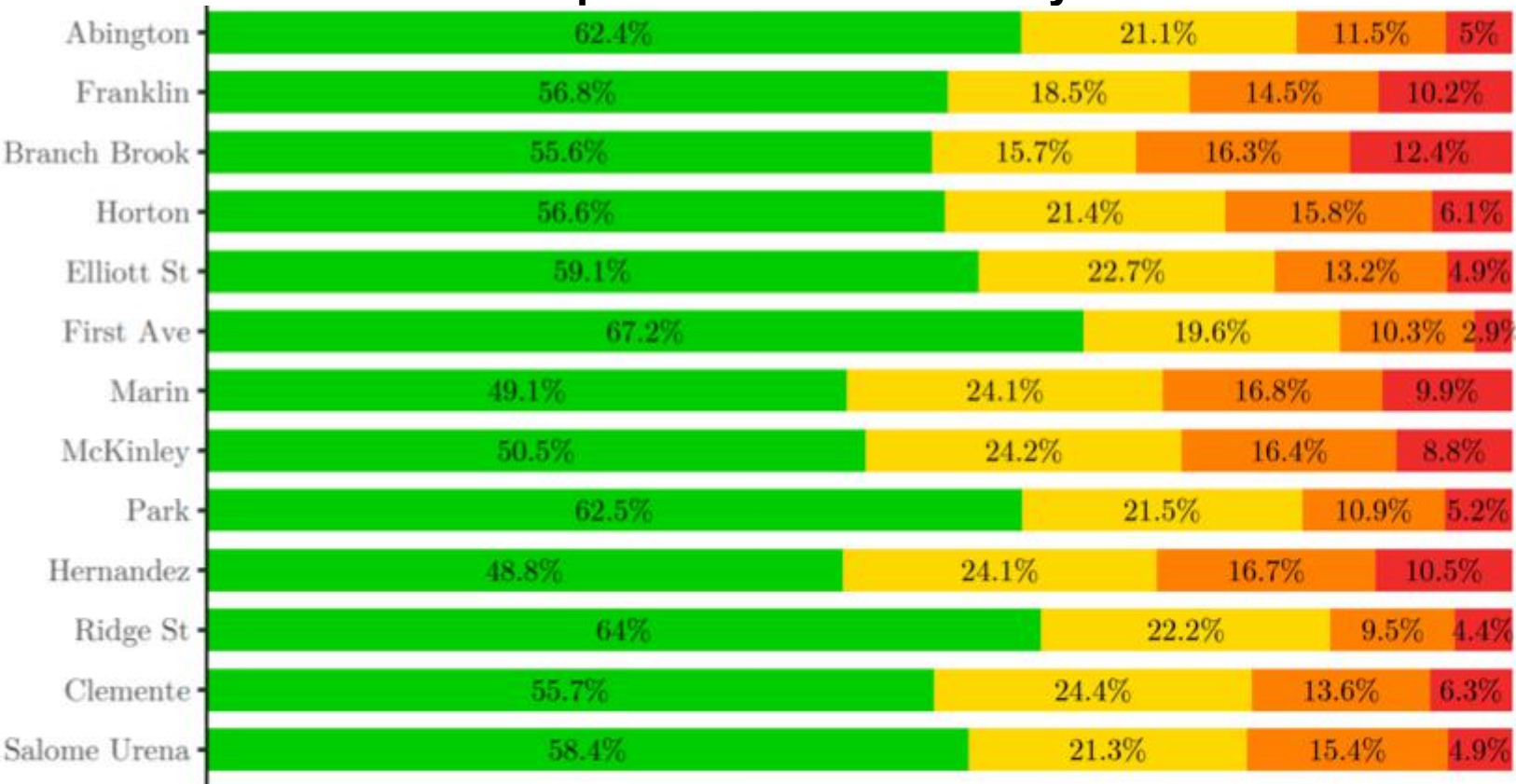
YTD

Rare Frequent Chronic Severely chronic

NPS Overall September Attendance by Absence Category

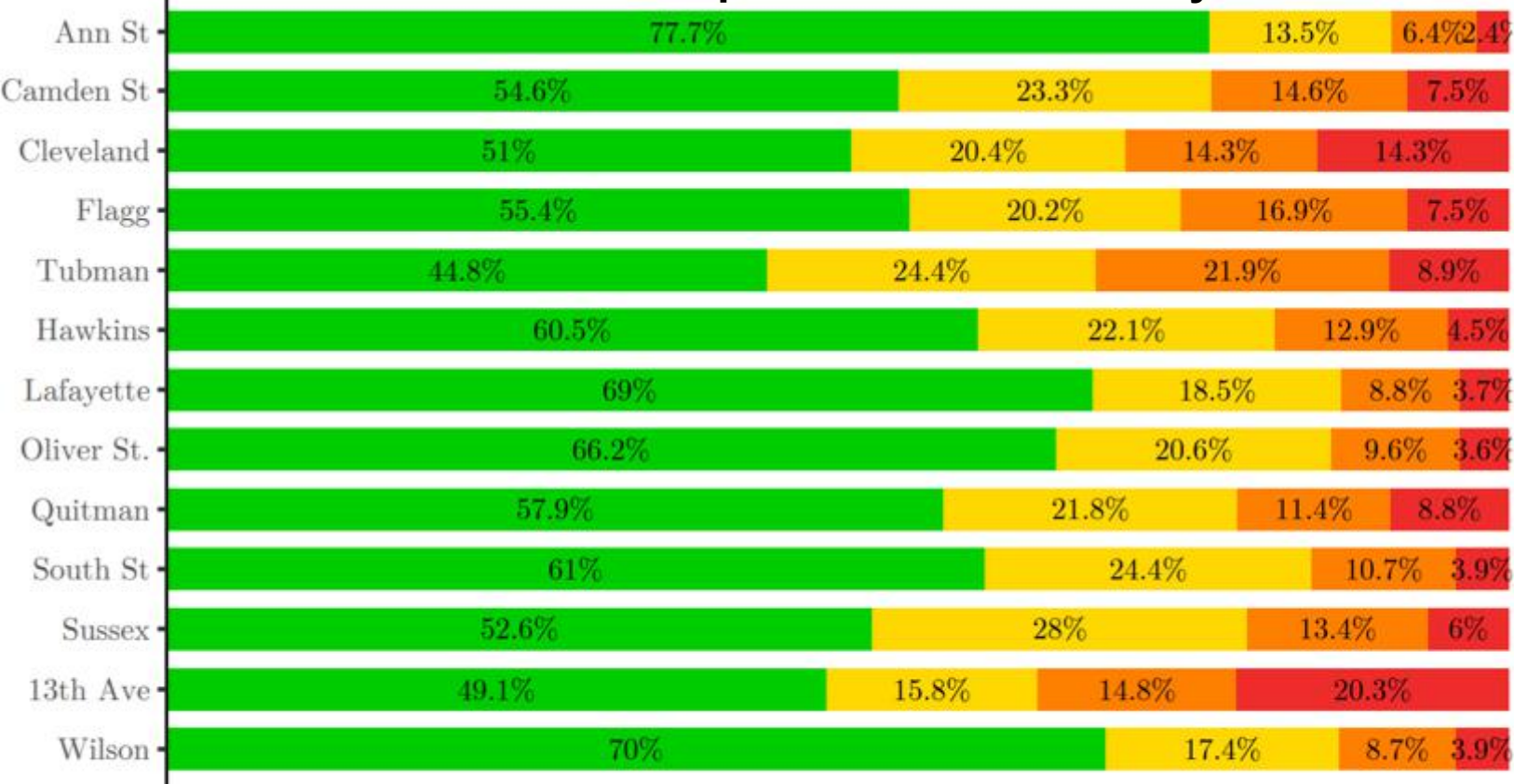
Month	Rare		Frequent		Chronic		Severely chronic	
September	19638	54%	7754	21.3%	5335	14.7%	3655	10%
YTD	19638	54%	7754	21.3%	5335	14.7%	3655	10%

North Ward Schools September Attendance by School



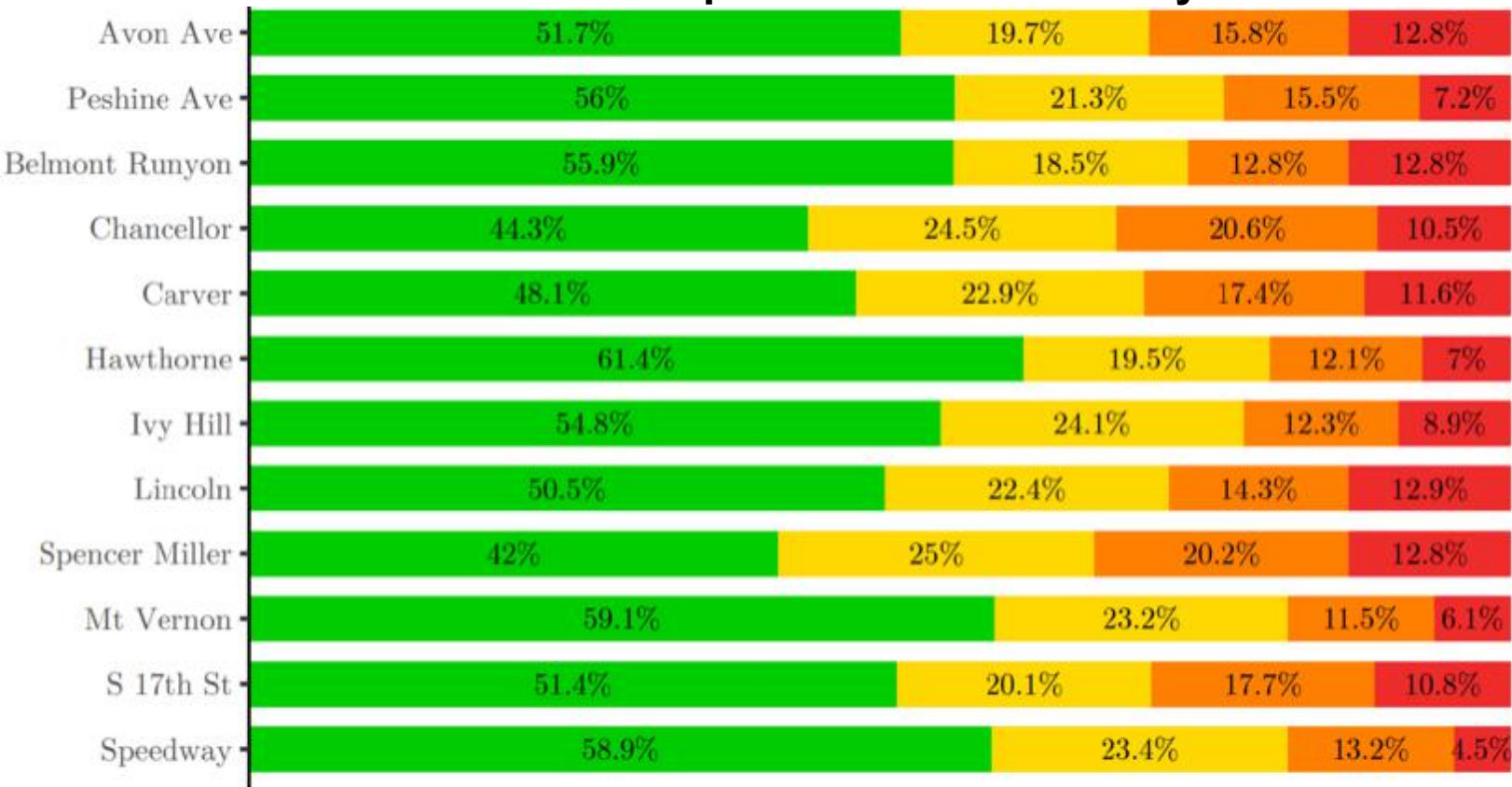
■ Rare
 ■ Frequent
 ■ Chronic
 ■ Severely chronic

East/Central Ward Schools September Attendance by School



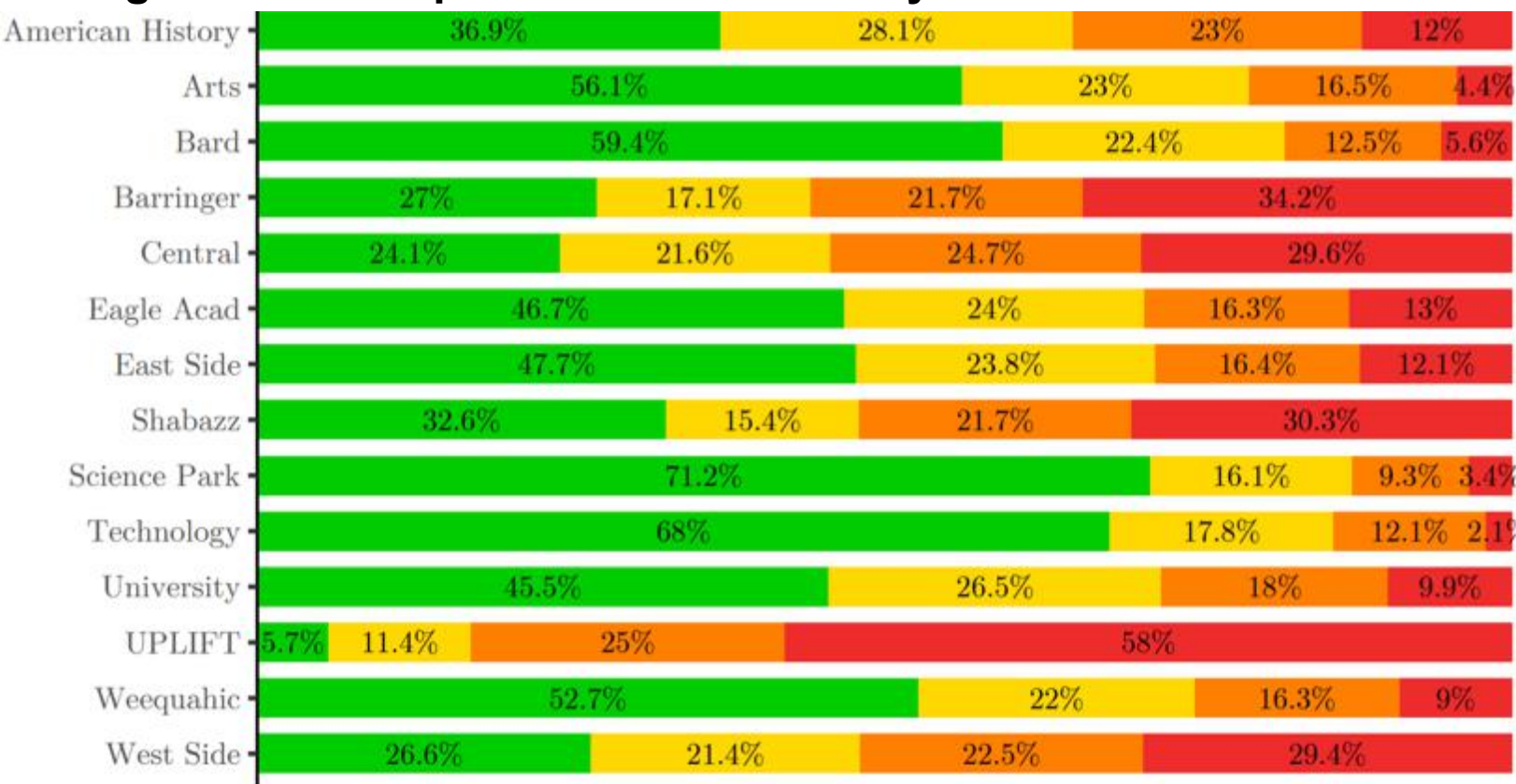
■ Rare
 ■ Frequent
 ■ Chronic
 ■ Severely chronic

South/West Ward Schools September Attendance by School



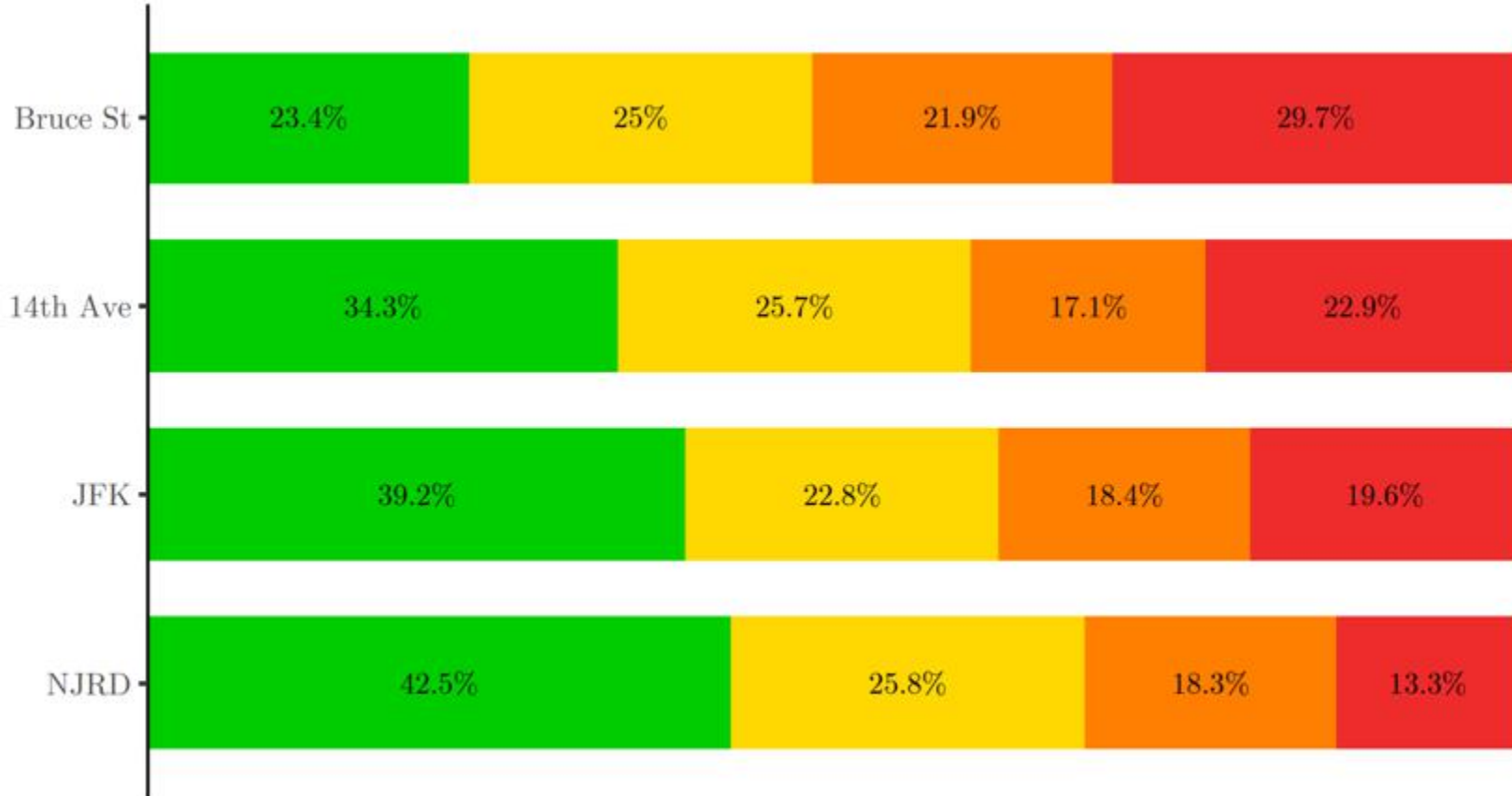
■ Rare
 ■ Frequent
 ■ Chronic
 ■ Severely chronic

High Schools September Attendance by School



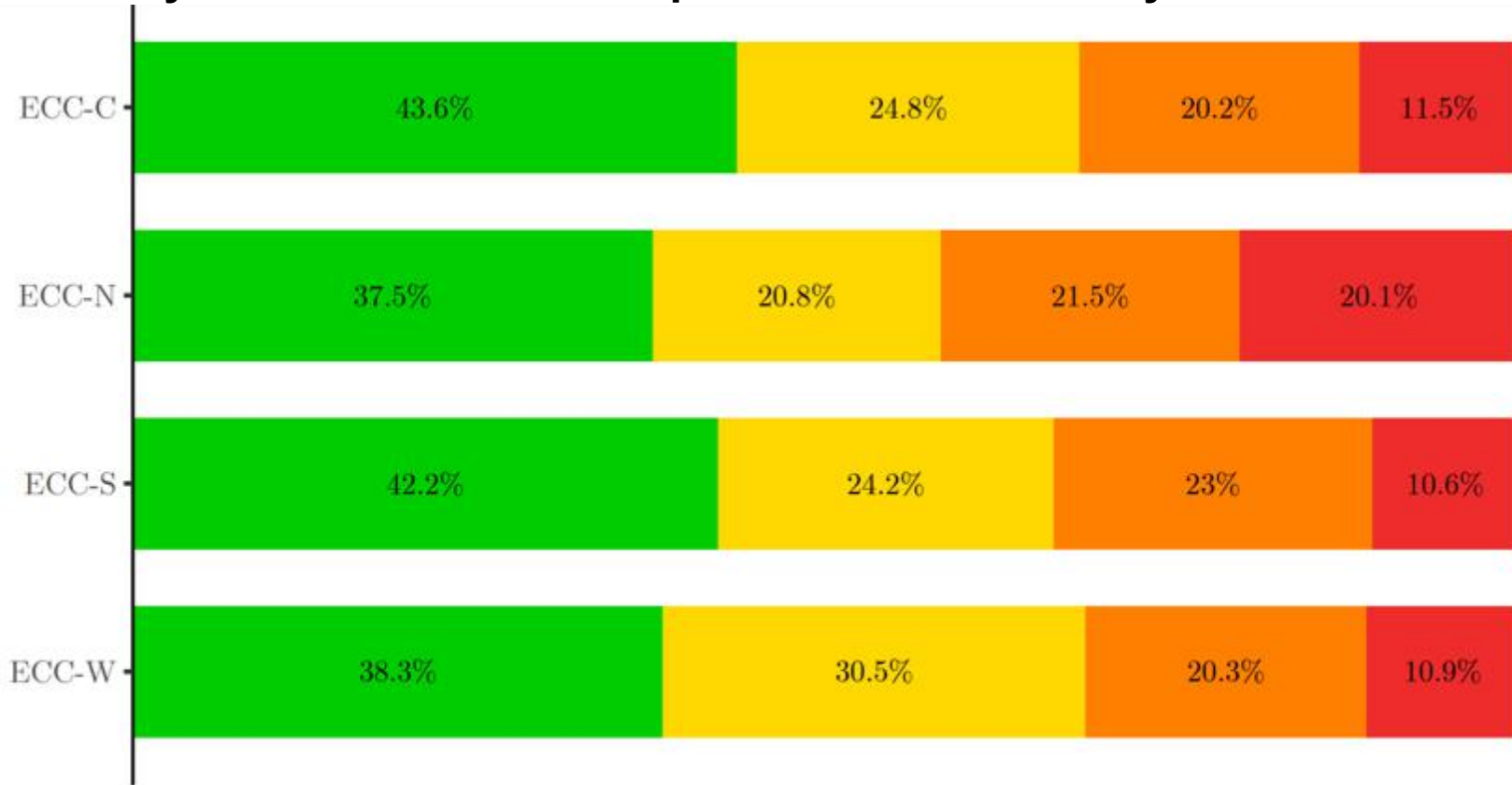
■ Rare
 ■ Frequent
 ■ Chronic
 ■ Severely chronic

Specialized Schools September Attendance by School



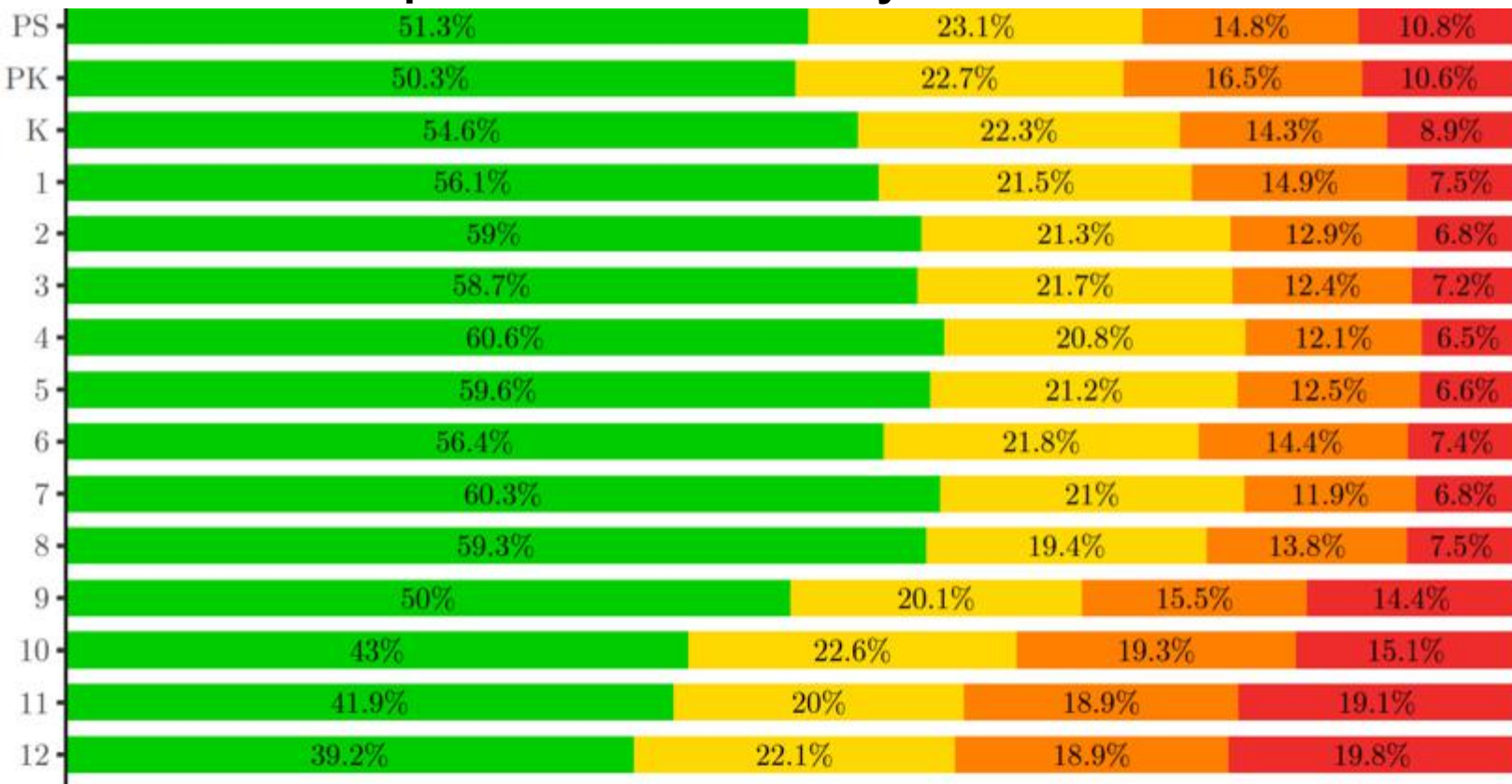
Rare Frequent Chronic Severely chronic

Early Childhood Centers September Attendance by School



Rare Frequent Chronic Severely chronic

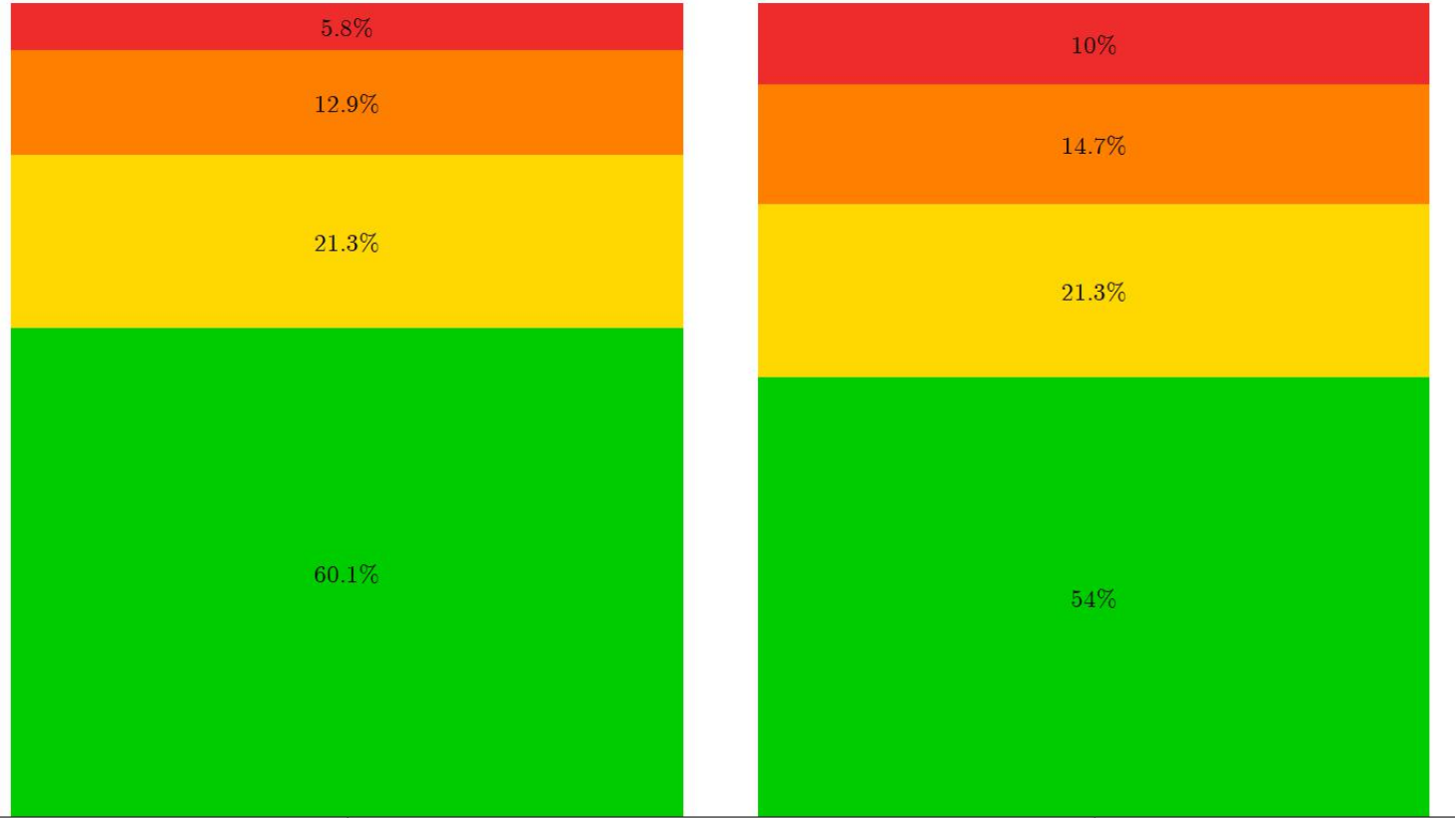
NPS Overall September Attendance by Grade



■ Rare
 ■ Frequent
 ■ Chronic
 ■ Severely chronic

NPS PARCC-Targeted Students September Attendance

Low 4s and high 3s on 2017-18 PARCC

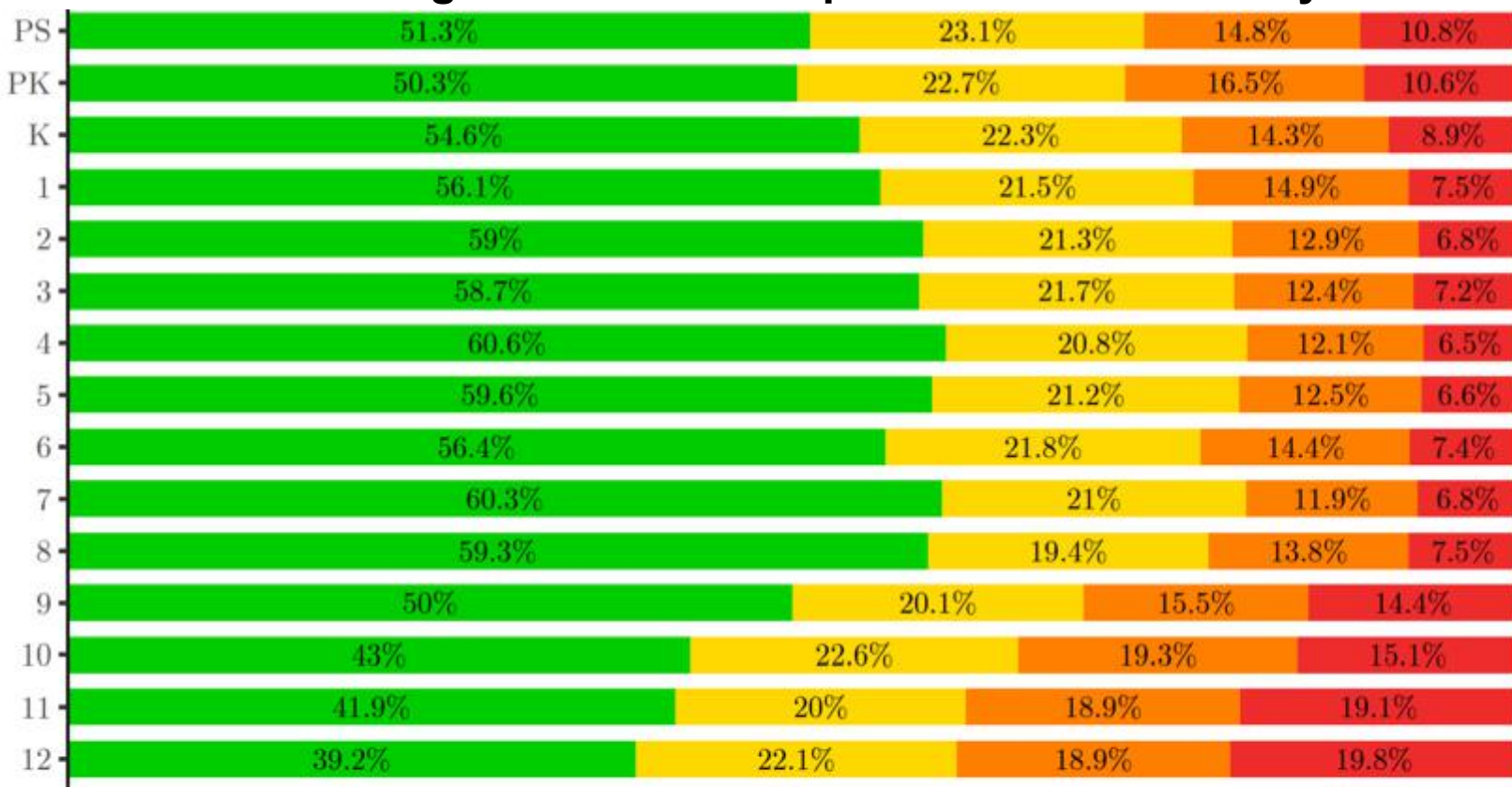


PARCC-targeted students

All students

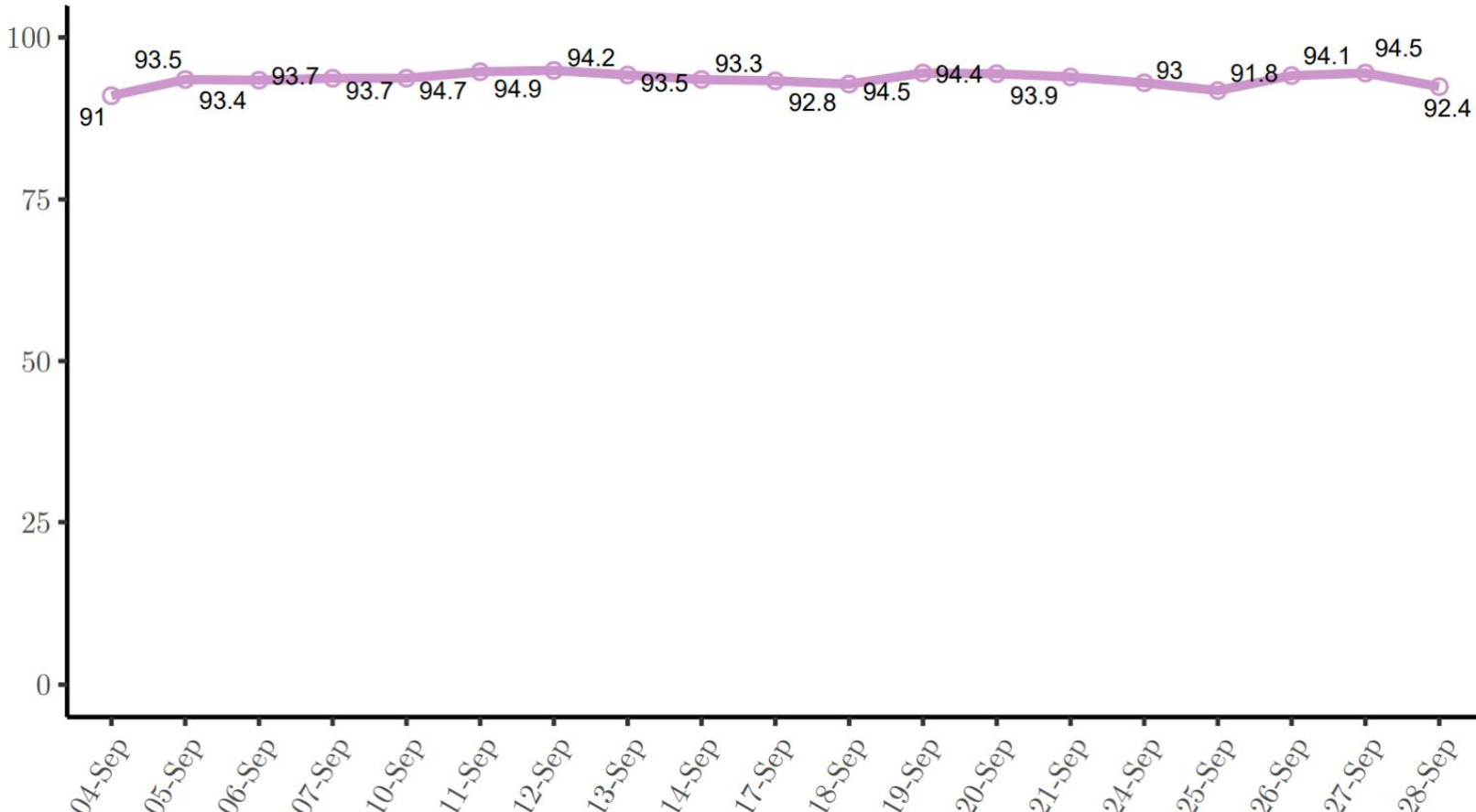
Rare Frequent Chronic Severely chronic

NPS PARCC-Targeted Students September Attendance by Grade



■ Rare
 ■ Frequent
 ■ Chronic
 ■ Severely chronic

NPS Overall September Average Daily Attendance Rate



SRI First Window Administration Results: All Students

2018-19 1st SRI Administration											
Grade	3	4	5	6	7	8	9	10	11	12	District
Below Basic	1316	1427	1139	1073	919	716	583	551	235	47	8006
Basic	717	768	820	938	892	814	577	415	151	9	6101
Proficient	596	504	559	426	450	524	567	692	156	2	4476
Advanced	60	93	196	288	387	398	275	134	21	0	1852
N Students	2689	2792	2714	2725	2648	2452	2002	1792	563	58	20435

2018-19 1st SRI Administration											
Grade	3	4	5	6	7	8	9	10	11	12	District
Below Basic	48.94%	51.11%	41.97%	39.38%	34.71%	29.20%	29.12%	30.75%	41.74%	81.03%	39.18%
Basic	26.66%	27.51%	30.21%	34.42%	33.69%	33.20%	28.82%	23.16%	26.82%	15.52%	29.86%
Proficient	22.16%	18.05%	20.60%	15.63%	16.99%	21.37%	28.32%	38.62%	27.71%	3.45%	21.90%
Advanced	2.23%	3.33%	7.22%	10.57%	14.61%	16.23%	13.74%	7.48%	3.73%	0.00%	9.06%
N Students	2689	2792	2714	2725	2648	2452	2002	1792	563	58	20435

SRI First Window Administration Results: PARCC-Targeted Students

2018-19 1st SRI Administration: Bubble Students										
Grade	4	5	6	7	8	9	10	11	12	District
Below Basic	294	153	186	114	74	55	70	25	4	975
Basic	449	432	513	420	338	216	161	57	4	2590
Proficient	304	338	270	264	310	278	374	83	0	2221
Advanced	24	80	127	178	183	112	57	10	0	771
N Students	1071	1003	1096	976	905	661	662	175	8	6557
2018-19 1st SRI Administration: Bubble Students										
Grade	4	5	6	7	8	9	10	11	12	District
Below Basic	27.45%	15.25%	16.97%	11.68%	8.18%	8.32%	10.57%	14.29%	50.00%	14.87%
Basic	41.92%	43.07%	46.81%	43.03%	37.35%	32.68%	24.32%	32.57%	50.00%	39.50%
Proficient	28.38%	33.70%	24.64%	27.05%	34.25%	42.06%	56.50%	47.43%	0.00%	33.87%
Advanced	2.24%	7.98%	11.59%	18.24%	20.22%	16.94%	8.61%	5.71%	0.00%	11.76%
N Students	1071	1003	1096	976	905	661	662	175	8	6557

How good SRI Assessment is on predicting PARCC outcome?

- Analyze the 2017-18 last administration SRI scores with 2017-18 PARCC outcome
- Correlation coefficient: 0.59
- False negative rate is only 6.6%, false positive rate is 13.5%

	Did not achieve proficiency on SRI	Achieved Proficiency on SRI	Grand Total
Did not achieve proficiency on PARCC ELA	9396 (49.9%)	2546 (13.5%)	11942 (63.4%)
Achieved Proficiency on PARCC ELA	1234 (6.6%)	5659 (30.0%)	6893 (36.6%)
Grand Total	10630 (56.5%)	8205 (43.5%)	18835 (100%)

What is the likelihood to achieve proficiency on PARCC if a student achieved proficiency on SRI?

Linear regressions on PARCC proficiency (2018) with SRI proficiency (2018 last administration) and other demographic variables (gender, grade, ELL, IEP, FRL, race/ethnicity). Here are the coefficients summary:

	ELA	Math
Elementary Schools	0.51***	0.36***
High Schools	0.53***	0.31***
Overall	0.51***	0.35***

*** indicates the coefficient is statistically significant



The Next THREE YEARS

Strategic Plan | 2016-19
Newark Public Schools



The Next Three Years Strategic Plan 2016-2019

Priorities	4
Strategies	17
Indicators	64

End Date: June 30, 2019

The Next Three Years
Strategic Plan
2016-2019

Subcommittee Touch Points

July 1, 2018 through October 12, 2018

254

The Next Three Years Strategic Plan 2016-2019

Priority 1: Strengthen Academics and Student Supports (63)

Priority 2: Ensure Great Talent in Every School and Department (75)

Priority 3: Engage the Community (39)

Priority 4: Provide Efficient Operations, Sustainable Budgets and Skilled Governance (77)

The Next Three Years Strategic Plan 2016-2019

Priority 1: Strengthen Academics and Student Supports (63)

Strategy 1: Use a consistent, district-wide approach to instruction that helps develop students' college and career readiness skills (21)

Strategy 2: Ensure all teachers have access to high-quality curriculum and assessments (10)

Strategy 3: Provide more intensive supports for students who need them (10)

Strategy 4: Create caring, welcoming schools that support learning (14)

Strategy 5: Strengthen Pre-K Education (8)

The Next Three Years Strategic Plan 2016-2019

Priority 2: Ensure Great Talent in Every School and Department (75)

Strategy 1: Recruit and select the best educators for NPS (34)

Strategy 2: Continue to retain our most effective teachers and principals (18)

Strategy 3: Provide accessible and practical feedback and coaching (19)

Strategy 4: Raise the bar for excellence for ALL staff in NPS (4)

The Next Three Years Strategic Plan 2016-2019

Priority 3: Engage the Community (39)

Strategy 1: Adopt a community schools strategy (4)

Strategy 2: Plan with the community (7)

Strategy 3: Inform and engage families and community members (19)

Strategy 4: Expand and better use partnerships (5)

Strategy 5: Strengthen transparency and accountability (4)

The Next Three Years Strategic Plan 2016-2019

PRIORITY 4: Provide Efficient Operations, Sustainable Budgets, and Skilled Governance (77)

Strategy 1: Assess, invest in and optimize usage of NPS facilities (5)

Strategy 2: Find operational efficiencies while improving service (34)

Strategy 3: Provide fair and efficient student funding (4)

Strategy 4: Support the Board of Education (34)

NPS Clarity 2020*

Strategic Plan

2019-2020

Timelines

April – June 2019: Final Plan (Tentative)

One Year Plan*

The Next Decade **

Strategic Plan

2020-2030

Timelines

January 2020 - Initial Plan * (Tentative)

June 2020 – Final Plan (Complete)

Ten Year Plan **

UPDATE –
TRANSITION PLAN
FOR THE RETURN OF
LOCAL CONTROL

ANZELLA KING-NELMS
OCTOBER 16, 2018
BUSINESS BOARD MEETING
NEWARK BOARD OF EDUCATION

LOCAL CONTROL UPDATE

This is a critical milestone and represents a tremendous achievement by all those involved.

The Transition Plan is now the guide, that when implemented, will allow the District to no longer have partial State intervention.

LOCAL CONTROL UPDATE

- The State Board of Education voted on September 13, 2017 to “return operational control to Newark Public Schools following the creation and completion of a transition plan.”
 - The Transition Plan (Plan) delineates the terms and conditions for the return of local control to the Newark Public School District.
 - The Plan is closely aligned to the recommendations of the Newark Education Success Board (NESB).
-

LOCAL CONTROL UPDATE

- The purpose of this **Transition Plan** is to document the process, actions, and commitments to be taken by the **District**, the **Newark School Board**, and the **New Jersey Department of Education** in order for the State to withdraw from **partial intervention** in the areas of Governance and Instruction & Program and to return authority and oversight over the District in its entirety to the local Board of Education.

LOCAL CONTROL UPDATE

- Length of Plan – 2/1/2018-1/31/2020.
Determination of the completion of Plan based on the Scorecard.
 - November 6, 2018 – Referendum on the classification of the Board as Type I (appointed) or Type II (elected).
-

DISTRICT CURRENT STATE

- Newark Public Schools is now positioned to transition to full local control, having demonstrated academic progress and noted improvements across the five areas measured by the State's **Quality School Accountability Continuum (QSAC)** evaluation system since the State takeover.

DISTRICT CURRENT STATE

- Operations returned to the District by the State Board of Education (SBOE) in 2008.
- Financial Management returned by SBOE in 2014.
- Personnel returned by SBOE in 2016.
- Governance returned September 13, 2017, subject to the completion of the Plan.
- Instruction and Program returned September 13, 2017, subject to the completion of the Plan.

DISTRICT CURRENT STATE

- Transition Plan focuses more heavily on the areas of Governance and Instruction and Program.
- Transition must focus solely on the interests of the thousands of school children.
- Key milestones and safeguards are included in the Plan to ensure that GOVERNANCE IS AND CONTINUES TO BE FOCUSED ON THE BEST INTERESTS OF OUR STUDENTS.
- PLAN accompanied by an ACCOUNTABILITY SCORECARD which will be used to track and measure the District's progress toward implementation of the Plan.

TRANSITION PLAN UPDATE

FUNDAMENTAL CONSIDERATIONS

- The core elements of the plan include:
 - Fundamental Considerations
 - Governance
 - Instruction and Program
 - Fiscal Management and Operations
 - Personnel
- The plan focuses more deeply on Governance and Instruction and Program because these are the areas being newly transitioned back to the Newark Board of Education

TRANSITION PLAN UPDATE

FUNDAMENTAL CONSIDERATIONS

- State will have specific elements of monitoring and supporting the District during the transition period.
- Engagement occurs through the appointment of a Highly Skilled Professional (HSP).
- Commissioner appoints the HSP.
- HSP reports to Commissioner.

TRANSITION PLAN UPDATE

■ Governance Progress

This section addresses **training for the Board to undertake in Ethics and other Governance Topics:**

- Training Modules to be Developed:
 - State Law, Regulations and Case Law regarding conflicts of interest and ethical requirements of school board members;
 - District policies regarding ethical conduct
 - Financial disclosure requirements
 - Review of past ethical lapses in the District and how these have impacted the District's educational progress and financial status.
 - Conflicts of interests
 - Board's respect for the confidentiality of information
 - Appropriate role of the Board compared to the Superintendent and District leadership, including avoiding Board attempts to exercise any administrative responsibility
 - Potential tensions between actions in the interests of all students in Newark and for the community and requests made of the Board or individual Board members
-

TRANSITION PLAN UPDATE

■ Professional Development (cont'd)

- Additional Professional Development for the BOE and Senior Staff Regarding Governance Best Practices
- General attributes of successful boards and board members (including engaging those identified by the State as models)
- Ethical governance
- Effective decision-making processes and consensus building
- Protocols for communicating to the public
 - Communication during formal meetings of the Board (how to respond during public comment about a specific individual, under RICE notification procedures)
 - Communication outside of formal board meetings (engaging informally with members of the public)

Communicating with administration and fellow Board members

Developing the necessary subject area expertise in areas such as Personnel and Finance

Distinction in the purpose and goals of business and public meetings

Mentorship for Board chair (at the start and throughout his/her tenure)

TRANSITION PLAN UPDATE

Professional Development – cont'd

- Through the HSP, the State shall conduct and establish clear expectations of the Board for committee and public Board meetings in an efficient, transparent and respectful manner.
- The HSP will assist the Board and District leadership in developing the set of trainings for Governance, utilizing community resources whenever possible (such as higher education, business and non-profit institutions in Newark to provide the training).
- Practice of high functioning boards is to have two different kinds of public meetings:

Business and Regular Meetings

Both subject to Open Public Meetings Act; use of each is intended to be different.

Business Meeting used to discuss issues in greater detail, including Board members having the opportunity to ask questions of District staff and engage in a productive exchange of ideas.

Regular meetings are where the Board votes and takes action on issues.

TRANSITION PLAN UPDATE

- Structuring the Board Decision-Making Process
 - Board decision-making , in both policy and practice, should be efficient, transparent, and prioritize the needs of students first.
 - The Superintendent and Board Chair will co-construct the Board meeting agendas.
 - Various meeting structures of the Board (committees, business meetings, and public) shall be used to ensure the Board engages in rigorous discussion among members and with the District leadership.
 - Committee reports should be carefully written to be summative and facilitate an efficient review of Board actions and decisions.
 - Board members should come to each type of meeting prepared, having read materials and with any outstanding questions/issues identified.
 - Board chair shall review committee notes prior to meetings where the reports are shared.
 - Chair will share all committee reports with Board members for review and discussion prior to the business and regular meetings.
 - Public participation in Board meetings should continue to provide a meaningful opportunity for stakeholders to provide input on issues or raise concerns.

TRANSITION PLAN UPDATE

■ Expectations and Working Relationships between Board, Superintendent and Senior Staff

■ Board

Responsibly make decisions or take actions that are in the best interest of all Newark public school children, regardless of any other competing interest of consideration

Vote to approved locally designed curriculum that implements the New Jersey Student Learning Standards (NJSLs)

Act in compliance with applicable law, including the New Jersey Open Public Meetings Act and School Ethics Act

Ensure fidelity of District practice to relevant policies and procedures

■ District

■ Provide recommendations with helpful, complete information to Board to enable responsible decision-making

■ Provide a set of goals, needs assessment, process for research and decision-making, final decisions, and rationales to Board to support curricular decisions

■ Provide updates to the Board and Committee on state test outcomes, analysis of data, and academic strategies responsive to student outcomes

TRANSITION PLAN UPDATE

- Expectations and Working Relationships (cont'd)
 - District
 - Provide updates on progress toward key academic milestones in the Strategic Plan and towards meeting Equivalency targets
 - Manage the day-to-day execution of all aspects of the District's academic work, including curricular decisions, academic support for schools, and supervisory practices such as management of school leaders and teachers
 - Adhere to all federal and state law and internal policies
 - Develop curriculum aligned to NJSLs for board approval

- Curriculum Decisions
 - Board is required to approve the New Jersey Learning Standards.
 - Board is to approve District-recommended curriculum, instructional materials, assessments, and related professional development.
 - District is to continue existing practice of reviewing goals, needs assessments, research and decision-making processes, final decision outcomes and rationale with relevant Board committee, as required in the QSAC process.

TRANSITION PLAN UPDATE

■ Fiscal Management and Operations

■ Overview

- Local control of Fiscal Management since 2014 and Operations since 2008.
- This Plan need not address specific terms and conditions for these two QSAC domains, rather revisits with expectations and requirements around practices and decision-making that will best position District to marshal strategy, resources and attention towards continued improvements in student outcomes.
- Addresses the Board's basic fiscal and operations obligations; training for Board, decision-making process and role and working relationship with the Superintendent and District staff; planning for long-term financial stability; financial reporting; and expectations regarding additional initiatives.
- HSP will annually review evidence to substantiate the provisions of the QSAC Fiscal Management and Operations areas.

TRANSITION PLAN UPDATE

- **Fiscal Management and Operations (cont'd)**
 - Budget Requirements and Best Practices
 - Strong fiscal management ensures the District can focus its strategy and attention on teaching and learning.
 - Poor management contributes to the District not being able to meet its obligation to provide a “thorough and efficient” education for its students.
 - To meet the standards of fiscal responsibility, State and federal law and the QSAC fiscal indicators, the District must implement a financial that adheres to certain standards and principles and the HSP will consult and advise the District in the implementation of its financial system based on basic requirements:

TRANSITION PLAN UPDATE

- Budget Requirements and Best Practices (cont'd)
 - Fiscal Policies: Annual review and approval of fiscal policies including Standard Operating Procedures Manual and a system of internal controls.
 - Preparation of Balanced Budget
 - Monitoring of Budget to Actuals: Monthly Board Secretary's report reconciled with the Treasurer's report.
 - Fiscal Forecasting: Three times per year in Nov., Feb., May to ensure District is on target to achieve a balanced budget for the current fiscal year.
 - Year-End Balances: Ends with no deficit balances, no over appropriated expenditures.
 - Cash Flow: District prepares and analyzes changes in cash flow monthly.
 - Audit: District receives an unqualified opinion on the annual audit, and has no material weaknesses. Reportable conditions or other audit findings.

TRANSITION PLAN UPDATE

- Grants: District ensures that all grant funds are managed in accordance with the grant requirements and funds are spent within the required time period.
- Capital and Equipment: District provides proper oversight and accounting of capital projects and tracks supporting financial information to receive reimbursements.
- Facilities: Cost of capital and facilities maintenance projects are properly recorded in a work order management system that can provide accurate financial information.
- Procurement: District complies with the New Jersey Public Schools Contracts Laws and administrative codes for all purchasing.
- Health and Safety: Annual health and safety reviews have been conducted in each building using the Evaluation of School Buildings Checklist Report (N.L.A.C. 6AL19-6.1 et seq).
- **If in the course of providing advice and consultation, the HSP learns of actions by the Board or Leadership that is inconsistent with these requirements, the HSP shall notify the Commissioner of Education.**

TRANSITION PLAN UPDATE

- Professional Development for BOE and Senior Staff Regarding Fiscal Management Best Practices
 - Revisit areas for Board professional development to ensure that the Board continues to be successful in maintaining and providing fiscal management and operations
 - Continue tight budget management to ensure that the students best interest are met
 - Provide additional training to Board and Senior Leadership Team in financial oversight, accountability, and fiduciary responsibilities in:
 - Internal Controls
 - Budgeting
 - Forecasting
 - Financial planning and reporting
 - Financial policies
 - Resources: NJ School Boards; National School Boards; Government Finance Officers Association

TRANSITION PLAN UPDATE

■ PERSONNEL

- Approved Personnel Transition Plan as of August 2017
 - Purpose is to document the process, actions, and commitments of District, Board, and New Jersey Department of Educations
 - Addresses the Board and District's responsibilities in ways of working and specific responsibilities
 - Board and District roles are delineated on pages 41 and 42 of Plan
- Monitoring of Personnel Functions
 - HSP will provide technical assistance to ensure the development and implementation of proper policies and procedures governing personnel functions as listed on p. 42
 - HSP to inform Commissioner of any inconsistencies
 - Continued implementation of AchieveNJ

ACCOUNTABILITY SCORECARD

■ ACCOUNTABILITY SCORECARD

- Metrics in this Scorecard will be collected twice a year and reported annually by the independent Comprehensive Accountability Office (CAO)
- Score of 3 or above will be deemed “substantial and sustained” progress toward meeting the expectations of the full Transition Plan
- In the event of a score below “3”, the CAO will include an explanation of progress and gaps in the first year report
- Action plan developed for getting back on track
- Modifications to Transition Plan could occur
 - Rubric:
 - Not Implemented (1)
 - Partially Implemented (2)
 - Substantially Meeting (3)
 - Fully Implemented (4)

COMPREHENSIVE ACCOUNTABILITY OFFICE (CAO)

- Independent Entity with the Capacity to Perform Requirements
- Crucial in Aiding Department's Review of NPS's Compliance and Progress
- Gather and Analyze Data from District and State
- Publish all Information provided to the CAO on District's and State's Website
- Use of Scorecard to Measure District's Progress (Copy)

COMPREHENSIVE ACCOUNTABILITY OFFICE (CAO)

- Responsibilities
 - Compile Relevant Data to Establish Annual Status of the District compared to Scorecard Metrics
 - Publish and Present Data to the Department and Public
- CAO be Fully Independent
- CAO will meet Bi-Annually with the District to Assess Progress against Scorecard and present a Public Report Annually in January (2019 and 2020)
- Updates Provided at Public Board Meetings

COMPREHENSIVE ACCOUNTABILITY OFFICE (CAO)

- Review of Two Reports by State
- CAO Annual Reports part of, but Not Exclusive Measure of District's Progress
- State Concerns about Pace or Degree of Progress may Require Interventions
- CAO's Second Report to be Prepared in time for the Commissioner to make Recommendations to the NJDOE

CONSEQUENCES FOR NOT MEETING THE EXPECTATIONS OF THE FULL TRANSITION PLAN

- Continuation or reinstatement of the HSP
- Providing additional levels of State oversight and support
- Directing that the District take specific actions consistent with the terms of the Transition Plan
- Elongating the timeframe for the expiration of the Transition Plan
- Egregious events that could require immediate reestablishment of State Intervention:
 - Pattern of violations of the School Ethics Act
 - Incidents of interference in personnel decisions that undermine the effectiveness of the District
 - Failure of the Board to pass a balanced budget

CONSEQUENCES, CONT'D

- Adverse opinion in the annual financial statement audit
- Egregious actions hindering the District to operate efficiently and effectively
- Insufficient cash flow to make payroll or vendor payments
- Failing scores on more than 33% of metrics on the Accountability Scorecard
- Policies or actions that knowingly put children's safety at risk
- Failure to approve State Standard-aligned curricula