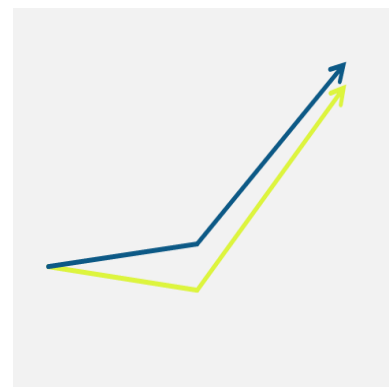


SUPERINTENDENT'S REPORT

SEPTEMBER 2016



AGENDA

- Introduction
- 2016-17 Academic Vision

NPS VISION & MISSION

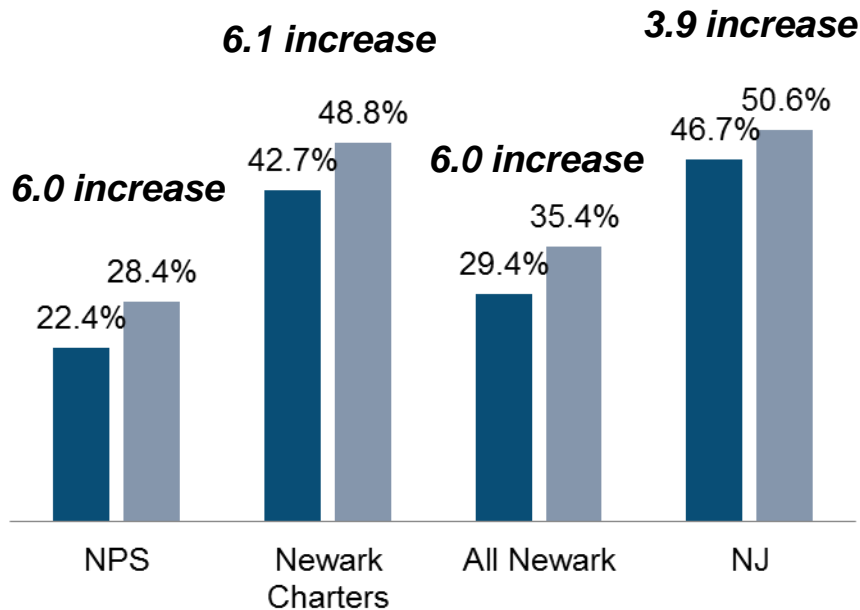
OUR VISION: All Newark students will graduate high school ready for college and 21st century careers.

OUR MISSION: We will ensure that all children in Newark have access to a high-quality education and graduate high school with the academic and social skills necessary to be productive, civic-minded individuals. Our educators and leaders will create learning environments that promote critical thinking, collaboration, and creativity. And we will work closely with parents and community stakeholders to create a culture of inclusiveness and engagement

PARCC SCORES ARE AN INDICATOR OF COLLEGE READINESS

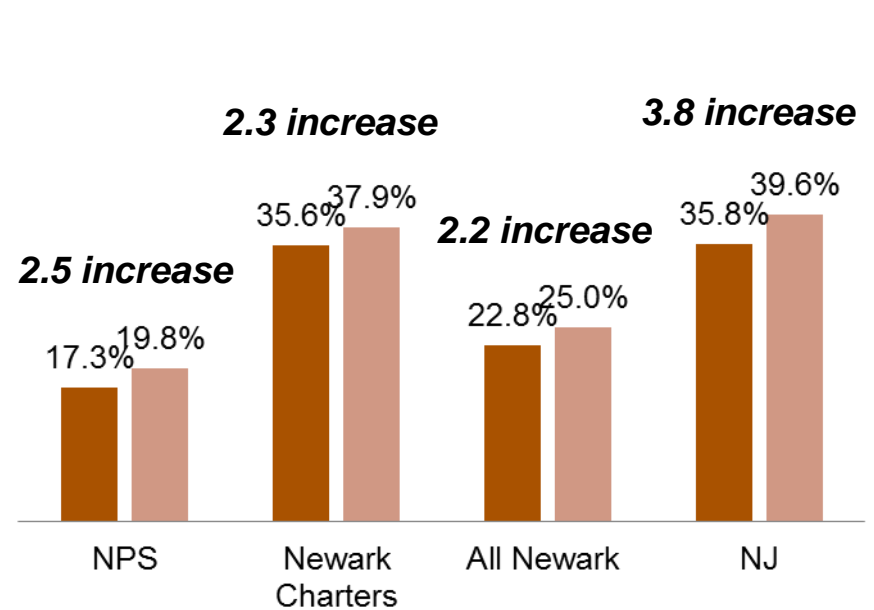
% Meeting or Exceeding Expectations (*ELA*)

■ 14-15 ■ 15-16



% Meeting or Exceeding Expectations (*Math*)

■ 14-15 ■ 15-16



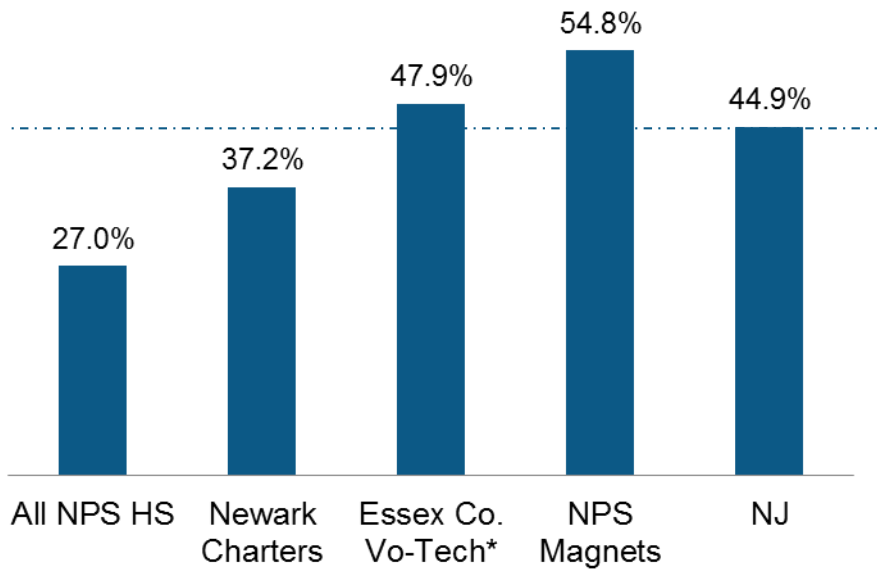
SUCCESSSES

- **The percentage of students meeting or exceeding expectations across the district was up**
 - 6.0 percentage points in ELA
 - 2.5 percentage points in Math.
- **The vast majority of schools are making progress**
 - 48 of 57 schools improved in ELA
 - 40 of 57 improved in Math
- **Many schools saw significant improvement**
 - 26 schools saw more than 5 percentage point improvement in ELA
 - 14 schools saw more than 5 percentage point improvement in Math.
- **3 Newark high schools and 5 elementary schools beat the state average** in either ELA or Math, or both

HIGH SCHOOL PARCC SCORES

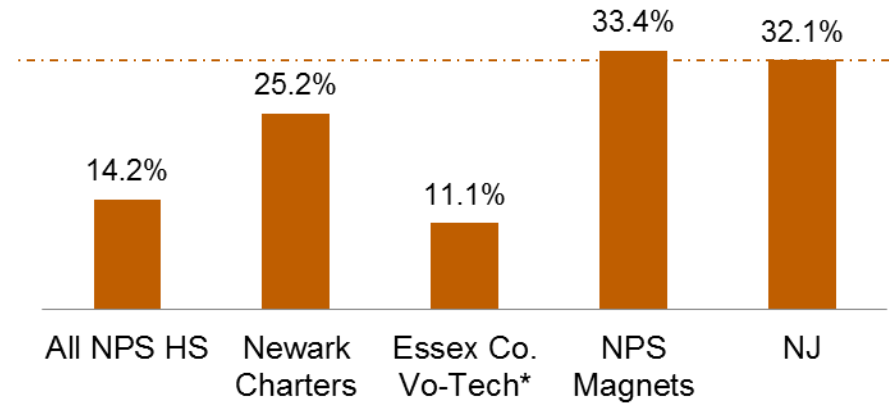
% Meeting or Exceeding Expectations (*ELA*)

■ 15-16



% Meeting or Exceeding Expectations (*Math*)

■ 15-16



SUCCESSSES

- The state has not yet provided final graduation rates, but our analysis shows continued growth in this area.
- We do not yet have SGP, but we can look to last year's results showed significant improvement:
 - **SGP for NPS for 14-15 was up 8 points in ELA and 9 in Math**
 - with 4x as many schools performing above state average in ELA and 2x as many in math.
 - **Math proficiency rates doubled in 14-15 when compared to students in demographically comparable districts.**
 - **Newark students were doing better than over 80% of those 37 comparable districts in Math in 14-15 and 72% in ELA - tremendous progress by any measure.**

CHALLENGES

- Too many students are still not meeting or approaching the new rigorous standards.
 - Overall ELA: 47.1% of students not meeting or approaching
 - Overall Math: 56.9% of students not meeting or approaching
 - Comprehensive High Schools: 70% ELA and 82% Math
- Lower achievement is concentrated in South, West, and Central Wards.

NPS PARCC PERFORMANCE BY SCHOOL: GRADES 3-8

School	ELA Proficiency	Change from 14-15	Math Proficiency	Change from 14-15
ABINGTON AVE	40%	11%	27%	6%
ANN ST	54%	8%	53%	4%
AVON AVE	14%	5%	10%	2%
BELMONT RUNYON	15%	9%	5%	2%
BRANCH BROOK SCHOOL	45%	16%	45%	15%
CAMDEN ST	13%	5%	8%	2%
CHANCELLOR AVE	17%	1%	13%	4%
CLEVELAND	16%	4%	10%	2%
DR E ALMA FLAGG	18%	8%	8%	2%
DR WILLIAM H HORTON	14%	0%	9%	-1%
EAGLE ACADEMY	12%	1%	5%	-2%
ELLIOTT ST	27%	10%	25%	5%
FIRST AVENUE	51%	12%	45%	3%
FOURTEENTH AVENUE	14%	4%	11%	7%
FRANKLIN	22%	7%	23%	7%
GEORGE WASHINGTON CARVER	10%	0%	4%	-1%
GIRLS ACADEMY	9%	-20%	6%	-4%
HARRIET TUBMAN	22%	-6%	11%	-8%
HAWKINS ST	17%	-1%	13%	4%
HAWTHORNE AVE	13%	3%	7%	-1%
IVY HILL	29%	3%	11%	-2%

NPS PARCC PERFORMANCE BY SCHOOL: GRADES 3-8

School	ELA Proficiency	Change from 14-15	Math Proficiency	Change from 14-15
LAFAYETTE ST	52%	10%	44%	4%
LINCOLN	19%	0%	10%	1%
LOUISE A. SPENCER	11%	5%	4%	-1%
MARIN	17%	5%	11%	2%
MCKINLEY	23%	7%	16%	5%
MILLER ST	19%	0%	11%	1%
MT VERNON	48%	7%	43%	2%
OLIVER ST	46%	17%	33%	7%
PARK SCHOOL	54%	13%	36%	3%
PESHINE AVENUE	20%	9%	12%	3%
QUITMAN COMMUNITY SCHOOL	16%	4%	17%	7%
RAFAEL HERNANDEZ SCHOOL	16%	3%	7%	1%
RIDGE ST	45%	5%	28%	2%
ROBERTO CLEMENTE	28%	6%	31%	9%
SOUTH SEVENTEENTH ST	15%	1%	9%	1%
SOUTH ST	22%	6%	16%	-6%
SPEEDWAY AVE	22%	11%	11%	3%
SUSSEX AVE	19%	3%	27%	4%
THIRTEENTH AVE	9%	3%	5%	2%
WILSON AVE	37%	14%	31%	5%

NPS PARCC PERFORMANCE BY SCHOOL: GRADES 9-12

School	ELA Proficiency	Change from 14-15	Math Proficiency	Change from 14-15
AMERICAN HISTORY HIGH	42%	13%	20%	6%
ARTS	41%	5%	20%	6%
BARD EARLY COLLEGE	65%	3%	33%	6%
BARRINGER ARTS	6%	1%	1%	0%
BARRINGER STEAM	7%	3%	3%	3%
CENTRAL	17%	9%	3%	0%
EAST SIDE	17%	2%	6%	2%
FAST TRACK	15%	15%	0%	0%
MALCOLM X SHABAZZ HIGH	9%	4%	4%	0%
NEWARK EARLY COLLEGE H.S.	18%	-5%	8%	-5%
NEWARK VOCATIONAL HS	6%	6%	0%	-1%
SCIENCE PARK HIGH	79%	0%	72%	-5%
TECHNOLOGY HIGH	72%	12%	51%	20%
UNIVERSITY HIGH	33%	-3%	14%	-10%
WEEQUAHIC	6%	2%	1%	0%

Notes: Middle school grades (6-8 or 7-8) included in scores for American History, Arts, Newark Early College, University, & Science Park.

WHAT ARE WE DOING ABOUT THIS DATA?

- 2016-17 will be our **breakthrough year**.
- Extensive **analysis and planning** during spring and summer 2016.
- We want as many people as possible to **know and believe** in this plan.
- We will present 2 things tonight:
 1. **Basic principles** in our academic vision for 2016-17
 2. Deeper look into one content area - **mathematics**



DATA ANALYSIS CYCLE

3 simple steps when analyzing and acting on data:

1 What?

Understand the data.

Example: Large % of schools have <20% of students meeting or exceeding standards in English language arts and literacy.

2 So What?

Draw conclusions from the data.

Example: Conclusion that low PARCC scores derive from lower reading skills and that we need stronger intervention programs to close gaps for students who are below level readers.

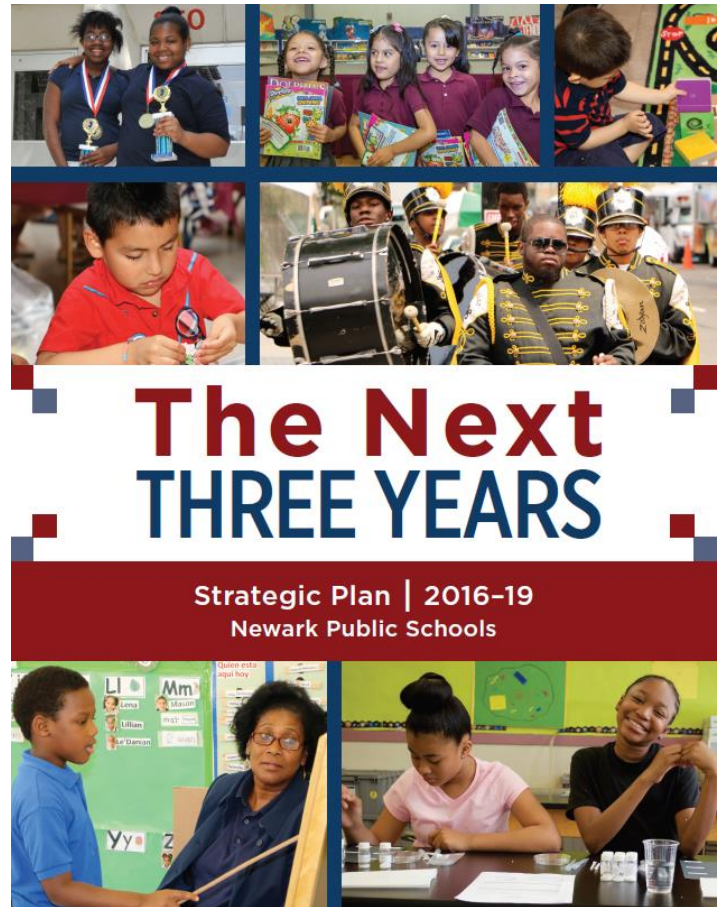
3 Now What?

Plan next steps.

Example: Require that all low-scoring students receive a research-based reading intervention. Research the best programs. Budget for it. Train staff. Track implementation. Coach and evaluate accordingly.

NOW WHAT? = OUR STRATEGIC PLAN

- Priority 1 focuses on **Strengthening Academics and Student Supports.**
- The “Now What?” action steps parallel strategies found in the Strategic Plan.



ACADEMIC LEADERSHIP TEAM

- **Content Leads:** Sam Messer (English language arts & literacy), Nick Romagnolo (math), Ivory Williams (science), Margaret El (the arts), Dr. Sunne-Ryse Smith (student supports including guidance)
 - Each Content Lead has a team (1-6) of coaches who work directly with schools.
- **Executive Directors:** Carolyn Granato (special education), Nana Ofosu-Amaah (early childhood)
- **Assistant Superintendents:** Yolanda Mendez, Kathy Duke-Jackson, Robert Gregory, Erskine Glover
- **Deputy Chief Academic Officer:** Dr. Caleb Perkins

PARCC MATH: NEW EXPECTATIONS ARE MORE CHALLENGING AND MORE MEANINGFUL

- Compare NJASK to PARCC for **8th Grade Math**
 - Read the NJASK item. How would you start to solve this problem?
 - Read the PARCC item. How would you start to solve this problem?
 - What do you notice about the difference between these two assessment items?

- Notice:
 - A – 8th Graders are expected to master Algebra content
 - B – Authentic mathematics with students modeling real situations
 - C – Students create viable arguments and state precise assumptions

NJASK: Extended Constructed Response	PARCC: Performance-Based Assessment Items
<ul style="list-style-type: none"> • 3 out of 43 items, 9 out of 49 points • 18% of the assessment 	<ul style="list-style-type: none"> • 14 out of 36 items, 44 out of 66 points • 67% of the assessment

Conclusion: Meeting these new expectations means **changing the way we teach math**

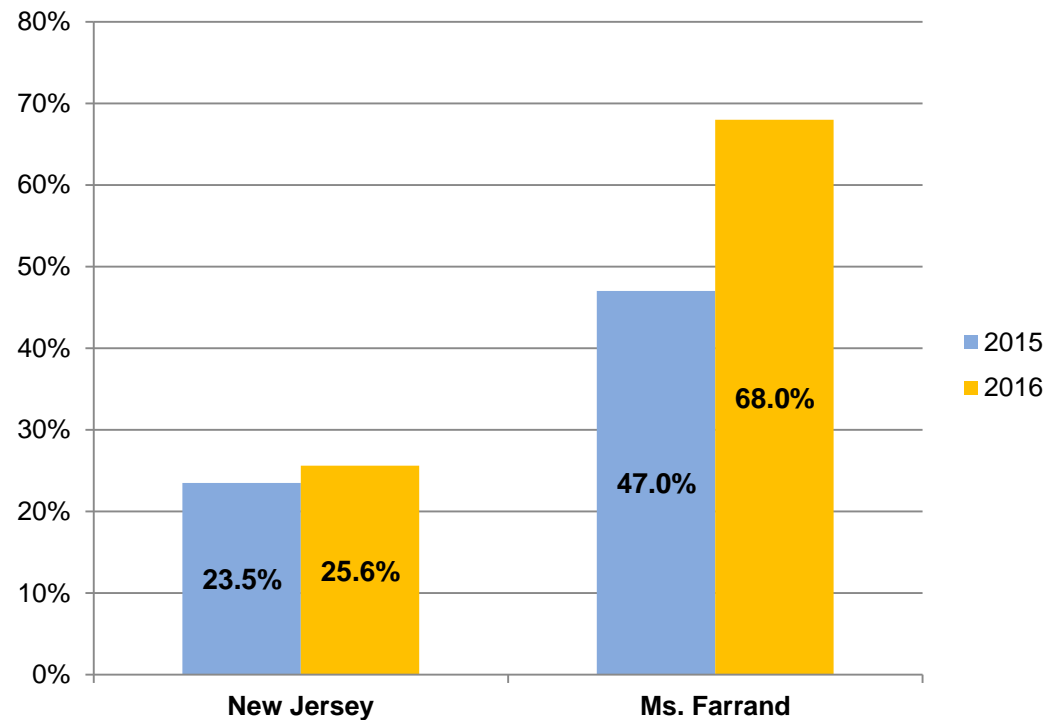
TEACHING TO THESE HIGHER STANDARDS

Whitney Farrand

- Mount Vernon 8th grade
- 2015-16 NPS Teacher of the Year

[Whitney Farrand teaching 8th Grade Math \(video\)](#)

Percent of Students Meeting or Exceeding Expectations on PARCC



WHAT DID WE SEE?

- What instructional practices stood out in this short teaching segment?

- We saw...
 1. **A Distinguished Teacher (Success cannot be a secret)**
 1. Whitney has the highest 8th grade scores in the district AND the most growth for her students from 7th grade to 8th grade
 2. **Rigorous, group-worthy tasks**
 3. **Teacher-facilitated academic discourse**
 4. **Close monitoring of student work and recording of misconceptions**

OUR STRATEGIC INVESTMENTS IN MATH THIS YEAR

Shifting the Cognitive Load to the Students

Mathematics Instruction Teams (MITs)

**Habits of
Discussion:
Mathematical
Discourse**

**Balanced
Mathematics
Instruction**

**Close Monitoring of
Student Work and
Formative
Assessment**

ACADEMIC VISION 2016-17

3 important elements of our district “stance” and theory of action



1. **Identify key investments** in academic, non-academic and operational practices.
2. **Create consistency and alignment** across schools.
3. **Restructure central office roles and responsibilities** to improve how we support schools.

IDENTIFY KEY INVESTMENTS

- **Example Strategy:** We need students to do more of the “cognitive lifting.”
 - Research supports it. NJ standards demand it.
 - “Train and coach teachers in instructional practices that put students at the center of their learning” (Priority 1 Strategy 1A)



CREATE CONSISTENCY AND ALIGNMENT ACROSS SCHOOLS



- **Core belief:** There is more to be gained when all schools use the same curricula, interim assessments, and high-impact instructional strategies.
 - Earned autonomy at school level.
 - Collaboration and sharing practices across schools is easier and will lead to faster progress.
 - “Ensure all teachers have access to high-quality curriculum and assessment tools. (Priority 1Strategy 2.)”

RESTRUCTURE THE CENTRAL OFFICE APPROACH

- Increased coherence and integration
 - Replaced PK-8 & HS Divisions with 1 Academics Team
 - Content leads, A-Sups, OSE, EC all part of same Academic Leadership Team
- Investment in coaching supports
 - Changes in teaching are hard
 - Choice to invest in coaches while cutting other roles
 - Strategic Plan Priority 1 Strategy 1B
- Integration of data into Academics
 - Strategic Plan Priority 2C

WHAT'S HAPPENED SO FAR?

1. Strategic plan for each major “content area” developed and budgeted centrally (May-July)
2. Training in June and August on knowledge and skills to implement the vision
 1. Leadership trainings (teams of 5 from every school)
 2. Teacher trainings (on curricular programs and instructional strategies)
3. Individually tailored strategic plans submitted by each school on Sept 15.
4. Tracking implementation of the strategic plans (principal survey paired with school-based visits)

MOVING FORWARD

- **Conduct data cycles** based on observation of instructional practices and analysis of student work samples
- **Identify exemplars** and ensure every teacher has access for their grade/subject.
- **Use school and district PD time** and resources to continuously improve.
- **Stay disciplined** to the goals of the plan.

