

# SUPERINTENDENT'S REPORT

FEBRUARY 2018



# AGENDA

- 1. Introduction to Transition Activities**
- 2. I&P Equivalency Application Update**
- 3. Audible Project Listen Up**

# TRANSITION ACTIVITIES

## INTERIM SUPERINTENDENT UPDATE:

- Focused attention on a few core areas in first weeks as Interim Superintendent:
  - **School visits** to identify trends and needs
  - **Fiscal and operational efficiency** (budget planning and submission)
  - **Build healthy working relationships with Board** and continue collaborations that allow the District to meet milestones in the transition plan

# TRANSITION ACTIVITIES

## INTERIM SUPERINTENDENT UPDATE:

- In the upcoming months, focus on additional areas that include:
  - **Engaging the community** by hosting ward by ward community conversations
  - **Building partnerships and collaborative efforts** with CBOs, anchor institutions, health care and philanthropic community, and city government in an effort to break down silos
  - **Focusing on actionable areas where we can immediately build on current momentum:**
    - Review and revamp CTE programs
    - Professional development for school leaders focused on coaching and developing strong teachers
  - **Host city wide celebration of teaching and learning (Spring Colloquium-Week of Learning)**

# STATE ENGAGEMENT DURING TRANSITION

## Appointment of Highly Skilled Professional (HSP)

- Monitor progress and assist the District in the transition to local control
- Provide guidance and expertise

# STATE ENGAGEMENT DURING THE TRANSITION

## Appointment of HSP made by the Commissioner of Education

- Support the District and Board in the implementation of the Plan
- Role will evolve during the transition period to reflect the needs of the District
- Work with the Board and District to ensure communication between Board and District is appropriate and consistent with good governance
- Ensure that the responsibilities of Board members are clearly defined and monitored and that the delineation of Board and administration responsibilities is clearly understood
- Serve as the liaison between the Board and the State in the implementation of the Plan
- Provide guidance and consultation to the District and the Board in the establishment of relationships with the Newark higher education and non-profit community
- Serve as a resource and advisor to District on issues concerning School Ethics Act and proactively assist in identifying behaviors that may raise ethical issues

## Appointment Timeline and Length of Plan

- February 1, 2018 - January 31, 2020

# SUPERINTENDENT SEARCH UPDATE

Newark Public Schools Community Meeting   
SUPERINTENDENT SEARCH

An opportunity for you to provide input on the search for the new superintendent

The Newark Board of Education is beginning the process of searching for the first Superintendent of the Newark Public Schools to be hired under full local control. As one of the initial steps in the process, the search committee would like to seek input from the Newark community on the desired characteristics and skills that you would like to see in the next Superintendent. Please join us to make your voice heard!



**MARCH 1, 2018**

DOORS OPEN AT 5:30PM FOR DINNER • COMMUNITY MEETING IS FROM 6-8:00PM

WARD	SCHOOL	ADDRESS
CENTRAL	Central High School	246 18th Avenue
EAST	Oliver Street School	86 Oliver Street
NORTH	First Avenue School	214 First Avenue
SOUTH	Belmont Runyon	1 Belmont Runyon Way
WEST	Speedway Academies	701 South Orange Avenue

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- Community Input Phase Through 3/5
  - Community Meetings being held March 1<sup>st</sup> in each ward
  - Flyers available tonight
  - Survey available online: <https://ecrasurvey.com/newarkps>
- Search firm to share leadership profile with search committee and school board week of 3/19

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# I&P EQUIVALENCY APPLICATION INTRODUCTION

## From Transition Plan:

- “In Spring 2016, the District applied and received approval for an Equivalency in place of Instruction and Program QSAC indicators 1-7, which cover student achievement outcomes and account for 38 of the 100 points available in Instruction and Program.”
- “The Equivalency approved for Newark assesses the District’s progress in recent years and is more meaningful to the District in developing curricular and instructional improvement strategies while still providing rigorous accountability for results.”

# I&P EQUIVALENCY APPLICATION INTRODUCTION

Outcome Area	Points
<b>K-8 ELA</b> <ul style="list-style-type: none"> <li>• Proficiency</li> <li>• Growth</li> <li>• Reading Fluency</li> </ul>	11/12
<b>K-8 MATH</b> <ul style="list-style-type: none"> <li>• Proficiency</li> <li>• Growth</li> </ul>	10/10
<b>HIGH SCHOOL</b> <ul style="list-style-type: none"> <li>• Graduation Rates</li> <li>• College Readiness</li> <li>• Credit Accum.</li> </ul>	7/8
<b>OTHER</b> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Science</li> <li>• Pre-K/Sp.Ed/ELL</li> <li>• Priority Schools</li> </ul>	6/8
<b>TOTAL POINTS POSSIBLE</b>	<b>34/38</b>

- District is reporting these metrics to the State for verification.
- These metrics are complex. We are providing an overview tonight.
- There are approximately 30 targets being tracked, worth a total of 38 points (some are worth two).
- These targets focus more on growth and progress than previous accountability reports.
- We will look at one area, K-8 ELA, as an example, to show how progress is being tracked.

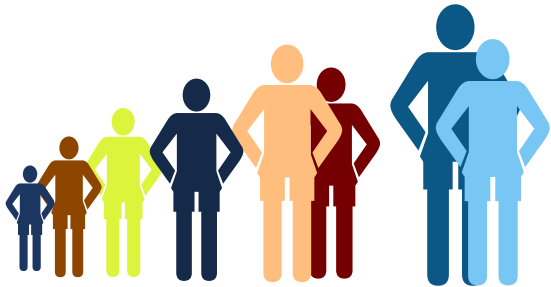
# I&P OUTCOMES: K-8 ELA

In elementary and middle school English Language Arts our goals are to:

1. Improve proficiency rates compared with similar districts in NJ (DFG A)
2. Improve student growth (measured by SGP)
3. Improve reading fluency measured by district reading assessments

Goals	Measures (As defined in QSAC)	Baseline (2013-14)	QSAC Target (2016-17)	Actual (16-17)	Met Target?
PROFICIENCY	Gr 3-8 Scaled Score Percentile vs. DFG A: NPS	22.2	29.7	55.6	✓
	Gr 3-8 Scaled Score Percentile vs. DFG A: Newark	66.6	74.1	77.8	✓
GROWTH	Median SGP: All Students	37.0	40.0	51	✓
	% of Schools with SGP >= 35	73.3%	79.3%	90.9	✓
	% of Schools with SGP >= 50	6.7%	12.7%	50%	✓
	% of Schools with SGP >= 65	0.0%	6.0%	2.3%	Not Yet
	Median SGP: Students with Disabilities	33.0	36.0	42	✓
READING FLUENCY	DRA-2: Change in % Meeting EOY Standard	43.8%	46.8%	47.6%	✓
	SRI: Change in % Below Basic	NA	10%	14%	✓

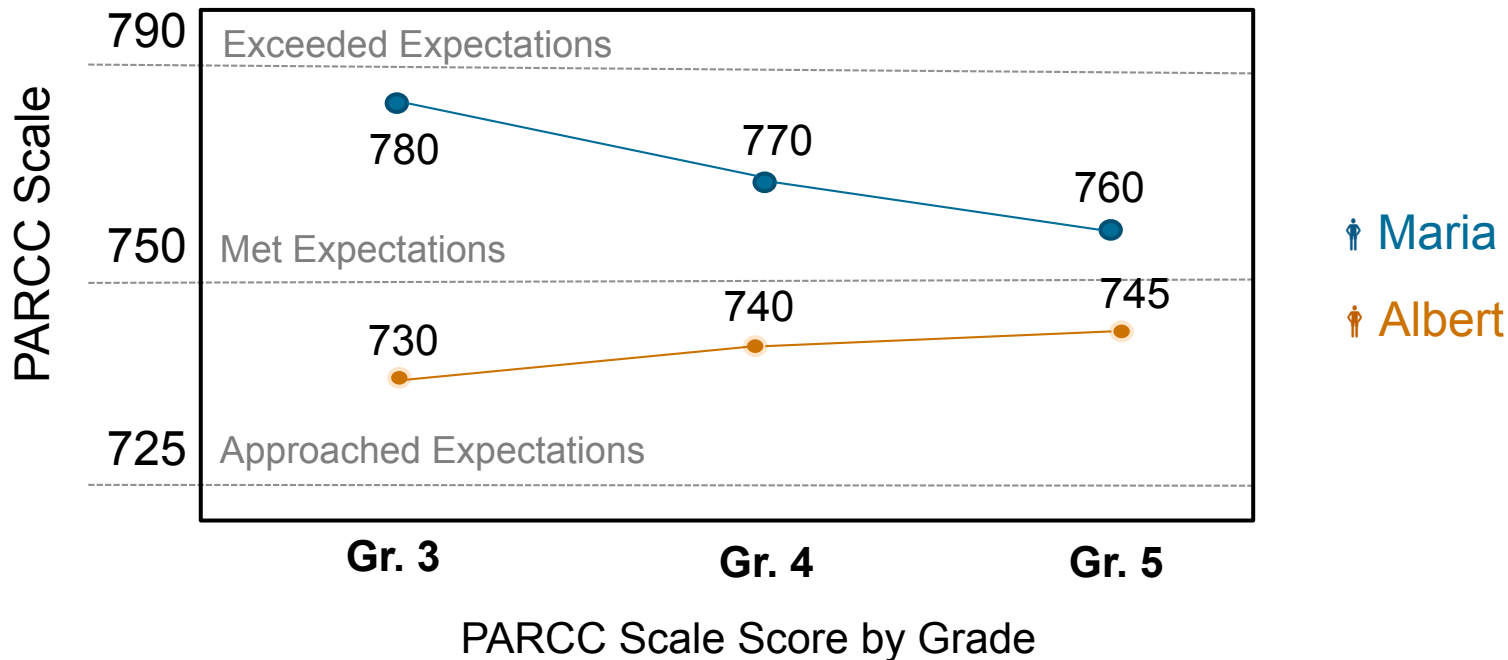
# CALCULATING STUDENT GROWTH PERCENTILES



**All students can show growth.**

- We will look at one measure that is a driver for a number of points in both K-8 areas.
- Student Growth Percentiles (SGPs) measure how much a student has learned from one year to the next compared to peers with similar academic history from across the state.
- Growth baseline information is established by a student's prior learning as measured by all of student's PARCC results.

# WHY STUDENT GROWTH?

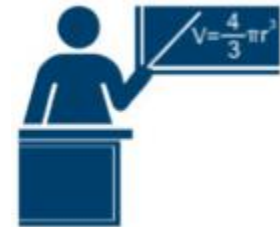


**Meeting Expectations does not tell the whole story. Without looking at growth, a school or teacher might only notice that Maria “Met Expectations” and that Albert “Approached Expectations”**

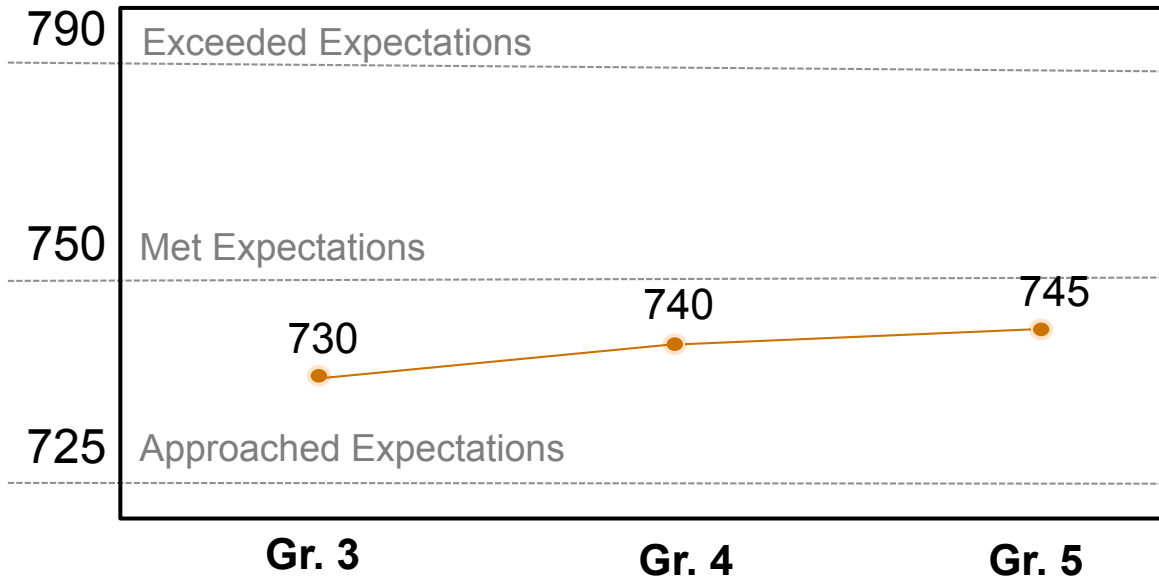
# EXAMPLE: CALCULATING AN SGP



**Albert** is a 5<sup>th</sup> Grade student in Ms. Jones' Math Class. He has scored "Approached Expectations" in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, but each year his score has improved.



PARCC Scale



† Albert's PARCC Scale Score by Grade

**Ms. Jones** notices that he scored a 745 scale score this year, but doesn't quite know what that means about Albert's growth.

# EXAMPLE: IDENTIFYING ACADEMIC PEERS

In order to figure out what that growth means, we first **identify Albert's "Academic Peers"**; these are students who performed similarly to Albert in the past.

Albert's Prior Scores



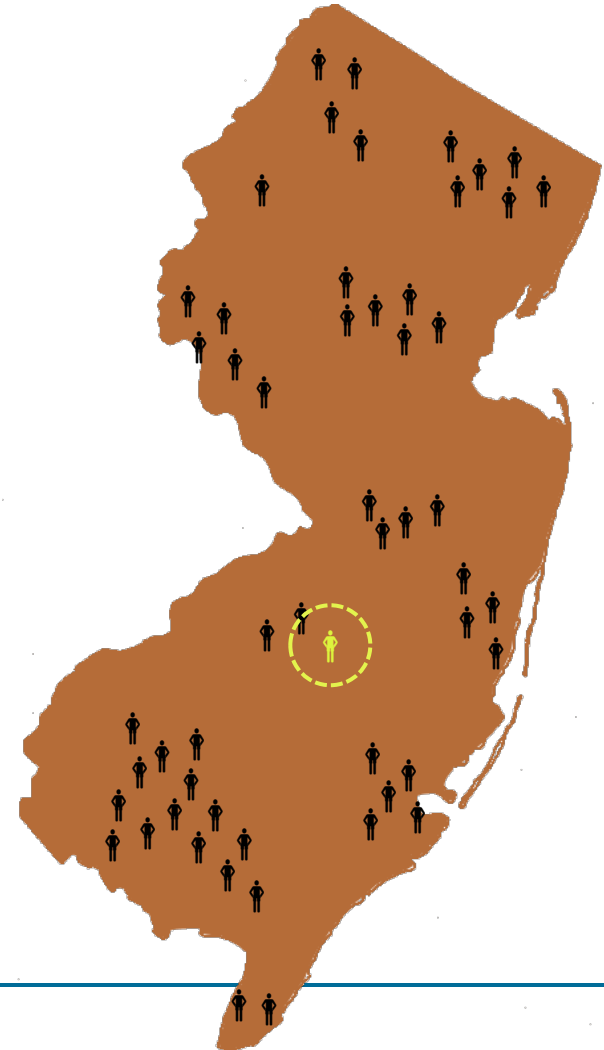
3 <sup>rd</sup> Gr.	730
4 <sup>th</sup> Gr.	740

Academic Peers' Prior Scores



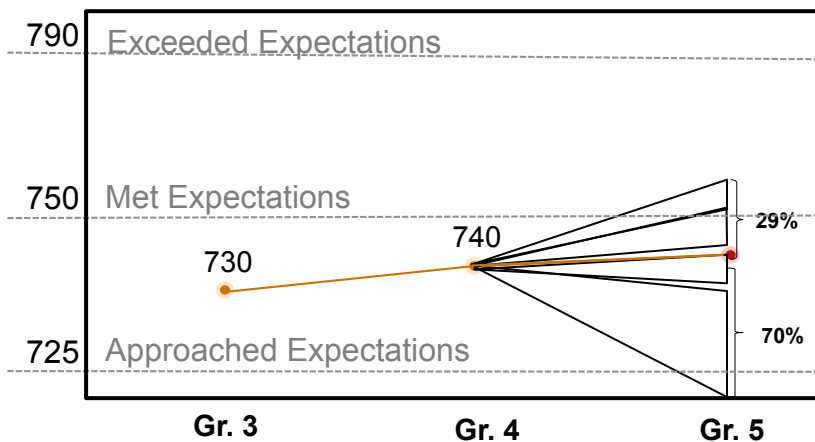
3 <sup>rd</sup> Gr.	≈730
4 <sup>th</sup> Gr.	≈740

These "Academic Peers" are represented by students from across the state in many different school districts.

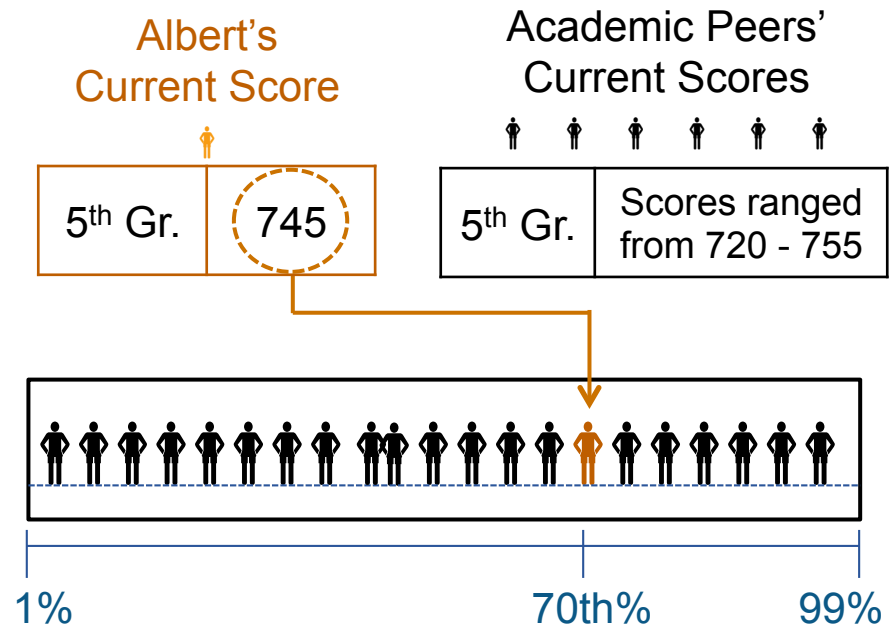


# EXAMPLE: ASSIGNING AN SGP

This comparison helps us put Albert's growth into context, and assign him a Student Growth Percentile on a scale from 1 to 99.



Albert's academic peers scored between 720 and 755 on the 5<sup>th</sup> grade PARCC, with the majority of them scoring below Albert's score of 745.



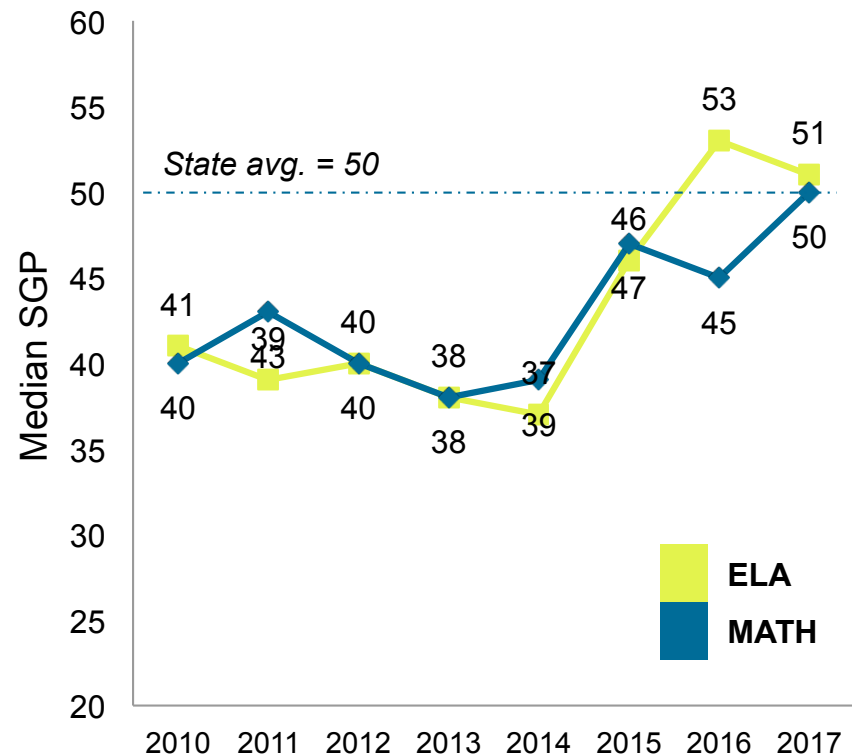
Albert's SGP score is 70, which tells us that his 5<sup>th</sup> grade score is higher than 70% of his academic peer group.



# I&P OUTCOMES: SGP

- Using this information, we can take all the SGP scores in the district, and figure out how much our students are growing compared with their peers across the state.
- **We can see that Newark students are growing as much or more than their peers across the state in both ELA and Math this year for the first time.**
- **When looking at this trend over time, we can also see that our students are growing at much improved rates during the last three years.**

## English Language Arts (Newark Public Schools)



# I&P OUTCOMES: HIGH SCHOOL

For High School students our goals are to:

1. Improve student graduation rates
2. Improve college readiness
3. Improve credit accumulation

Goals	Measures (As defined in QSAC)	Baseline (2013-14)	QSAC Target (2016-17)	Actual (16-17)	Met Target?
GRADUATION RATES	4-Year Graduation Rate	68.6%	71.6%	78.5%	✓
	5-Year Graduation Rate	69.5%	70.5%	80.7%	✓
	% in 4-Yr Cohort Not Graduating or Continuing	22.3%	19.3%	16.6%	✓
COLLEGE READINESS	ELA Proficiency Rate (Grades 9-11)	NA	26.6%	27.5%	✓
	Math Proficiency Rate (Alg I, Geo, Alg II)	NA	13.8%	13.3%	Not Yet
CREDIT ACCUMULATION	% of Students Earning 30 Credits	NA	84.4%	87.8%	✓

# WHY THIS MATTERS



- We shared these measures tonight because they are a part of our QSAC accountability.
- More importantly, this data shows how much NPS students are learning each year compared with peers across the state.
- At the school and classroom level, this information allows us to make informed decisions about how to continue to improve how we support classroom learning.

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# AUDIBLE PROJECT 'LISTEN UP'



## Audible Donates Devices and Memberships to Newark Students

- All 15,000 participating students and teachers in Newark's district and charter schools will receive a free year of Audible membership,
- A custom library of more than 150 educator-selected Audible audiobooks.
- A Fire tablet and headphones that students can keep.

Designed to help students increase their vocabulary, their test scores, and develop a lifelong passion for books.

# NPS COLLABORATION WITH AUDIBLE



- In November, NPS launched a pilot program at Technology High School in partnership with Audible.
- On January 31<sup>st</sup>, NPS shared information about the program at professional development with all high school teachers who will be supporting students with the program.
  - This will allow for educators to be strategic about how they use these tools in the classroom.
- On February 22<sup>nd</sup>, Audible began events to distribute tablets across all remaining Newark Schools.
- NPS is working with Audible to create on-going plans to integrate content available through these devices into our curriculum.
- More information about this partnership is available on our website:  
<https://sites.google.com/nps.k12.nj.us/npsaudiblelistenupresources/home>

# THANK YOU

