

School Advisory Board Update

January 27, 2015

S

System-wide Accountability

Standard approaches to tracking student, school, and system success and progress across all schools.

U

Universal Enrollment

Universal Enrollment is straightforward, user-friendly and empowers our students & families to choose the school experience that best meets the student's needs and preferences.

C

Citywide Facilities and Technology Plan

Bold, inspirational, and participatory plan to operationalize the "21st century learning environments for all students" piece of One Newark vision.

C

Common Core Mastery and PARCC Readiness

Lead the nation in the number of students living below the poverty level making progress towards Common Core mastery and PARCC readiness, especially those who are too often left behind.

E

Equity and Access for All Students

Increase the number of high quality seats for all students – particularly those too often left behind.

S

Shared Vision for Excellent Schools

Embed the demand for 100 excellent schools and the groundswell of support for the changes necessary to get there.

S

Systemic Conditions for Success

Radically transform NPS to ensure it is a high performing organization for years to come.

SYSTEM-WIDE ACCOUNTABILITY:

EVVRS & HIB Incident Report



NPS EVVRS & HIB Reporting

- ▶ Monthly reports to SAB on:
 - ▶ Electronic Violence and Vandalism Reporting System (EVVRS)
 - ▶ Harassment Intimidation and Bullying (HIB) incidents
- ▶ Bi-Annual State Report Submissions (January and June)
- ▶ Bi-Annual Presentation at SAB public meetings (January and June)

EVVRS Definition

- ▶ The Electronic Violence and Vandalism Reporting System (EVVRS) is used to report all incidents of violence, vandalism, and substance abuse which occur on school grounds or during a school event.

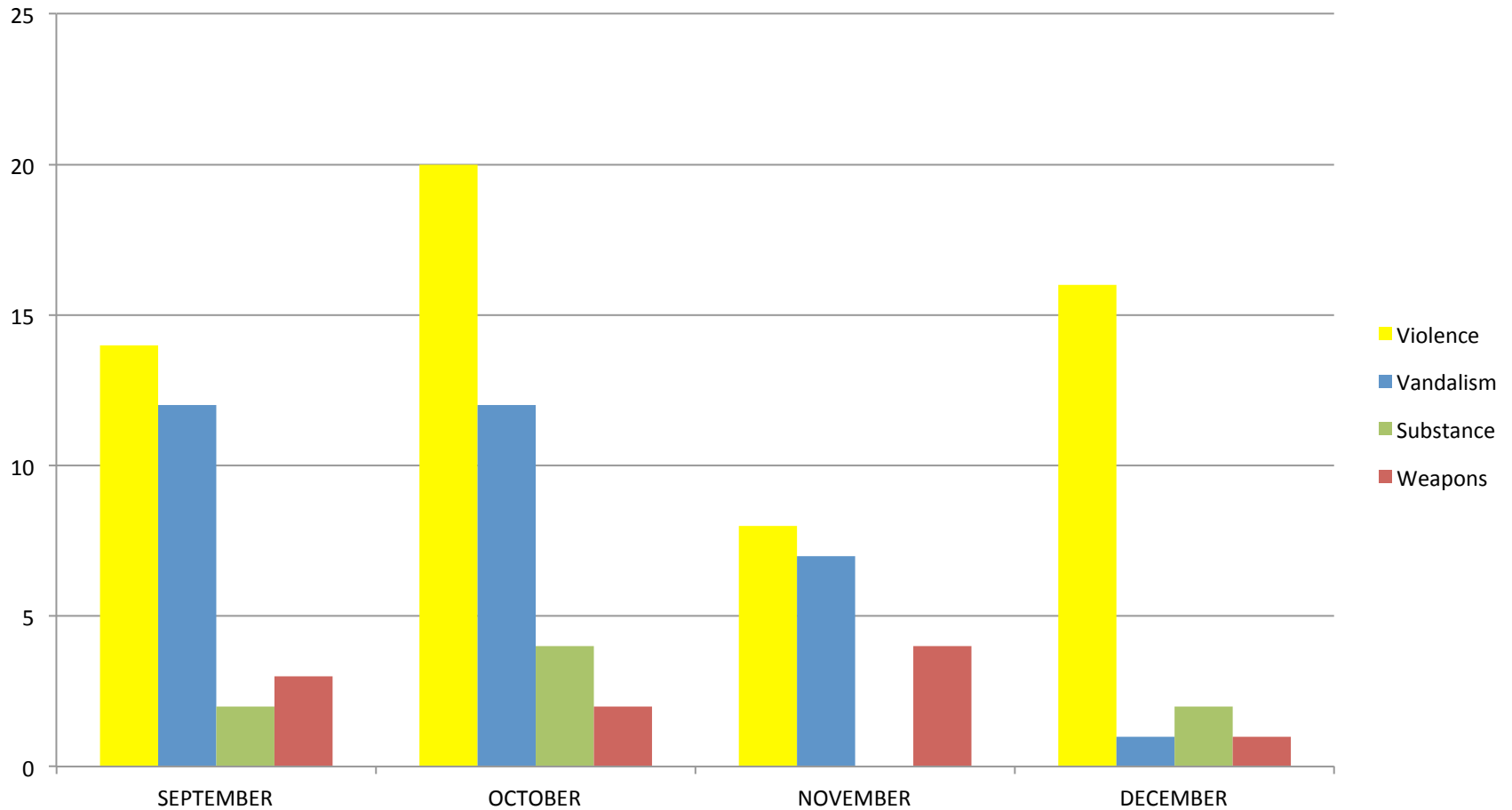
- ▶ Sub components of the report include:
 - Violence
 - Vandalism related incidents
 - Weapon related incidents
 - Substance offenses
 - Harassment, Intimidation, or Bullying incidents

HIB Definition

- ▶ "Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory [handicap]disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function [or], on a school bus, or off school grounds as provided for in section 16 of P.L.2010, CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:
 - ▶ a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; [or]
 - ▶ has the effect of insulting or demeaning any student or group of students [in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school]; or
 - ▶ creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

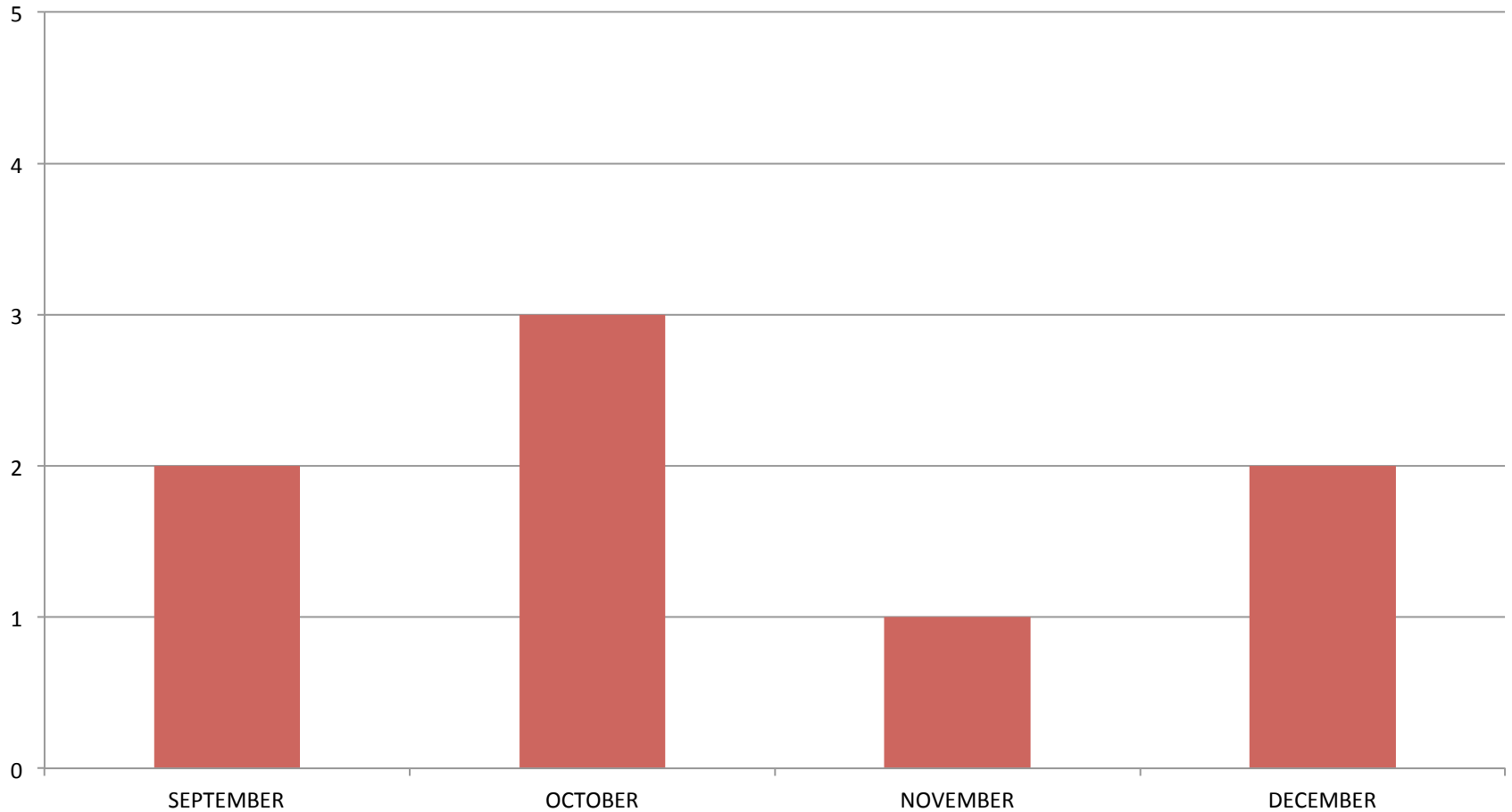
Fall 2014 Monthly EVVRS Incidents

Number of Reported Incidents



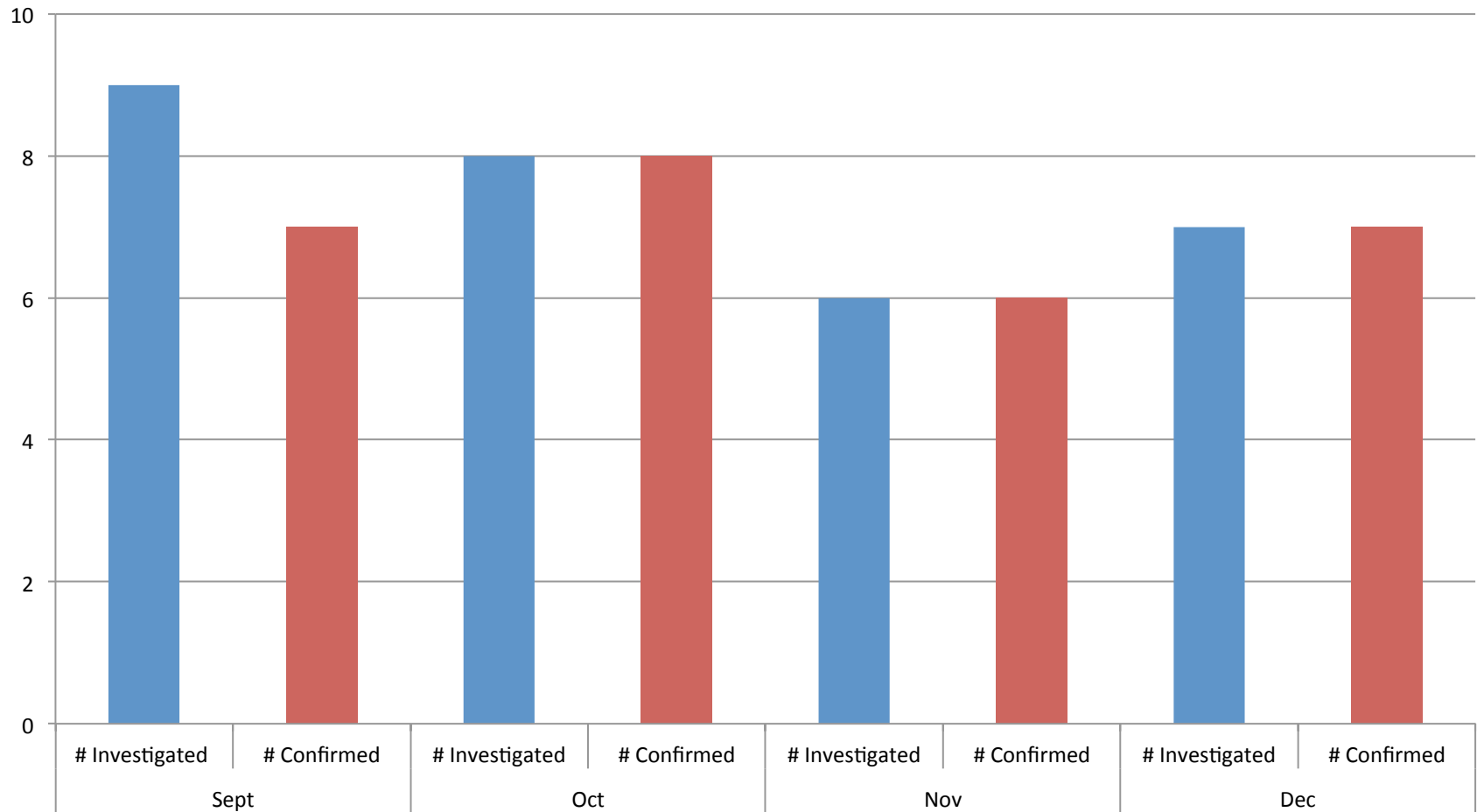
Fall 2014 Monthly EVVRS Arrests

Number of Arrests

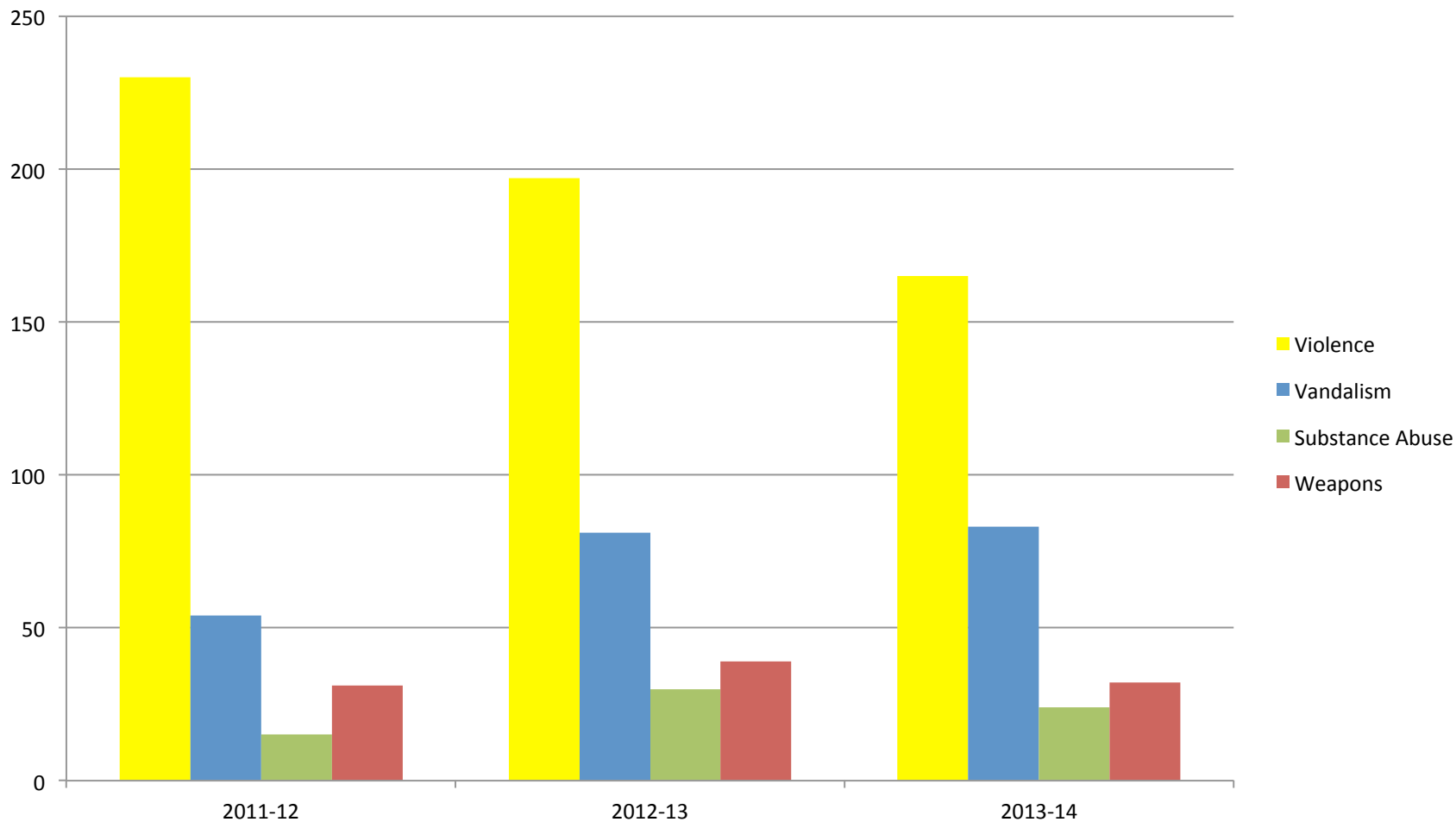


Fall 2014 Monthly HIB Cases

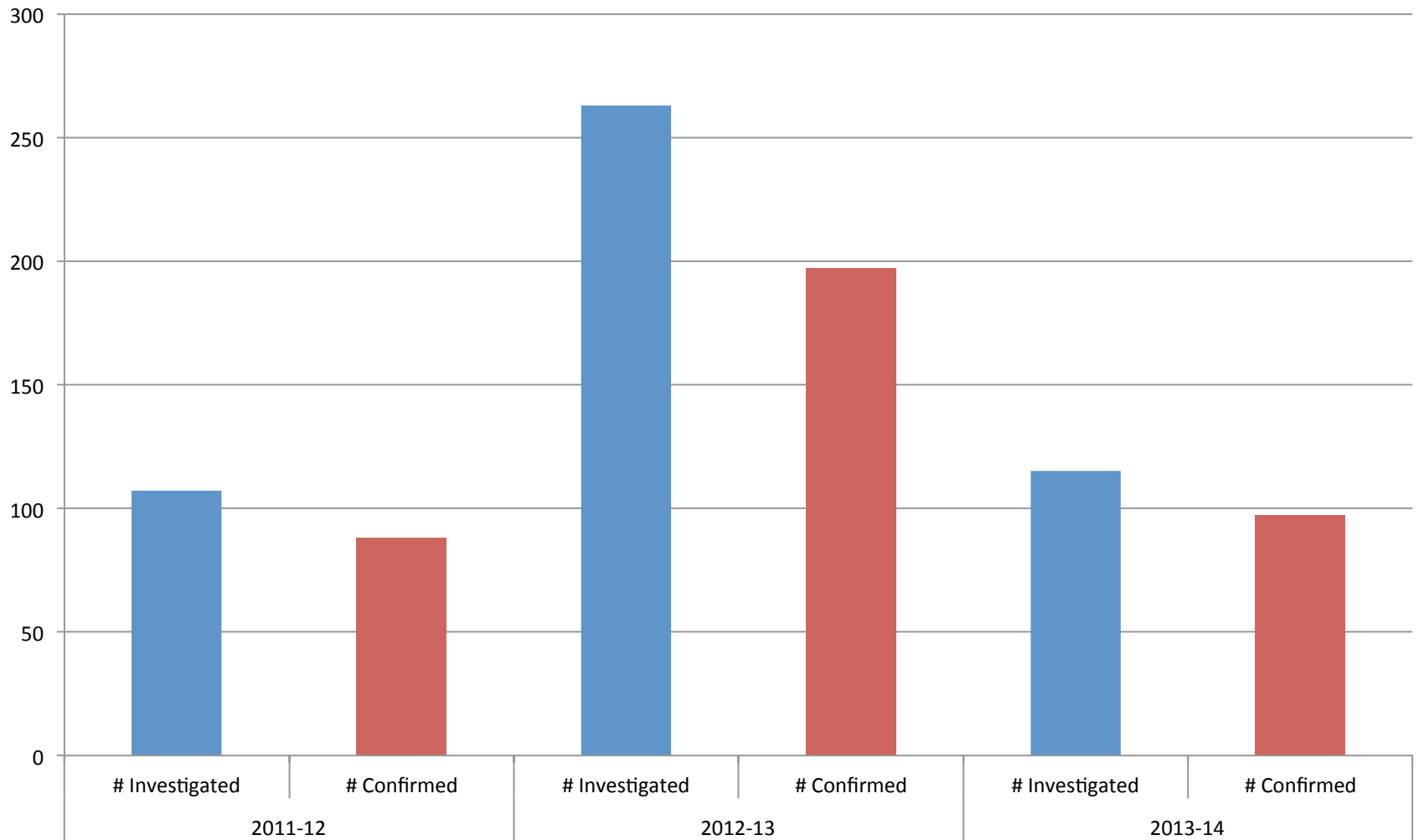
HIB Cases - Fall 2014



Three Year Data Comparison: EVVRS Incidents



Three Year Data Comparison –HIB Cases



Trends in EVVRS and HIB

- ▶ Compared to the prior year, the 2013-14 reporting period resulted in a decreased number of incidents in the following components:
 - ▶ Violence
 - ▶ Weapons
 - ▶ Substance Abuse
 - ▶ HIB
- ▶ There was an increase in the reports of Vandalism related offenses for the 2013-14 school year when compared to the previous year.

SYSTEM-WIDE ACCOUNTABILITY:

Attendance and Absenteeism



Approach to Absence Reduction

1. Shifting focus towards absenteeism across NPS
2. Improvement of reporting on absenteeism
 - ▶ Levels of absenteeism
 - Low Absence (<10 days/year)
 - Chronic Absence (<10-20 days/year)
 - Severe Chronic Absence (>20 days/year)
 - ▶ Absence by school type
 - ▶ Absence by grade level

**Note that improvements in District reporting during 2013-14 school year make comparison across previous school years imperfect*

3. Creating conditions for sustainable reduction in absenteeism
 - ▶ Principal and school driven approach (SSTs)
 - ▶ Improve data availability
 - ▶ Implement policies
 - ▶ Shift school culture
 - ▶ Social Emotional Learning (SEL) curriculum

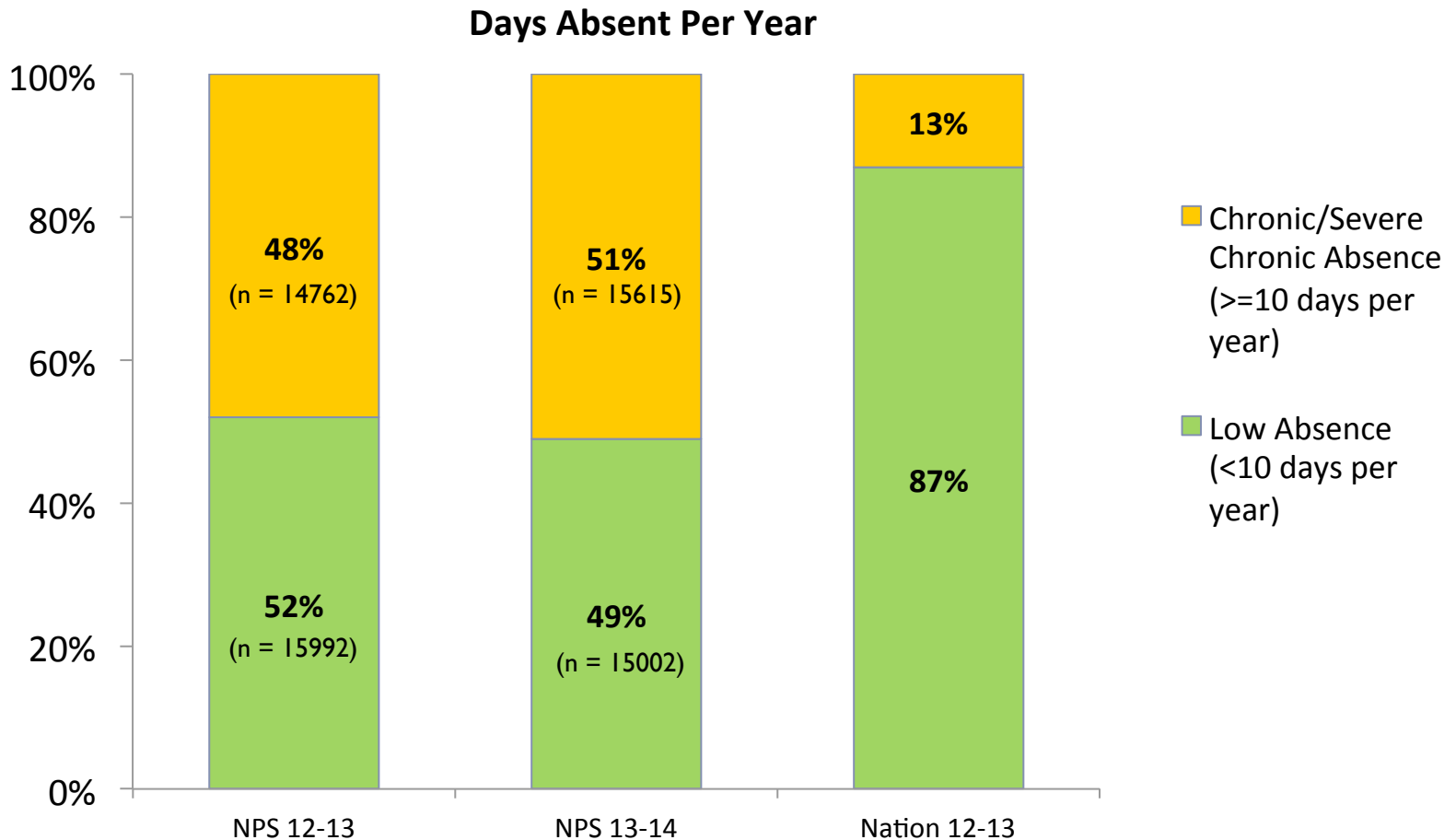


Why Focus on Absenteeism

- ▶ Chronic absenteeism in kindergarten is a significant cause of low academic performance in elementary school
- ▶ Low attendance in middle and high school is a strong predictor of drop out
- ▶ 75% of students who are severely chronically absent in the sixth grade never graduate from high school
- ▶ Even small increases in attendance can add much needed learning time

NPS K-8 Absenteeism

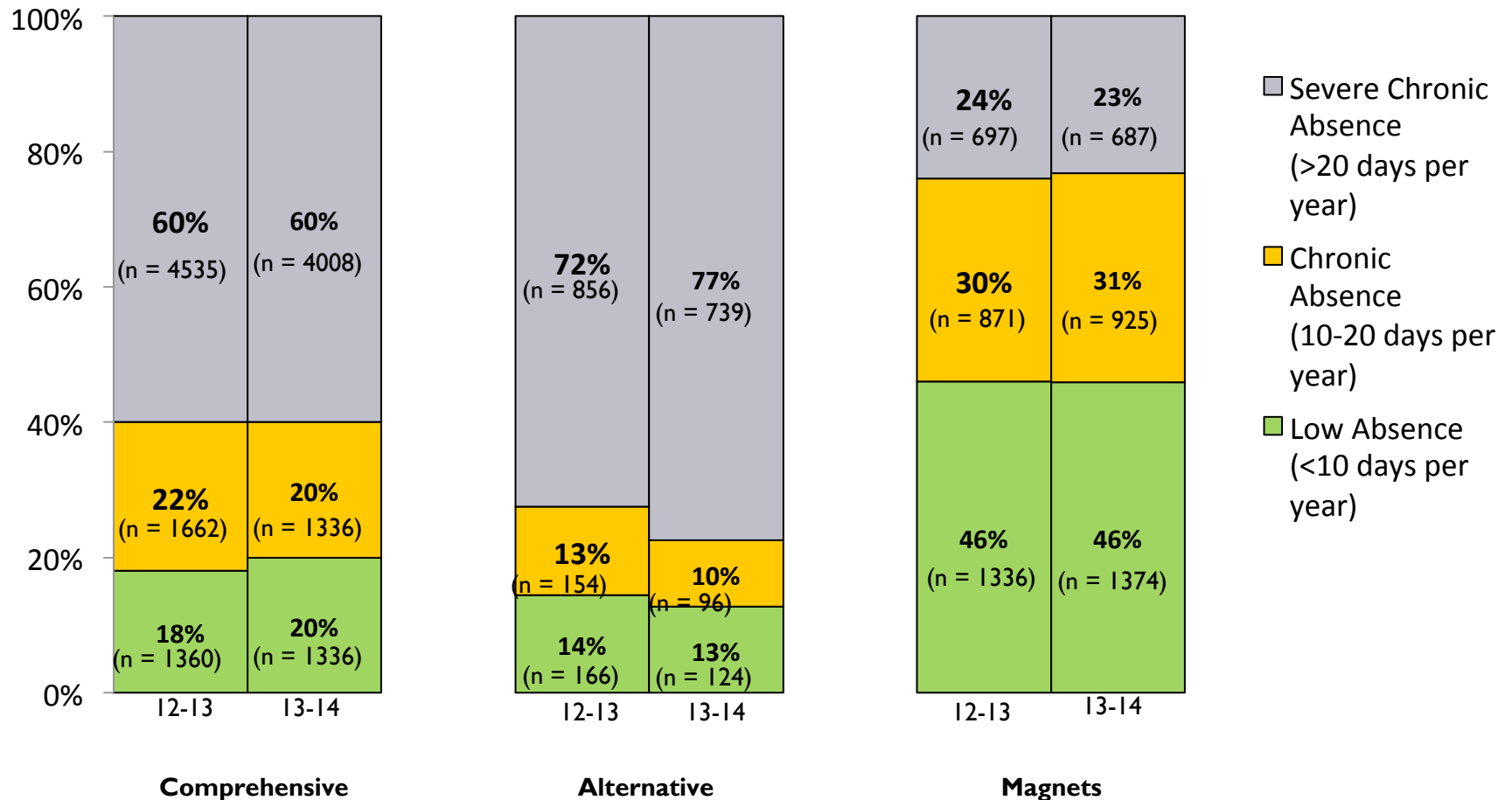
NPS K-8 students are 3x more likely to be chronically absent than students nationwide



▶ 16 **Note that improvement in District reporting during 2013-14 school year make comparison across previous school years imperfect*

NPS High School Absenteeism

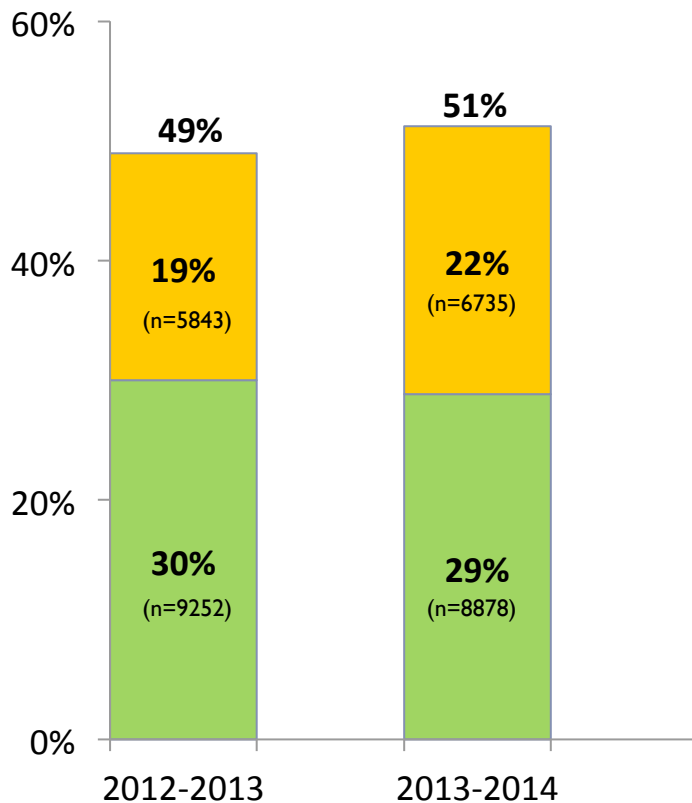
60% of high school students were absent more than 20 days/year



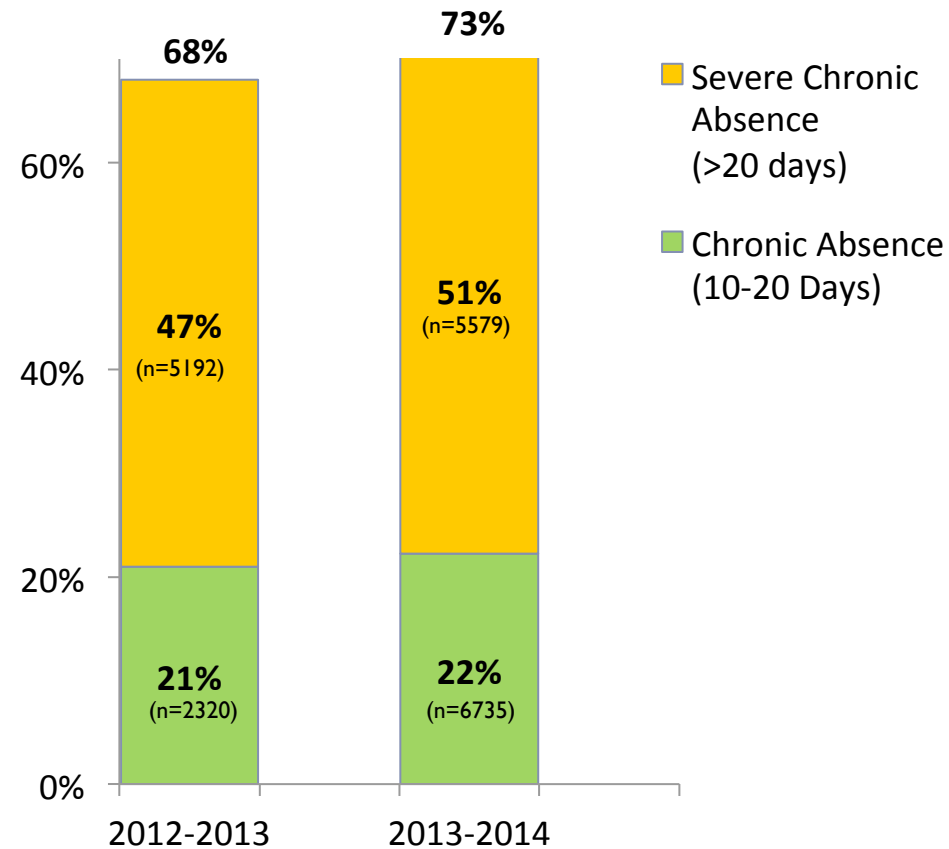
17 **Note that improvement in District reporting during 2013-14 school year make comparison across previous school years imperfect*

NPS Absenteeism

K-8 Student Absenteeism



High School Student Absenteeism



18*Note that improvement in District reporting during 2013-14 school year make comparison across previous school years imperfect

Inclement Weather Impact Absenteeism

In 2013-14 there were at least 6 school days where inclement weather may have impacted student attendance

**Student Absenteeism
Inclement Weather in SY 13-14**

Date	K-8 Absentee Rate SY 13-14	High School Absentee Rate SY 13-14
December 10 (snow/ice)	18%	24%
December 17 (snow/ice)	14%	23%
January 7 (cold)	24%	32%
January 22 (snow/ice)	58%	46%
February 14 (snow/ice)	39%	41%
February 18 (snow/ice)	15%	21%
Average Daily Absentee Rate	6%	14%



Holidays Impact Absenteeism

Student Absenteeism

Date	K-8 Absentee Rate SY 12-13	K-8 Absentee Rate SY 13-14	High School Absentee Rate SY 12-13	High School Absentee Rate SY 13-14
Day After Election Day	15%	7%	18%	16%
Day Before Thanksgiving	12%	23%	26%	36%
Day Before Christmas Break	21%	27%	33%	36%
Day after New Years	15%	22%	24%	28%
Staff Development Half-day January	17%	N/A	21%	N/A
YTD Average Daily Absentee Rate	6%	6%	12%	14%

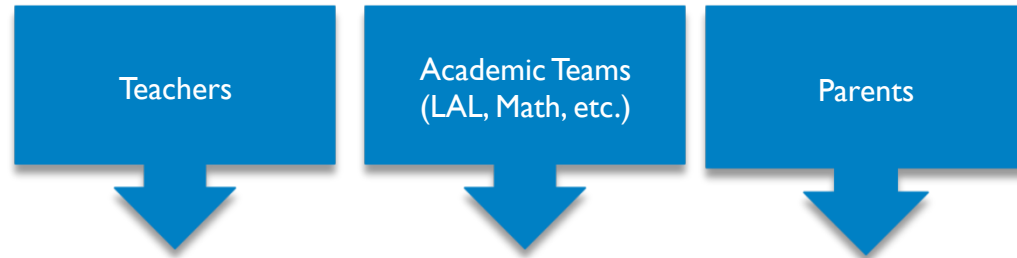
NPS Actions to Reduce Absenteeism

	Foundations for Improvement (2013-14)	Current Areas of Focus (2014-15)
SSTs	<ul style="list-style-type: none"> Establishment of Student Support Teams (SSTs) in every school School-driven focus on absenteeism <p><i>*More information on SSTs provided on the following slide</i></p>	<ul style="list-style-type: none"> Continued training for student support teams (SSTs) on: <ul style="list-style-type: none"> Restorative practice Proactive, early, and targeted interventions Reengagement strategies
Data	<ul style="list-style-type: none"> Data analysis, which for the first time disaggregates absences by ward 	<ul style="list-style-type: none"> Refining data reporting system to capture reasons (e.g., health, transportation, etc.) for absences and tardiness
Policy	<ul style="list-style-type: none"> Revision of the District attendance policy, built in partnership with schools, to align expectations, consequences and solutions 	<ul style="list-style-type: none"> Reinforcement of the revised attendance policy
Culture	<ul style="list-style-type: none"> An increased awareness of the absenteeism issue An enhanced focus on school culture, particularly in our lowest performing schools 	<ul style="list-style-type: none"> Helping schools identify and develop incentives for rewarding active student
Curriculum	<ul style="list-style-type: none"> Identified curricular resources around Social Emotional Learning 	<ul style="list-style-type: none"> Implementation of Social Emotional Learning curriculum across all schools

NPS Student Support Teams

1) First Response & Referrals

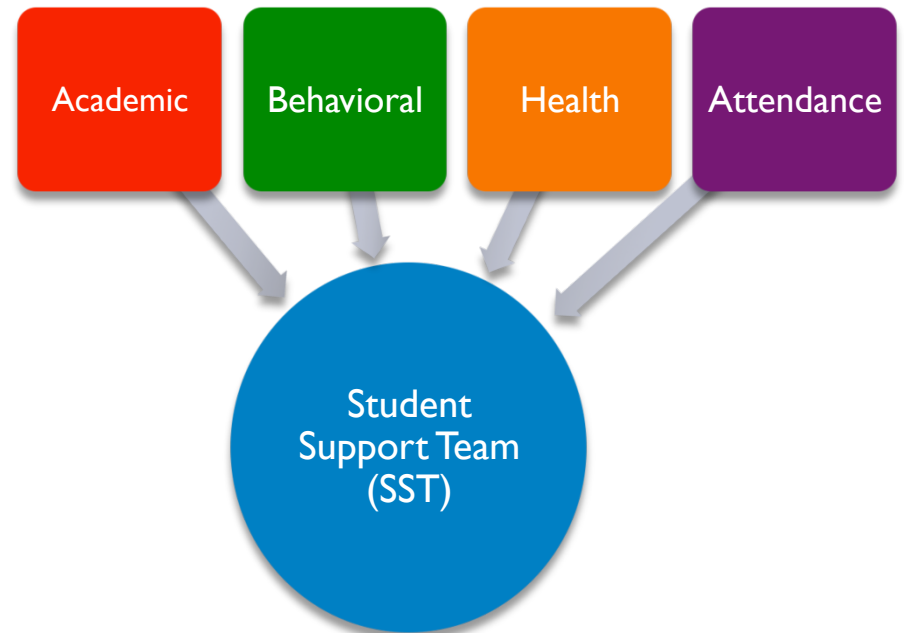
Function: Students are referred to SST Sub-Committees



2) SST Sub-Committees

Organization: By Issue or Grade Level

Function: Development of student-specific action plans



3) SST

Organization: 1 member from each sub-committee and chaired by Principal

Function: Development of school-wide practices and policies focused on social-emotional well-being of students

Systemic Conditions for Success:

NPS District CAFR Corrective Action Plan



Recapping the 2014 CAFR:

- ▶ **Comprehensive Annual Financial Report (CAFR)**

- ▶ A Comprehensive Annual Financial Report (CAFR) is a set of financial statements that provide a thorough and detailed presentation of a school district's financial condition.

- ▶ **N.J.A.C. 6A:23A-16.2(i) requires the issuance of a CAFR by every school district**

- ▶ Submitted to the NJDOE annually

- ▶ **The Comprehensive Annual Financial Report (CAFR) is the basis for the annual audit**

- ▶ **Audited by an independent Certified Public Accountant**

- ▶ In accordance with Government Auditing Standards (GAS)

- ▶ **NPS received an **Unmodified Opinion****

- ▶ Best type of report from an external auditor;
- ▶ The Auditor does not have any significant reservation in respect of matters contained in the financial statements

NPS District Audit Corrective Action Plan

Recommendation Number	Recommendations for the District	Method of Implementation	Completion Date
Financial Planning, Accounting and Reporting			
#1	<ul style="list-style-type: none"> Strengthen procedures in maintaining employee records to ensure all required employee personnel documents are properly maintained by the District. Develop a standardized checklist that includes all required forms included in each employee file and require a sign off documenting file completion. 	<ul style="list-style-type: none"> Inclusion of standardized checklist in Personnel Files has already been established. Talent is considering to contract a vendor that will enable the Records & Verification department to create a centralized on-line repository for personnel files. Talent is considering the implementation of automated document processes and securing electronic signatures as a form of sign-off. 	January 2015 – ongoing

NPS District Audit Corrective Action Plan

Recommendation Number	Recommendations for the District	Method of Implementation	Completion Date
Financial Planning, Accounting and Reporting			
#2	<ul style="list-style-type: none"> Strengthen internal controls in the timely removal of employees separating from the District from its health insurance coverage so that the District is not charged for ineligible health benefits 	<ul style="list-style-type: none"> Office of Benefits (“Benefits”) receives electronic workflows with immediate notice of separations, to ensure timely removal of employees from the District’s health insurance coverage. Benefits is currently working with the Project Management team to explore automation wherein letters/ notices to employees are generated through our PeopleSoft system 	January 2015 - ongoing

NPS District Audit Corrective Action Plan

Recommendation Number	Recommendations for the District	Method of Implementation	Completion Date
Financial Planning, Accounting and Reporting			
#3	<ul style="list-style-type: none"> Strengthen internal controls and procedures to ensure that all purchase orders issued to vendors be approved prior to the vendor providing goods or services. 	<ul style="list-style-type: none"> The Purchasing Dept. will continue professional development of procurement practices through workshops (semi-annually.) Concurrently, the Purchasing Department will work closely with departments to improve compliance. 	<ul style="list-style-type: none"> Ongoing

NPS District Audit Corrective Action Plan

Recommendation Number	Recommendations for the District	Method of Implementation	Completion Date
Financial Planning, Accounting and Reporting			
#4	<ul style="list-style-type: none"> Follow the requirements of N.J.A.C.6A:23A-5.2 that requires establishment of policies setting forth strategies to minimize the costs of legal services that exceed 130 percent of the statewide average. 	<ul style="list-style-type: none"> The District will continue to strictly adhere to the requirements of <u>N.J.A.C. 6A:23A-5.2</u>, closely monitor its legal costs, and minimize the cost of legal services to the greatest extent possible. Law Department will: <ul style="list-style-type: none"> Revise outside counsels' reporting and billing procedures Provide liability avoidance training to all school based administrators Provide training to all employees with decision making authority for procurement of goods and services. 	<p>Ongoing</p> <p>February 1, 2015</p> <p>April 1, 2015</p> <p>June 1, 2015</p>

NPS District Audit Corrective Action Plan

Recommendation Number	Recommendations for the District	Method of Implementation	Completion Date
Financial Planning, Accounting and Reporting			
#5	<ul style="list-style-type: none"> • Ensure that only allowable costs approved in the grant agreement be charged to the grant, and supported by documentation that shows the expenditures are appropriately charged to the respective grant programs. • Ensure that only employees working under a grant program be charged to the respective grant and at the correct amount. 	<ul style="list-style-type: none"> • Perform quarterly review of salaries charged to all grants to ensure accuracy and proper supporting documentation. All discrepancies will be reclassified to the proper account. 	January 2015

NPS District Audit Corrective Action Plan

Recommendation Number	Recommendations for the District	Method of Implementation	Completion Date
School Purchasing Programs			
#1	<ul style="list-style-type: none"> Strengthen internal procedures to ensure adherence to the Public School Contracts Law and internal policy. 	<ul style="list-style-type: none"> The Purchasing Dept. will continue professional development of procurement practices through workshops (semi-annually.) Concurrently, the Purchasing Department will work closely with departments to improve compliance. 	Ongoing
#2	<ul style="list-style-type: none"> Enhance internal control procedures over procurement and purchasing to ensure documentation of compliance with the notification requirements imposed by N.J.S.A. 52:15C-10 	<ul style="list-style-type: none"> Resolutions are reviewed after each SAB meeting to determine OSC reporting. Preapproval will be routed through Director prior to processing by procurement staff 	December 2014 Ongoing

NPS District Audit Corrective Action Plan

Recommendation Number	Recommendations for the District	Method of Implementation	Completion Date
Application for State School Aid			
#1	<ul style="list-style-type: none"> Strengthen internal controls to ensure that students listed on the ASSA report are properly supported, payments not be made to outside private school providers without having an executed tuition contract, and that the student is the responsibility of the Newark Public Schools 	<ul style="list-style-type: none"> A cross functional working group has been formed to address data concerns with representatives from NPS Data systems management, Office of Special Education (OSE) Data, OSE Placement, OSE Finance Team, and OSE Out of District case management. <p>The group will:</p> <ul style="list-style-type: none"> Develop a workflow to rigorously examine, compare, analyze and reconcile out of district student data across financial, OSE data systems, and PowerSchools. After the expected implantation of the new workflow, hold follow up meeting to examine the effectiveness of the implementation. 	March 16th

NPS District Audit Corrective Action Plan

Recommendation Number	Recommendations for the District	Method of Implementation	Completion Date
Pupil Transportation			
#1	<ul style="list-style-type: none"> Strengthen procedures to ensure that all students reported on the DRTRS can be traced to the school class registers/Charter School applications, and that all students are included under the appropriate categories on the DRTRS. 	<p>The Office of Student Transportation and the Office of Student Information Services will ensure that:</p> <ul style="list-style-type: none"> A review of the school class register/charter school application be performed All students are included under the appropriate categories on the data to be submitted on the DRTRS Any discrepancies will be investigated prior to the filing of the DRTRS. 	October 15, 2015