In this Report:

• District Priorities
• Common Core
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This is our **ultimate goal**...

...we will get there by dramatically **transforming teaching and learning**...

...and creating the **enabling conditions** for this transformation to occur
Overview
The Common Core State Standards Initiative (CCSSI) is an effort designed to improve educational outcomes for students by developing a set of consistent, voluntary, internationally-benchmarked academic standards in mathematics and English language arts.

What does CCSS mean for students?
The standards will provide more clarity and consistency in what is expected of student learning across the country.

Resources
- Parent Teacher Association (www.pta.org/advocacy)
  - Common Core State Standards Content Brief: English Language Arts and Literacy in History/Social Studies & Science
  - Common Core State Standards Content Brief: Mathematics
- Council of the Great City Schools (CGCS) (www.cgcs.org)
- www.commoncoreworks.org

Outreach
- Stakeholder sessions held in October
- February 7, 2013 – Title I Citywide Parents Conference
- February 27, 2013 – Parent Liaison Meeting
Special Education

Goal: Develop instructional and operational capacity in schools, to improve achievement of students with disabilities

Office of Special Education Priorities

- Increase access to the general education environment
- Provide access to the Common Core Standards
- Increase positive behavioral interventions and supports
- Develop transition planning and supports
- Ensure that school-based processes use federal, state and local mandates to deliver services that ensure access to high-quality instruction
- January 2013 Communication: Rebranding Special Education
High School Task Force

Reform strategies include:
• Ensuring equity in enrollment practices across all high schools
• Redesigning comprehensive high schools
• Creating more seats for over-age and under-credited students and drop-outs

Goals for high school redesign:
• Increase the number of high quality schools, programs, and seats for our high school students
• Broaden the high school choice process such that more young people select, attend, achieve, and graduate college ready from a high school of their choice
High School Task Force

Process:

Each comprehensive high school leader will recruit and lead a school redesign team. Those teams will engage in the following activities over the course of this school year:

• Develop stakeholder engagement plan to include input from students, families, alumni, clergy and partners that comprise the school’s community
• Understand and analyze the current state of the school
• Assess the strengths and weaknesses of current program offerings
• Form school-based design teams and participate in a school planning/redesign process
• Consider school options for Fall 2013
• Plan and execute a recruitment campaign targeting incoming students
• Build out all elements of school design throughout the spring to ensure successful implementation starting summer 2013
Summary

- New Jersey Quality Single Accountability Continuum (NJQSAC) is the state department of education’s monitoring and evaluation system, replacing the 7 year certification cycle and Quality Assurance Annual Review (QAAR).

- NJQSAC’s primary purpose is to measure and improve school district performance in meeting state standards.

- The review has 3 components:
  - Self-evaluation
  - Executive County Superintendent (ECS) review
  - Commissioner final determination

- 3 Year Review:
  - Uses a uniform tool of evaluation titled “District Performance Review” (DPR)
  - DPR was completed and board approved on November 2010
  - State performed a DPR review in May 2012; State issued letter July 2012
  - District Improvement Plan (DIP) is required for those indicators where there was insufficient or no evidence to substantiate meeting the criteria.
5 Components of School District Effectiveness

- Instruction and Programs
- Fiscal Management
- Operations
- Personnel
- Governance

DIP Review Process and Timeline

- January 30th and 31st – NJDOE onsite visit
- Review DIP Indicators in the areas of:
  - Instruction and Programs
  - Personnel
  - Governance
- NPS will be required to provide supporting documentation
- END -