



Newark Board of Education

Where Passion Meets Progress

Committee Report

Committee Name: Instruction & Program

Location	Date	Time
Virtual	9/20/2022	5:00 PM
Board Members		
A'Dorian Murray-Thomas	Asia Norton	
District Liaison & Superintendent Representative		
Dr. MaryAnn Reilly		
Other District Staff		
Deputy Nicole T. Johnson	Rochanda Jackson	
Paula Perrone	Michelina Thornton	
Anzella Nelms	Kenneth Montalbano	
Jazleen Othman		
Guests		
Meeting Summary		
<p>Comments:</p> <p>Chair Murray-Thomas called the meeting to order at 5:08 PM.</p> <p>At 5:10, Rochanda Jackson, Executive Director of the Office of Planning, Evaluation, and Testing, presented the final NJSLA results released by the state for SY21-22. Ms. Jackson communicated that the embargo was lifted and the results in August were only preliminary. Today's report reviewed final NJSLA Results. NJSLA Report revealed students scored higher in the area of English Language Arts. Regression models show that there are strong positive associations between staying at the same NBOE school and NJSLA performance.</p> <p>In ELA, the average overall district passing rate was 27%. Similar to MAP, we saw patterns in NJSLA performance by grade indicating that older students were more likely to be better insulated from the effects of the pandemic. In grades 3-9, district passing rates ranged from 19%-33% depending on the grade level. Note that less than half of all participating students across the state passed their NJSLA ELA test: the state average for ELA was ~48%.</p> <p>In Math, the district's overall passing rate was 13%, ranging from 11% -33% depending on the grade level and course. Across the state, less than a third of students passed their NJSLA Math assessment last year; the state's passing rate in math was ~ 31%.</p> <p>In good news, regression models show that there is a strong positive correlation between staying at the same NBOE school and NJSLA performance. When comparing the last spring's NJSLA performance of students who were enrolled in a district school for the maximum number of years for a grade level to those who had only been enrolled for less than one year, the students who stayed in the same district school over entire their educational tenure performed at higher levels. This pattern was statistically significant across grade levels. Differences in scale scores ranged from 18-27 points in ELA and 13-24 points in Math.</p>		

Research shows recovery can take up to five years. Students who were already facing adversity will struggle in the coming year for multiple, intertwined reasons, including loss of learning from the prior year, trauma, long-term stress, and declining family resources.

Substantial evidence suggests that a focus on students' social-emotional learning is vital to building and rebuilding students' academic engagement.

Losses are likely to be larger in math than ELA, but math losses will potentially be more responsive to intervention efforts.

Systems that track attendance, assignment completion, and grades strengthen schools' ability to individualize services and match specific interventions to the needs of different students so students don't fall behind in their courses. We're going to be really demanding because our realities today require us to be in order to meet the needs of our students. Which means we must be flexible and patient.

Three major factors that make tutoring work are subject matter expertise, tutoring program structure, and the amount of tutoring provided. Principals have been advised of the details of this three prong approach. The U.S Department of Education said, "Tutoring programs in which tutors met with tutees at least three times a week were more likely to generate positive achievement for tutees than programs in which tutors and tutees met twice a week." Our data revealed that students who were tutored three times a week performed higher.

The Student Aptitude Testing (SAT) will be given to 12th Graders on October 12th and 11th Graders on March 1st. The PSAT will be administered in person for 8/9th, 10th and 11th on October 12th. Assessment calendars are available on the District's website and letters will go out to families letting them know about assessment information.

At 5:27 pm Board Member A'Dorian Murray-Thomas inquired about this year's academic goals. Ms. Jackson stated that student achievement is informed by state assessments, district level assessments, and school assessments.

Deputy Nicole T. Johnson read and reminded the committee that the District's Goal #2 focuses on curriculum, instruction, and assessment. Dr. MaryAnn Reilly shared that the district's goal can be attainable when all are working together on this common goal. This year's summer program revealed students demonstrating growth and proficiency in the 5 week program.

At 5:52pm Michelina Thornton, Director of Federal Programs and Grants, presented on Educating & Engaging NBOE Families. Highlights included:

- Parent University has Fall sessions available on the district website that are self-paced modules. Parents can find videos in a variety of languages regarding 9 different topics: Orientation to NBOE, Technology, Curriculum & Instruction, Health & Wellness, Social Emotional Learning & Mental Wellness, Parenting, High School/Post Secondary, General Studies, and Skill Development.
- On August 31st and September 13th parent liaisons participated in professional development regarding grants, parent resources, and parent engagement action plans. Each school was asked to identify a space for parents and families. Parent resources were purchased for all schools including booklets, SEL materials, and parenting books to start a lending library.
- Parents Make the Difference newsletters are available online monthly in English and Spanish.

- A Community Resource Directory is now available on the District's Website and information on community organizations for housing, food, and other needs to help bring resources to families.
- Federal Programs & Grants is partnering with Teaching & Learning to provide support for the parent engagement component of the My Very Own Library initiative happening in all elementary schools.

At 5:58pm, Deputy Nicole T. Johnson reviewed the District's Guidance for Emergency Remote Instruction. This information included the following:

- In April 2020, Governor Murphy issued an executive order PL 2020, c.027 (A39041R). This law provides for the continuity of instruction in the event of a public health-related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A: 7F-9.
- To ensure that New Jersey students continue to receive high quality, standards-based instruction, a school district must annually submit its proposed program for remote instruction to the Commissioner of Education.
- This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.
- The plan outlines how the district will provide network access or access to devices required for remote instruction. The plan also includes how the district will provide continued safe delivery of meals.
- The plan contains the required length of a remote instruction day and is posted on the district's website.
- The plan includes information regarding transportation, facilities, and additional programming including Accelerated Learning Opportunities, Extended Learning, 21st Century Community Learning Center Programs, Credit Recovery, Extended Classroom Experiences, Co-Curricular Programs, Community Programming, and Tutoring.

At 6:15pm, Dr. MaryAnn Reilly, Assistant Superintendent of Teaching & Learning, presented information regarding Understanding NJQSAC Instruction and Program District Performance Review Indicators. This information included the following as it relates to Instruction & Program:

- The District's NJQSAC committee is composed of the following members, Chief School Administrator, District Administrative Staff Member, Teacher, School Business Administrator, Curriculum and Instruction Representative, Local Collective Bargaining Representative, and a District Board of Education Member.
- The District's submission due date is November 15th.
- The NJQSAC User Manual includes a DPR section where all five indicators are broken down into specific areas that will be evaluated. It identifies each indicator in the content area and provides the following information:
 - Points assigned to each indicator;
 - Purpose of the Indicator so all involved understand the requirements;
 - Documentation for Verification identifies the documents to be considered in indicator review;
 - Department Review Process explains how, where and what will be done to see if the district is compliant; and
 - Verification of Indicator Compliance explains the criteria for compliance with the indicator.

- Indicators 1–6 are data specific indicators based on assessments in the specified content The assessment data is provided by NJDOE and points vary based on grade bands. Indicator 7 is the district’s student attendance rate. Indicators 1-7 total 60 points out of 100 in the NJQSAC review.
- Indicators 9-15 total 28 points and focus on Content area curricula aligned to standards as per New Jersey Student Learning Standards (NJSLS) and contain required elements as per N.J.A.C. 6A:8-3.1 and 3.2.
- The curricula must also demonstrate the use of a variety of instructional, supplemental, and intervention materials that support student learners at all levels.
- Each content area listed below has general required documentation listed for each content area that is enumerated as letters a through i.
 - Indicator 9 - ELA-
 - Indicator 10 - Mathematics;
 - Indicator 11 - Science;
 - Indicator 12 - Social Studies;
 - Indicator 13 - World Language;
 - Indicator 14 - Comprehensive Health and Physical Education; and
 - Indicator 15 - Visual and Performing Arts.
- Indicator 9-15 (a) ensures that the school district’s curricula is designed to meet all grade or grade level expectations and graduation requirements.
- Indicator 9-15 (b) ensure integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans.
- Indicator 9-15 (c) focuses on assessments, including, formative, summative, benchmark, and alternative assessments.
- Indicator 9-15 (d) ensures the list of core instructional and supplemental materials, including various levels of texts at each grade level.
- Indicator 9-15 (e) ensures pacing guides are included and consistent with the actual days of instruction .
- Indicator 9-15 (f) ensures evidence of at least one interdisciplinary connection across grades and content areas.
- Indicator 9-15 (g) ensures evidence of 21st Century Life and Careers infused throughout the K to 12 curriculum as appropriate for all students. (CTE)
- Indicator 9-15 (h) ensures evidence of effective educational technology practices, strategies, and tools infused throughout all curricular areas and grade levels identified in Standard 9.4 (Digital Citizenship; Information and Media Literacy and Technology Literacy)
- Indicator 9-15 (i) ensures career readiness is integrated into the curriculum, providing students the opportunity to acquire information about career interests and/or advanced courses linked to their career interests; or specialized programs that reflect the needs of students and the community.
- Evidence of integration within appropriate place(s) in the K-12 curriculum, providing instruction on diversity and inclusion that highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance (N.J.S.A. 18A:35-4.36a).
- History of disabled and LGBT persons included in middle and high school curriculum is evidenced.
- The teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society must be included in curricula.
- The curricula must address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocides for all children in grades K to 12.

- The curricula must include Asian American and Pacific Islander history and contributions are incorporated in an appropriate place in kindergarten through grade 12 as part of the social studies curriculum.
- Middle School Civics instruction does not need to be scheduled as standalone civics classes, but the civics content must be addressed within the social studies scheduled instructional classes. The district will offer two consecutive quarters/one semester, in grade 8.
- Indicator 16 totals 6 points and focuses on the District's Tiered Support Services. There must be a coordinated and systematic system to identify student needs and provide appropriate support.

At 6:58pm, Dr. Reilly reviewed the following information items:

- Adult Education courses begin in October 2022
- Participation in NJDOE ELA and Mathematics Standards Implementation in the Committee (Heather Lieberman, Elisa Lee) and NJSLS College and Career Ready Committee (Dianna Sopala, Dr. Reilly)
- Council for Great City Schools Fall Conference - Presentation on Amistad Curriculum and the Prevention Reading Difficulties: Jazleen Othman and Marisol Diaz, Presenters
- Three extended classroom experiences will occur this year for all students in K-8. The experiences cross a range of institutions including Newark, Jersey City, New York, and D.C.
- Every experience includes Pre-work, Work, and Culminating tasks developed by the Office of Teaching & Learning.

At 7:06pm, Dr. Reilly reviewed the resolutions for the month of September.

- 14.2 Approval of Science Curriculum by the Newark Board of Education
- 14.3 Approval of syllabi for English 1030 and US History 2303 from Kean Scholars Program.
- 14.4 Approval of a Data Sharing Agreement between New Jersey Institute of Technology (NJIT) and the Newark Board of Education.
- 14.5 Approval of a Memorandum of Understanding between the Trust for Public Land and the Newark Board of Education.
- 14.6 Approval of a Memorandum of Understanding between ArtSmart and the Newark Board of Education.
- 14.7 Approval of Grade English Language Arts Curricula by the Newark Board of Education
- 14.8 Approval of a Memorandum of Understanding between Ironbound Community Corporation Family Success Center and the Newark Board of Education.
- 14.9 Approval of Memorandum of Understanding between FOCUS Hispanic Center and Newark Board of Education
- 14.10 Approval of Grade 5 English Language Arts Curricular Units by the Newark Board of Education
- 14.11 Data Sharing Agreement/MOU for the Financial Aid Application Completion Initiative between New Jersey Higher Education Student Assistance Authority (HESAA) and the Newark Board of Education
- 14.12 Memorandum of Understanding between Leaders of the 21st Century and the Newark Board of Education
- 14.13 Memorandum of Understanding between the Main Street Counseling Center and the Newark Board of Education
- 14.14 Resolution Of The Board of Education Of The City of Newark, County Of Essex, Approving The Guidance for Emergency Remote Instruction 2022-2023 And Directing Its Implementation
- 14.15 Resolution to Accept -School of Nursing Education Affiliation Agreement
- 14.16 Approval of K-8 Health Curriculum by the Newark Board of Education

- 14.17 Approval of Grades 9 and 11 Social Studies Curriculum and African American Curriculum, Unit 1 and Pacing Document by the Newark Board of Education
- 14.18 Approval of a Research and Data Sharing agreement between Young Audiences and the Newark Board of Education
- 14.19 Authorization of District Field Trips

Chair Murray-Thomas and Vice President Asia Norton motioned to move resolutions to the full board.

Chair Murray-Thomas adjourned the meeting at 7:28 PM.