



SOMSD Board Retreat | January 22, 2020

Dr. Ronald G. Taylor



somsd.k12.nj.us | A district the celebrates community and diversity

Retreat Agenda

I. Pending District Work:

- Discuss learnings from Symposium (led by admin)
- Admin Timeline for Elementary Reconfiguration
- Budget timeline
- Budget analyses requests from board / questions we would like answered

II. Board / Superintendent Relationship

- Action Plan (Goals 1 – 4)
- Merit goal updates

III. Board Learning / Common Vocabulary for Student Learning

- State of current data usage in the district (level set)
- Expectations for this coming year

IV. Board Monitoring

- Monitoring of Access and Equity Policy



SOMSD Intentional Integration Initiative Equity Symposium



Equity Symposium Overview

- + Dr. Taylor: Situation Analysis
- + Professor Boddie: Legal and historical overview of integration in the US - Stressing the moral imperative of this work
- + Dr. Frankenberg: - Presented a spectrum of Intentional integration plans Berkley, CA, Cambridge, MA & Jefferson County KY
- + Dr. Fergus: Community Dialogue

Estimated Attendance: 650 – 700
of Questions Collected: 60



Community Feedback

Feedback from the SOMSD community via questions collected, online feedback and social media chatter center around key bucket areas

- + Process/Timing
- + Professional development of teaching staff
- + Preparation of students for plan implementation
- + Before/After Care concerns
- + Transportation cost/logistics
- + Registration concerns
- + Special Needs Students
- + Equity (how do we ensure equity for all students and solve for current imbalance)
- + Staff representation for students
- + Monitoring/Sustainability of a Plan

Next Steps: Listening Tour

Over the next several months Dr. Taylor will embark on a listening tour across the SOMSD community and via online with community audiences

MONTH	EVENT (DRAFT dates subject to change)
February	<ul style="list-style-type: none">• Teacher Professional Development: 2/4• Listening Tour #1: 2/19 (@ Jefferson School, organized by PC)• Option #1: Realtors Webinar (TBC): 2/27
March	<ul style="list-style-type: none">• Community Webinar: 3/4/20 (Lunch Session)• Option 2: Realtors Webinar (TBC): 3/10• Listening Tour # 2: 3/18 (@ Seth Boyden School)• Township Leaders Breakfast: 3/24 (TBC)
April	<ul style="list-style-type: none">• Listening Tour: 4/6• Listening Tour: 4/22• Listening Tour: 4/30
May	<ul style="list-style-type: none">• Listening Tour: 5/19 (@South Mountain)• Community Townhall: TBD (non-school based location)
June	<ul style="list-style-type: none">• BOE Vote on Model: 6/22



Staff Engagement

- + Principal Training with Dr. Fergus began 2018 - 4 more visits by June 2020
- + Staff Training
 - Principal led Cultural Competency PD based on Dr. Fergus' book - *Solving Disproportionality and Achieving Equity*
 - Superintendent video to staff on 12/10/20
 - Dr. Fergus and superintendent will lead PD information session with all elementary staff on 2/4/20 at CHS

Goal 1

Facilities

Lay the groundwork (develop specifications, bids, award contracts, etc.) needed to support a targeted 2021 construction completion date in the elementary schools.



Facilities Update

- + Environmental testing - Still in progress. Expect report at the end of January
- + Geothermal engineering Report
 - Site surveys completed. Core test drilling completed.
 - Engineers analyzing samples.
- + Legal specification review - Currently under review with attorney
- + Architect updating plans based upon December meetings. Environment report and geothermal engineering report used to inform design.
- + Code review
 - Architect to submit a letter to DCA requesting municipalities to perform review.
 - Architect to submit information to municipalities to determine cost.

Facilities Update (cont.)

- + Meeting with Historic society to discuss Marshall school location
- + Follow-up planning board review
- + Follow-up design meetings and final sign-off
- + Final Schematics sent to the DOE
- + Comptroller review of specifications
- + Advertise for bid
- + Award contracts

Goal 2

Integration

Develop an integration plan/proposal by June 30, 2020 that ensures that the student populations in each of our schools are reflective of our district's diversity and fosters innovation in our elementary schools.



Survey Best Practices and Integration Models

+ District Visits

- White, Plains NY - 4/25/19
- Baltimore, MD - 4/10/19 - 4/13/19
- Cambridge, MA - 5/21/19 - 5/23/19
- Montclair, NJ 6/3/19

+ Consultations

- Montclair Former BOE President - Jessica de Koninck
- Erica Frankenberg/Penn State University
- Elise Boddie/Rutgers University
- Eddie Fergus/Temple University

+ Literature Search

- Best practices research
 - [UJvdb2qv-lqe0Y3CNVe1ckFsrHM4ZSh2Wglo-EVh_Tc3Mq0](https://www.vox.com/2018/1/8/16822374/school-segregation-gerrymander-map)
 - https://www.nbcnews.com/think/opinion/white-parents-are-enabling-school-segregation-if-it-doesn-t-ncna978446?fbclid=IwAR2rltjZ_ACCmTZtFplyBljNUeEnh0oUJe7QtNb-ULnOCdaLZFAxzloQ6Ak
 - <https://www.vox.com/2018/1/8/16822374/school-segregation-gerrymander-map>
 - <https://www.arlnow.com/2019/08/20/letter-to-the-editor-a-tale-of-two-apss/>



Audit/Needs Assessment

- + Conduct an equity audit of elementary school practices (e.g., I&RS, curriculum, intervention supports, etc.) - Dr. Fergus and Graduate Students 3/20
- + Conduct focus groups with school staff to gain an understanding of existing practices 3/20

Professional Development

- + Support capacity building in discussing racial/ethnic outcomes and need for integration
- + Increase teacher capacity to create a sense of belonging for all students
- + Increase Cultural Competency so that teachers recognize the cultural context that each student brings to the classroom
- + Increase teacher understanding of the need that materials, resources, and curricula reflect all students' backgrounds



- + Increase teachers understanding of the ways in which oppression and marginalization and privilege affect student experiences and opportunities
- + Introduce integration plans to educational staff
- + Half-day professional development and Tuesday meeting
 - Video session with Dr. Taylor for full staff 12/10/19
 - Full elementary staff assembly to update on integration plan
 - Restorative Practices
 - Rutgers Institute for Improving Student Assessment (RIISA)
 - Montclair State University Network Educational Renewal (MSUNER)
 - Principal led Cultural Competency PD based on Dr. Fergus' book - *Solving Disproportionality and Achieving Equity*

Goal 3

Teaching and Learning/Student Achievement

Provide demonstrated evidence of improved teaching and learning for every student in every school.



Curriculum Writing with Equity Lens

- + Professional Development with Dr. Fergus 6/2019
 - Focus on writing curriculum using an equity lens

NJ QSAC - Curriculum Updates

- + Process of updating curricula started Summer 2019
- + Brought to BOE for approval as completed
- + All curricula will be updated by Spring 2021

Pre-K Expansion

- + Access to a high-quality program is on track
- + Expand partnership with local private providers (7)
- + Expect to serve 398 general education preschool students
- + Reserve space for up to 109 students with special needs
- + Improve general/special needs students ratio
- + Enhance curriculum and assessment implementation
- + Enhance support for students and their families
- + Serve as the catalyst for PreK-3 alignment

In-School Therapeutic Program Grades 6-12

- + I-STEP Grades 6-8 (In-School Therapeutic Program) - District-led
- + ESS Grades 9-12 (Effective School Solutions) - Contracted Services
- + Individual counseling, group counseling, family counseling, crisis intervention, supervised lunch, parent support group, study skills, teacher/staff consultation, and consultation with outside treatment providers.

Post-Secondary Education Programming

- + Prepare for autism program at CHS
- + Develop framework for 18-21 program
- + Partner with middle schools to launch vertical alignment
- + Explore partnership with Essex County Voc-Tech Schools
- + Maximize grant opportunities through NJ DOE

Developmentally Appropriate Kindergarten

- + Created Kindergarten Team including Teachers and Administration
- + Visited Montrose Pre-K 10/29/19
- + Visited Bank Street School New York, NY 12/13/19
- + Brainstorm best practices & low hanging fruit 1/27/19

Professional Development

- + Equity/Cultural Competency
 - *Dr. Fergus and Principals - Elementary (2/26/19, 3/12/19, 4/9/19, 10/11/19, 11/25/19 & 12/10/19)*
- + Restorative Practices
 - *Tanya Lewis - Middle School (9/3/19, 11/5/19, 12/10/19, 3/24/20) and High School (9/3/19, 10/15/19, `11/5/19, 2/4/20)*
- + Annual Danielson Teacher Evaluation Tool Calibration
 - *All Administration*
 - *Calibration Training 8/21/19*
 - *Shirley Hall Danielson Training Administration 11/11/19*
 - *Calibration Walks with Danielson Group 11/18/19, 11/19/19, & 11/20/19*
 - *Danielson Training Videos by Domain to all staff 12/19*

Professional Development (cont.)

- + McRel Administrator evaluation training for new increased expectation of Instructional Leaders-December 2019 & January 2020

- + Teacher Academic Capacity Building
 - *Teachers College Elementary - 5 visits K-2 All Schools, 5 Visits 3-5 Seth Boyden Only, 5 Visits both Middle Schools*
 - *Core Compliments - All Elementary Schools 5 Visits*
 - *Conquer Math - Middle School 5 Visits*
 - *IDE Corp - STEM High School 3 Visits*

- + QSAC - Mandatory Trainings
 - *GCN Trainings*

District-Wide Data Usage

- + 2019-2020 First full year of implementation of Star Renaissance
- + Ongoing Star Renaissance data analysis training of teachers and administration - Building Level
- + Administration Training of Data Warehouse-Performance Matters Summer 2019
- + Principal selected data team - data warehouse training - Winter 2020
- + District and school-wide data analysis to drive programming and instruction

Goal 4

Staff

Recruitment/Retention/ Development

Foster a dynamic learning community that attracts, retains and develops highly qualified staff.



Staff Recruitment/Retention/Development

- + We are currently planning our own minority recruitment fair.
- + Exit interviews are ongoing.
- + Professional Development has been previously discussed.
- + Social media, Newsletters recent positive press also serve as recruitment tools.
- + The following represents upcoming fairs that we are confirmed to attend...

Recruitment Fairs

2019-20 Recruiting Calendar of Events

Friday, 3/27/20 – William Paterson University – Spring 2020 Education Career Fair

1:00 pm – 3:00 pm

Set-up will start at 12:00 pm – 12:45 pm. Registration is \$100 (includes 2 recruiters, lunch and parking) \$25 fee for each additional recruiter.

Student Center Ballroom, University Center

Recruiters Attending:

Thursday, 3/26/20 – Rowan University – 2020 Education Expo

10:00 am – 2:00 pm

Set-up will start at 8:45 am – Early bird registration cost \$175 and includes 2 recruiters, lunch and parking) On Feb 1 the cost will increase to \$225.

Chamberlain Student Center building 3, Eynon Ballroom

Recruiters Attending:

Thursday, 4/2/20 – Montclair State University – Educators Exchange

10:00 am – 2:00 pm

Registration is free for members of MSUNER. Includes 4 recruiters lunch, table and chairs.

University Hall Conference Center

Recruiters Attending:

Thursday, 4/23/20 – AICUNJ Education Career Fair @ Fairleigh Dickinson University in Madison, NJ

4:30 pm – 6:30 pm

Set-up will start at 3:00 pm. Registration \$50 (includes 2 recruiters, complimentary parking, table, chairs and refreshments). \$10 for each additional recruiter.

Detailed Registration to follow in early January

Recruiters Attending:



Merit Goal Updates



Merit Goal # 1

The District's organizational chart and central office design is in need of significant revision. Understanding that the School District of South Orange and Maplewood has had four (4) Superintendents over the last five (5) years has produced instability in the organization, this is reflected in the design of central administration. The current design lacks clarity and cohesiveness which leads to a lack of efficiency. The Superintendent shall **develop, present and recommend a restructuring of the central administration design**. This design should be directly related to areas of critical need and must be fiscally sound, data-driven and research-based. Evidence of completion will be the presentation that details the proposed changes, revised job descriptions etc.



Merit Goal Update

Goal

- 'develop, present and recommend a restructuring of the central administration design'

Update

- Completed an analysis of our needs assessment and utilized it to complete a draft of what is a mostly budget neutral redesign. Includes HIB, Data/Curriculum jointure, and Equity OCR Focus. This is also a reason that some high level vacancies have not yet been filled, as we want to be methodical in this process.

Merit Goal # 2

The launching of new student achievement information data management system-Performance Matters, is a significant step toward intentionally improving our student's academic progress. The efficiency and effectiveness of our teachers and administrators will be greatly advanced by the adoption of this sophisticated tool. To ensure that year one of this launch is successful the Superintendent shall shepherd in the tool through facilitating presentations and ongoing support for our school leaders and teachers. The Superintendent **shall monitor this implementation and keep the Board abreast of the district's progress. Additionally, the Superintendent will also report out publicly during a Board Meeting regarding this new resource. Evidence of completion will be not less than three (3) public Board presentations measuring student achievement**

Merit Goal Update

Goal

- 'shall monitor this implementation and keep the Board abreast of the district's progress. Additionally, the Superintendent will also report out publicly during a Board Meeting regarding this new resource. Evidence of completion will be not less than three (3) public Board presentations measuring student achievement'

Update

- Ongoing data review is occurring including, demographic enrollment in courses and discipline information disaggregation.

Merit Goal # 3

Our school district has many needs that are not able to be funded by our local and state funding sources. Partnerships allow for additional investments in student achievement; these investments can include but are not limited to: professional development for teacher improvement, mentoring for student practicum experience to combat socio-economic challenges as well as supplemental instructional assistance to helps students who are in need of intense tiered curricular recovery. To this end, Dr. Taylor **will develop at least three (3) new partnerships with community organizations that will bring additional resources (both human and physical) to the School District of South Orange and Maplewood**. Examples could be municipal, collegiate or private. Evidence of completion will be the approved Board Resolutions confirming the partnerships as well as evidence of contributions to the district.



Merit Goal Update

Goal

- 'will develop at least three (3) new partnerships with community organizations that will bring additional resources (both human and physical) to the School District of South Orange and Maplewood'

Update

- Negotiations with potential partners are ongoing including: HMI, NYU, Rutgers, Seton Hall etc.

Budget



Budget Timeline

Month/Date	Key Deliverables	Notes/Key Points or Owner
1/27/20	● Budget presentation	● Revenue
2/24/20	● Budget Presentation	● Revenue / Expenditures
2/25/20	● Governor's Address	
2/27-28/20	● State Aid Notices	
3/16/20	● Approve 20-21 budget	
3/20/20	● Budget submitted to the county	
4/20/20	● County budget approval	
5/4/20	● Public hearing to set tax levy	

Monitoring of Access and Equity



CHS Suspensions

Longitudinal and Demographical Review

South Orange & Maplewood School District

Report of Superintendent December 31, 2019

	CHS	MWS	SCMS	CLIN	JEFF	MARS	MECC	SB	SM	TUSC	Applecore
2015-2016 Total	46	14	16	1	0	6	0	14	0	0	
2016-2017 Total	26	14	17	3	2	4	0	3	2	0	
2017-2018 Total	16	9	14	1	0	0	0	5	1	1	
2018-2019 Total	16	11	7	1	1	2	0	0	0	1	
2019-2020 Total	52	16	9	0	1	1	0	4	1	1	

NOTE: Number of suspensions refers to the number of students suspended for the month.

All Daily Records during the 2019-2020 school
year that are considered
Absent Unverified/Unexcused

School	1-4	5-9	10+
CHS	324	26	15
MWS	224	6	0
SCMS	84	0	0
CLIN	128	4	0
JEFF	84	5	0
MARS	159	9	0
MECC	56	7	0
SB	139	5	0
SM	167	5	0
TUSC	140	9	1
APPLECORE	21	4	0

	CHS	MMS	SOMS	CLIN	JEFF	MARS	MECC	SB	SM	TUSC
Sep. 2015	4	1	1	0	0	0		2	0	0
Sep. 2016	1	6	0	0	1	0	0	0	0	0
Sep. 2017	1	0	0	0	0	0	0	0	0	0
Sep. 2018	2	0	0	0	0	0	0	0	0	0
Sep. 2019	6	0	1	0	0	1	0	0	0	0
Oct. 2015	10	5	9	0	0	1	0	3	0	0
Oct. 2016	13	0	5	1	1	4	0	1	0	0
Oct. 2017	2	2	3	0	0	0	0	3	0	1
Oct. 2018	5	5	3	0	0	2	0	0	0	0
Oct. 2019	27	10	4	0	0	0	0	2	0	1
Nov. 2015	18	5	2	0	0	2	0	4	0	0
Nov. 2016	5	4	2	1	0	0	0	1	0	0
Nov. 2017	4	3	7	1	0	0	0	1	0	0
Nov. 2018	4	0	3	0	1	0	0	0	0	0
Nov. 2019	9	4	1	0	0	0	0	0	1	0
Dec. 2015	12	3	4	1	0	3	0	5	0	0
Dec. 2016	7	4	10	1	0	0	0	1	2	0
Dec. 2017	9	4	4	0	0	0	0	1	1	0
Dec. 2018	4	6	1	1	0	0	0	0	0	1
Dec. 2019	10	2	3	0	1	0	0	2	0	0
2015-2016 Total	44	14	16	1	0	6	0	14	0	0
2016-2017 Total	26	14	17	3	2	4	0	3	2	0
2017-2018 Total	16	9	14	1	0	0	0	5	1	1
2018-2019 Total	15	11	7	1	1	2	0	0	0	1
2019-2020 Total	52	16	9	0	1	1	0	4	1	1

	CHS	MMS	SOMS	CLIN	JEFF	MARS	MECC	SB	SM	TUSC
Sep. 2015	4	1	1	0	0	0		2	0	0
Sep. 2016	1	6	0	0	1	0	0	0	0	0
Sep. 2017	1	0	0	0	0	0	0	0	0	0
Sep. 2018	2	0	0	0	0	0	0	0	0	0
Sep. 2019	5	0	1	0	0	1	0	0	0	0
Oct. 2015	10	5	9	0	0	1	0	3	0	0
Oct. 2016	13	7	5	1	1	4	0	1	0	0
Oct. 2017	2	2	3	0	0	0	0	3	0	1
Oct. 2018	5	5	3	0	0	2	0	0	0	0
Oct. 2019	27	1	4	0	0	0	0	2	0	1
Nov. 2015	18	6	2	0	0	2	0	4	0	0
Nov. 2016	5	4	2	1	0	0	0	1	0	0
Nov. 2017	4	3	7	1	0	0	0	1	0	0
Nov. 2018	4	0	3	0	1	0	0	0	0	0
Nov. 2019	9	4	1	0	0	0	0	0	1	0
Dec. 2015	12	3	4	1	0	3	0	5	0	0
Dec. 2016	7	4	10	1	0	0	0	1	2	0
Dec. 2017	9	4	4	0	0	0	0	1	1	0
Dec. 2018	4	6	1	1	0	0	0	0	0	1
Dec. 2019	10	2	3	0	1	0	0	2	0	0
2015-2016 Total	44	14	16	1	0	6	0	14	0	0
2016-2017 Total	26	1	17	3	2	4	0	3	2	0
2017-2018 Total	16	9	14	1	0	0	0	5	1	1
2018-2019 Total	15	1	7	1	1	2	0	0	0	1
2019-2020 Total	52	6	9	0	1	1	0	4	1	1

Columbia High School Suspensions Monthly

Month	School	IEP	Free/ Reduced	Incident	Black	White	Grand Total
September	CHS	N	Free	Fighting	1		1
	CHS	N	Full Pay	Fighting	1		1
	CHS	N	Full Pay	Possession and/or use of Alcohol, controlled substance, and/or drug paraphernalia		1	1
	CHS	Y	Free	Possession and/or use of Alcohol, controlled substance, and/or drug paraphernalia	1		1
	CHS	Y	Full Pay	Play fighting resulting in severe injury on another student	1		1
	CHS	Y	Full Pay	Vaping on campus, aggressive behavior and using vulgar language towards authority		1	1
Grand Total					4	2	6

Columbia High School Suspensions Monthly

October	CHS	N	Free	Fighting, resulting injuring teacher		1			1
	CHS	N	Free	Possession and/or use of Alcohol, controlled substance, and/or drug paraphernalia/Defiance of Authority		1			1
	CHS	N	Free	Possession and/or use of Alcohol, controlled substance, and/or drug paraphernalia/Defiance of Authority/Profanity abuse to staff/Aggressive behavior toward administration		1			1
	CHS	N	Free	Possession of Stolen Property		1			1
	CHS	N	Free	Use of alcohol or controlled substance		1			1
	CHS	N	Free	Use of alcohol/controlled substance on school grounds or at school sponsored event		1			1
	CHS	N	Full Pay	Behaviors that jeopardize environmental safety		1			1
	CHS	N	Full Pay	Possession and/or use of Alcohol, controlled substance, and/or drug paraphernalia	1	2	2	2	7
	CHS	N	Full Pay	Possession and/or use of Alcohol, controlled substance, and/or drug paraphernalia/Defiance of Authority		1		1	2
	CHS	N	Full Pay	Substance/Under the Influence		2		3	5
	CHS	N	Full Pay	Use of alcohol/controlled substance on school grounds or at school sponsored event				3	3
	CHS	N	Reduced	Substance/Under the Influence				1	1
	CHS	Y	Free	Possession and/or use of Alcohol, controlled substance, and/or drug paraphernalia		1			1
	CHS	Y	Full Pay	Possession and/or use of Alcohol, controlled substance, and/or drug paraphernalia				1	1
	CHS	Y	Full Pay	Substance/Possession				1	1
Grand Total					1	13	2	12	28



Columbia High School Suspensions Monthly

Month	School	IEP	Free/ Reduced	Incident	Ethnicity		Grand Total
					Black	White	
November	CHS	N	Free	Jeopardize Environmental Safety	1		1
	CHS	N	Full Pay	Assault/Fighting	1		1
	CHS	N	Full Pay	Jeopardize Environmental Safety/Substance Suspected/refused exam	1		1
	CHS	N	Full Pay	Possession of Drugs/Paraphernalia	1		1
	CHS	N	Full Pay	Substance/Possession	2	1	3
	CHS	Y	Free	Assault	1		1
	CHS	Y	Full Pay	Substance/Under the Influence		1	1
Grand Total					7	2	9

Columbia High School Suspensions Monthly

Count of School					Ethnicity				
Month	School	IEP	Free/ Reduced	Incident	Am.Ind.	Black	Multi	White	Grand Total
December	CHS	N	Full Pay	Possession of drug paraphernalia				1	1
	CHS	N	Full Pay	Substance/Possession	1	1		2	4
	CHS	Y	Full Pay	Damage to Property/Behaviors that jeopardize environmental safety			1		1
	CHS	Y	Full Pay	Substance/Possession				2	2
Grand Total					1	1	1	5	8

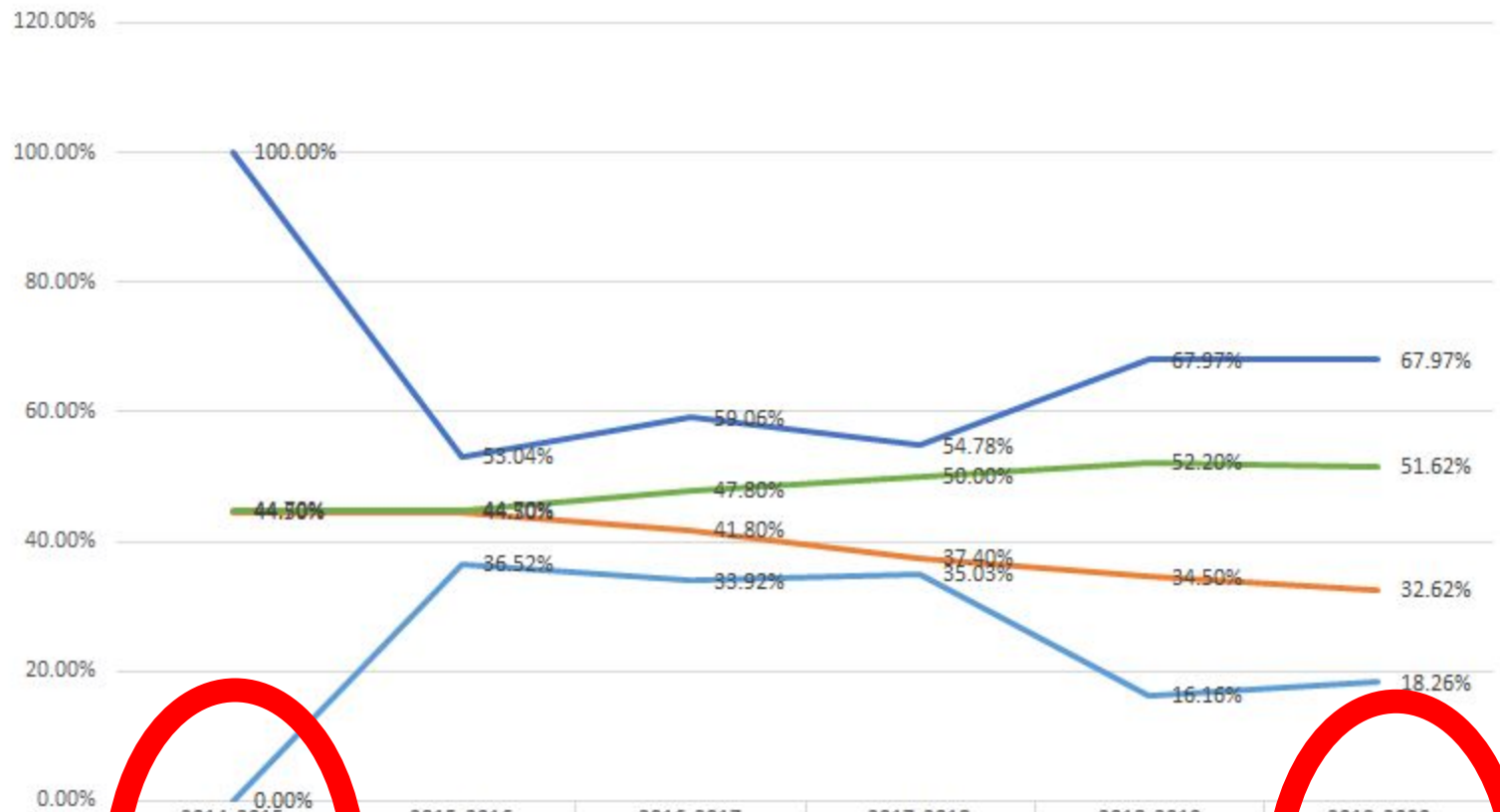
Suspension Data Breakdown

- + **45 of the 51** suspensions this year were due to alcohol/drug/substance abuse.
- + 21 of the 51 students suspended are White.
- + 25 of the 51 students suspended are Black.
- + 10 of the 51 students suspended were enrolled as special needs at the time; and,
- + 12 of the 51 students suspended are receiving free or reduced lunch.

Course enrollment update

Honors and AP at Columbia High School (and middle grades) controlled for Demographics per OCR agreement

Algebra 2 Honors - Ethnicity Comparison From 2014 - 2020



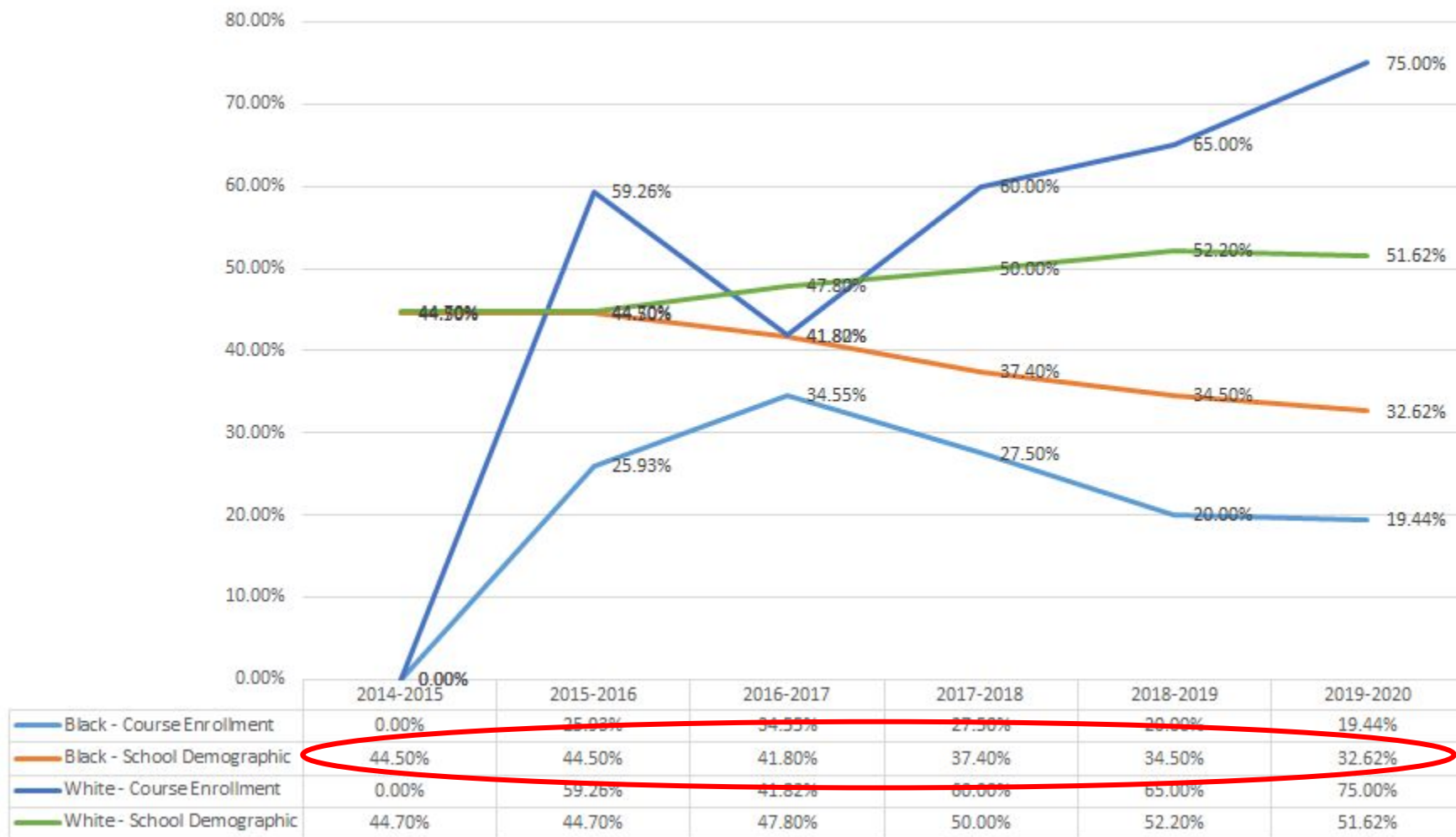
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	36.52%	33.92%	35.03%	16.16%	18.26%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	100.00%	53.04%	59.06%	54.78%	67.97%	67.97%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Biology Honors - Ethnicity Comparison From 2014 - 2020

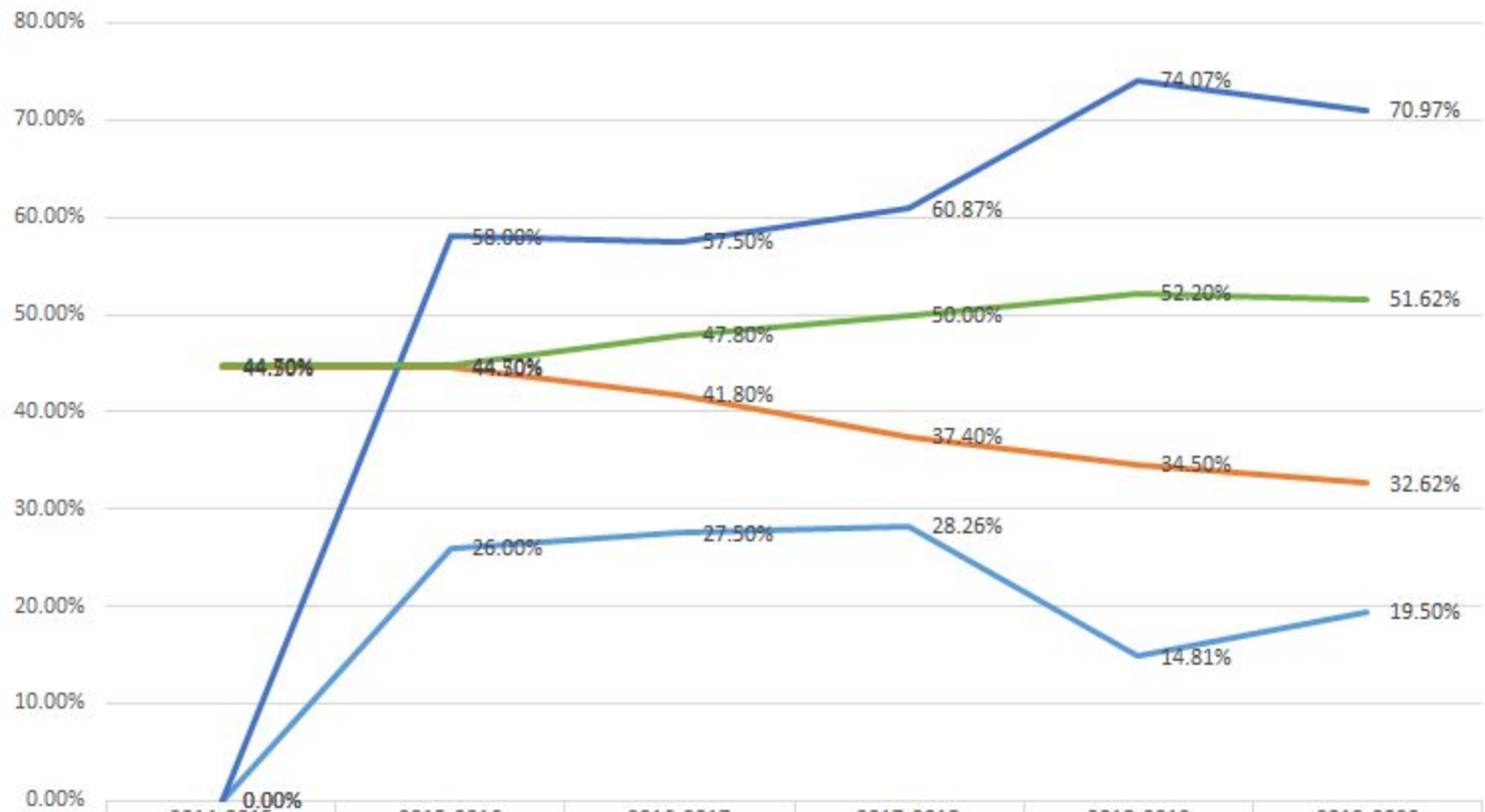


	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	27.27%	22.15%	21.30%	16.93%	20.64%	17.13%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	59.09%	64.82%	69.23%	69.58%	62.20%	63.24%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Biology AP - Ethnicity Comparison From 2014 - 2020

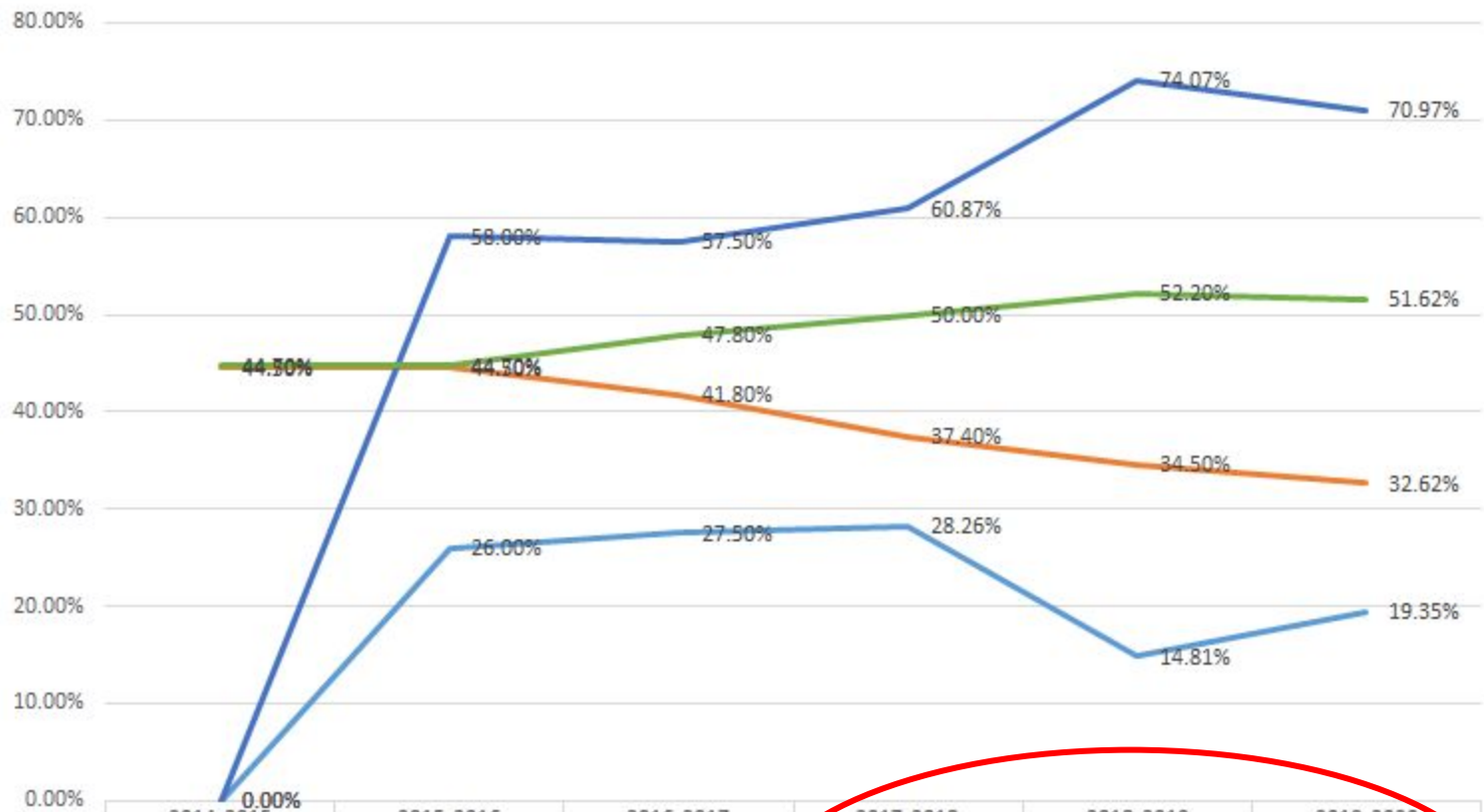


Calculus AB AP - Ethnicity Comparison From 2014 - 2020



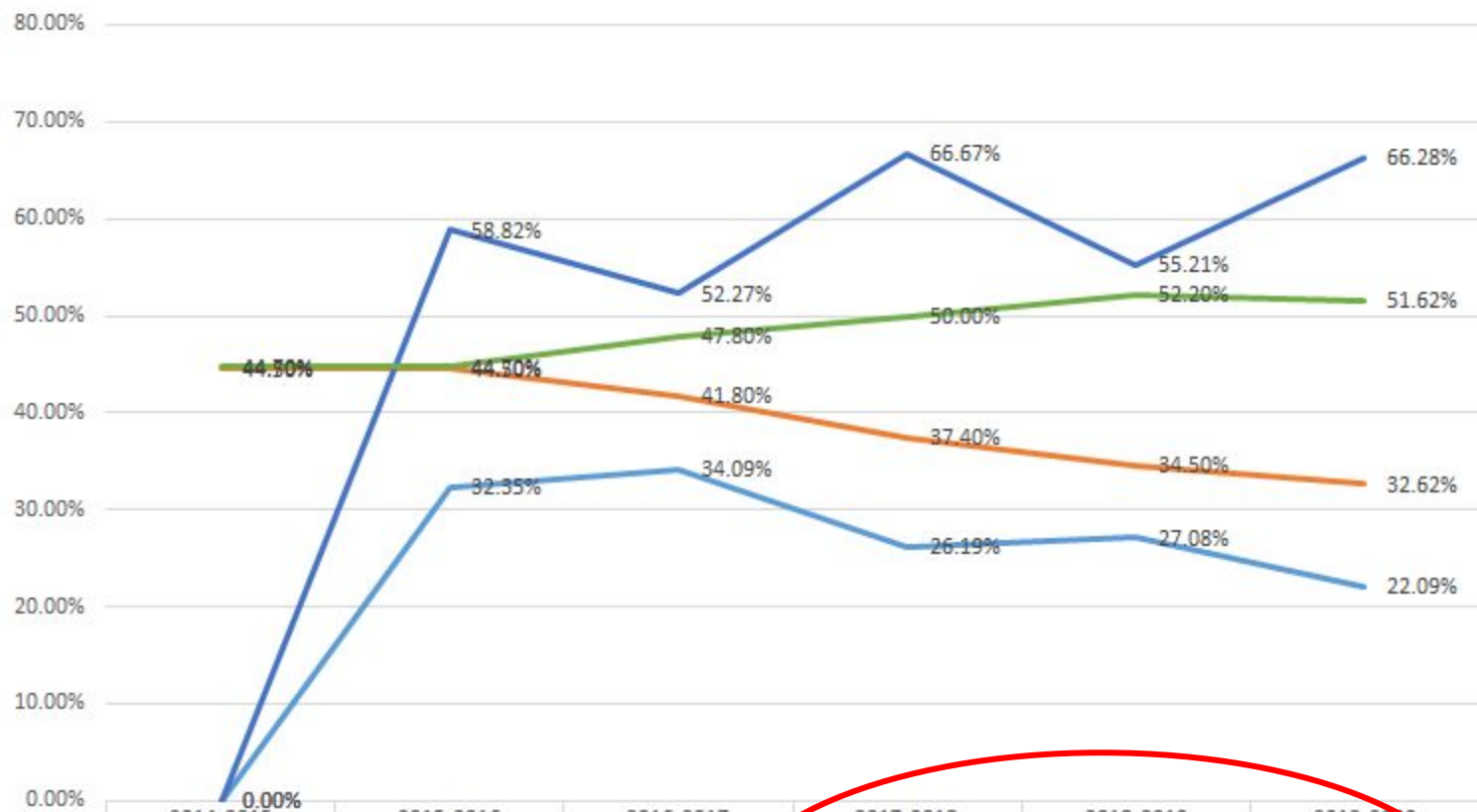
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	26.00%	27.50%	28.26%	14.81%	19.50%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	58.00%	57.50%	60.87%	74.07%	70.97%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Calculus BC AP- Ethnicity Comparison From 2014 - 2020



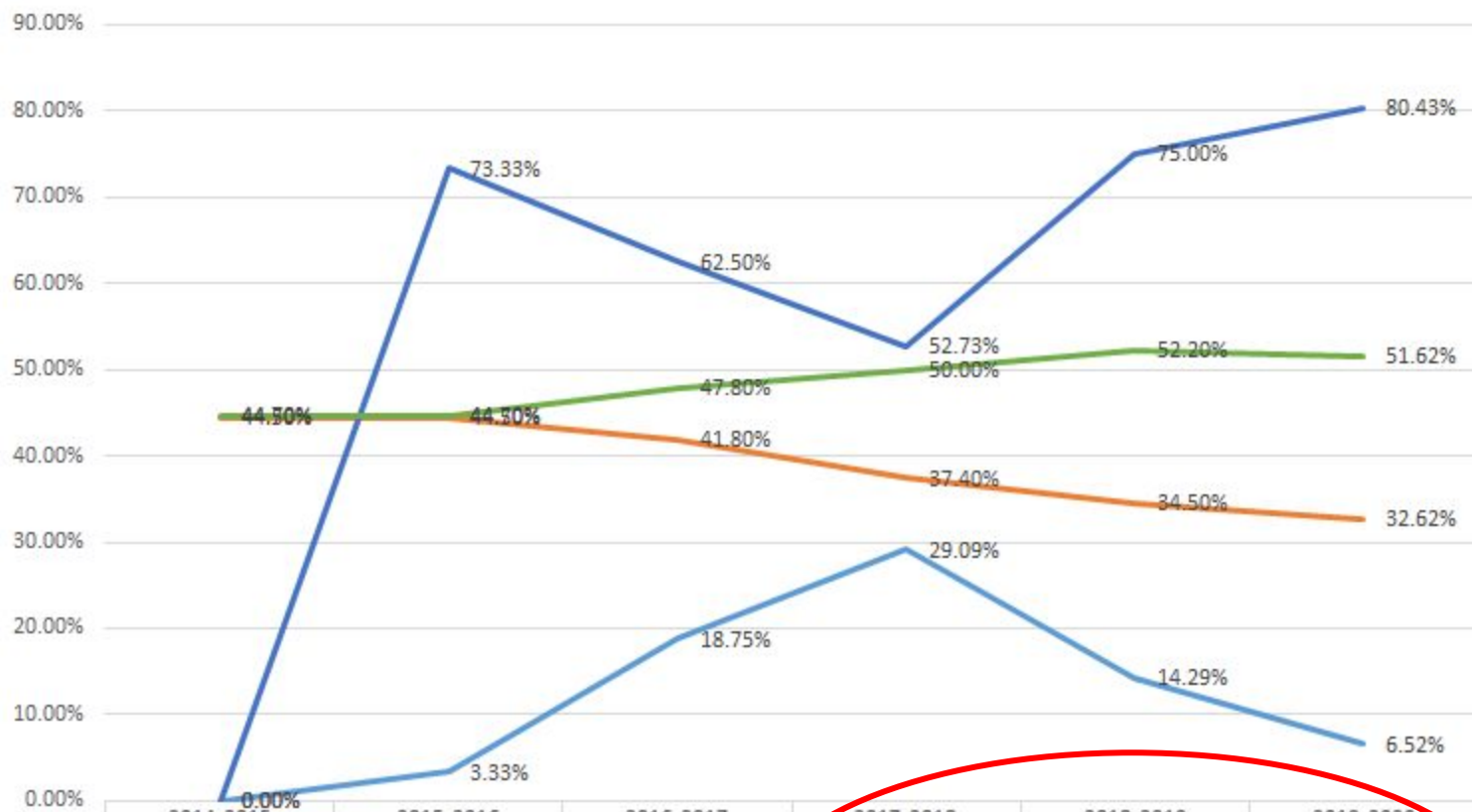
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	26.00%	27.50%	28.26%	14.81%	19.35%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	58.00%	57.50%	60.87%	74.07%	70.97%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Calculus Honors - Ethnicity Comparison From 2014 - 2020



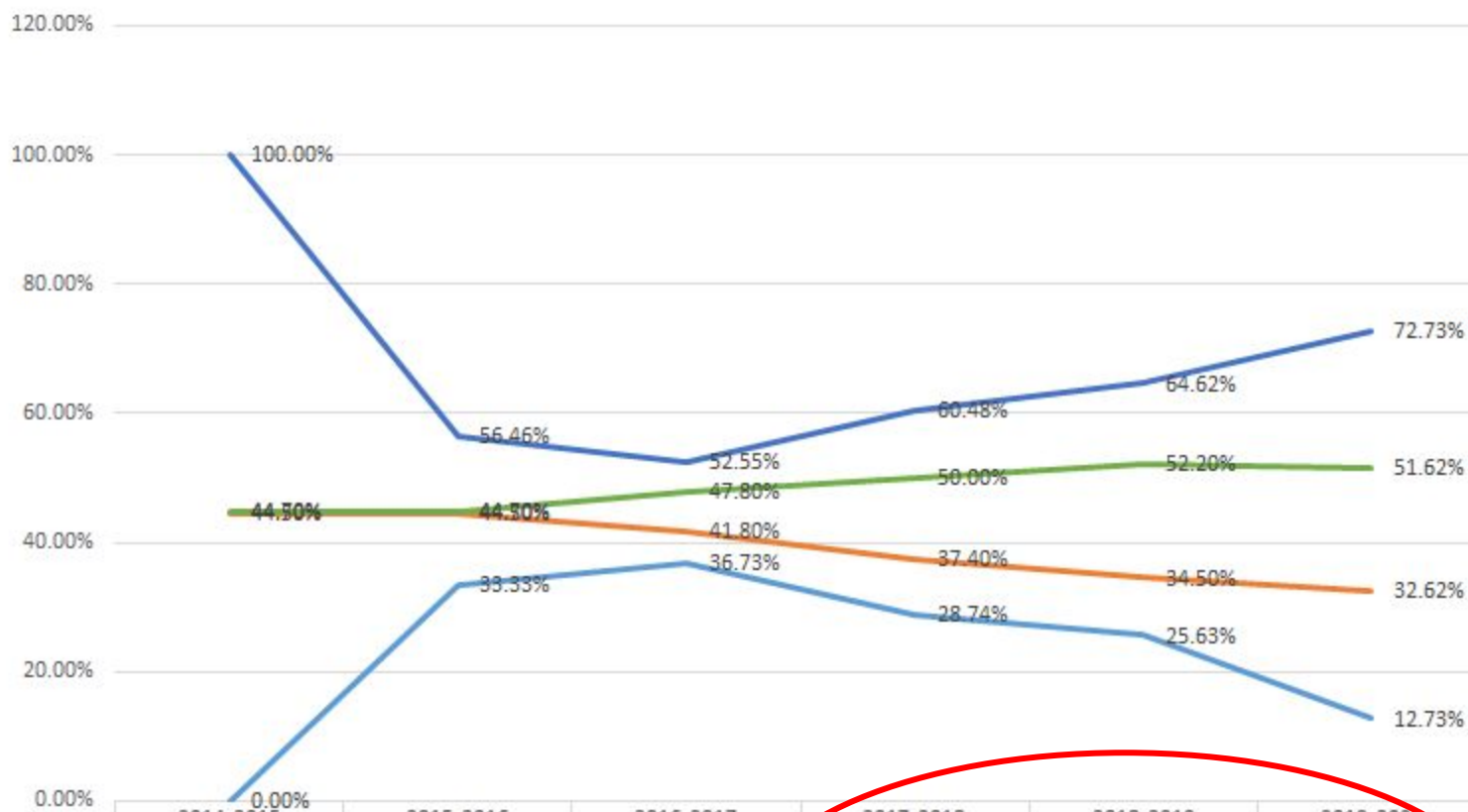
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	32.35%	34.09%	26.19%	27.08%	22.09%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	58.82%	52.27%	66.67%	55.21%	66.28%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Chemistry AP - Ethnicity Comparison From 2014 - 2020



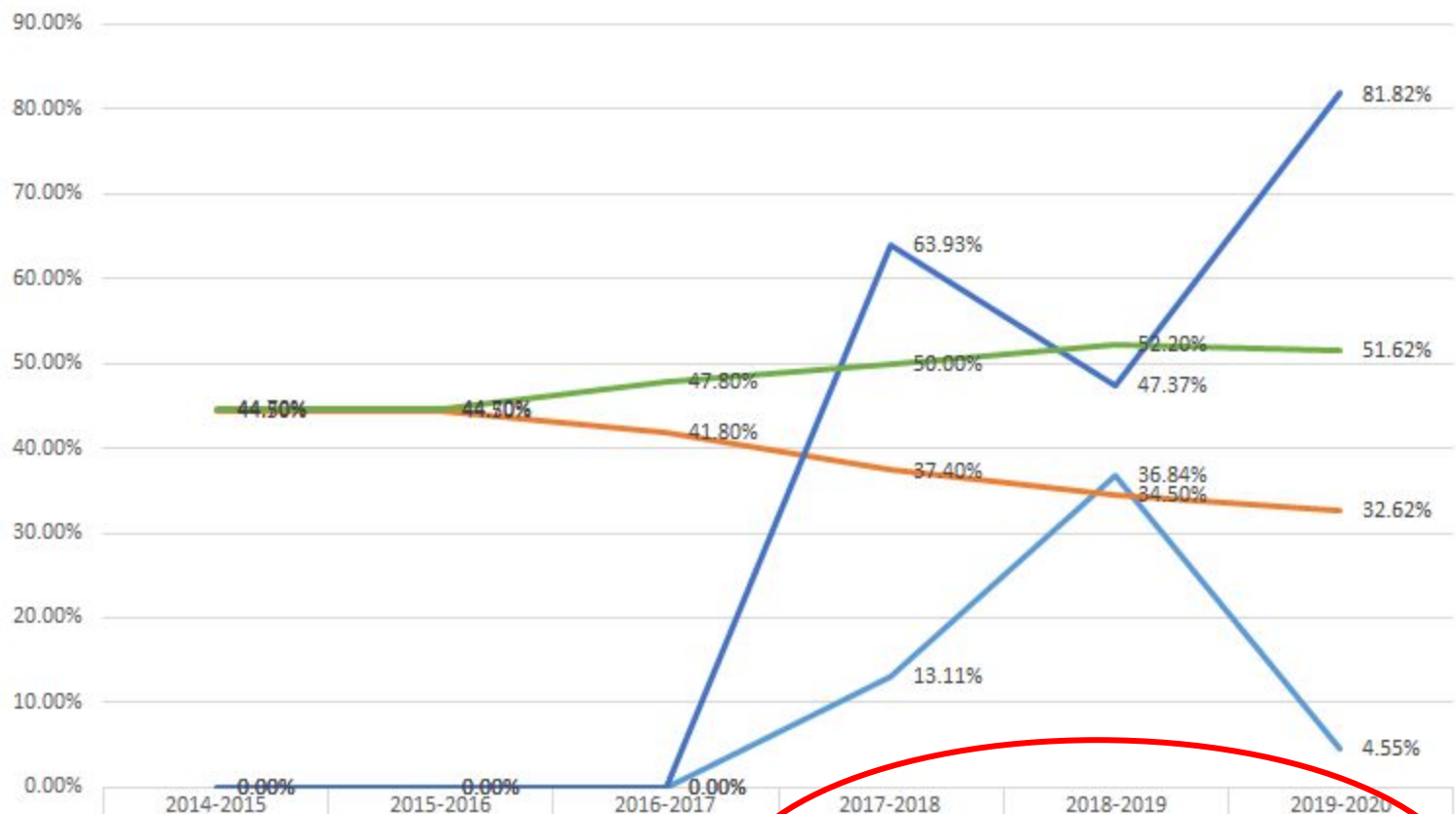
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	3.33%	18.75%	29.09%	14.29%	6.52%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	73.33%	62.50%	52.73%	75.00%	80.43%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Chemistry Honors - Ethnicity Comparison From 2014 - 2020



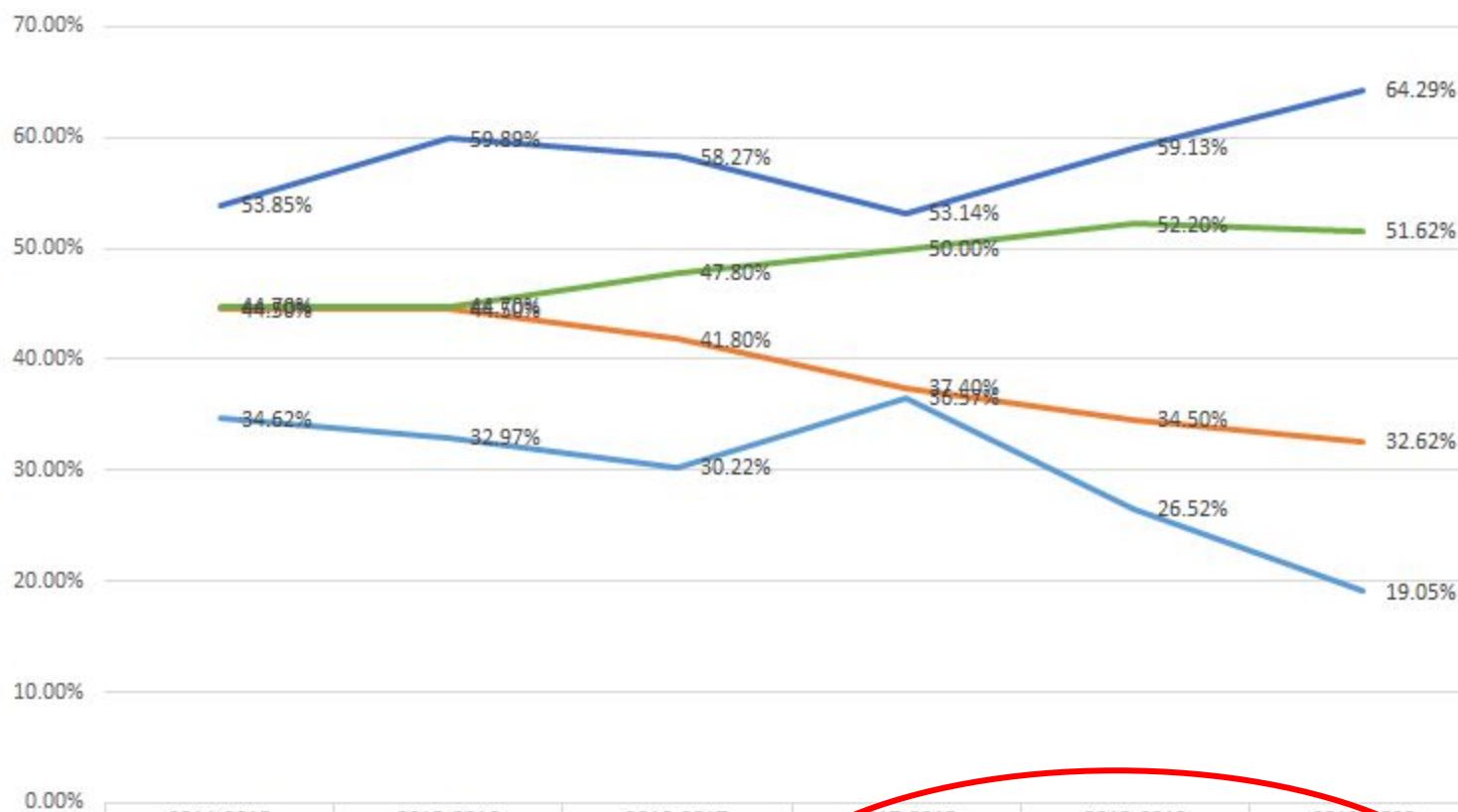
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	33.33%	36.73%	28.74%	25.63%	12.73%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	100.00%	56.46%	52.55%	60.48%	64.62%	72.73%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Comp Sci Principals AP - Ethnicity Comparison From 2014 - 2020



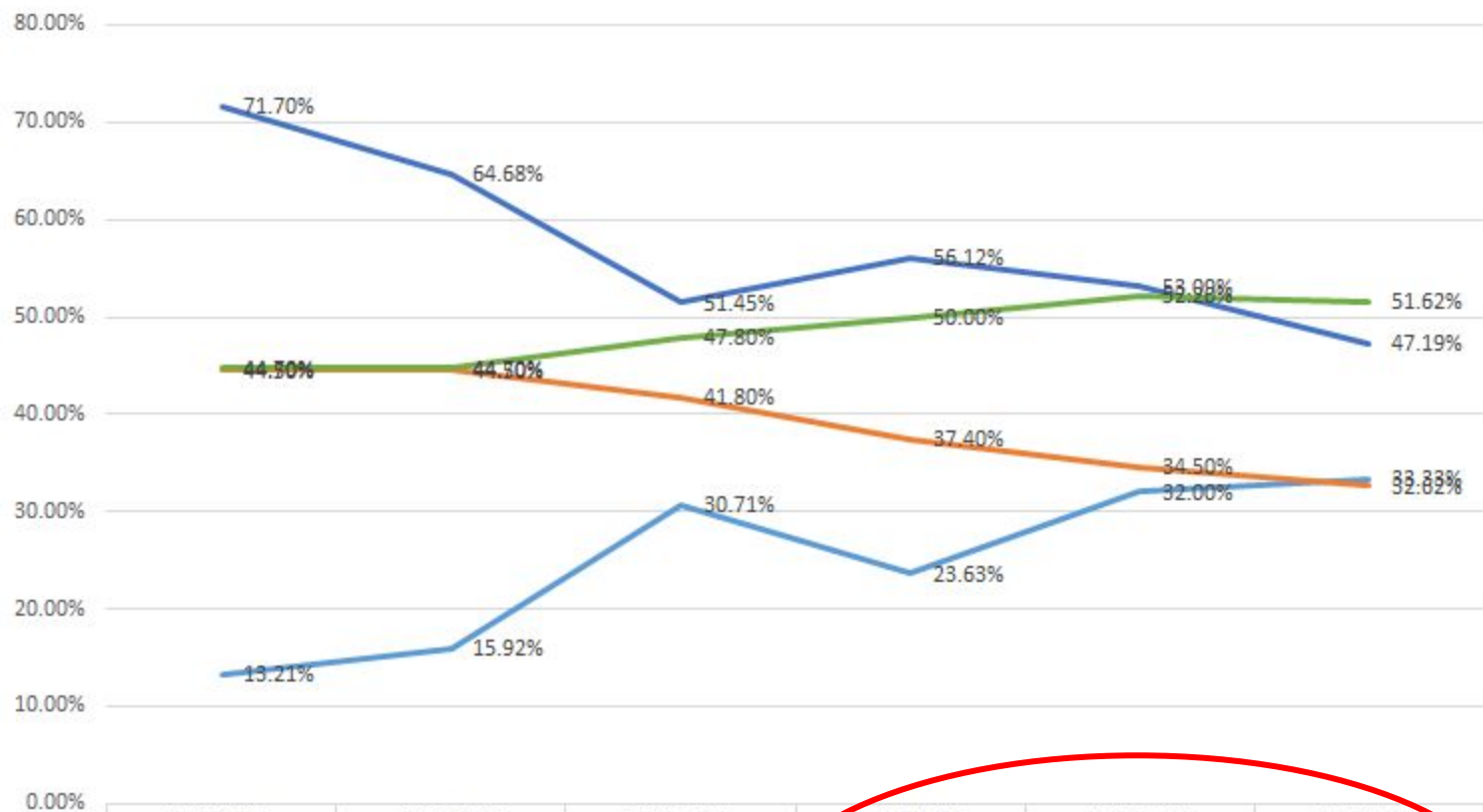
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	0.00%	0.00%	13.11%	36.84%	4.55%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	0.00%	0.00%	63.93%	47.37%	81.82%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Geometry Honors - Ethnicity Comparison From 2014 - 2020



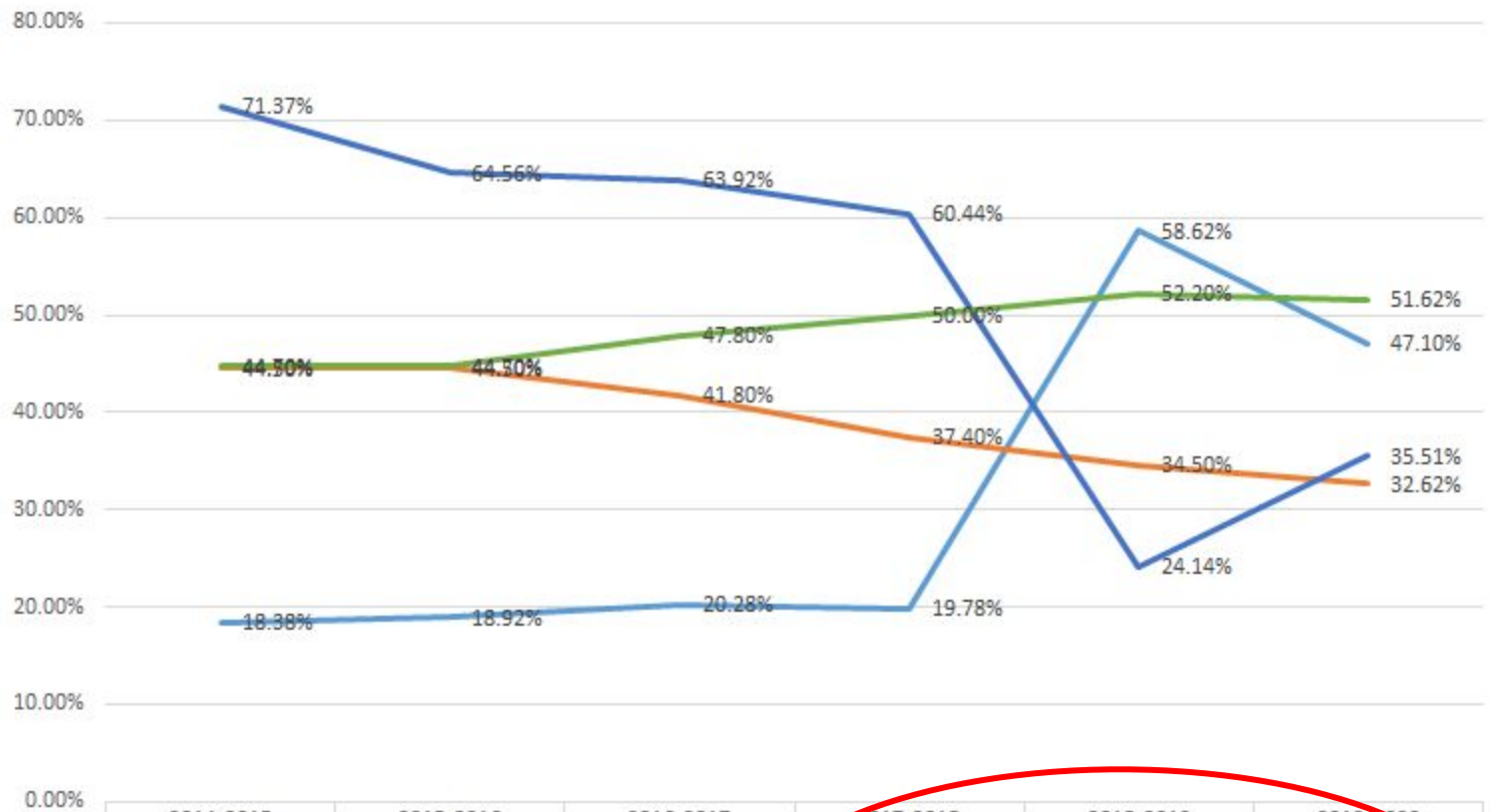
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	34.62%	32.97%	30.22%	36.57%	26.52%	19.05%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	53.85%	59.89%	58.27%	53.14%	59.13%	64.29%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Grade 6 Math Honors - Ethnicity Comparison From 2014 - 2020



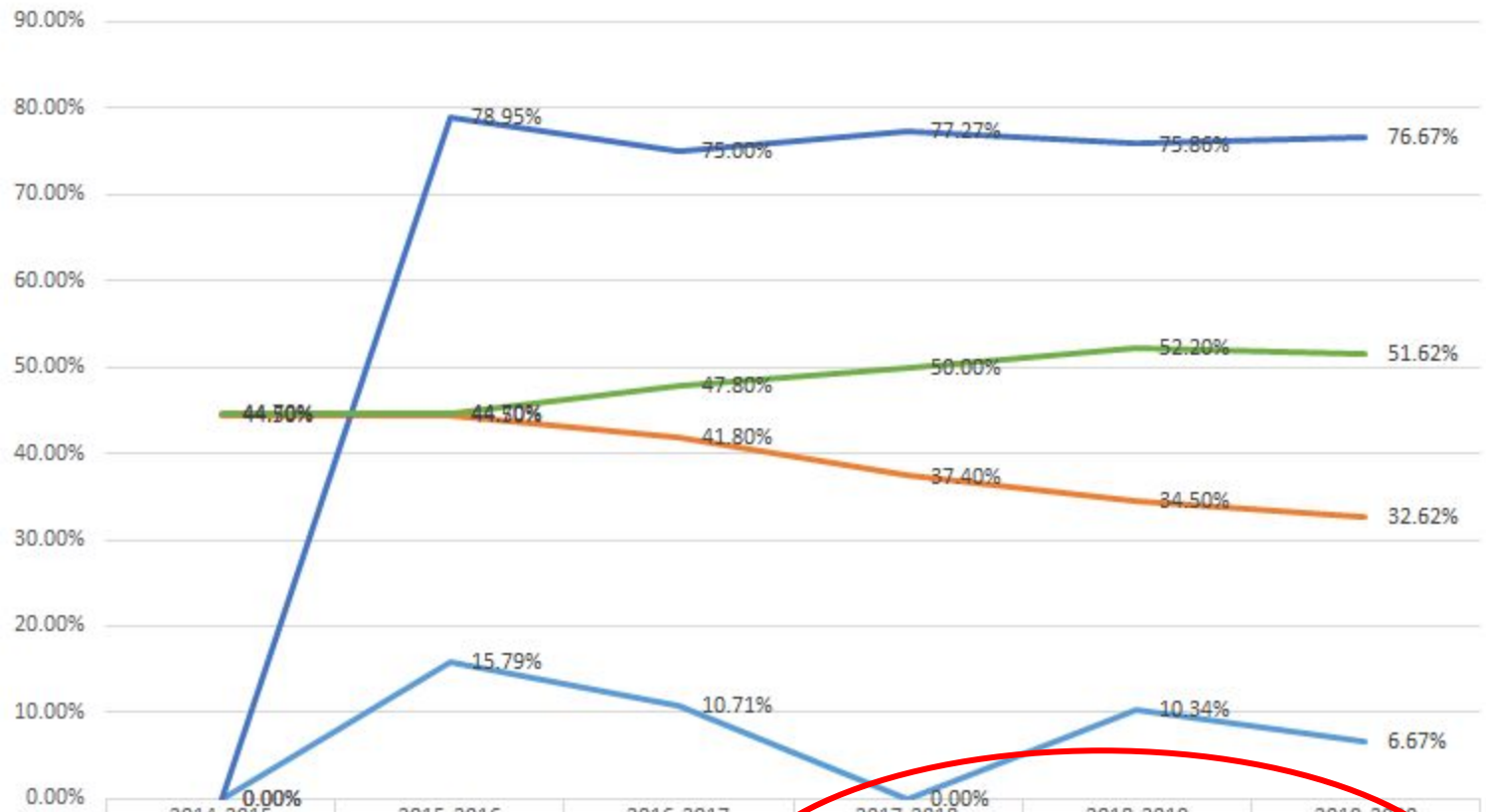
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	13.21%	15.92%	30.71%	23.63%	32.00%	33.33%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	71.70%	64.68%	51.45%	56.12%	53.09%	47.19%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Grade 7 Math Honors - Ethnicity Comparison From 2014 - 2020

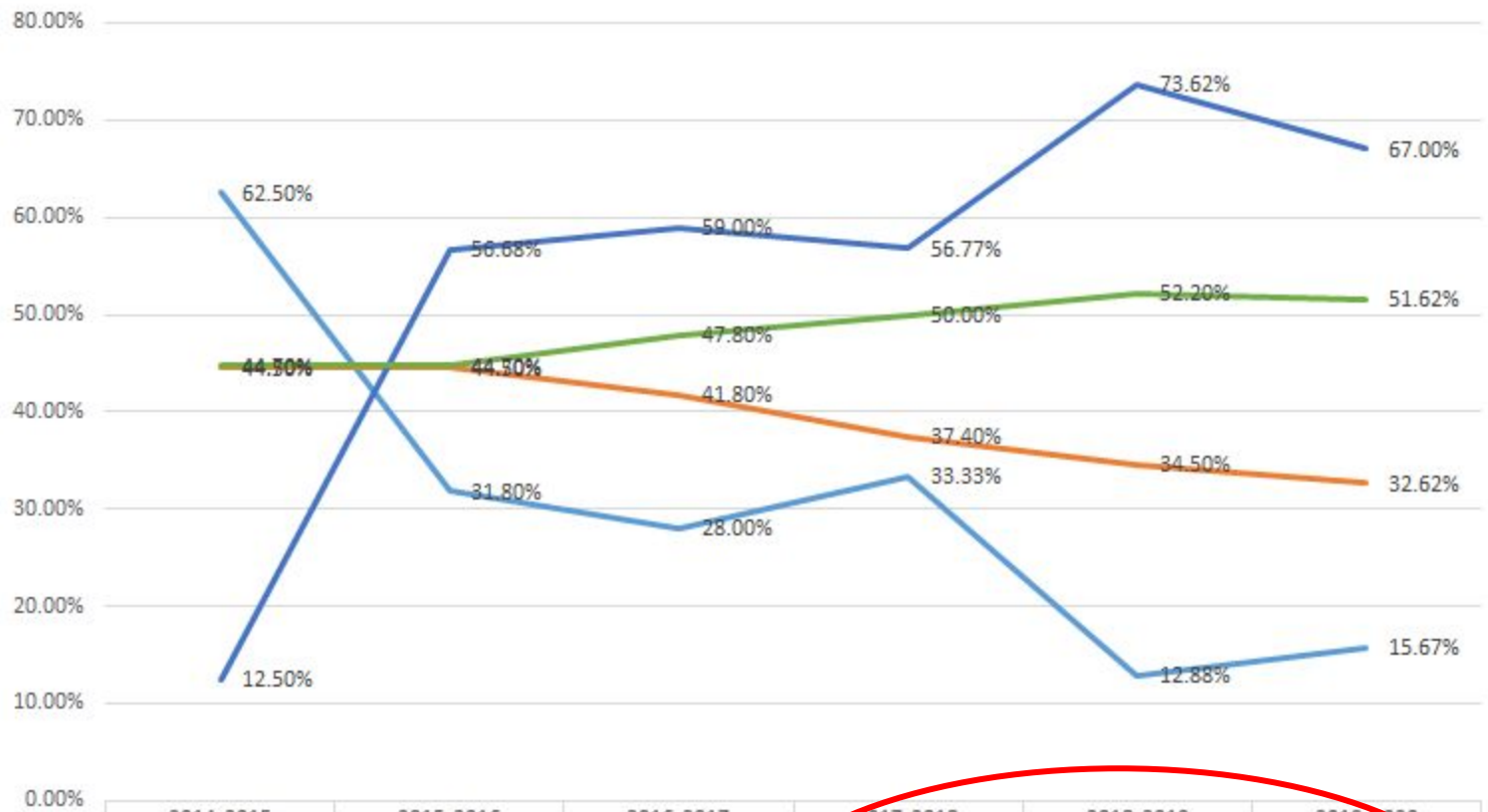


	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	18.38%	18.92%	20.28%	19.78%	58.62%	47.10%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	71.37%	64.56%	63.92%	60.44%	24.14%	35.51%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Physics AP - Ethnicity Comparison From 2014 - 2020

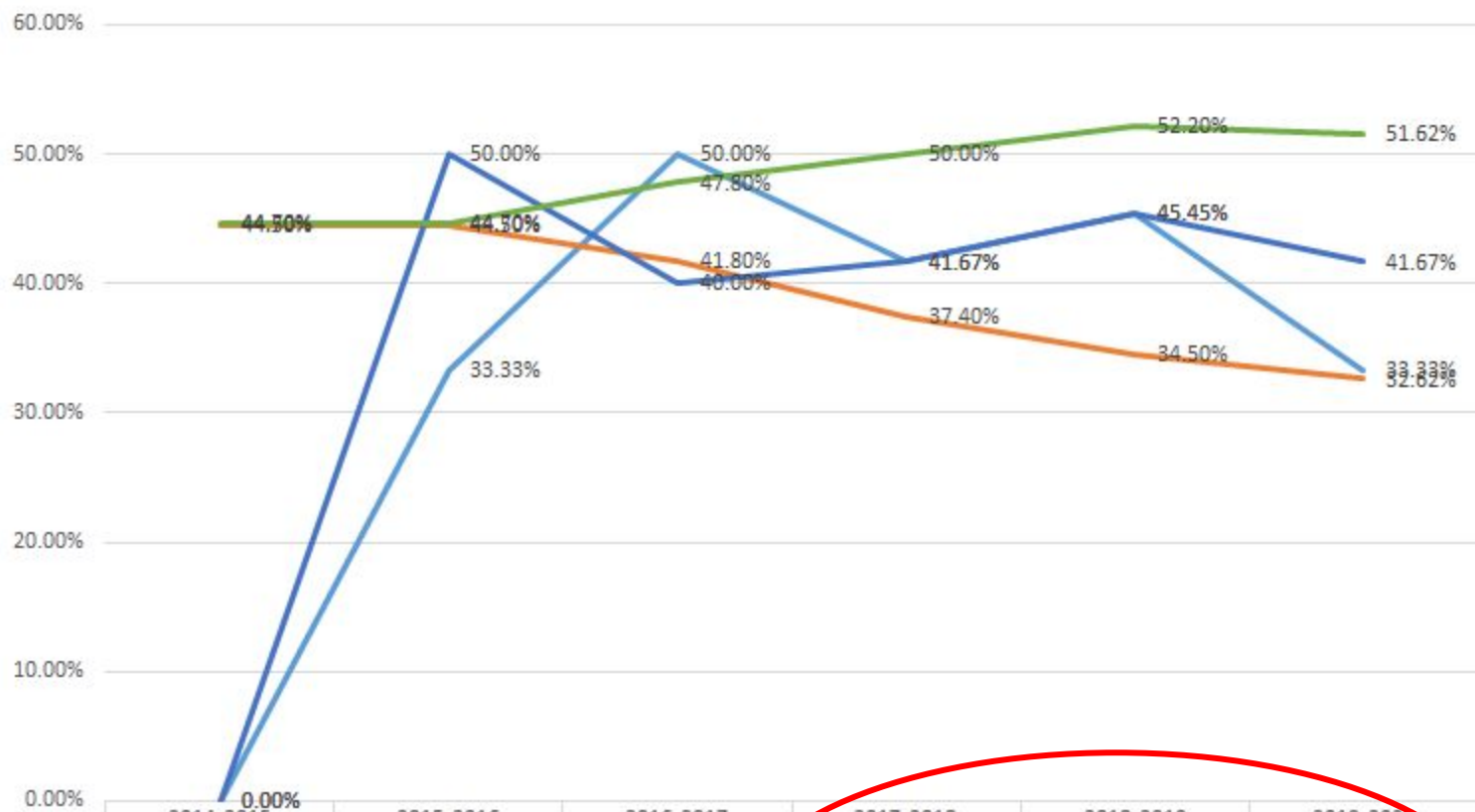


Physics Honors - Ethnicity Comparison From 2014 - 2020



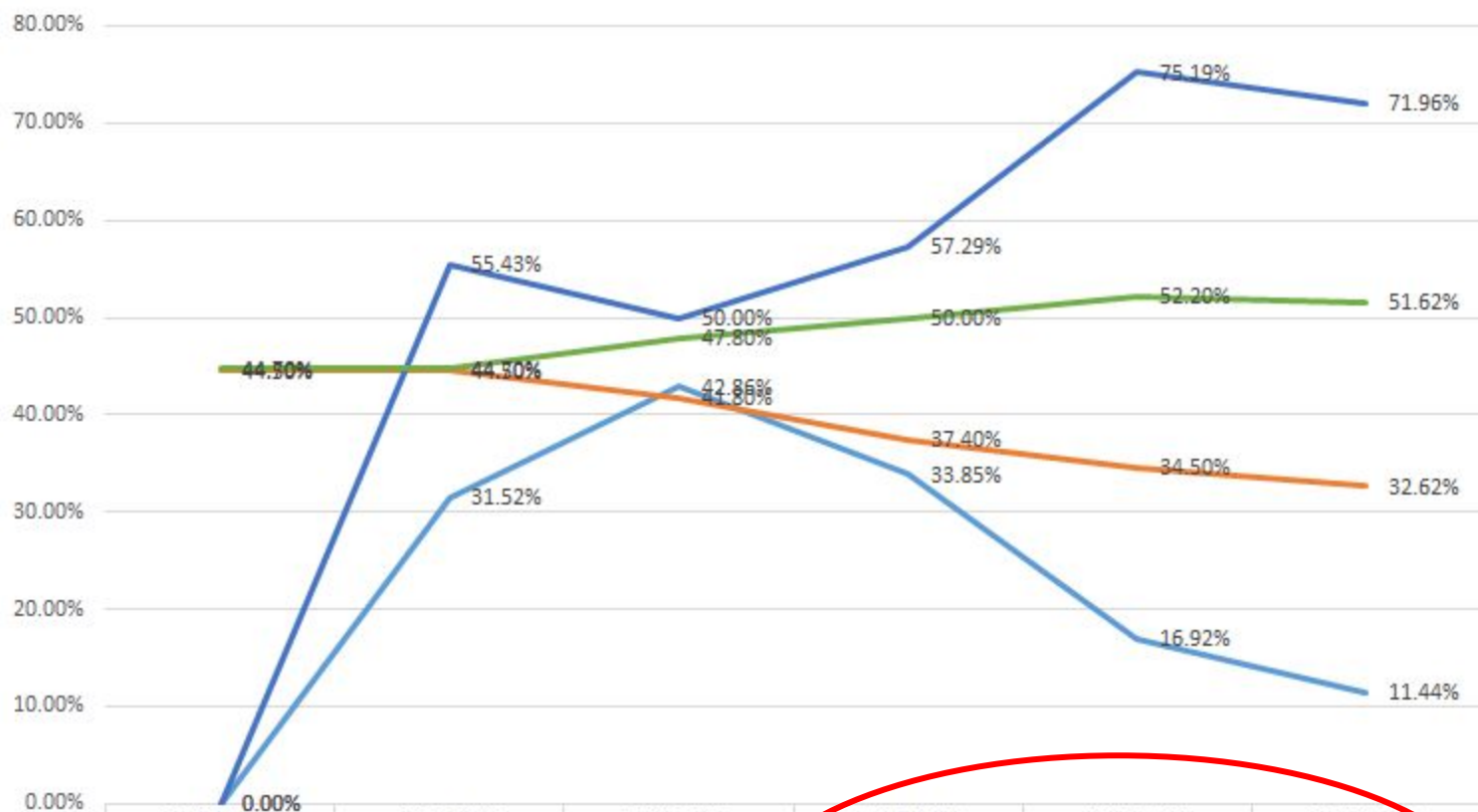
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	62.50%	31.80%	28.00%	33.33%	12.88%	15.67%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	12.50%	56.68%	59.00%	56.77%	73.62%	67.00%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Physics II Honors - Ethnicity Comparison From 2014 - 2020



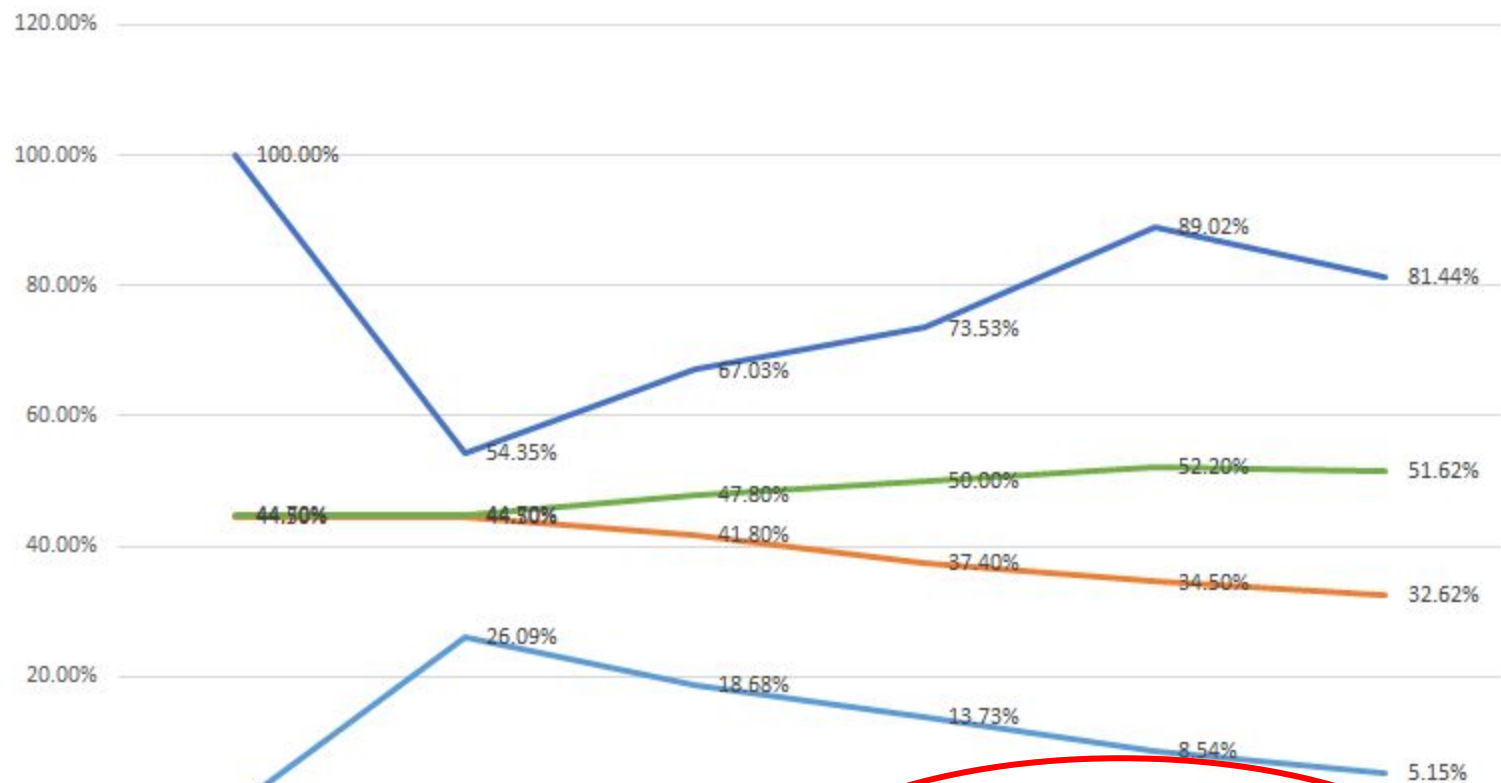
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	33.33%	50.00%	41.67%	45.45%	33.33%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	50.00%	40.00%	41.67%	45.45%	41.67%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Pre Calculus Honors - Ethnicity Comparison From 2014 - 2020



Black - Course Enrollment	0.00%	31.52%	42.86%	33.85%	16.92%	11.44%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	55.43%	50.00%	57.29%	75.19%	71.96%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Statistics AP - Ethnicity Comparison From 2014 - 2020



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	26.09%	18.68%	13.73%	8.54%	5.15%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	100.00%	54.35%	67.03%	73.53%	89.02%	81.44%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Clarifying Questions

- + If we see the unintended outcomes of continued racial disparities in high level courses how do we balance student/parent request with equitable assignment?
- + What do we need to be equipped to assist students if they are placed in high level courses that they did not select?
- + What social/emotional concerns should be considered and discussed with families prior to these assignments?

New Jersey Quality Single Accountability Continuum NJQSAC



NJQSAC

After consulting with the County Office, I have confirmed that we are a part of upcoming **Cohort #2**, this means we will have a full NJQSAC Review beginning in the **Fall of 2021**. The NJDOE last updated the District Performance Review (DPR) Indicators during the 2017-2018 school year.

In preparation for this important review, our processes will include:

- + The establishment of:
 - A District NJQSAC Committee;
 - Formal ‘Component Leaders’ for each of the 5 components:
 - Instruction and Program;
 - Fiscal;
 - Governance;
 - Operations; and,
 - Personnel
 - A shared drive to maintain artifacts for each District Performance Review Item; and,
 - The selection of internal auditors who review the component leaders readiness and compliance.



Retreat Agenda

I. Pending District Work:

- Discuss learnings from Symposium (led by admin)
- Admin Timeline for Elementary Reconfiguration
- Budget timeline
- Budget analyses requests from board / questions we would like answered

II. Board / Superintendent Relationship

- Action Plan (Goals 1 – 4)
- Merit goal updates

III. Board Learning / Common Vocabulary for Student Learning

- State of current data usage in the district (level set)
- Expectations for this coming year

IV. Board Monitoring

- Monitoring of Access and Equity Policy

