

APPENDIX

**2013-2014 Newark Public Schools
Student Attendance as Reported by
New Jersey Department of Education
(NJ School Performance Reports)**

Partial Testimony of Dr. Leonard P. Pugliese

**Presented to
The Joint Committee on the Public Schools
March 10, 2015**

TABLE

Elementary School 2011-2012 School Year NJASK* Scores vs. Elementary Renew School 2013-2014 School Year NJASK* Scores (School-Wide Percentage of Students Passing)

School	2011-2012 School Year LAL	2013-2014 School Year LAL	2011-2012 School Year MATH	2013-2014 School Year MATH
THIRTEENTH AVE	18.3%	17.3%	24.3%	20.1%
CAMDEN STREET	23.7%	23.5%	29.4%	27.4%
CHANCELLOR AVE	30.6%	20.7%	47.3%	38.4%
CLEVELAND	25.3%	21.6%	41.1%	26.6%
DAYTON ST	16.5%	25.2%	29.5%	35.9%
NEWTON ST	29.6%	22.0%	38.8%	35.3%
QUITMAN COMMUNITY SCHOOL	18.7%	34.0%	31.1%	26.1%
SUSSEX AVE	36.3%	24.7%	46.8%	46.5%

*Source Data: New Jersey Department of Education

Table 1

Renew School Academic Performance and Renew School Growth Performance Compared to Schools across the State and Peer Schools across the State

Renew School	Academic Performance compared to <u>Schools across State</u>	Student Growth Performance compared to <u>Schools across State</u>	Academic Performance compared to <u>Peer Schools across State</u>	Student Growth Performance compared to <u>Peer Schools across State</u>
Camden Street	Significantly Lagging	Significantly Lagging	Significantly Lagging	Lagging
Chancellor Avenue	Significantly Lagging	Lagging	Lagging	Lagging
Cleveland	Significantly Lagging	Significantly Lagging	Significantly Lagging	Significantly Lagging
Dayton Street	Significantly Lagging	Lagging	Significantly Lagging	About Average
Quitman Street	Significantly Lagging	Lagging	Significantly Lagging	Lagging
Sussex Avenue	Significantly Lagging	Significantly Lagging	Lagging	Lagging
Thirteenth Avenue	Significantly Lagging	Significantly Lagging	Significantly Lagging	Lagging

Source Data – New Jersey Department of Education – Released January 2015

Table 4

New Jersey Department of Education NCLB Waiver: 2013-2014 Language Arts Subgroup Progress Targets

The Table below indicates whether the original 7 Renew Schools met the NCLB Subgroups Language Arts Progress Targets established under the New Jersey Department of Education's NCLB waiver

Subgroups	Camden Street	Chancellor Avenue	Cleveland	Dayton Street	Quitman Street	Sussex Avenue	13th Avenue
Schoolwide	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET
Black	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET
Hispanic	DID NOT MEET TARGET	*	*	*	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET
Economically Disadvantaged Students	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET
Students with Disabilities	*	*	*	*	*	DID NOT MEET TARGET	*
White	*	*	*	*	*	*	*
American Indian	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Limited English Proficient Students	*	*	*	*	*	*	*

Source Data – New Jersey Department of Education – Released January 2015 * Number of Students not high enough to be included under NCLB suppression rule

Table 5

New Jersey Department of Education NCLB Waiver: 2013-2014 Math Subgroup Progress Targets

The Table below indicates whether the original 7 Renew Schools met the NCLB Subgroups Math Progress Targets established under the New Jersey Department of Education's NCLB waiver.

Subgroups	Camden Street	Chancellor Avenue	Cleveland	Dayton Street	Quitman Street	Sussex Avenue	13th Avenue
Schoolwide	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET
Black	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET
Hispanic	DID NOT MEET TARGET	*	*	*	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET
Economically Disadvantaged Students	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET	DID NOT MEET TARGET
Students with Disabilities	DID NOT MEET TARGET	DID NOT MEET TARGET	*	DID NOT MEET TARGET	*	DID NOT MEET TARGET	DID NOT MEET TARGET
White	*	*	*	*	*	*	*
American Indian	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Limited English Proficient Students	*	*	*	*	*	*	*

Source Data – New Jersey Department of Education – Released January 2015 * Number of Students not high enough to be included under NCLB suppression rules

COLLEGE AND CAREER READINESS

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

ESSEX

307 SUSSEX AVE

NEWARK CITY

GRADE SPAN PK-08

NEWARK, NJ 07107-3133

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	0%	0	0	20%	NO
Chronic Absenteeism (%)	0%	100	100	6%	YES
Summary		50	50		50%

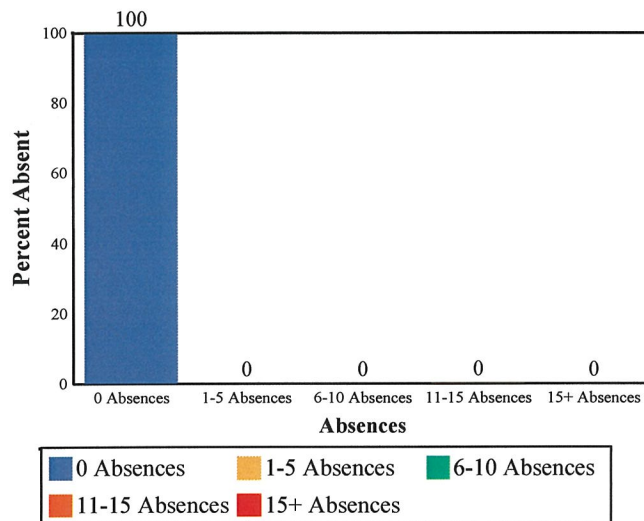
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	0%
Algebra grade (C or better)	0%

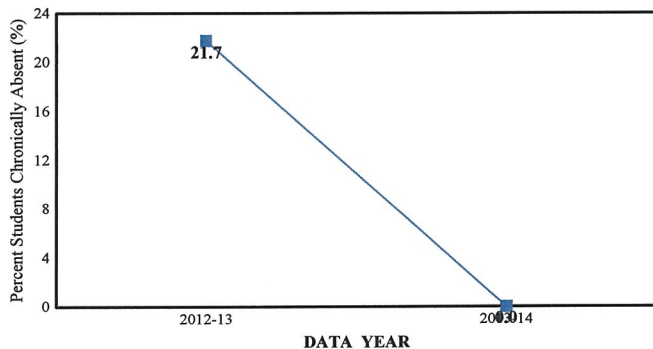
Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



6x

COLLEGE AND CAREER READINESS
ESSEX
NEWARK CITY

THIRTEENTH AVENUE SCHOOL MARTIN LUTHER KING
359 THIRTEENTH AVE
NEWARK, NJ 07103-2125

GRADE SPAN PK-08

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College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	0%	0	0	20%	NO
Chronic Absenteeism (%)	0%	86	95	6%	YES
Summary		43	48		50%

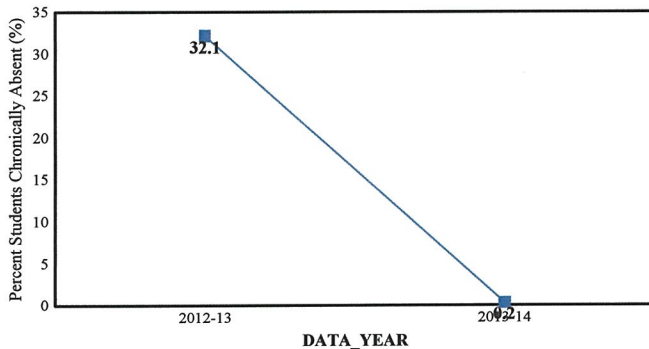
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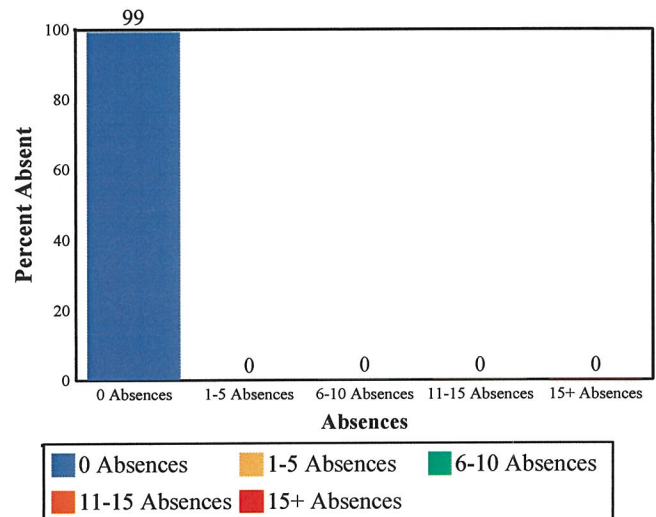
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Absenteeism

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COLLEGE AND CAREER READINESS

DR WILLIAM H HORTON ELEMENTARY SCHOOL

**ESSEX
NEWARK CITY**

GRADE SPAN KG-08

**291 N 7TH ST
NEWARK, NJ 07107-1799**

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College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	0%	0	0	20%	NO
Chronic Absenteeism (%)	0%	83	96	6%	YES
Summary		42	48		50%

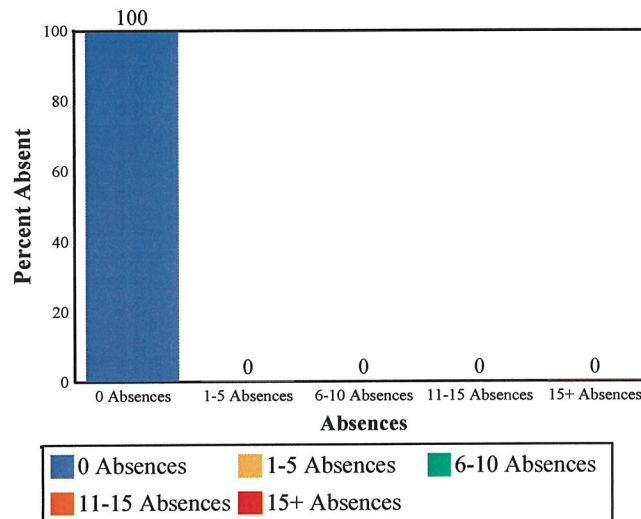
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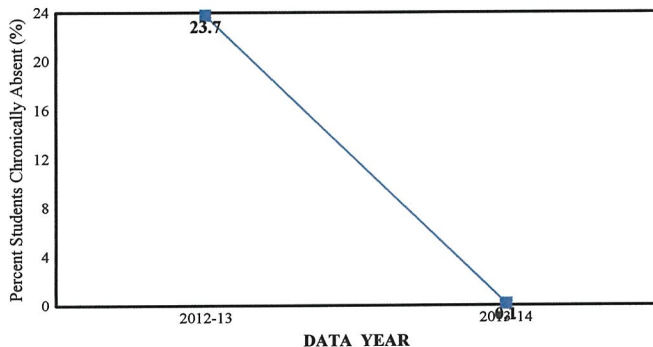
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Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



COLLEGE AND CAREER READINESS

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College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	0%	0	0	20%	NO
Chronic Absenteeism (%)	0%	100	100	6%	YES
Summary		50	50		50%

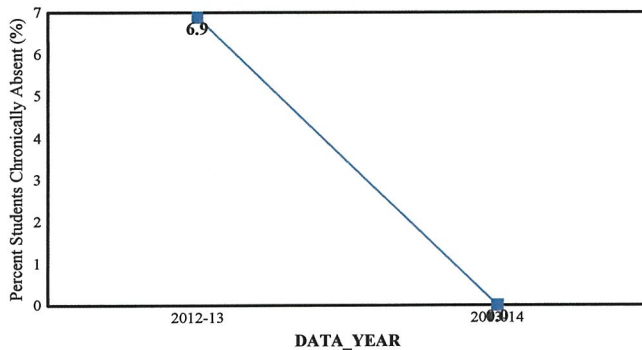
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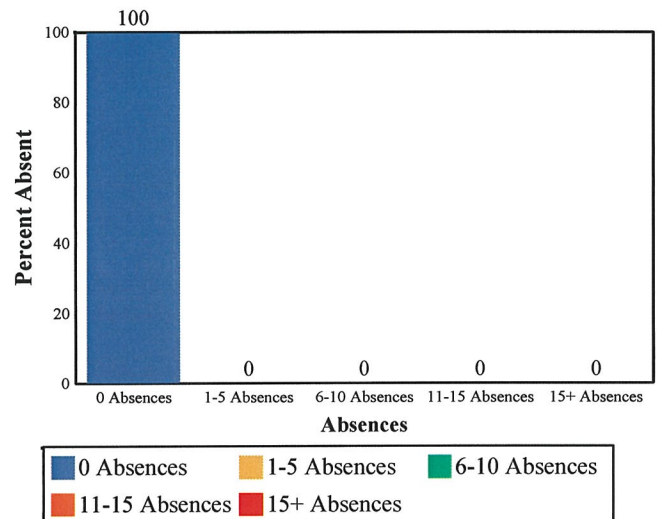
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COLLEGE AND CAREER READINESS

ROBERTO CLEMENTE ELEMENTARY SCHOOL

**ESSEX
NEWARK CITY**

GRADE SPAN PK-04

**257 SUMMER AVE
NEWARK, NJ 07104-2717**

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The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

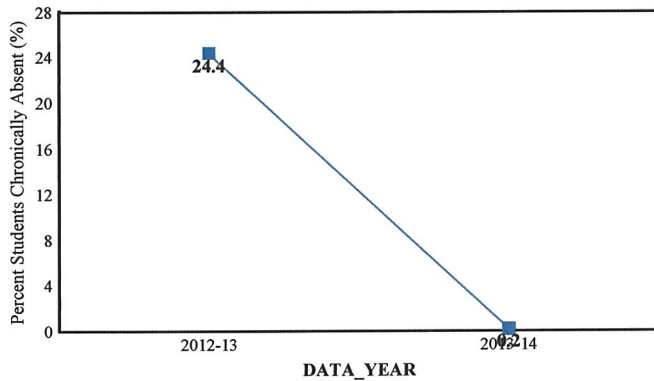
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College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	0%	100	99	6%	YES
Summary					100%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

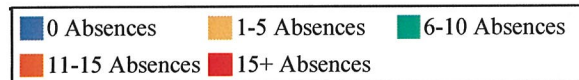
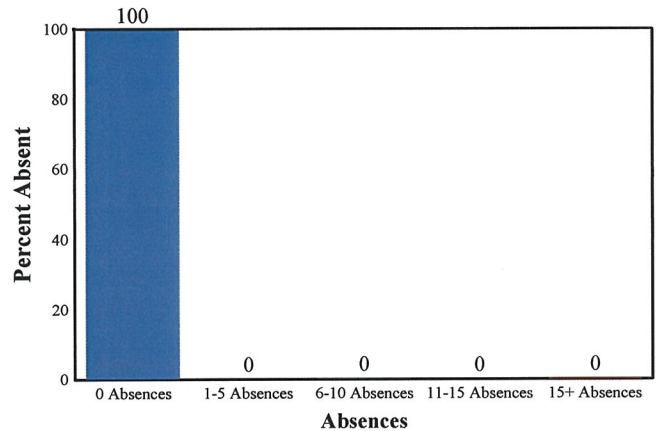
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COLLEGE AND CAREER READINESS

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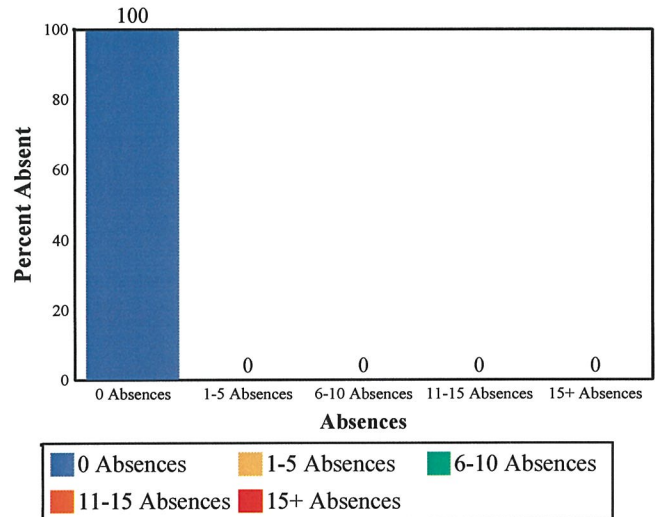
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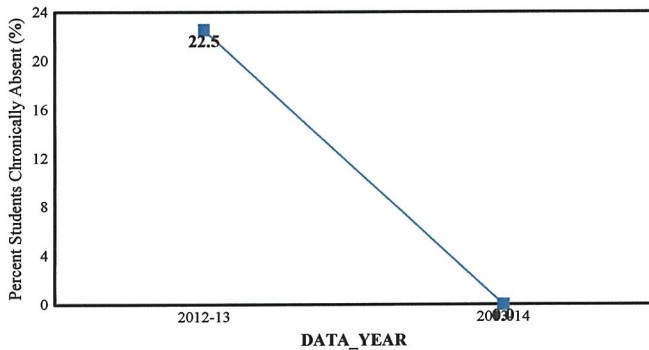
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**AN ANALYSIS OF THE EFFECTIVENESS OF THE CONVERSION
OF EIGHT NEWARK, NEW JERSEY PUBLIC ELEMENTARY SCHOOLS INTO
RENEW SCHOOLS AS MEASURED BY SCHOOL-WIDE
STUDENT PASS RATES ON THE LAL AND MATH SECTIONS OF THE NEW
JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJ ASK) TEST**

December 2014

The Alliance for the Newark Public Schools
AllianceforNPS@gmail.com

ACKNOWLEDGMENTS

The Alliance for Newark Public Schools was formed in January 2014. Comprised of numerous concerned organizations and individuals, the Alliance's basic goal is to ensure that the children of Newark, New Jersey are provided the best in educational services. The Alliance organizations include: The City Association of Supervisors and Administrators, Coalition for Effective Newark Public Schools, Members of the Newark Clergy, The Newark Student Union, Communities United of NJ, Laundry Distribution and Food Service Workers Local 3, Newark Branch - NAACP, Newark Teachers' Association, Newark Teachers' Union, Operating Engineers Local 68, Parents United for Local School Education, People's Organization for Progress, Secondary parent Council and SEIU 617. The Alliance is committed to surfacing and sharing information that will generate meaningful discussion leading to improved educational delivery in the Newark Public Schools. This analysis is an example of that commitment.

Questions regarding the work of the Alliance can be addressed to Mary G. Bennett at the AllianceforNPS@gmail.com. Questions concerning this research analysis can be directed to Dr. Leonard P. Pugliese at the same email address.

The Alliance would like to acknowledge the parents and guardians of Newark's students. As the first teachers of children, their role in the development of young people is immeasurable.

The Alliance would also like to acknowledge the unwavering commitment of the administrators, teachers, and other staff members at the Renew Schools and all public schools in Newark, New Jersey. Their love for children is evident as they work tirelessly each day, knowing that through their guidance and support they can, and do, make a difference in the lives of their students.

This analysis is dedicated with much love to the children of Newark, New Jersey.

PURPOSE OF THE ANALYSIS

On March 19, 2012, at Quitman Street Elementary School, Newark, New Jersey Public Schools Superintendent Cami Anderson stood before the media, political leaders, parents, students, educators and other segments of the Newark community and announced her plans to convert eight Newark, New Jersey public elementary schools into "Renew Schools" for the 2012-2013 school year. She identified the following schools for conversion:

13th Avenue Elementary School
Camden Elementary School
Chancellor Avenue Elementary School
Cleveland Elementary School
Dayton Street Elementary School
Quitman Community Elementary School
Newton Street Elementary School
Sussex Avenue Elementary School

In making her announcement, Superintendent Anderson cited low student proficiency rates at the eight designated schools. She also announced student proficiency targets for these schools. She stated,

"Renew schools have a target of 50 percent proficiency rate within two years (*emphasis added*), 75 percent in four years, an increase from the current average of 20 percent."
(Eustachewich, 2012)

At the time of her announcement Superintendent Anderson identified two major changes that would be part of the Renew School conversion in each school. First, approximately one hour would be added to the traditional school day. Second, administrators and teachers would have to directly apply for positions in the Renew Schools, and those principals selected would then have significant input regarding the selection of their teachers and other staff members. It was Superintendent Anderson's view that these two major changes, lengthening the school day and giving the principals expanded authority in the selection of staff, would result in a significant increase in student academic achievement.

The eight designated schools now have been operating as Renew Schools for two full school-years, 2012-2013 and 2013-2014. Therefore, we can now determine whether Superintendent Anderson's "target of 50 percent proficiency rate within two years" has been accomplished. This analysis makes that determination. This analysis also answers another important question, "Have the Newark Renew School conversions improved student academic achievement?"

IMPORTANCE OF THE ANALYSIS

The fact has clearly been established that Newark Superintendent of Schools Cami Anderson has failed at maintaining and developing positive relationships within the Newark community. There is ample documented evidence of this failure on her part. An action taken by the duly elected Newark Public School Advisory Board is just one example of this breakdown in relationships. In April 2013, the Newark Public School Advisory Board took the unprecedented step of unanimously issuing a vote of no confidence in Superintendent Anderson's leadership. The wording in the Advisory Board resolution demonstrated how badly things had deteriorated. The Board resolution read,

"Let it be it resolved, the Newark Board of Education has no confidence in the vision, leadership and direction of the state-appointed superintendent, Cami Anderson." (Mooney, 2013)

Another dramatic example of her failure to maintain positive relationships with the Newark community is demonstrated by the contents of a recent letter sent by 77 of Newark's Clergy to New Jersey Governor Chris Christie and New Jersey Acting Commissioner of Education David Hespe. In the letter to Christie and Hespe, the Clergy stated,

"There are many well-educated, reasonable minded, and rational individuals, parents, educators and citizens in general in the city of Newark. They all share intense passion for excellence in education; They have come to feel that their input and voice have been repeatedly ignored." The letter goes on to say "Many voices of reason have been denied meaningful input into the decision making process." (Strauss, 2014)

Although the Clergy's letter is indeed dramatic, the Superintendent's failure was probably most succinctly articulated by the Star Ledger Editorial Board. The Star Ledger Editorial Board acknowledged the Superintendent's shortcomings when it wrote,

"...she seems politically tone-deaf, awarding her leadership team pay raises this year, even during layoffs. She didn't distribute a detailed budget to the school board in time for a public hearing, and has alienated too many of her natural allies. She needs to recognize this failure..." (Star Ledger Editorial Board, 2014)

In spite of the above examples of the Superintendent's failures on the human relations level, a final judgment of Superintendent Anderson's superintendency based solely on her failures as summarized by the Star Ledger Editorial Board, would be an incomplete judgment at best. Although the Alliance in no way wishes to minimize her already well documented failures, we proffer that it is important to determine the results of her reform efforts in terms of student outputs, i.e., student academic achievement, before making any final judgment regarding the efficacy of her reforms. Although the Alliance believes that building positive relationships with members of the educational community is a critical competency that must be evaluated when determining a superintendent's overall effectiveness, the Alliance does not lose sight of a major goal of schooling, increasing student academic achievement.

As stated in the PURPOSE OF THE ANALYSIS, an important question is, "Has the implementation of Renew School conversions improved student academic achievement?" This analysis sought an answer to this question. The reason the Alliance sought an answer to this question is straightforward: conversions of regular Newark Public Schools to Renew Schools has been, and continues to be, a major reform effort imposed by Superintendent Anderson on the Newark community. Indeed, an additional 9 Renew School conversions took place for this school year, 2014-2015. Counting the original 8 schools that were converted in 2012-2013, and Renew School conversions that took place in 2013-2014, 20 Newark Public Schools have now been converted. Considering this past conversion rate, it is likely that additional Renew School conversions will take place next school year, 2015-2016.

One might have imagined that Superintendent Anderson, New Jersey Education Commissioner David Hespe, or perhaps Governor Christie himself, would have seen fit by now to order a fair and objective evaluation of the 2012-2013 conversions. After all, does it make any sense to publicly announce student proficiency targets and then make no effort to see whether those targets have been met? Yet that is exactly what has happened. To date, no evidence exists

that the Superintendent has conducted such an analysis or has any intention of doing so in the future. Accordingly, unless some outside party or entity assumes the oversight responsibilities that rightfully belong to the architect of these conversions, Superintendent Anderson, we will have no way of knowing exactly what effect on our school children her changes are having. Such a situation is intolerable. Therefore, the Alliance has decided to pick up this mantle, conduct an analysis of this matter, and publish its results.

METHODOLOGY OF THE ANALYSIS

Each November the New Jersey Department of Education (DOE) releases the results of the New Jersey Assessment of Skills and Knowledge (NJ ASK) test which is given each spring to all New Jersey public school students. The results released by the DOE each November provide data for the prior school year's test. Two of the most widely tested sections on the NJ ASK are the Language Arts Literacy (LAL) section and the Mathematics (MATH) section. Across the entire State of New Jersey, public elementary school students in grades 3 through 8 are tested on the LAL and MATH sections of the NJ ASK.

After students are tested in the spring, and after the DOE releases the test results in the following November, a determination can be made regarding student pass rates on the NJ ASK. Included in the data released by the DOE are data regarding the number and percentage of New Jersey students who fell into each of three proficiency levels on the various sections of the NJ ASK, "Advanced Proficient" (AP), "Proficient" (P), and "Partially Proficient" (PP). Students who are deemed to have "passed" sections of the NJ ASK are those students who fall into either the AP or P categories. Therefore, in a particular school, on a particular section of the NJ ASK, the number of students who were AP plus (+) the number of students who were P equals (=) the number of students in that school who "passed" that particular section of the NJ ASK. Once the total number of students who passed a section of the test is calculated (AP + P), the pass rate as a percentage can be determined by dividing the total number of students who passed the test by the total number of students who took the test (n).

In this analysis, the algorithm utilized to determine the percentage of students who passed the test is provided below. In the algorithm, AP represents the number of students who fell into the "Advanced Proficiency" category, and P represents the number of students who fell into the "Proficient" category.

$$\frac{(AP+P)}{n} = \text{percentage of students who passed the test.}$$

In the attempt to determine the effectiveness of the Renew School conversions in meeting Superintendent Anderson's stated target of 50 percent proficiency rate within two years, this analysis compared the school wide, grades 3 through 8, student pass rates on the LAL and MATH sections of the NJ ASK. The school year prior to conversion, 2011-2012 was used as the base year, and the 2013-2014 school year was used as the comparison year since by the end of

2013-2014 the eight original Renew Schools had been converted to Renew Schools for 2 school years. School year 2011-2012 NJ ASK test data was culled from the DOE Internet link. (DOE, 2012) <http://www.state.nj.us/education/schools/achievement/12/>

School year 2013-2014 test data was culled from the DOE Internet link. (DOE, 2014) <http://www.state.nj.us/education/schools/achievement/14/>

RESULTS OF THE ANALYSIS

The Table included on page 8 lists, with respect to each of the eight Renew Schools, (1) the school-wide percentage of students who passed the LAL and MATH portions of the NJ ASK in the base school year 2011-2012, prior to Renew School conversion; and (2) the school-wide percentage of students who passed the LAL and MATH portions of the NJ ASK in school year 2013-2014, after two years of Renew School conversion. Given eight schools and two tests per school, the table shows 16 comparisons. The results are striking.

Not one of the eight Renew Schools met Superintendent Anderson's target of 50 percent proficiency rate within two years on either the LAL or MATH portion of the NJ ASK. On each of the 16 measures, the proficiency rate was below 50 percent. In one case, LAL at 13th Avenue School, the pass rate was an abysmal 17.3%, a long way from the Superintendent's 50 percent target. Clearly, by her own measure of success, Anderson's Renew School interventions have failed spectacularly.

Even more discouraging, in most cases, pass rates have actually decreased. In 13 of the 16 test comparisons, Renew School pass rates are lower than they were prior to becoming Renew Schools. The Table illustrates this astounding result. The red cells in the Table demonstrate where pass rates decreased, the green cells in the Table demonstrate where pass rates increased. The graphic representation on page 9 presents the data in a bar chart.

The results of this analysis clearly demonstrate that the Superintendent's Renew School initiative not only falls short of her target, but in fact her conversions have had a profound negative effect on student academic achievement.

RECOMMENDATIONS

Despite the current situation, recovery from the failed Renew Schools reforms is possible, and academic achievement of Newark students can be increased. The findings of this analysis compel the Alliance to make the following recommendations as a roadmap to recovery for the Newark Public Schools.

1. The expansion of Renew Schools should be halted immediately.
2. A complete research study should be conducted to determine the causes of the failure of the Renew Schools.

3. Support should be solicited from the Regional Assistance Center (RAC) to conduct an academic audit of Renew Schools, and this audit should be expanded to include all Newark Public Schools.
4. The Superintendent should make a city-wide public presentation of state test results including an objective analysis of academic achievement in each Newark Public School.
5. The State Board of Education should direct Commissioner Hesper, in conjunction with the NPS Office of Data and Policy, to conduct a thorough, fair and objective evaluation of all Newark Public Schools from 2011 through 2014, and immediately present the results of that evaluation in a parent friendly document and in a public forum.
6. The Newark Public Schools should implement a “global village” concept (as detailed in the Newark Promise plan and Mayor Baraka’s Blueprint for Education) encompassing a long range plan that is responsive to the needs of students, families, and community.
7. The Governor and Commissioner of Education should return local control to the Newark Board of Education as soon as possible, in order to ensure community input into, and responsibility for, school policies and programs that impact student academic achievement.

It is our hope that the recommendations of this analysis will be implemented and will result in increased student academic achievement, and that true renewal will occur in the Newark Public Schools.

TABLE

Elementary School 2011-2012 School Year NJASK* Scores vs. Elementary Renew School 2013-2014 School Year NJASK* Scores (School-Wide Percentage of Students Passing)

School	2011-2012 School Year LAL	2013-2014 School Year LAL	2011-2012 School Year MATH	2013-2014 School Year MATH
THIRTEENTH AVE	18.3%	17.3%	24.3%	20.1%
CAMDEN STREET	23.7%	23.5%	29.4%	27.4%
CHANCELLOR AVE	30.6%	20.7%	47.3%	38.4%
CLEVELAND	25.3%	21.6%	41.1%	26.6%
DAYTON ST	16.5%	25.2%	29.5%	35.9%
NEWTON ST	29.6%	22.0%	38.8%	35.3%
QUITMAN COMMUNITY SCHOOL	18.7%	34.0%	31.1%	26.1%
SUSSEX AVE	36.3%	24.7%	46.8%	46.5%

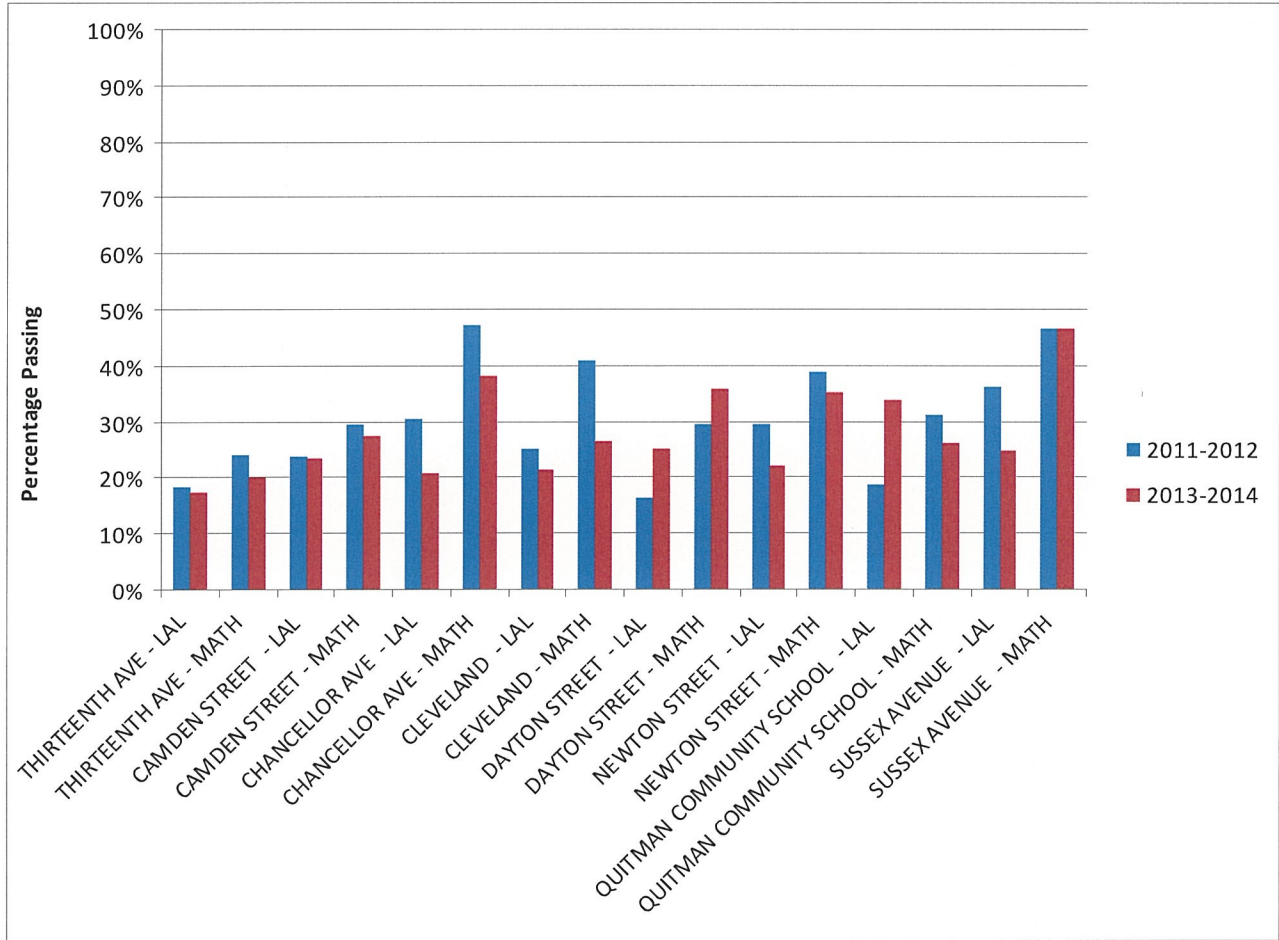
*Source Data: New Jersey Department of Education

Elementary School 2011-2012 School Year NJASK* Scores

vs.

Elementary RENEW School 2013-2014 School Year NJASK* Scores

(School-Wide Percentage of Students Passing)



*Source Data: New Jersey Department of Education

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The Renew Schools of Newark, New Jersey: A Second Look

February 2015

The Alliance for the Newark Public Schools
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THE ALLIANCE FOR THE NEWARK PUBLIC SCHOOLS

The Alliance for the Newark Public Schools was formed in January 2014. Comprised of a broad spectrum of organizations and individuals, the basic goal of the Alliance is to ensure that the children enrolled in the Newark, New Jersey Public Schools receive the best educational services possible. Members of the Alliance include: the City Association of Supervisors and Administrators, the Coalition for Effective Newark Public Schools, members of the Newark Clergy, the Newark Student Union, Communities United of New Jersey, Laundry Distribution and Food Service Workers Local 3, Newark Branch-NAACP, Newark Teachers Association, Newark Teachers Union, Operating Engineers Local 68, Parents United for Local School Education, People's Organization for Progress, Secondary Parent Council and SEIU 617. Members of the Alliance are committed to surfacing and sharing information that will generate meaningful discussion leading to improved educational delivery in the Newark Public Schools.

Acknowledgements

The Alliance would like to acknowledge the parents and guardians of the students of Newark. As the first teachers of children, their role in the development of children is immeasurable.

The Alliance would also like to acknowledge the unwavering commitment of the administrators, teachers, and other staff members working at the Renew Schools and all Public Schools in Newark, New Jersey. Their love for children is evident as they work tirelessly each day, knowing that through their guidance and support they can, and do, make a difference in the lives of their students.

This report is dedicated with much love to the Public School students of Newark, New Jersey.

INTRODUCTION

The Renew School model is a major school reform attempt implemented by State Appointed Superintendent Cami Anderson. With an initial conversion of eight (8) traditional public elementary schools into Renew Schools in school year 2012-2013, the number of Renew School conversions has increased to more than fifteen (15) in school year 2014-2015. The Newark Public School District has undertaken this rapid expansion without any examination of Renew School student academic performance or student academic growth performance as compared to other elementary schools throughout New Jersey.

As a major reform attempt in Newark, New Jersey and with the model's rapid expansion, it is imperative that studies be conducted regarding student academic achievement in the Renew Schools. The results of these studies will make available a corpus of work to inform decisions regarding modifications to the Renew School model and could assist the decision makers as they consider whether additional Renew Schools should be created.

In December 2014 the Alliance for the Newark Public Schools released its first report, analyzing the effectiveness of the conversion of eight Newark, New Jersey Public Elementary Schools into Renew Schools. In that report, the 2013-2014 Renew School proficiency rates on the Language Arts (LAL) and Mathematics (MATH) sections on the New Jersey Assessment of Skills and Knowledge (NJ ASK) were compared to the proficiency rates of these schools in 2011-2012, the year prior to their conversion into Renew Schools.

That analysis revealed that all eight Renew Schools failed to meet the 50% proficiency target as set by Newark Public Schools Superintendent Cami Anderson in March 2012. On each of sixteen measures, the 2013-2014 Renew School proficiency rate was below her 50% proficiency target. In 13 of 16 measures, the 2013-2014 proficiency rates in the Renew Schools were actually lower than the proficiency rates in 2011-2012, prior to Renew School conversion. The first Alliance report presented the results of that analysis in tabular and graph format.

The aforementioned report findings were the result of an analysis of data released by the New Jersey Department of Education (NJDOE) in November 2014. More recently, in January 2015, the NJDOE released the New Jersey School Performance Reports (NJ School Performance Reports), containing a more comprehensive data set that allows a detailed and

more in-depth analysis regarding the academic effectiveness of the Newark, New Jersey Renew Schools. The NJ School Performance Reports contain data on how schools perform on the NJ ASK when compared to schools in New Jersey. Additionally, the NJ School Performance Reports provide information regarding whether schools met 2013-2014 State student growth performance score targets and whether the Renew Schools met 2013-2014 student growth targets established in the NJDOE waiver to the No Child Left Behind (NCLB) law.

This second Alliance report, **THE RENEW SCHOOLS OF NEWARK, NEW JERSEY: A Second Look**, examined the data contained in the NJ School Performance Reports, including NJ ASK schoolwide student academic achievement, State student growth performance score targets, and schoolwide academic achievement with respect to the NCLB waiver targets. The information contained herein augments the information in the Alliance's first report, providing a broader context in which to determine the academic effectiveness of the Newark, New Jersey Renew School model.

The recently released NJ School Performance Reports provide data with respect to Renew School performance when compared to "**Peer Schools**" across the State and Renew School performance when compared to "**Schools**" across the State. Comparisons were made regarding school "**Academic Achievement**" and school "**Student Growth**." As used in the NJ School Performance Reports and in this Alliance Report, the definitions of the terms **Peer Schools**, **Schools**, **Academic Achievement** and **Student Growth** are as follows:

Peer Schools – public schools that are drawn from across the State that have similar grade level configurations and are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency and Special Education Programs

Schools – public schools across the State with similar grade level configurations

Academic Achievement - the measure of a school's proficiency rate (pass rate) on the LAL and MATH sections of the NJ ASK

Student Growth - the measure of the performance of students from one year to the next on the LAL and MATH sections of the NJ ASK when compared to students with a similar history of performance on the NJ ASK

Readers of this second Alliance report should remain cognizant of the above definitions. These terms are used throughout this second Alliance report.

The Alliance is aware that information released by the NJDOE is not always easily navigated or understood by parents or others outside the education bureaucracy. The recently released NJ School Performance Reports are no exception, with each school's NJ School Performance Report containing twenty (20) pages of narrative, graphs, and tables, in what could be for many an overwhelming presentation of data.

In an attempt to make the NJ School Performance Report data more understandable, the Alliance mined the data in the NJ School Performance Reports, distilled important information, and is presenting the information here in a more reader friendly and less intimidating way. It is the Alliance's hope that this format will serve to increase the understanding of data contained in the NJ School Performance Reports. It is also the hope of the Alliance that this increased understanding will encourage meaningful discussion regarding the efficacy of the Renew School model.

As stated by the Alliance in its December 2014 report, "The Alliance is committed to surfacing and sharing information that will generate meaningful discussion leading to improved educational delivery in the Newark Public Schools." Consistent with this mission, it is the hope of the Alliance that this second look at the Renew Schools will indeed generate the discussion needed to improve instructional delivery in the Newark Public Schools.

Questions regarding the work of the Alliance should be addressed to Mary G. Bennett at AllianceforNPS@gmail.com. Questions concerning this report can be directed to Dr. Leonard P. Pugliese at the same email address.

EXECUTIVE SUMMARY

This report examined the data contained in the 2013-2014 Renew School NJ School Performance Reports with respect to NJ ASK LAL and MATH schoolwide academic achievement, and how Renew Schools performed when compared to other schools in New Jersey. This report also examined State student growth performance targets and schoolwide growth achievement with respect to the NJDOE NCLB waiver.

This report revealed that with respect to 2013-2014 academic performance, all seven (7) Newark, New Jersey Renew Schools *significantly lagged or lagged schools* across the State of New Jersey. This report also revealed that with respect to 2013-2014 academic performance, all seven (7) Newark, New Jersey Renew Schools *significantly lagged or lagged their Peer Schools* across the State. In the area of student growth performance, six (6) Renew Schools *lagged or significantly lagged their Peer Schools* and one Renew School, Dayton Street, demonstrated *about average* performance when compared to its **Peer Schools**. With respect to student growth performance, all seven (7) Renew Schools either *significantly lagged or lagged schools* across the State.

This report also examined the performance of Renew Schools with respect to 2013-2014 State NJ ASK LAL and MATH student growth performance score targets. With respect to the student growth performance score targets, the Renew Schools met nine (9) of the fourteen (14) minimum student growth performance growth targets. These Renew School student growth performance score targets were also compared to student growth performance targets of **schools** across the state and compared to **Peer Schools** across the State. In twenty-five (25) of the twenty-eight (28) comparisons, Renew Schools were outperformed by more than 50% of **schools** across the state and **Peer Schools** across the state.

Also, in November 2011 (updated January 2012), the NJDOE applied for a NCLB waiver, which was granted by the United States Department of Education. A provision in the waiver required that schools in New Jersey meet specific yearly NJ ASK LAL and MATH student academic progress targets. These targets were established for various subgroups in the schools. As revealed in this report, of all fifty (56) subgroups across the 7 Renew schools, not one 2013-2014 NCLB waiver progress target was met. The Renew Schools of Newark, New Jersey did not meet any of the 56 targets.

FINDINGS NARRATIVE

1. 2013-2014 Schoolwide Renew School Academic Performance and Schoolwide Renew School Growth Performance

The NJ School Performance Reports provided information regarding a school's Academic Performance and information regarding a school's Growth Performance. Comparisons were made with schools across the State, and comparisons were made with Peer Schools across the State. Below are the results of Renew School comparisons with schools across the State and Renew School comparisons with Peer Schools across the State.

Renew School Academic Performance

All seven (7) Renew Schools demonstrated Significantly Lagging school academic performance when compared to schools across the State of New Jersey.

Five (5) Renew Schools demonstrated Significantly Lagging school academic performance when compared to Peer Schools across the State of New Jersey.

Two (2) Renew Schools demonstrated Lagging school academic performance when compared to Peer Schools across the State of New Jersey.

Renew School Growth Performance

Four (4) Renew Schools demonstrated Significantly Lagging school growth performance when compared to schools across the State of New Jersey.

Three (3) Renew Schools demonstrated Lagging school growth performance when compared to schools across the State of New Jersey.

One (1) Renew School demonstrated Significantly Lagging school growth performance when compared to Peer Schools across the State of New Jersey.

Five (5) Renew Schools demonstrated Lagging school student performance when compared to Peer Schools across the State of New Jersey.

One (1) Renew School demonstrated About Average school growth performance when compared to Peer Schools across the State of New Jersey.

2. **2013-2014 Renew School Language Arts and Mathematics State Student Growth Performance Score Targets**

The NJ School Performance Reports contain data regarding State Student Growth Performance Score Targets for each school in the State containing grades 4 through 8. For each school, NJ School Performance Reports contain information regarding the schoolwide median growth scores in Language Arts and schoolwide median growth scores in Mathematics. The NJ School Performance Reports indicated whether each school met the minimum State Student Performance Score Growth Targets in Language Arts and Mathematics. The NJ School Performance Reports also provided data regarding each school's total median growth score when compared to Peer Schools across the State, and each school's total median growth score when compared to schools across the State.

Renew School Minimum State Growth Targets: Language Arts

Of the seven (7) Renew Schools, four (4) Renew Schools met the Language Arts minimum State Student Performance Score Growth Target of 35, and three (3) Renew Schools failed to meet the Language Arts minimum State Student Performance Score Growth Target of 35.

Renew School Median State Growth Score Compared to Peer Schools across the State and Compared to Schools across the State: Language Arts

Of the 7 Renew Schools, six (6) Renew Schools were outperformed by more than 50% of their Peer Schools across the State and one (1) Renew School out performed more than 50% of its Peer Schools across the State. All 7 Renew Schools were outperformed by more than 50% of the schools across the State

Renew School Minimum State Student Performance Score Growth Targets: Mathematics

Of the 7 Renew Schools, five (5) Renew Schools met the Mathematics minimum State Student Performance Score Growth Target of 35, and two (2) Renew Schools failed to meet the Mathematics minimum State Student Performance Score Growth Target of 35.

Renew School Median Growth Score Compared to Peer Schools across the State and Compared to Schools across the State: Mathematics

Of the 7 Renew Schools, five (5) Renew Schools were outperformed by more than 50% of their Peer Schools across the State and two (2) Renew Schools outperformed more than 50% of their Peer Schools across the State. All 7 Renew Schools were outperformed by more than 50% of schools across the State.

3. 2013-2014 NCLB Language Arts Progress Targets and NCLB Mathematics Progress Targets as Calculated for each Renew School Subgroup under the New Jersey Department of Education NCLB Waiver

Under the provisions of the New Jersey Department of Education NCLB waiver, schools in New Jersey were required to meet specific yearly Progress Targets in Language Arts and Mathematics. These Progress Targets were established for various student subgroups within each school, and were designed to reduce the percentage of students who were deemed not proficient (not passing). Below is information obtained from the NJ School Performance Reports with respect to the NCLB Progress Targets as established for each subgroup within the Renew Schools.

Renew School NCLB Progress Targets: Language Arts

None of the Renew Schools reduced the percentage of students who were not proficient (not passing) in Language Arts for the school year 2013-2014 by the target percentage as required under the NCLB waiver. Of the twenty-six (26) subgroups across all 7 Renew schools, all 26 Renew School subgroups failed to meet the NCLB Language Arts Progress Targets.

Renew School NCLB Progress Targets: Mathematics

None of the Renew Schools reduced the percentage of students who were not proficient (passing) in Mathematics for the school year 2013-2014 by the targeted percentage as required under the NCLB waiver. Of the thirty (30) subgroups across all 7 Renew schools, all 30 Renew School subgroups failed to meet the NCLB Mathematics Progress Targets.

FINDINGS WITH TABLES

2013-2014 Renew School Academic Achievement and 2013-2014 Renew School Student Academic Growth

Included in each school's NJ School Performance Report was a statement summarizing each school's Academic Achievement and each school's Academic Growth on the NJ ASK when compared to other schools across the State of New Jersey and when compared to Peer Schools across the State of New Jersey. In narrative form, the State summarized its findings by indicating whether the school fell into one of five categories after the comparisons were made. The categories are:

Very High Performance

High Performance

Average Performance

Lagging Performance

Significantly Lagging Performance

Table 1 on page 12 shows the result of comparisons for seven (7) of the eight (8) original Renew Schools in Newark, New Jersey. The State did not produce a NJ School Performance Report for the eighth original Renew School, Newton Street, since this school is no longer in existence. Table 1 was constructed utilizing data culled from the narrative on each NJ School Performance Report for the Renew Schools. In each of the 7 Renew Schools, 4 comparisons were made: 2 in Language Arts and 2 in Math. This resulted in a total of twenty-eight (28) comparisons [7 schools x (2 in LAL x 2 in Math)].

Table 1 reveals the following results: Of the 28 comparisons, the Renew Schools demonstrated Significantly Lagging Performance in 17 comparisons, Lagging Performance in 10 comparisons, and About Average performance in one comparison. There were no instances where the Renew Schools demonstrated High Performance or Very High Performance.

Table 1

Renew School Academic Performance and Renew School Growth Performance Compared to Schools across the State and Peer Schools across the State

Renew School	Academic Performance compared to <u>Schools across State</u>	Student Growth Performance compared to <u>Schools across State</u>	Academic Performance compared to <u>Peer Schools across State</u>	Student Growth Performance compared to <u>Peer Schools across State</u>
Camden Street	Significantly Lagging	Significantly Lagging	Significantly Lagging	Lagging
Chancellor Avenue	Significantly Lagging	Lagging	Lagging	Lagging
Cleveland	Significantly Lagging	Significantly Lagging	Significantly Lagging	Significantly Lagging
Dayton Street	Significantly Lagging	Lagging	Significantly Lagging	About Average
Quitman Street	Significantly Lagging	Lagging	Significantly Lagging	Lagging
Sussex Avenue	Significantly Lagging	Significantly Lagging	Lagging	Lagging
Thirteenth Avenue	Significantly Lagging	Significantly Lagging	Significantly Lagging	Lagging

Source Data – New Jersey Department of Education – Released January 2015

2013-2014 Renew School Language Arts and Mathematics State Student Performance

Score Growth Targets

Under AchieveNJ, Student Growth Percentiles (SGP) were established for students in New Jersey. A student's SGP score is a measure of a student's growth in NJ ASK Language Arts and Mathematics compared to other students across the State with similar NJ ASK test score history.

The NJ School Performance Reports contain data regarding the SGP for the each school in the State containing grades 4 through 8. For each school, the NJ School Performance Report contains information regarding the schoolwide median growth scores in Language Arts and schoolwide median growth score in Mathematics. The NJ School Performance Reports also present data regarding each school's total schoolwide median growth score when compared to Peer Schools across the State and each school's median growth score when compared to schools across the State. Additionally the NJ School Performance Reports indicate whether each school met or exceeded minimum State Student Performance Score Growth Targets in Language Arts and minimum State Student Performance Score Growth Targets in Mathematics.

Renew School Student Performance Score State Growth Targets: Language Arts

Table 2 on page 15 presents each Renew School's schoolwide median Student Performance Score Growth Target in Language Arts. It also reveals whether each Renew School met the minimum State Language Arts Student Performance Score Growth Target. Additionally the Table shows whether each Renew School's Language Arts median Student Performance Growth Score Target was greater than, or less than, 50% of its Peer Schools across the State, and whether each Renew School's Language Arts median Student Performance Growth Score Target was greater than, or less than, 50% of schools across the State.

A review of Table 2 reveals that of the 7 Renew Schools, four (4) Renew Schools met the Language Arts minimum State Student Performance Growth Score Target of 35 and three (3) Renew Schools failed to meet the Language Arts minimum State Student Performance Growth Score Target of 35. Table 2 also reveals that of the 7 Renew Schools, six (6) Renew Schools were outperformed by more than 50% of their Peer Schools across the State in Language Arts and one (1) Renew School outperformed more than 50% its Peer Schools

across the State in Language Arts. All Renew Schools were outperformed in Language Arts by more than 50% of schools across the State.

Renew School State Growth Targets: Mathematics

Table 3 on page 16 presents each Renew School's schoolwide median growth score in Mathematics. It also reveals whether the Renew School met the Mathematics minimum State Target. Additionally the Table shows whether each Renew School's Mathematics median growth score was greater than, or less than, 50% of its Peer Schools across the State, and whether each Renew School's median growth score in Mathematics was greater than, or less than, 50% of schools across the State.

A review of Table 3 reveals that of the 7 Renew Schools, five (5) Renew Schools met the Mathematics minimum State Student Performance Growth Score Target of 35, and two (2) Renew Schools failed to meet the Mathematics minimum State Student Performance Growth Score Target of 35. The Table also reveals that of the 7 Renew Schools, five (5) Renew Schools were outperformed in Mathematics by more than 50% of their Peer Schools across the State and two (2) Renew Schools outperformed more than 50% of their Peer Schools across the State in Mathematics. All 7 Renew Schools were outperformed in Mathematics by more than 50% of schools across the State.

Table 2

Renew School State Language Arts Student Growth Performance Score Targets Compared to Peer Schools across the State and Compared to Schools across the State

Renew School	School Wide Medium Growth Score: LAL	Did School meet Minimum State Growth Target of 35?	Percent of Peer Schools across the State with Greater School Performance	Percent of Schools across the State with Greater School Performance
Camden Street	40	Yes		
Chancellor Avenue	37	Yes		
Cleveland	25			
Dayton Street	42	Yes		
Quitman Street	44	Yes	48%	
Sussex Avenue	32			
13 th Avenue	30			

Source Data – New Jersey Department of Education – Released January 2015

Table 3

Renew School State MATH Student Growth Performance Score Targets Compared to Peer Schools across the State and Compared to Schools across the State

Renew School	School Wide Median Growth Score: MATH	Did School meet the Minimum State Growth Target of 35?	Percent of Peer Schools across the State with Greater School Performance	Percent of Schools across the State with Greater School Performance
Camden Street	41	Yes		
Chancellor Avenue	44	Yes	45%	
Cleveland	24			
Dayton Street	46	Yes		
Quitman Street	41	Yes		
Sussex Avenue	45	Yes	48%	
13 th Avenue	34			

Source Data – New Jersey Department of Education – Released January 2015

2013-2014 State Language Arts and Mathematics Progress Targets as Calculated for each Renew School Subgroup under the New Jersey Department of Education NCLB Waiver

On November 14, 2014 (updated on January 25, 2012) the NJDOE applied to the United States Department of Education for a waiver to the No Child Left Behind (NCLB) Law. Included in the NJDOE waiver application was the method the NJDOE would utilize to determine, "ambitious but achievable annual measurable objectives" in Language Arts and Mathematics sections of the NJ ASK. In the waiver application, the NJDOE identified a methodology that would reduce by half the percentage of students in the school and in the subgroups of the school who are not proficient (not passing). According to the language in the NCLB waiver, this reduction by half is required to take place at the end of six (6) years. Proficiency rates in school year 2010-2011 were used as the base year. Proficiency rates in 2016-2017 would be evaluated to determine if the not proficient (not passing) rates had been reduced by half as required in the NCLB waiver.

In addition to reducing by half the percentage of students who were not proficient by 2016-2017, schools were required to reduce the percentage of students who were not proficient in each year of the six year period leading up to 2016-2017. A formula was developed to determine Progress Targets for this yearly percentage reduction of students who were not proficient and this formula was included in the NCLB waiver. (See Appendix for appropriate section of the NJDOE waiver request)

Language Arts

A review of Table 4 on page 18 reveals that none of the Renew Schools met the percentage reduction targets of students who were not proficient (not passing) in Language Arts for the school year 2013-2014 as required under the NCLB waiver. Of all twenty-six (26) subgroups across all 7 Renew Schools, all twenty-six subgroups failed to meet the NCLB waiver

Language Arts Progress Targets.

Mathematics

A review of Table 5 on page 19 reveals that none of the Renew Schools met the percentage reduction targets of students who were not proficient (not passing) in Mathematics for the school year 2013-2014 as required under the NCLB waiver. Of all thirty (30) subgroups across all 7 Renew Schools, all thirty subgroups failed to meet the NCLB waiver Mathematics

Progress Targets.

Table 4

New Jersey Department of Education NCLB Waiver: 2013-2014 Language Arts Subgroup Progress Targets

The Table below indicates whether the original 7 Renew Schools met the NCLB Subgroups Language Arts Progress Targets established under the New Jersey Department of Education's NCLB waiver

Subgroups	Camden Street	Chancellor Avenue	Cleveland	Dayton Street	Quitman Street	Sussex Avenue	13th Avenue
Schoolwide							
Black							
Hispanic		*	*	*			
Economically Disadvantaged Students							
Students with Disabilities	*	*	*	*	*		*
White	*	*	*	*	*	*	*
American Indian	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Limited English Proficient Students	*	*	*	*	*	*	*

Source Data – New Jersey Department of Education – Released January 2015 * Number of Students not high enough to be included under NCLB suppression rule

Table 5

New Jersey Department of Education NCLB Waiver: 2013-2014 Math Subgroup Progress Targets

The Table below indicates whether the original 7 Renew Schools met the NCLB Subgroups Math Progress Targets established under the New Jersey Department of Education's NCLB waiver.

Subgroups	Camden Street	Chancellor Avenue	Cleveland	Dayton Street	Quitman Street	Sussex Avenue	13th Avenue
Schoolwide							
Black							
Hispanic		*	*	*			
Economically Disadvantaged Students							
Students with Disabilities			*		*		
White	*	*	*	*	*	*	*
American Indian	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Limited English Proficient Students	*	*	*	*	*	*	*

Source Data -- New Jersey Department of Education -- Released January 2015 * Number of Students not high enough to be included under NCLB suppression rules

40+

CONCLUSION

This report examined the data contained in the 2013-2014 Renew School NJ School Performance Reports with respect to NJ ASK LAL and MATH schoolwide academic achievement, and how Renew Schools performed when compared to other schools in New Jersey. The examination revealed that when compared to Peer Schools across the State and when compared to schools across State, the Renew Schools in Newark, New Jersey performed poorly. This report also examined State student growth performance score targets and schoolwide student growth achievement with respect to the NJDOE NCLB waiver.

This report revealed that with respect to 2013-2014 academic performance, all seven (7) Newark, New Jersey Renew Schools significantly lagged or lagged schools across the State of New Jersey. This report also revealed that with respect to 2013-2014 academic performance, all seven (7) Newark, New Jersey Renew Schools significantly lagged or lagged their Peer Schools across the State. In the area of student growth performance, six (6) Renew Schools lagged or significantly lagged their Peer Schools and one Renew School, Dayton Street, demonstrated about average performance when compared to its Peer Schools. With respect to student growth performance, all seven (7) Renew Schools either significantly lagged or lagged schools across the State.

This report also examined the performance of Renew Schools with respect to State LAL and MATH student growth performance score targets. At first glance it may appear that the Renew Schools did not perform poorly with respect to the State student growth performance score targets, with the seven (7) Renew Schools reaching nine (9) of the fourteen (14) minimum State student growth performance growth targets. However no conclusions should be drawn from this isolated statistic.

When these Renew School State student growth performance score targets are compared to State student growth performance score targets of schools across the state and compared to Peer Schools across the State, the picture changes drastically. In twenty-five (25) of the twenty-eight (28) comparisons, Renew Schools were outperformed by more than 50% of schools across the state and Peer Schools across the state.

The final examination conducted in this report consisted of a review of data regarding the NJDOE NCLB waiver. In November 2011 (updated January 2012), the NJDOE applied for a NCLB waiver, which was granted by the United States Department of Education. A provision in the waiver requires that schools in New Jersey meet specific yearly NJ ASK LAL and MATH student academic progress targets. These targets were established for various subgroups in the schools. The examination revealed that the Renew Schools failed to meet all subgroup growth targets as established in the NCLB waiver.

As revealed in this report, for all fifty six (56) subgroups across the 7 Renew schools, not one NCLB waiver progress target was met. The Renew Schools of Newark, New Jersey did not meet any of the 56 NCLB waiver targets.

The results of this second Alliance report raise some important questions worthy of further study.

1. Why do Peer Schools in New Jersey perform better academically than Newark, New Jersey Renew Schools?
2. Are there programs in the Peer Schools worthy of replication?
3. Does the failure of Renew Schools to meet NCLB waiver growth progress targets jeopardize funding under provisions of the NCLB waiver?
4. The NJDOE has established Regional Achievement Centers to work with low achieving schools to implement, "proven turnaround principles and dramatically improve student achievement." In spite of the NJDOE's establishment of Regional Achievement Centers to assist low achieving schools in New Jersey, Superintendent Anderson has refused to permit Regional Achievement Centers to assist in Newark. In light of the results of this second Alliance Report, which clearly establishes the relatively poor academic performance of the Renew Schools, another question arises. Did Superintendent Anderson's refusal to accept Regional Achievement Center assistance contribute to the poor academic performance of Newark, New Jersey Renew Schools?
5. Why is there a dissonance between New Jersey growth targets and growth performance targets as established in the NCLB waiver?

6. Have Renew School Principals been provided with all they need to provide the best possible programs in their schools?
7. Have the Renew School Principals been provided with all that was promised when they agreed to accept the position of Renew School Principal?

The Alliance is aware that the list of questions above is not all inclusive. Many other questions can and should be raised as an outgrowth of the findings in this report. The Alliance raises the above questions simply as a point of departure for future inquiry.

It is the hope of the Alliance that this report, in tandem with the first Alliance report, will serve to generate open and honest discussion regarding the efficacy of the current Newark, New Jersey Renew School model.

Important Links

AchieveNJ

<http://www.state.nj.us/education/AchieveNJ/teacher/SGPOverview.pdf>

Alliance for the Newark Public Schools

AllianceforNPS@gmail.com

Alliance Renew School Analysis, Dec. 2014

<http://afsaadmin.org/wp-content/uploads/2014/12/Renew-Newark-Report.pdf>

NJDOE NJ School Performance Reports

<http://education.state.nj.us/pr/>

NJDOE No Child Left Behind Waiver

<http://www.state.nj.us/education/grants/nclb/waiver/waiverapp.pdf>

NJDOE Regional Achievement Centers

<http://www.state.nj.us/education/rac/>

Appendix

New Jersey NCLB Waiver Request (page 1, and pages 42 thru 47)



ESEA Waiver Request from New Jersey

November 14, 2011
Updated January 25, 2012

New Jersey Department of Education
Trenton, NJ 08625

OMB Number: Approval pending
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is pending. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average Statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average Statewide proficiency based on assessments</p>
--	--	---

		administered in the 2010-2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)
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Performance Targets (formerly Annual Measurable Objectives)

The NJDOE is more fully integrating its expectations for specific school-level and sub-group improvement in student achievement outcomes into a coherent performance and accountability framework. Instead of terming these metrics "AMOs", the NJDOE has re-titled them Performance Targets.

The NJDOE will calculate state-, district-, school- and subgroup-level performance targets, determine whether schools achieved each target, and report the results each year in the New Jersey School Performance Report. Schools, districts, and staff from the NJDOE's RACs will use this data to inform their school-specific strategies for improvement.

The waiver application requires states to select a method for establishing these performance targets. Option A is defined as setting the targets in annual equal increments so that within six years the percentage of non-proficient students in the 'all students' group and in each subgroup is reduced by half.

For example, if the 'all students' group is currently demonstrating a proficiency rate of 40 percent, the methodology would take the 60 percent point gap between 100 percent proficiency and the current rate ($100 - 40 = 60$) and then divide the gap in half to determine the target for the sixth year - a gain of 30 percentage points ($60 / 2 = 30$).

Then, the 30-percentage point gain is divided into six equal increments ($30/6 = 5$) so that annual targets can be set. Thus, the school in this example begins this process with a rate of 40 percent and is then expected to move to proficiency rates of 45 percent, 50 percent, 55 percent, 60 percent, 65 percent, and finally 70 percent in each of the following years of the six-year period.

As illustrated in the table below, the process for defining the six-year goal for the percentage of proficient students in each content area across the State was conducted in the following manner:

1. Determine the percentage of students who were not proficient in the 2010-2011 school year (Column 1 below);
2. Divide that percentage by 2 (Column 2);
3. Subtract the number in Column 2 from 100 percent. This resulting percentage is the SEA's goal for the 2016-2017 school year (Column 3; and
4. Establish annual incremental performance targets by dividing the number in Column 2 by six (Column 4).

PROCESS: DETERMINING SIX-YEAR GOALS

Process Steps		1	2	3	4	
Level	Subject	2010-11 Percent Proficient	2010-11 Percent Partially Proficient	Partially Proficient divided by 2	2017 Percent Proficient Goal	Annual Equal Increment
State	L	71.7	28.3	14.2	85.9	2.4
State	M	78.1	21.9	11.0	89.1	1.8

The NJDOE repeated the process described above for each subgroup of students in the State to identify the SEA's goal for the 2016-2017 school year for each subgroup, ensuring that the State's six-year goals reduce by half the percentage of students in each subgroup who are not proficient. Also, subgroups of students who are further behind are expected to make greater rates of annual progress (as demonstrated by the differences in the expected annual increments). The NJDOE established performance targets for the content areas of language arts literacy and math; as such, the assessment results for grades 3-8 and 11 are aggregated.

The table below, "State Level Performance Targets" details these performance targets for each content area and subgroup.

STATE LEVEL PERFORMANCE TARGETS

KEY	T	Total	B	African American	O	Two or more races
	SE	Students with Disabilities	H	Hispanic		
	EC	Economically Disadvantaged	A	Asian/Pacific Islander	LEP	Limited English Prof.
	W	White	N	Native American		

Level	Subject	Subgroup	2011 Partially Proficient	2011 Partially Proficient divided by 2	Current 2010-2011 Percent Proficient	Equal Annual Increment	2012 P% TARGET	2013 P% TARGET	2014 P% TARGET	2015 P% TARGET	2016 P% TARGET	2017 P% TARGET
State	L	T	28.3	14.2	71.7	2.4	74.1	76.4	78.8	81.1	83.5	85.9
State	L	SE	59.3	29.7	40.7	4.9	45.6	50.6	55.5	60.5	65.4	70.4
State	L	EC	48.3	24.2	51.7	4.0	55.7	59.8	63.8	67.8	71.8	75.9
State	L	LEP	71.3	35.7	28.7	5.9	34.6	40.6	46.5	52.5	58.4	64.4
State	L	A	13.9	7.0	86.1	1.2	87.3	88.4	89.6	90.7	91.9	93.1
State	L	B	48.6	24.3	51.4	4.1	55.5	59.5	63.6	67.6	71.7	75.7
State	L	H	44.1	22.1	55.9	3.7	59.6	63.3	66.9	70.6	74.3	78.0
State	L	N	32.4	16.2	67.6	2.7	70.3	73.0	75.7	78.4	81.1	83.8
State	L	W	19.6	9.8	80.4	1.6	82.0	83.7	85.3	86.9	88.6	90.2
State	L	O	31.1	15.6	68.9	2.6	71.5	74.1	76.7	79.3	81.9	84.5

Sta	M	T	21.9	11.0	78.1	1.8	79.9	81.8	83.6	85.4	87.2	89.1
te	M	SE	50.9	25.5	49.1	4.2	53.3	57.6	61.8	66.1	70.3	74.6
Sta	M	EC	37.6	18.8	62.4	3.1	65.5	68.7	71.8	74.9	78.1	81.2
te	M	LEP	54.2	27.1	45.8	4.5	50.3	54.8	59.4	63.9	68.4	72.9
Sta	M	A	6.9	3.5	93.1	0.6	93.7	94.3	94.8	95.4	96.0	96.6
te	M	B	43.6	21.8	56.4	3.6	60.0	63.7	67.3	70.9	74.6	78.2
Sta	M	H	33.2	16.6	66.8	2.8	69.6	72.3	75.1	77.9	80.6	83.4
te	M	N	26.4	13.2	73.6	2.2	75.8	78.0	80.2	82.4	84.6	86.8
Sta	M	W	14.4	7.2	85.6	1.2	86.8	88.0	89.2	90.4	91.6	92.8
te	M	O	25.8	12.9	74.2	2.2	76.4	78.5	80.7	82.8	85.0	87.1

New Jersey will apply the performance targets to the State, each LEA, school and subgroup annually, utilizing a minimum "N" size of 30 for all students and for each subgroup.

District-Level

The NJDOE will repeat the process described above for each subgroup of students in the district to identify the district's performance targets for the 2016–2017 school year for each subgroup, ensuring that the six-year goals reduce by half the percentage of students in each subgroup who are not proficient and that subgroups of students who are further behind are expected to make greater rates of annual progress.

School-Level

The NJDOE will repeat the process described above for each subgroup of students in the school to identify the school's performance targets for the 2016–2017 school year for each subgroup, ensuring that the six-year goals reduce by half the percentage of students in each subgroup who are not proficient and that subgroups of students who are further behind are expected to make greater rates of annual progress.

Interpreting Performance Targets

As mentioned above, the NJDOE will publish each school's and district's performance targets and whether they were met on an annual basis as part of the School Performance Report. As part of a system of accountability and performance metrics, these performance targets will help schools, districts, and community stakeholders more fully understand the performance of their school by identifying both strengths and areas for improvement.

However, New Jersey's diversity of schools in terms of size, the number of subgroups present in any given school building, and ultimately the relatively small number of students in any particular subgroup present a unique challenge in interpreting performance targets. The NJDOE also determined that for the highest performing schools and subgroups, this will likely present unreasonable increments as the performance targets approach 100 percent proficiency with the result of identifying schools at the absolute top of the performance level as failing to meet their performance targets. The NJDOE therefore established that schools and subgroups could meet expectations by either reaching their individually determined performance targets or a proficiency rate of 90 percent. This rate will be increased to 95 percent in 2015. In this way, the absolute proficiency will always be higher than any target established (no target is higher than 90 percent next year, and no target is higher than 95 percent in 2015). The Performance Targets calculated will require schools that are currently further behind in student achievement to make greater rates of progress in order to reach their goals.



State of New Jersey

2013-14

13-3570-710

OVERVIEW

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

ESSEX

307 SUSSEX AVE

NEWARK CITY

GRADE SPAN PK-08

NEWARK, NJ 07107-3133

This school's academic performance **significantly lags in comparison** to schools across the state. Additionally, its academic performance **lags in comparison** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's student growth performance **significantly lags in comparison** to schools across the state. Additionally, its student growth performance **lags in comparison** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	25	10	0%
College and Career Readiness	50	50	50%
Student Growth	31	18	50%

Improvement Status

Focus

Rationale

Lowest Subgroup Performance

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **10%** of schools statewide as noted by its statewide percentile and **25%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **0%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **50%** of schools statewide as noted by its statewide percentile and **50%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **18%** of schools statewide as noted by its statewide percentile and **31%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **50%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.



State of New Jersey

2013-14

13-3570-710

DEMOGRAPHIC INFORMATION

ESSEX

NEWARK CITY

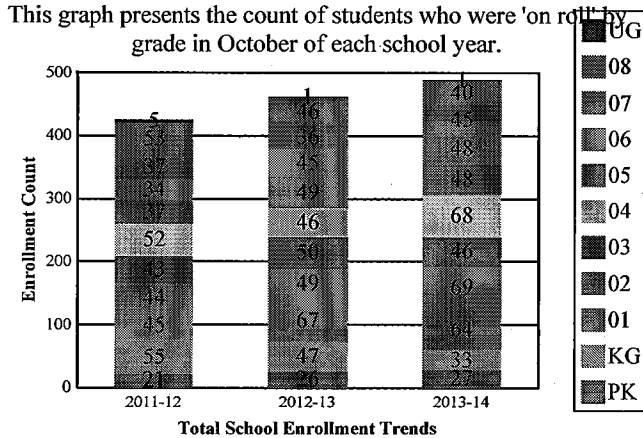
GRADE SPAN PK-08

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

307 SUSSEX AVE

NEWARK, NJ 07107-3133

Enrollment by Grade



Language Diversity

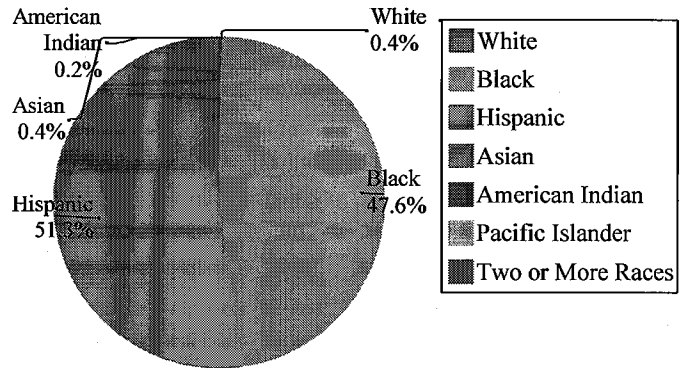
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	71.8%
Spanish	27.4%
Chinese	0.4%
Creoles and pidgins, Engli	0.2%
French	0.2%

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

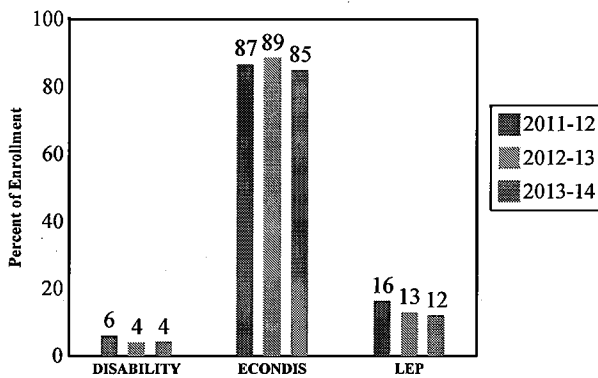
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Total School Enrollment	
2011-12	426
2012-13	462
2013-14	489

Enrollment Trends by Program Participation

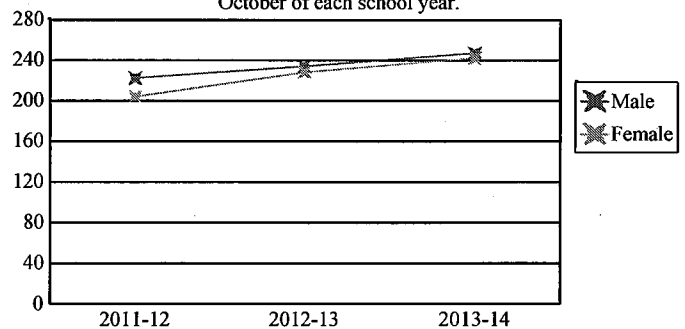


Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	21	4%
Economically Disadvantaged Students	416	85.1%
Limited English Proficient Students	59	12.1%

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	222	204
2012-13	234	228
2013-14	247	242



State of New Jersey

2013-14

13-3570-710

ACADEMIC ACHIEVEMENT

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

ESSEX

307 SUSSEX AVE

NEWARK CITY

GRADE SPAN PK-08

NEWARK, NJ 07107-3133

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	26%	17	6	0%
NJASK Math Proficiency and above	47%	33	13	0%
SUMMARY - Academic Achievement		25	10	0%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

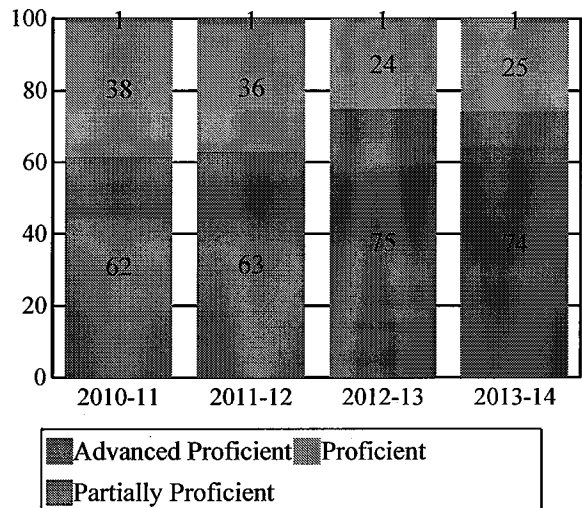
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	305	25.9	53.8	NO
White	-	-	-	--
Black	157	31.2	51.7	NO
Hispanic	148	20.3	55.7	NO
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	44	15.9	31.4	NO
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	264	25.7	54	NO

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





State of New Jersey

2013-14

13-3570-710

ACADEMIC ACHIEVEMENT

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

ESSEX

307 SUSSEX AVE

NEWARK CITY

GRADE SPAN PK-08

NEWARK, NJ 07107-3133

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

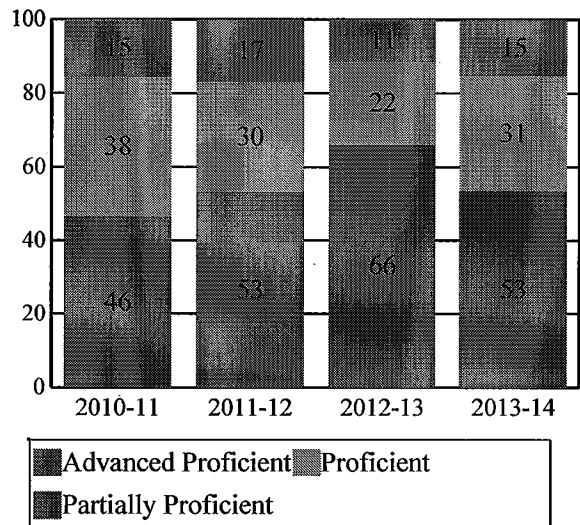
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	307	46.6	65.2	NO
White	-	-	-	--
Black	160	46.9	57.4	NO
Hispanic	147	46.3	72.8	NO
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	44	18.2	39.6	NO
Limited English Proficient Students	36	22.2	-	--
Economically Disadvantaged Students	266	47	65	NO

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.





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ACADEMIC ACHIEVEMENT

ESSEX

NEWARK CITY

GRADE SPAN PK-08

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NEWARK, NJ 07107-3133

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	31%	69%
White	-	-	-
Black	0%	48%	52%
Hispanic	0%	13%	88%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	28%	72%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

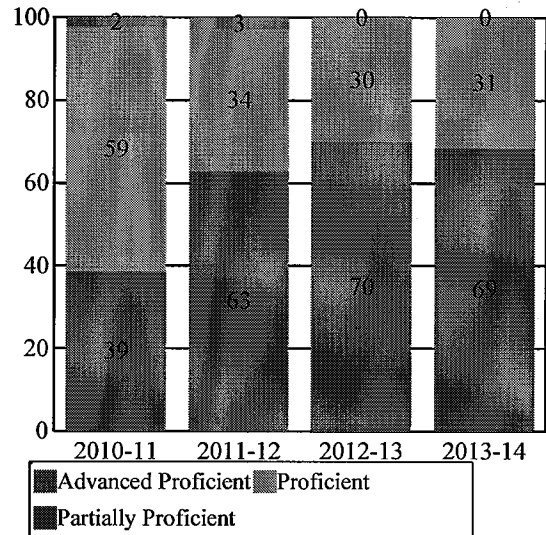
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	14%	86%
White	-	-	-
Black	0%	13%	87%
Hispanic	0%	16%	84%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	14%	86%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

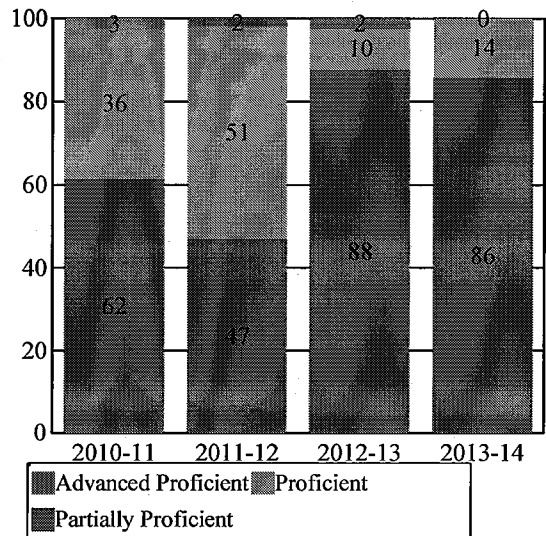
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	10%	90%
White	-	-	-
Black	0%	15%	85%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

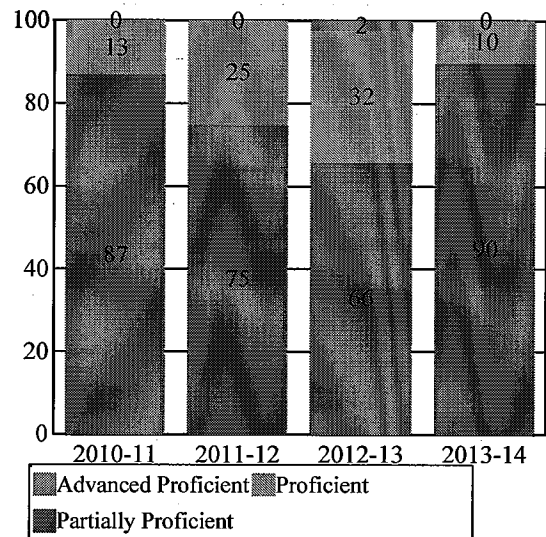
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	23%	74%
White	-	-	-
Black	4%	22%	74%
Hispanic	3%	23%	73%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	24%	74%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

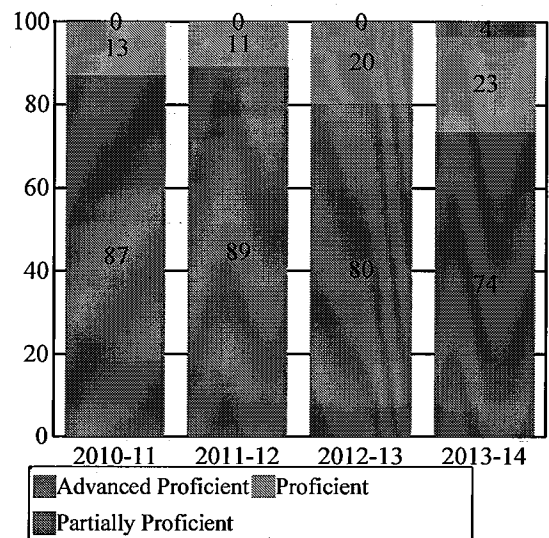
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	30%	70%
White	-	-	-
Black	0%	35%	65%
Hispanic	0%	27%	73%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	34%	66%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

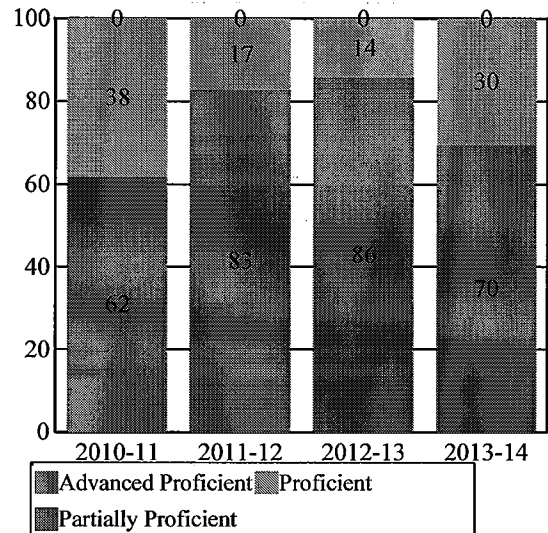
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	46%	49%
White	-	-	-
Black	4%	52%	44%
Hispanic	7%	36%	57%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	47%	47%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

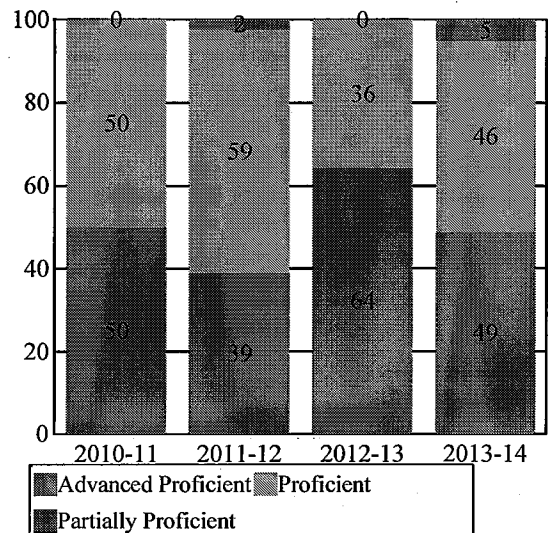
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



59x



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ACADEMIC ACHIEVEMENT

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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4



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NEWARK, NJ 07107-3133

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	27%	49%
White	-	-	-
Black	30%	30%	41%
Hispanic	17%	25%	58%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	19%	30%	51%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

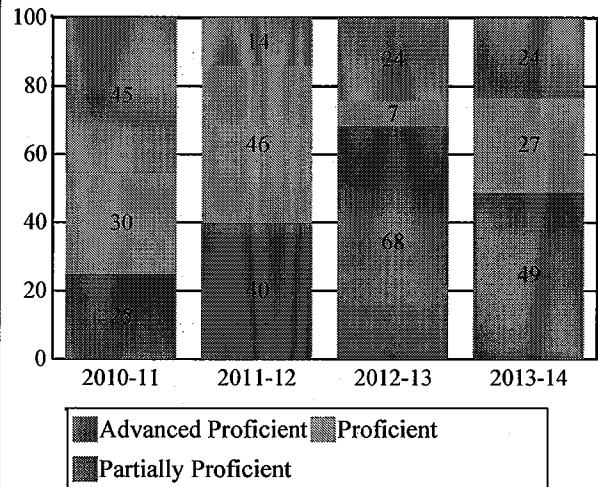
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	14%	66%
White	-	-	-
Black	19%	22%	59%
Hispanic	22%	6%	72%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	21%	14%	65%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

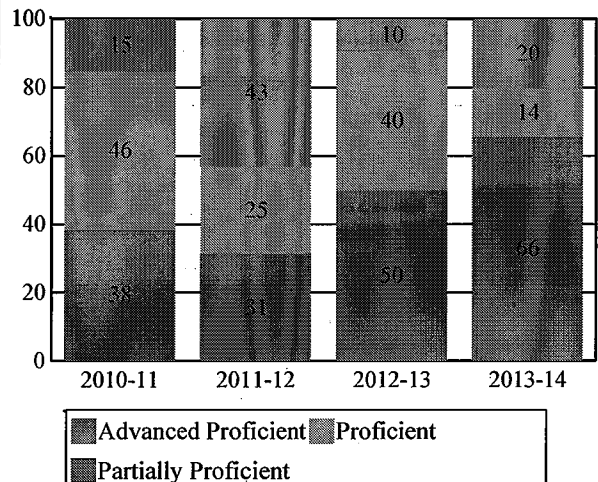
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



61x



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NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	16%	48%	36%
White	-	-	-
Black	18%	36%	46%
Hispanic	14%	64%	23%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	17%	52%	31%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

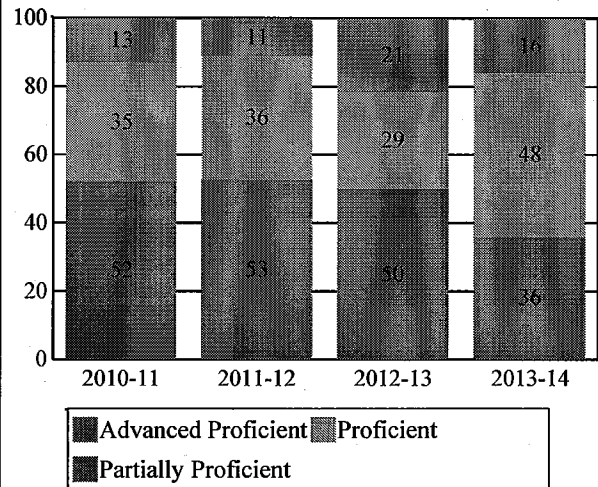
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	9%	39%	53%
White	-	-	-
Black	4%	39%	57%
Hispanic	14%	38%	48%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	8%	34%	58%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

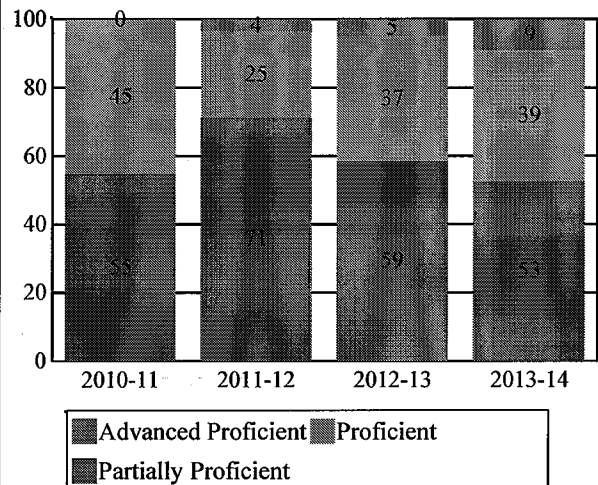
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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ACADEMIC ACHIEVEMENT

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NEWARK, NJ 07107-3133

NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	26%	70%
White	-	-	-
Black	5%	25%	70%
Hispanic	4%	27%	69%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	5%	29%	66%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

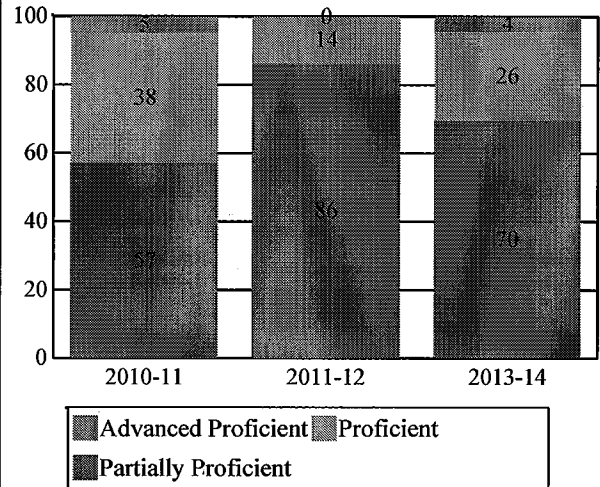
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	18%	38%	44%
White	-	-	-
Black	24%	28%	48%
Hispanic	7%	57%	36%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	19%	39%	42%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

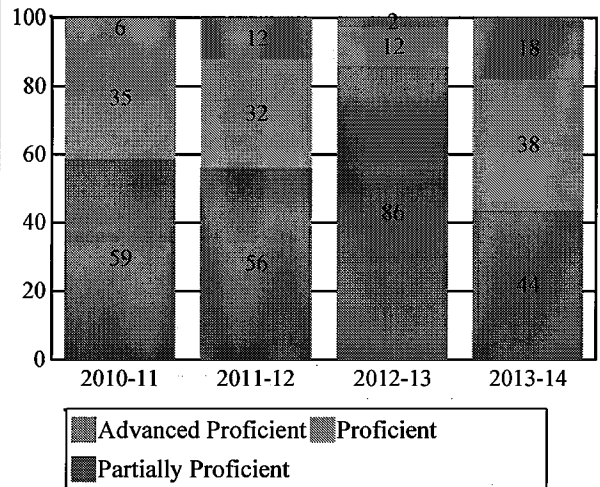
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



63 x



State of New Jersey

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ACADEMIC ACHIEVEMENT

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

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NEWARK, NJ 07107-3133

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

64x



State of New Jersey

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ACADEMIC ACHIEVEMENT

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

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NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	41%	48%
White	-	-	-
Black	13%	41%	47%
Hispanic	9%	41%	50%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	0%	27%	73%
Economically Disadvantaged Students	12%	42%	46%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

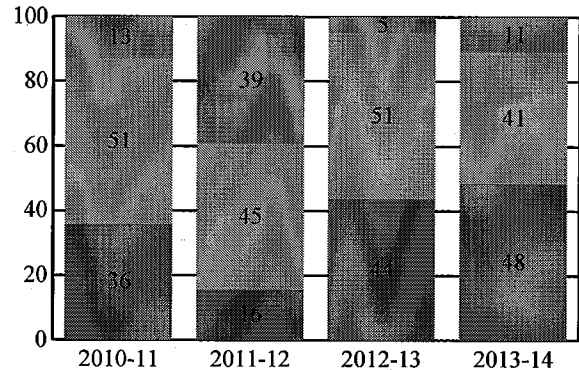
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	3%	26%	72%
White	-	-	-
Black	4%	32%	64%
Hispanic	0%	14%	86%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	25%	72%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

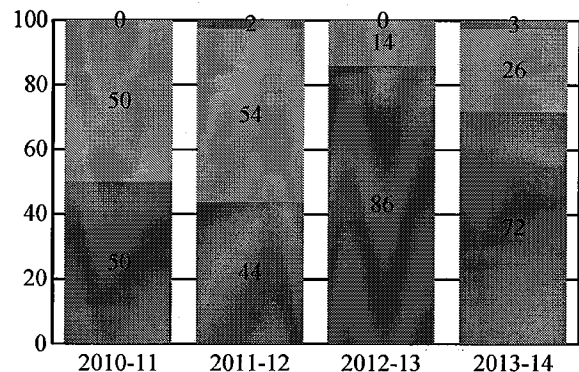
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Legend:
 Advanced Proficient
 Proficient
 Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Legend:
 Advanced Proficient
 Proficient
 Partially Proficient

65x



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COLLEGE AND CAREER READINESS
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	0%	0	0	20%	NO
Chronic Absenteeism (%)	0%	100	100	6%	YES
Summary		50	50		50%

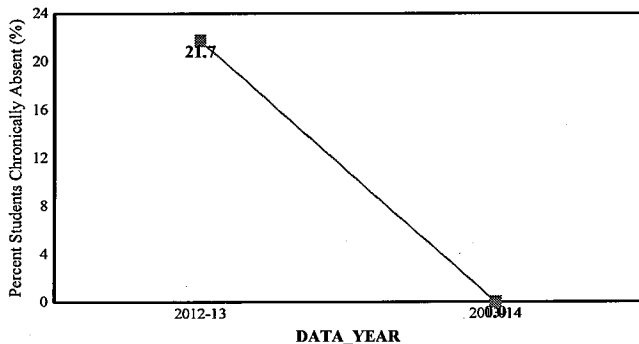
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	0%
Algebra grade (C or better)	0%

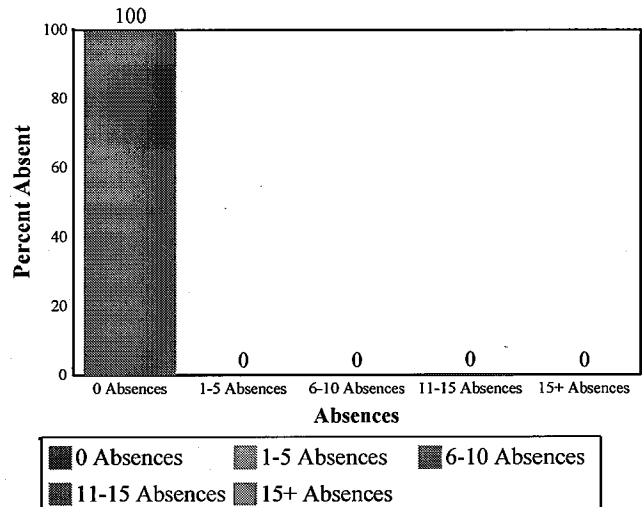
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



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STUDENT GROWTH

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	32	10	2	35	NO
Student Growth on Math	45	52	34	35	YES
		31	18		50%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	49%	18%	9%
Proficient	5%	8%	11%
Advanced Proficient	0%	0%	0%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	32%	16%	8%
Proficient	6%	7%	19%
Advanced Proficient	2%	2%	8%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

67x



State of New Jersey

2013-14

13-3570-710

WITHIN SCHOOL ACHIEVEMENT GAP

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

ESSEX

307 SUSSEX AVE

NEWARK CITY

GRADE SPAN PK-08

NEWARK, NJ 07107-3133

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	225	300
75th	201	221
50th	179	207
25th	167	188
0th	142	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	33

Grade Level - 03

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	237	268
50th	200	229
25th	176	200
0th	115	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	61	68

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	212	300
75th	188	219
50th	173	202
25th	156	186
0th	135	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	33

Grade Level - 04

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	221	264
50th	176	228
25th	151	195
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	70	69

68 x



State of New Jersey

2013-14

13-3570-710

WITHIN SCHOOL ACHIEVEMENT GAP
ESSEX
NEWARK CITY

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL
307 SUSSEX AVE
NEWARK, NJ 07107-3133

GRADE SPAN PK-08

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	223	300
75th	189	224
50th	169	206
25th	157	186
0th	137	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	38

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	235	300
75th	198	230
50th	179	211
25th	162	192
0th	131	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	38

Grade Level - 05

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	283	300
75th	231	262
50th	203	235
25th	179	206
0th	114	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	56

Grade Level - 06

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	267	300
75th	212	259
50th	194	228
25th	162	201
0th	124	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	58

69x



State of New Jersey

2013-14

13-3570-710

WITHIN SCHOOL ACHIEVEMENT GAP

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

ESSEX

307 SUSSEX AVE

NEWARK CITY

GRADE SPAN PK-08

NEWARK, NJ 07107-3133

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	233	300
75th	202	234
50th	178	211
25th	166	188
0th	131	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	46

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	258	300
75th	208	238
50th	197	221
25th	176	204
0th	147	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	34

Grade Level - 07

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	246	300
75th	208	250
50th	176	214
25th	151	184
0th	115	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	66

Grade Level - 08

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	223	259
50th	200	227
25th	157	192
0th	114	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	66	67



State of New Jersey

2013-14

13-3570-710

SCHOOL CLIMATE

SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL

ESSEX

307 SUSSEX AVE

NEWARK CITY

GRADE SPAN PK-08

NEWARK, NJ 07107-3133

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	1.0%

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	13
Administrators	489

SCHOOL PEER GROUP

SUSSEX AVENUE SCHOOL BURNET STREET SCHO 13-3570-710

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	EGG HARBOR CITY	EGG HARBOR CITY COMMUNITY SCH	01-1300-030	04-08	80.6%	0.8%	25.3%
CHARTERS	GALLOWAY COMMUNITY CS	GALLOWAY COMMUNITY CHARTER SCHOOL	80-6612-912	KG-08	78.7%	0.0%	14.8%
CHARTERS	HOPE ACADEMY CS	HOPE ACADEMY CHARTER SCHOOL	80-6740-950	KG-08	88.8%	18.5%	9.8%
CHARTERS	MARIA L. VARISCO-ROGERS CS	MARIA VARISCO ROGERS CHARTER SCHOOL	80-7735-975	KG-08	83.5%	6.1%	5.7%
CHARTERS	VILLAGE CS	THE VILLAGE CHARTER SCHOOL	80-8140-990	KG-08	81.1%	0.0%	8.9%
ESSEX	CITY OF ORANGE TWP	ORANGE PREPARATORY ACADEMY	13-3880-115	08-09	80.4%	7.3%	17.9%
ESSEX	EAST ORANGE	BENJAMIN BANNEKER ACADEMY	13-1210-093	PK-08	82.6%	6.2%	6.0%
ESSEX	EAST ORANGE	PATRICK F. HEALY MIDDLE SCHOOL	13-1210-095	06-08	80.6%	0.9%	24.5%
ESSEX	NEWARK CITY	DAYTON STREET SCHOOL AT PESHINE AVENUE	13-3570-370	PK-08	83.9%	8.0%	14.6%
ESSEX	NEWARK CITY	GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL	13-3570-435	PK-08	81.2%	0.2%	12.6%
ESSEX	NEWARK CITY	LAFAYETTE STREET SCHOOL	13-3570-480	PK-08	85.9%	10.2%	9.2%
ESSEX	NEWARK CITY	LUIS MUNOZ MARIN ELEMENTARY SCHOOL	13-3570-301	PK-08	85.8%	14.1%	22.0%
ESSEX	NEWARK CITY	SPEEDWAY AVENUE SCHOOL	13-3570-690	PK-08	81.1%	0.0%	7.5%
ESSEX	NEWARK CITY	SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL	13-3570-710	PK-08	85.1%	12.1%	4.8%
ESSEX	NEWARK CITY	WILSON AVENUE SCHOOL	13-3570-750	PK-08	86.3%	19.9%	9.6%
HUDSON	EAST NEWARK BORO	EAST NEWARK PUBLIC SCHOOL	17-1200-050	PK-08	87.8%	18.1%	12.2%
HUDSON	HARRISON TOWN	WASHINGTON MIDDLE SCHOOL	17-2060-070	06-08	79.9%	4.8%	17.1%
HUDSON	JERSEY CITY	EZRA L. NOLAN SCHOOL	17-2390-345	06-08	80.2%	4.4%	29.4%
HUDSON	JERSEY CITY	JULIA A. BARNES SCHOOL	17-2390-150	PK-08	79.9%	3.9%	17.4%
HUDSON	KEARNY TOWN	WASHINGTON ELEMENTARY SCHOOL	17-2410-120	PK-08	80.5%	4.0%	14.7%
MIDDLESEX	PERTH AMBOY CITY	SAMUEL E. SHULL MIDDLE SCHOOL	23-4090-150	05-08	83.5%	12.8%	11.1%
MONMOUTH	LONG BRANCH CITY	LONG BRANCH MIDDLE SCHOOL	25-2770-060	06-08	79.7%	2.9%	12.9%
PASSAIC	PATERSON CITY	DR. MARTIN LUTHER KING JR EDUCATIONAL COMPLEX SCHOOL 10	31-4010-312	KG-08	87.2%	19.3%	13.5%
PASSAIC	PATERSON CITY	SCHOOL 10	31-4010-140	PK-08	82.6%	12.5%	10.4%
PASSAIC	PATERSON CITY	SCHOOL 28	31-4010-310	KG-08	83.8%	10.1%	11.1%
UNION	ELIZABETH CITY	DR. ALBERT EINSTEIN ACADEMY SCHOOL NO. 29	39-1320-295	PK-08	83.9%	8.7%	9.7%
UNION	ELIZABETH CITY	NICHOLAS MURRAY BUTLER SCHOOL NO. 23	39-1320-260	PK-08	86.6%	15.4%	8.8%
UNION	ELIZABETH CITY	ROBERT MORRIS SCHOOL NO. 18	39-1320-210	KG-08	85.5%	14.5%	3.7%
UNION	ELIZABETH CITY	WINFIELD SCOTT SCHOOL NO. 2	39-1320-100	PK-08	85.8%	18.2%	3.6%
UNION	ELIZABETH CITY	WOODROW WILSON SCHOOL NO. 19	39-1320-220	PK-08	85.7%	17.8%	4.6%
UNION	PLAINFIELD CITY	CLINTON ELEMENTARY SCHOOL	39-4160-110	PK-08	90.0%	27.4%	7.4%

Wendell Steinhauer, NJEA President
Testimony before the Joint Committee on the Public Schools on Newark
March 10, 2015

Good morning. I am Wendell Steinhauer, president of the New Jersey Education Association. NJEA represents Newark's more than 120 certified school nurses, who play a vital role in promoting both health and positive educational outcomes for the children of Newark. Nearly 200 other teachers and school employees in Newark are also NJEA members.

I am speaking today on behalf of all of NJEA's members in Newark, as well as on behalf of the students in the district who are suffering under the mismanagement of Superintendent Cami Anderson and her disastrous One Newark plan.

In particular, I want to share the observations of the nurses, who see every day what is happening to many of Newark's most vulnerable children. The nurses report that even though attendance is down, they are seeing an increase in visits to the health office. They attribute some of that increase to the more stressful situation students have been put into as a result of the botched One Newark implementation.

And no wonder students are under tremendous stress. The nurses have observed the struggle that many children have simply getting to school because they have been assigned to schools far from their homes. Instead of attending neighborhood schools, many students are forced to use public transportation to take long trips to and from school. That problem affects even preschool children as young as 3 and 4 years old. In fact, the nurses report that many parents have pulled their children out of preschool because of the difficulty of commuting long distances to and from school with their children, who obviously cannot take public transportation alone.

They note that even as attendance has dropped, the district has cut the number of attendance counselors, making it more difficult to respond quickly and appropriately when students miss school. Some nurses have been asked to take over certain attendance-related duties.

The nurses also report that the elimination of substance abuse counselor positions has left many students who have psychological and substance abuse issues without the services they require to function well in school. Additionally, needed services for students with special needs are being neglected, leading to worse educational and health outcomes for those children as well.

...over, please

Despite the increased demand for their services, the nurses also point out that in some schools, the year began without medical supplies or the ability to get those supplies. In some cases, the district still has not provided the necessary supplies, and some nurses have resorted to buying supplies with their own money.

The problems in Newark are not a secret, and it is certainly not only the nurses who can see them. These issues and many others were well known long before the misguided decision to renew the Superintendent's contract and, in fact, to give her a raise. That decision was an insult to every student, parent and school employee in Newark who has witnessed the damage she has done during her tenure.

If there was ever an argument for local control of the district, that is it. The state has imposed a superintendent that the community does not want. The superintendent has imposed a disastrous district reorganization that parents do not want. And local leaders, who are accountable to the people of Newark have been denied a voice when it comes to the education of Newark's children.

It is time for a change. I urge the members of this committee, and the entire Legislature, to apply whatever pressure you can to end the mistreatment of Newark's students.

It is time for the Superintendent to go. She's done too much damage already.

It is time to return to a focus on public education instead of privatization. Newark doesn't need more charter schools. It needs successful, supported neighborhood schools that meet the needs of every child.

It is time to return the Newark schools to local control, before the state's mismanagement does any more harm. After more than 20 years, it's long past time to admit that the state has failed. It's time to put the needs of children ahead of the ambitions of those currently calling the shots in Newark's schools.

Please do everything you can to bring about a new day in Newark. The students there are relying on you to be their advocates.

Thank you.

STATEMENT OF

Donna Johnson-Thompson

Executive Director

Newark Day Center

43 Hill Street

Newark, New Jersey 07102

973 643-5710

Submitted To:

Members of the Joint Committee on the Public Schools

The Newark Early Childhood Coalition engaged the Newark Public school Staff in efforts to understand the justification and the process for incorporating the private providers in the one Newark Universal Enrollment Initiative. We are aware that as established the Newark Public schools current enrollment system needs some refinement, but we need to ensure that we are refining the areas that have displayed challenges. This year's Universal Enrollment System with in- district Pre-K has added challenges that did not exist in the past and we do not want those issues to become a problem for community –based providers. The school district's response was rich in describing the process of engaging private providers but poor in addressing the concerns of the providers. The district's relationship with the private early childhood providers has deteriorated from the partnership established in the initial days to that of competitors for funding and students.

Families have shared that the current system is not equitable. The Universal Enrollment System forces families to align with the system and its algorithm versus allowing the system to align with the families. Families should not be shuffled around to make schools equitable; school staff should be shuffled to meet the needs of Newark's families. The district had a difficult time placing its current families in the public school system; what assurance do we have as private providers that they will have adequate arrangements to place thousands of additional children. Why are they trying to fix a system that is currently working for families and providers? What data if any does the district have to prove that UES is best for families and that it truly provides parent choice? Many families did not receive their first choice and while they may have received other choices, siblings were placed in separate schools which were not close in distance causing a major disruption in the lives of the families.

The distraction of the UES has ignored many fundamental issues such as adequate funding for preschool, the district's plan for Pre-K, as well as the use of the inclusion dollars for pre-k budgets. These issues have not been addressed. The district feels that the UES process is the solution. If they revisit their own data they will see that in its current state it is not the solution for children and families in Newark, New Jersey. The posture of our current superintendent seems to be undemocratic she seems to work behind the philosophy of "do it

because I said so", this is without regard to the students and their families. This attitude is not the working relationship that is needed in Newark. Nothing will be accomplished until parents, families; private providers and Newark citizens are seen as effective partners working together with the school district for the betterment of all students.

Thank-you

**Donna Johnson-Thompson, Ed.D
Newark Day Center
Executive Director
Member of the Executive Committee of the Newark Early Childhood Coalition**



Cami Anderson
State District Superintendent

Dr. Caleb Perkins
Special Assistant to the Superintendent

THE NEWARK PUBLIC SCHOOLS

Office of Curriculum Services
2 Cedar Street
Newark, New Jersey 07102-3091
Phone: 973-733-8171



David C. Hespe
Commissioner of Education

January 13, 2015

Ms. Donna Johnson-Thompson
Newark Day Care Center
43 Hill St
Newark, New Jersey 07102

Dear Ms. Johnson-Thompson,

Thank you for taking the time over the past few months to meet and discuss the best way to connect families with opportunities for early childhood education in our city. This letter is in response to points raised during these conversations, and the letter to Superintendent Anderson regarding the proposed changes to our enrollment center that the Newark Early Childhood Coalition sent on December 22nd, 2014.

Newark's education system has embarked on a series of exciting and needed changes. These changes are due in large part to the One Newark plan- which brings together leaders, advocates, educators, and friends across educational organizations to ensure that all Newark students attend excellent schools.

A central tenet of the One Newark partnership is the new Universal Enrollment System. Historically, having separate Newark Public Schools (NPS) and private provider enrollment systems present the following difficulties:

- Families lack a centralized tool to learn about all program options, compare program quality, and choose the best fit for their student;
- Without a defined way to figure out alternate options, families who do not get a seat at their first choice may decide not to send their student to school at all. Otherwise, the family must individually determine where space is still available, which is time-consuming and inefficient for parents;
- Families who are new to Newark are at a distinct disadvantage. These newcomers are often unknown and thus are missed by individual provider recruitment efforts. They then do not have a resource that shows all available seats at all locations, thus empowering them to make the best choice for their student;
- Families may enroll at multiple sites, to be certain of a placement, and then ultimately attend only one, which complicates school planning. Multiple enrollments hurt all sites' counts.

While all of us - public district and providers - have done our best to meet the needs of families to date, the process still needs improvement. Under the current student enrollment systems, families cannot prioritize their choice of Pre-K site nor have equal access to an excellent Newark Pre-K site. Since last fall, we have talked with you to begin to create a better enrollment experience for families. We believe

that the Universal Enrollment process is the solution, and few actions could be more powerful for advancing a common provider-district agenda in Newark than to participate in this system.

Newark's Universal Enrollment solution will ensure:

- **Choice:** All families have the opportunity to choose the Pre-K program that best meets their needs by ranking schools that they believe will best serve their own children
- **Equity & Access:** A preference system that ensures all families can take into account geography and other factors in their decision; and that ensures students in need of additional support are served by all schools equitably. Moreover, all schools and centers in Newark are held to a common standard of equity and access for all students.
- **Efficiency:** A single, fair, user-friendly application breaks down barriers so that all families have the opportunity to apply to high quality schools of their choice.
- **Clarity:** All families receive clear and consistent information about all schools in Newark- and private providers - through events and open houses on a shared citywide timeline.
- **Family Support:** Families voice concerns and receive support at our Enrollment Center to ensure their students secure enrollment at a school that meets their needs.
- **Transparency & Ease:** Families only have one set of rules and processes, timeline, and application to manage.
- **Improved Planning & Coordination:** All Pre-K providers can rely on enrollment results for planning and budgeting, as students are not holding seats at multiple sites.
- **Provider Support:** All Pre-K providers will be provided with registration assistance during the Universal Enrollment process, increasing providers' opportunities to advertise their seats and ensuring registration processes are completed efficiently and effectively. Providers will also receive additional support to help them with registration.

It is also important to note that Pre-K sites in Newark have already demonstrated a willingness to collaborate on recruitment and registration. The Preferred Provider designation helps direct families of special-needs students to those sites that can best serve them. Currently, providers informally work together to identify available alternate seats for families that they cannot accommodate, including through referrals made by the NPS Enrollment Center. Moreover, our common requirements for registration simplify the information we ask families to provide. Universal Enrollment builds on this existing collaboration to further simplify the process and improve the information available to families.

Since the beginning of November, NPS has engaged with private providers through a series of one-on-one meetings and forums to gain insight into developing an enrollment experience that will help Newark families. The following summarizes these efforts:

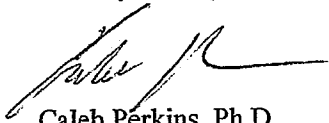
- October 23rd, 2013: Initial Directors Leadership Institute (DLI) presentation to private providers on the expansion of the Universal Enrollment System (UES) to Pre-K.
- March 11th, 2014: NPS met with the Pre-K Executive Committee and discussed the expansion of UES.
- November 5-7, 2014: NPS started one-on-one meetings and conversations with several individual providers regarding UES.
- November 19th, 2014: NPS hosted an in-depth discussion with all providers on how UES would work. NPS also invited members to join the UES Task Force – several expressed interest in participating.

- December 16th, 2014: NPS again met with the private providers to share responses to the questions they raised on November 19th, and discuss next steps. NPS also sent out an invite for the Enrollment Task Force.
- December 22nd, 2014: NPS attended a meeting convened by the Pre-K private providers to share additional information from the 12/16 meeting.

We are now at a critical turning point. We believe that the Universal Enrollment process will help Newark families see the very real benefits for their students. More importantly, your insights will help us to make the process truly responsive to pre-K needs. We believe that our revised timeline, in which Pre-K applications are delayed until late-April (Round 2), gives us ample time to incorporate your insights and suggestions for improvement. To this end, we have already started to meet weekly with the Pre-K Enrollment Task Force, established in December 2014, and address the concerns raised in your letter and in the meetings we have had, including the role of family workers in the registration process, data on how the algorithm affects non-NPS sites, and Head Start pre-certification. I am grateful to all those who have committed time to participate in these gatherings and to help move this process forward.

We look forward to continuing this engagement and seeing the positive execution of Universal Enrollment come to fruition. If there is any additional information you need or any concerns you have, please contact me at any time.

Thank you for your continued support,



Caleb Perkins, Ph.D.
Special Assistant to the Superintendent

C: David C. Hespe, Commissioner
Tim Matheny, Chief Intervention Officer
Ellen C. Wolock, Director of Early Childhood Education
Cami Anderson, State District Superintendent
Samantha Lott-Velez, Interim Director of Early Childhood Education



210th Anniversary

Newark Day Center

An old tree bearing new fruit

Dr. Maisha Amen
Board President

Dr. DONNA JOHNSON-THOMPSON
Executive Director

January 29, 2015

Caleb Perkins Ph.D.
Special Assistant to the Superintendent
Newark Public Schools
Office of Curriculum Services
2 Cedar Street
Newark, NJ 07102-3091

Dear Mr. Perkins;

I am in receipt of your letter dated January 13, 2015. I feel that your letter has many misleading statements. I will address each issue that I feel is a conflict.

Misleading statements

Families lack a centralized tool to learn about all program options, compare program quality and choose best fit for their students

Currently:

- OEC collaborates with private providers to offer City wide marketing, recruitment and enrollment strategies. The Universal Enrollment System does not offer that. It only markets enrollment procedures. Each school is still responsible for their marketing and recruitment.
- Parents have one number where they can call to get information on schools with openings and can go directly to those schools to enroll and register. UES requires them to go to one location. Travel can be inconvenient for families with small children who have to take public transportation.
- The best way to determine program quality and best-fits in pre-k is by visiting the school site. A high-quality program is not measured by test scores. More importantly is the complete program quality. GROWNJ kids will provide that lens but it is still in its pilot stages.

The family must individually determine where space is still available, which is time-consuming and inefficient for parents.

Currently:

- Parents do not have to fill out an application online or in a school to enroll their children and then wait a month before they hear if their child is accepted. Enrollment and registration happens on the spot.
- If a family's first choice is not available, parents can call one number to determine where there are openings without leaving their homes. During the call, they receive additional school options and are able to reach out to those schools directly without enduring the waiting-lists call backs or the appeal process.

Families who are new to Newark are at a disadvantage...they do not have a resource that shows all available seats at all locations, thus empowering them to make the best choice for their student

Currently:

- Parents can call one number 973-733-6234 to get a list of all the schools with availability. OEC staff is on site to guide parents in school options and best fits without the parent having to leave their home. The parent is allowed to make the decision which school he/she would like to visit versus the algorithm. Handouts with a list of school options are available at all school locations as well as posted on the OEC website. This is a lot easier than having to go to the enrollment center which is located in the Central Ward.

Parents cannot prioritize their choice of a Pre-K site nor have equal access to an excellent Newark Prek site

Currently:

Parents are allowed to prioritize their choices. Parents are the only ones who make the choice regarding what school their child attends unlike the UES in which the algorithm makes the decision and matches the students. While the message may be that families have choice, we as providers feel that the real choice is made with the algorithm which has yet to be shared.

NPS has engaged with private providers through a series of one on one meetings and forums to gain insight into developing an enrollment experience that will help Newark families.

Currently:

- The Oct 2013 and March 2014 meetings were not about Universal Enrollment for all pre-k. Those meetings focused on our pre-k students who were entering kindergarten.
- The other meetings were information sessions that resulted in more confusion as NPS was not able to answer our questions related to processes. We were given a lot of promises about what they would do but we never received any processes to vet.
- The district did not allow us to share in the development of the agenda's. They simply came in with an agenda aimed at being able to prove they met with us. We never addressed the agenda

items because NPS could never clearly answer our questions around the process and how it would include our input. It was made very clear that this was going to happen rather we liked it or not. You stated that this was mandatory.

- Nov 19th – The superintendent and her team gave an overview of the system and their plan to include community-based providers
- Dec 16th – Coalition Representatives showed up to share that the providers were not comfortable with the process in its current state and wanted to wait until the SY 2015-16. Some providers were called in after that announcement and we shared with NPS representatives our concerns and questions about the system.
- Dec 22nd – Providers shared that we did not want to participate. We were lead to believe that NJDOE and Ellen Wolock was in support of the UES.

Our Position:

We are aware that our current enrollment system can use some refinement but we need to ensure that we are refining the areas that have displayed challenges. This year's UES with in- district pre-k has added challenges that did not exist in the past and we do not want those same issues to become a problem for community-based providers.

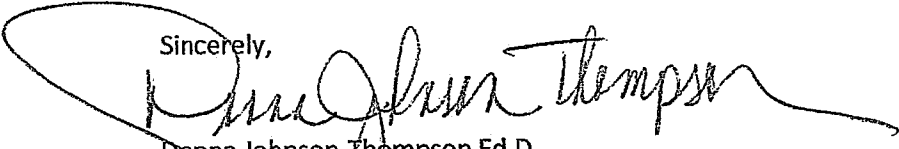
- Enrollment reduction- NPS Pre-K classrooms have seen a decline in enrollment even though Newark Preschool Council lost 300 seats to the district's Head Start grant. NPS was still unable to fill their seats while students sat at home unmatched. Many of those families reached out to Community Providers and we able to place some of them in our Centers.
- Choice – Many families did not get their first choice and while they may have received other choices, siblings were placed in separate schools, that were not close in distance, causing a major disruption in families' lives. Many students did not attend kindergarten the first weeks of school because they had to go back to the enrollment center to appeal or find other solutions.
- Equity and Access- Families have shared that the current system is not equitable. UES forces families to align with the system and its algorithm versus allowing the system to align with the families. Families should not be shuffled around to make schools equitable; school staff should be shuffled to meet the needs of Newark's families. The current system is not about family choice; it is ultimately about school choice.
- Clarity- The media and the feedback we received from families made it very clear that families did not have clarity.
- Family Support- The district had a hard time placing its current families; what assurance do we have that they will have adequate staff to place thousands of additional children. As providers we will suffer as NPS pull our supports from us (OEC staff) to assist with their enrollment system.
- Improved Planning and Coordination- This year's NPS Enrollment reduction does not prove that the district will improve our planning and coordination. We need to see them be successful in their pilot before community-based providers are brought on board.
- Provider Support- The district has insinuated that they will provide us with support for registration, but has yet to solidify what their supports will be. Do they even support their own schools with registration? It is our understanding that each school has

conducted their own registration and that the systems were conflicted leaving classrooms under-enrolled. Again, we will hope that any support they promise will not result in them pulling the supports currently offered with the OEC staff.

- Pending Head Start Grants- Many of us have applied for the Head Start Grant. This system will compromise our enrollment as it has compromised the enrollment of in-district locations. While the district states that it will ensure that the Head Start enrollment process will be a part of UES, we will not know who the Head Start grantees will be until July or August. Therefore, it is best that we wait until that is determined so we can ensure the system matches families to the right schools.

The district has stated, "the Universal Enrollment process is the solutions..." UES, in its current state, is not the solution. We are open to innovative ideas, but we need assurance that it will not compromise the success of our programs.

Sincerely,



Donna Johnson-Thompson Ed.D
Executive Director

Cc: David Hesse, Commissioner

Tim Matheny, Chief Intervention Officer

Ellen C. Wolock, Director of Early Childhood Education

Cami Anderson, State District Superintendent

Samantha Lott-Velez, Interim Director of Early Childhood Education

Mark Weber
Testimony before the Joint Committee on the Public Schools
New Jersey Legislature
Tuesday, March 10, 2015

INTRODUCTION

(Slide 1)

Good morning. My name is Mark Weber; I am a New Jersey public school teacher, a public school parent, a member of the New Jersey Education Association, and a doctoral student in Education Theory, Organization, and Policy at Rutgers University's Graduate School of Education.

Last year, I was honored to testify before this committee regarding research I and others had conducted on One Newark, the school reorganization plan for the Newark Public Schools. Dr. Bruce Baker, my advisor at Rutgers and one of the nation's foremost experts on school finance and policy, joined me in writing three briefs in 2014 questioning the premises of One Newark. Dr. Joseph Oluwole, a professor of education law at Montclair State University, provided a legal analysis of the plan in our second brief.

I would like to state for the record that neither myself, Dr. Baker, nor Dr. Oluwole received any compensation for our efforts, and our conclusions are solely our own and do not reflect the views of our employers or any other organization.

Our research a year ago led us to conclude that there was little reason to believe One Newark would lead to better educational outcomes for students. There was little empirical evidence to support the contention that closing or reconstituting schools under One Newark's "Renew School" plan would improve student performance. There was little reason to believe converting district schools into charter schools would help students enrolled in the Newark Public Schools (NPS). And we were concerned that the plan would have a racially disparate impact on both staff and students.

In the year since my testimony, we have seen a great public outcry against One Newark. We've also heard repeated claims made by State Superintendent Cami Anderson and her staff that Newark's schools have improved under her leadership, and that One Newark will improve that city's system of schools.

To be clear: it is far too early to make any claims, pro or con, about the effect of One Newark on academic outcomes; the plan was only implemented this past fall. Nevertheless, after an additional year of research and analysis, it remains my conclusion that there is no evidence One Newark will improve student outcomes.

Further, after having studied the effects of “renewal” on the eight schools selected by State Superintendent Anderson for interventions in 2012, it is my conclusion that the evidence suggests the reforms she and her staff have implemented have not only failed to improve student achievement in Newark; they have had a racially disparate impact on the NPS certificated teaching and support staff.

Before I begin, I’d like to make a point that will be reiterated throughout my testimony: my analysis and the analyses of others actually raise more questions than they answer. But it shouldn’t fall to independent researchers such as me or the scholars I work with to provide this committee or other stakeholders with actionable information about Newark’s schools.

Certainly, we as scholars stand ready to provide assistance and technical advice; but the organization that should be testing the claims of NPS and State Superintendent Anderson is the New Jersey Department Of Education. The students and families of Newark deserve nothing less than a robust set of checks and balances to ensure that their schools are being properly managed.

(Slide 2)

One Newark can be thought of as containing four components: the expansion of charter schools; a “renewal” program for schools deemed to be underperforming; a system of consumer “choice,” where families select schools from a menu of public and charter options; and continuing state control of the district.

This last component is clearly a necessary precondition for the first three. Given the community outcry against State Superintendent Anderson and One Newark, it’s safe to say that none of the other three components would have been implemented were it not for continuing state control.

The critical questions I ask about these components are simple: do they work, are there unintended consequences from their implementation, and is One Newark being properly monitored and evaluated? Let me start by addressing the expansion of charter schools in Newark.

CHARTER SCHOOLS

(Slide 3)

This past fall, I authored a report on New Jersey charter school demographics with Dr. Julia Sass Rubin of the Bloustein School of Planning and Public Policy at Rutgers University. This report was commissioned by the Daniel Tanner Foundation.¹ Using publicly available data, we found that Newark’s charter schools, like charter schools

¹ Weber, M., Sass Rubin, J. (2014). *New Jersey Charter Schools: A Data Driven View, Part I — Enrollments and Student Demographics*. <http://www.saveourschoolsnj.org/nj-charter-school-data/>

throughout the state, serve a different population of students on average than their host districts.

(Slide 4)

This slide, from my first report with Dr. Rubin, shows that Newark's charter sector serves fewer students eligible for free lunch, a proxy measure for economic disadvantage. Charters serve very few Limited English Proficient (LEP) students, fewer boys, and a substantially different racial profile of students than NPS's schools.

This disparity in student populations has been acknowledged by State Superintendent Anderson herself, who said last fall: "I'm not saying they [the charter schools] are out there intentionally skimming, but all of these things are leading to a higher concentration of the neediest kids in fewer [district] schools."² The data does, indeed, back up the State Superintendent's claim.

(Slide 5)

Another important difference between charter and district schools is the proportion of special education students they serve. Overall, no charter school serves as large a proportion of special needs students as NPS. Yes, there is variation between the district schools, but this is to be expected: some NPS schools specialize in serving students with particular learning disabilities.

(Slide 6)

In 2011, the NJDOE commissioned a report that outlined the costs of serving students with a variety of learning disabilities.³ The costs of Specific Learning Disabilities (SLDs) and Speech/Language Impairments (SPL) were found to be low compared to other impairments. As this graph shows, Newark's charter schools serve proportionately more students with low-cost disabilities compared to NPS.⁴

This is both a cost and logistical burden on NPS that the charter schools do not share. As we shall see, this difference likely has a profound effect on school finances in Newark.

(Slide 7)

² <http://www.njspotlight.com/stories/14/11/13/opinion-was-it-something-we-said-about-nj-s-charter-schools/>

³ <http://www.state.nj.us/education/finance/sereport.pdf>

⁴ For a complete discussion of this methodology and the issues with suppressed data, see Appendix B here: http://www.saveourschoolsnj.org/save/corefiles/wp-content/uploads/2014/10/NJ-Charter-School-Report_10.29.2014.pdf

The following graphs come from analyses that will be presented in an upcoming report on New Jersey charter school finances, authored by myself and Dr. Sass Rubin, to be released later this year. According to NJDOE data, Newark charter schools do, on average, spend less per pupil than NPS schools. However, charters spend less on student support services, and far more on administration. We must ask, at a time when New Jersey is under great budgetary stress, whether it is prudent to replicate independently managed schools within the same city, particularly when their administrative costs are so high.

(Slide 8)

Data from NJDOE's "Taxpayers Guide to Education Spending" (TGES) shows that the budgetary costs per pupil – the Department's preferred metric for comparing education spending across districts⁵ – are greater at NPS than the Newark charter sector as a whole. This trend is seen in cities across the state.

(Slide 9)

However, we must once again remember that district schools serve a different population of students than charter schools. These special education figures comes from the TGES; again, in Newark there is a substantial gap between the percentage of special needs students in the charters and in NPS schools. Undoubtedly, this affects per pupil spending costs.

(Slide 10)

This slide shows the differences in spending on student support services between charter schools and district schools. Support services include attendance, social work, health, guidance, educational media/school library, child study team, and so on. These are precisely the sorts of services we would expect to be provided more extensively by schools that serve larger populations of at-risk, special needs, and LEP students.

As in every other city, NPS far outspends its city's charter sector on these services. NPS spends \$3,963 more per pupil on support services than the charter sector as a whole. Clearly, the responsibility NPS has to educate more students with more costly disabilities relative to the charter schools is affecting school finances in Newark.

This begs a question: where else do Newark's charter schools spend their money?

(Slide 11)

⁵ <http://www.state.nj.us/education/guide/2014/intro.pdf> (see p. 4)

This slide gives us a clue. Newark's charter sector spends, on average, \$1,795 more per pupil on administrative costs. Again, it is possible that Newark's charters simply can't leverage the economies of scale NPS schools can. But there is another possible explanation:

(Slide 12)

Newark's charters spend, on average, \$1,098 more per pupil on administrative salaries than NPS. Again, this is typical of the trend across the state.

(Slide 13)

This raises the question of efficiency: are charters actually more efficient than district schools? In other words: given differences in student characteristics and available resources, which schools achieve the best test-based outcomes? Which schools really "do more with less"?

(Slide 14)

Dr. Bruce Baker has created a model, using a standard statistical technique called a linear regression, that allows for the comparison of efficiencies between Newark charter schools and NPS schools. Dr. Baker explains this model in a series of briefs; you can find links in my written testimony.⁶

Basically, this method of comparison uses several inputs – special education percentages, free-lunch eligibility, staffing costs per pupil, and school size – to "hold all things constant." In other words, Dr. Baker's model attempts balance the scales for schools that serve more special need students, or more at-risk students, or spend less on staff, so that these schools aren't disadvantaged in a comparison of test-based outputs. This, then, is a statistical model that makes comparisons fair.

(Slide 15)

With Dr. Baker's permission, I have annotated his work here. The red bars represent Newark charter schools; the blue bars are NPS schools. I've further modified the graph so the "Renew Schools," which I will discuss shortly, are in light blue.

The schools with bars that point upward are schools that are "more efficient": given their student populations, their spending on staff, and their size, they produce better growth on student test scores than we would predict.

⁶ Research Note: On Student Growth & the Productivity of New Jersey Charter Schools

<https://njedpolicy.files.wordpress.com/2015/01/bbaker-njcharters-20151.pdf>

Research Note: On Student Growth & the Productivity of New Jersey Charter Schools

<https://njedpolicy.files.wordpress.com/2014/10/research-note-on-productive-efficiency.pdf>

The schools with bars that point downward are schools that are “less efficient”: given their student populations, their spending on staff, and their size, they produce lower growth on student test scores than we would predict.

How does the charter sector fare overall? Certainly, some charters do well. But Robert Treat Academy, often touted in news reports as one of the highest performing charter schools in the city, is a relatively poor performer in this efficiency model. TEAM Academy, affiliated with the national charter management organization KIPP and often cited as another high-performing school, is quite average in this comparison.

Let me be clear: neither Dr. Baker nor I would ever claim that this analysis should be used as the final word on which schools perform well and which do not. As we shall see next, there are many other factors, not included in this model, which can affect test score growth.

What is evident here, however, is that the simplistic claim that charter schools “do more with less” is a gross mischaracterization of a highly complex interaction between student characteristics, resources, and test-based results. Simple claims that allowing charter schools to expand will lead to more great schools in Newark are just not warranted.

(Slide 16)

I mentioned that Dr. Baker’s model does not account for many factors that may explain the relative successes of certain Newark charter schools. One of those factors is attrition. There has been quite a bit written about this issue, so I’d like to make sure we get our terms straight before we look at this factor.

“Cohort attrition” is the year-over-year loss of students at a school within the same grade level. If, for example, a school enrolls 100 fifth grade students in 2014, and then 90 sixth grade students in 2015, that is a cohort attrition rate of 10 percent.

The role of student attrition in explaining charter school outcomes has been a source of national debate.⁷ Admittedly, it is impossible to get precise estimations of the effects of cohort attrition without student level data.

(Slide 17)

Even though we have incomplete data, however, we can look at it to discern whether there is enough evidence to warrant an investigation. Here is the cohort attrition for the Class of 2014 at NPS schools, TEAM Academy Charter School, and

⁷ See: <http://www.ibo.nyc.ny.us/iboreports/2014attritioncharterpublic.html>
https://fullerlook.wordpress.com/2012/08/23/tx_ms_charter_study/
<http://escholarship.org/uc/item/0vs9d4fr>

North Star Academy Charter School. The graph shows how the number of students declines each year for the grade level that was on track to graduate in the spring of 2014, starting in Grade 5. Each year shows the number of enrolled students in that class as a percentage of students enrolled in Grade 5 back in 2006-07.

NPS's Class of 2014 was 76 percent of the size it was back when it was enrolled in Grade 5 in 2006-07. In contrast, TEAM's Class of 2014 was only 59 percent of its size by its senior year; North Star's was only 56 percent of its Grade 5 size.

(Slide 18)

To be fair, this class was somewhat unusual for TEAM. While its cohort attrition for the Class of 2013 was still greater than NPS's, the gap between the two systems was not as great as with the Class of 2014. North Star, however, only retained 43 percent of its original class size.

(Slide 19)

The question we should ask is whether this attrition affects test score outcomes: are low performers leaving charter schools, helping to boost their average test scores? Again, we need student-level data to answer this question; however, we can look at publicly available data for some interesting clues.

(Slide 20)

This graph superimposes cohort attrition for the Class of 2018 – the last class for which we have NJASK Grade 8 data – with average scale scores for each year's NJASK English Language Arts (ELA) test. Note that North Star starts with higher scale scores for this class in Grade 5 than NPS; however, the gap increases as the size of North Star's cohort shrinks. The NPS Class of 2018 cohort, in contrast, barely changes during this time.

The critical question then is this: were students who left North Star a drag on the school's average test scores? Does the school retain high performers while lower performers leave? Again, there is no way to know without individual student data; however, there is, in my opinion, more than enough evidence for the NJDOE to begin a serious investigation into the role of cohort attrition on test score outcomes.

RENEW SCHOOLS

(Slide 21)

I'd like to turn my attention now to the next component of the One Newark plan: "Renew" schools. In March of 2012, State Superintendent Anderson announced a

plan that would, among other reforms, require all staff members at eight NPS schools to reapply for their jobs.⁸

The wholesale turnover of a teaching staff is known as “reconstitution.” While not all teachers were necessarily replaced in the plan, our analysis indicates there was a significant change in the staff of the eight Renew schools.

My review of the research shows that there is no evidence that reconstitution is a consistently successful strategy for improving schools. In fact, reconstitution can often be risky, leading to students enrolling in schools that underperform compared to where they were previously enrolled.

(Slide 22)

In December of 2014, the Alliance for Newark Public Schools published a report⁹ by Dr. Leonard Pugliese, regional vice-president of the American Federation of School Administrators and a faculty member at Montclair State University. This table is from that report.

Dr. Pugliese found that, in most cases, the passing rates on NJASK tests for the Renew schools actually *decreased* over the two years of their renewal.

(Slide 24)

Extending this work, I examined the Renew schools through several other lenses. Revisiting Dr. Baker’s efficiency model, I changed the parameters to only look at school outputs over the last two school years. Obviously, it is too early to make definitive conclusions about the efficacy of the Renew strategy; however, this early look shows that there is no consistent pattern of Renew schools demonstrating any more efficiency, as a group, than the rest of Newark’s schools.

(Slide 24)

Further: in their first year of “renewal.” the eight schools showed, on average, a sharp drop in their median Student Growth Percentile (mSGP) scores compared to the rest of NPS’s schools. This slide shows the drop in ELA mSGP scores for the Renew schools. It is worth noting that SGPs compare students – and, consequently, schools – to other students with similar test score histories. In other words, the bounce back up in mSGP in year two of renewal does not likely indicate a return to where the schools were *before* renewal, because the schools are now being

⁸ http://www.nj.com/news/index.ssf/2012/05/principals_selected_for_8_stru.html

⁹ An Analysis Of The Effectiveness Of The Conversion Of Eight Newark, New Jersey Public Elementary Schools Into Renew Schools As Measured By School-Wide Student Pass Rates On The LAL And Math Sections Of The New Jersey Assessment Of Skills And Knowledge (NJASK) Test
<http://afsaadmin.org/wp-content/uploads/2014/12/Renew-Newark-Report.pdf>

compared to lower-performing schools. It is, likely, easier for the Renew schools to show growth, because their growth was low in year one of renewal.

(Slide 26)

Here we see the same pattern for Math mSGP scores. Again, the bounce in year 2 likely indicates that it is easier for Renew schools to now show growth as their new comparison schools are lower performing.

(Slide 26)

Test-based outcomes were not the only changes at the Renew schools. My analysis of NJDOE staffing data shows several remarkable trends after renewal. The average experience of the staff at these schools, following reconstitution, declined significantly, and the percentage of staff with less than three years of experience increased.

(Slide 27)

The average of teacher experience before renewal was 14.8 years; after renewal, average experience dropped to 11.1 years, and stayed roughly the same in the next year.

(Slide 28)

Before renewal, 11% of teachers had less than three years of experience; after renewal, 26% of teachers were similarly inexperienced. The research consensus is clear: teachers gain most in effectiveness during their first few years of teaching.¹⁰ The large increase in novice teachers likely made the overall teaching corps for the Renew schools less effective.

(Slide 29)

Experience, however, was not the only change in staff characteristics following renewal. In the program's first year, the percentage of black teachers at these schools dropped substantially. Keep in mind that most of the Renew schools serve a majority black student population.

A recent article in the peer-reviewed journal *Urban Education* reviews the literature and concludes that black students benefit from having teachers of their own race.¹¹

¹⁰ <http://www.urban.org/uploadedpdf/1001455-impact-teacher-experience.pdf>

¹¹ Cann, C.N. (2015). "What School Movies and TFA Teach Us About Who Should Teach Urban Youth: Dominant Narratives as Public Pedagogy." *Urban Education*, 50(3) 288-315.

While there is no indication that the change in the racial composition of the Renew schools' staffs was deliberate, there may still have been unintended consequences.

(Slide 30)

This graph shows the student populations for the eight Renew schools; all but one have majority black student populations. In those seven, at least 75% of the student body is black.

(Slide 31)

And yet, in the first year of renewal, the proportion of black teachers declined by seven percentage points.

What did "renewal" ultimately mean for these schools? Intentionally or not, it meant fewer black teachers with experience – this in schools with large proportions of black students. It also meant a significant drop in growth scores, and a decline in proficiency on state tests.

Again: it is too early to come to a definitive conclusion about the efficacy of the Renew schools program. All early indications, however, are not promising.

ONE NEWARK and "CHOICE"

(Slide 32)

I turn now to the third component of One Newark: school "choice." The One Newark plan called for students and families to choose their schools from a menu of charter and district schools, using a single application. I won't recount the many problems with this application system – nor the subsequent staffing, transportation, and logistical problems – as those have been well reported in the press.

I will, however, refer to a classic economics paper from George Akerlof titled "The Market for 'Lemons': Quality Uncertainty and the Market Mechanism." Akerlof used the used car market to explain that a consumer model only works when there is adequate and impartial information available to consumers. Without this information, consumers are not only likely to fall victim to unscrupulous providers; providers of quality goods are less likely to enter the market.

(Slide 33)

A market system of choice for schools, then, requires that families have high-quality information about the schools they are choosing. NPS attempted to provide that information on the One Newark application, labeling schools at three different tiers. "Falling Behind" schools are those that allegedly lag in student outcomes. "On the

Move” schools are supposedly improving in their performance; “Great” schools supposedly serve their student well.

It is reasonable to think that Newark’s families leaned heavily on this application when making their school choices. But what was NPS actually measuring? Were they taking into account the differences in student populations when judging test score outcomes?

(Slide 34)

To judge this, I conducted an analysis using a linear regression model, and published the results in a brief this past spring.¹² By using a statistics tool to “hold all things equal,” I’m able to show which schools performed above or below where we would predict them to be, given their student populations.

Logically, we would expect the “Falling Behind” schools to perform below prediction, and the “Great” schools to perform above. In fact, however, the ratings are all over the map: there are “great” schools that under-perform, and “Falling Behind” schools that over-perform.

This question, then, is how NPS was judging whether schools were “Great,” “On the Move,” or “Falling Behind”?

(Slide 35)

This graph gives us a clue. “Great” schools have fewer free lunch eligible students, fewer boys, fewer black students, and fewer students with special needs. The One Newark application, arguably, wasn’t evaluating the effectiveness of a school; it was, instead, judging the characteristics of its student population.

I would argue this is not the sort of information that a family needs when making a school choice. No school should be penalized simply because it serves a different student population.

CONCLUSION

(Slide 36)

Today, I will admit that I have raised more questions than I could answer. The truth is that the body that should be bringing you the information you need is the New Jersey Department of Education. The appropriate role of the Department is to

¹² Weber, M. (2014). “Buyer Beware: One Newark and the Market For Lemons.” *NJ Education Policy Forum*. <https://njedpolicy.wordpress.com/2014/05/23/buyer-beware-one-newark-and-the-market-for-lemons/>

provide the data and analysis that you, the policy makers of this state, need to inform your decisions.

To that end, the Department must be an impartial overseer of Newark's, and every district's, schools. There needs to be a system of checks and balances put in place to ensure that NPS and State Superintendent Anderson are pursuing programs that have a good chance of succeeding.

I know I speak for many education researchers in New Jersey in stating that we are ready and willing to assist all of the policy makers responsible for Newark's schools in formulating programs that can be successful.

(Slide 37)

One resource for you, your staffs, the NJDOE, and NPS to use is the New Jersey Education Policy Forum, a collaborative effort of education policy scholars throughout the state.¹³ Dr. Baker established this resource because he believes, as do I, that scholars and researchers should make our work available to policy makers and other stakeholders.

We will continue to monitor Newark's progress as best we can, and we stand ready to assist you and all other policy makers in serving the children of Newark.

Thank you for your time.

¹³ <https://njedpolicy.wordpress.com>

An Empirical Critique of *One Newark: A Year Later*

Mark Weber
Doctoral Student, Rutgers Graduate
School of Education

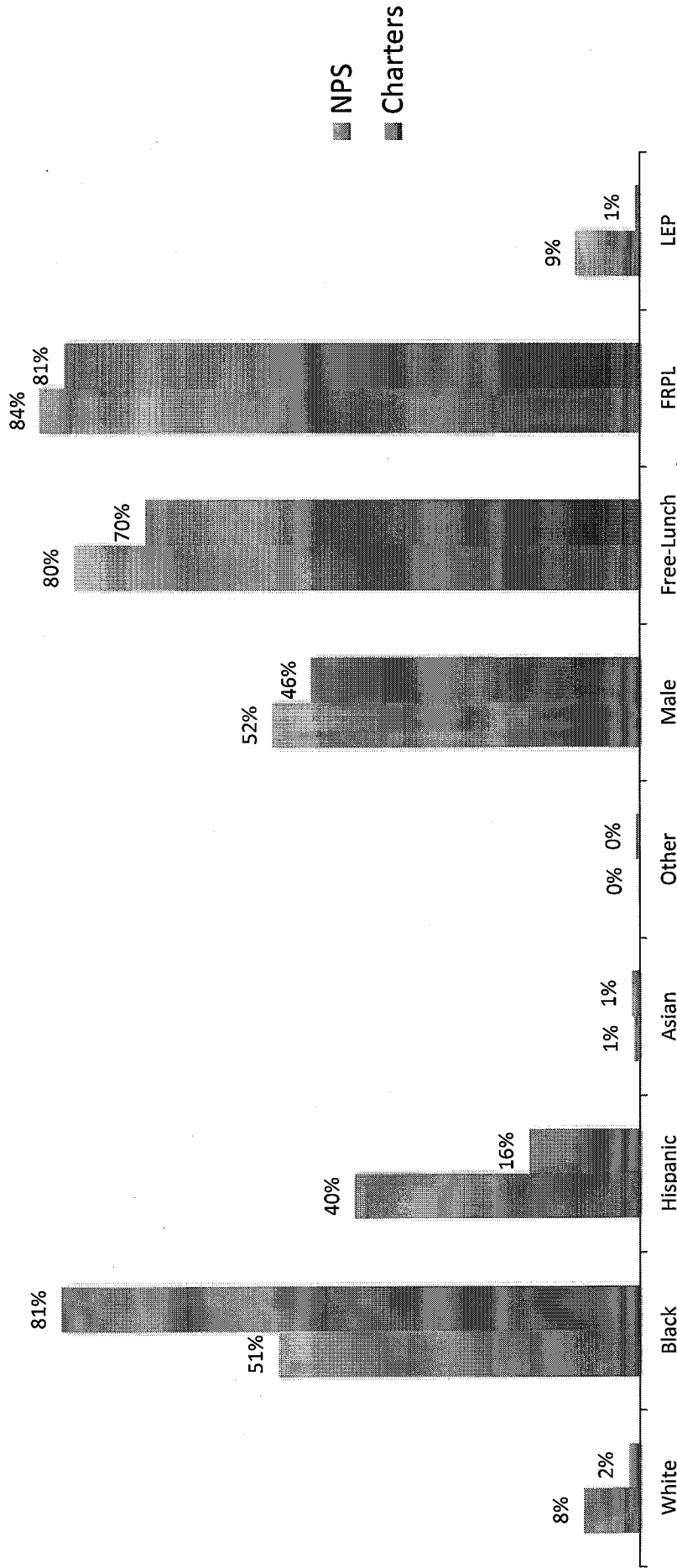
The Components of *One Newark*

- Expanding role for charter schools.
- “Renewal” schools.
- Consumer “choice” of schools.
- Continuing state control.

Charter School Expansion

- Newark charter schools do not serve the same student populations as NPS.
- When *appropriately* controlling for student population & resource differences, Newark's charter sector shows little advantage over NPS schools.
- Newark's charter schools spend more on administration and less on student services than NPS schools.

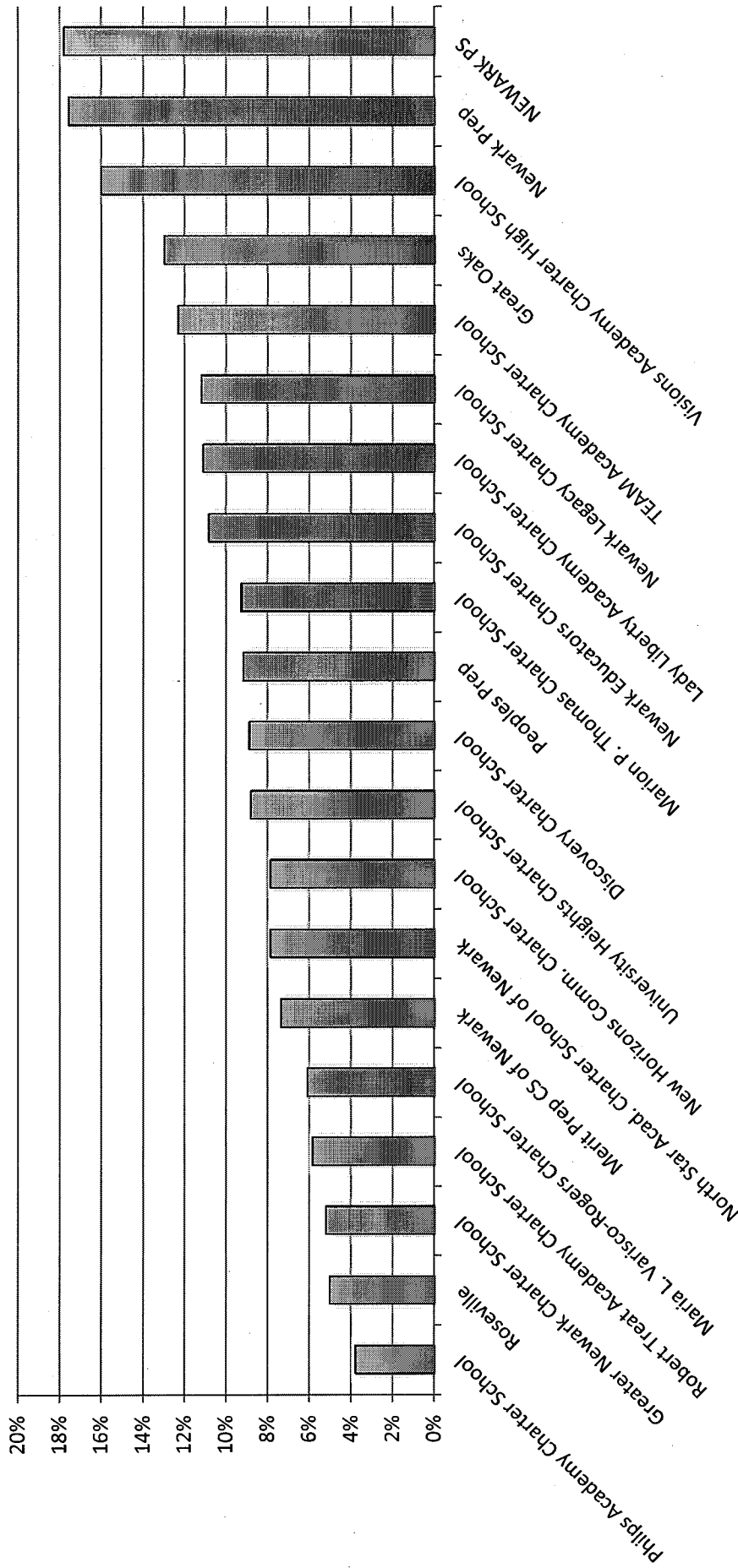
Demographics, Newark Public Schools & Charters, 2013-14



Data source: NIDOE Enrollment file, 2013-14.

Newark's charter schools serve proportionately fewer Free Lunch eligible students and fewer Limited English Proficient (LEP) students. The racial profile of the charter sector differs substantially from NPS.

2013 District Classification Rates, Ages 3-21, Newark, NJ



Note: Paulo Freire CS is listed with a 83.33% rate; its School Performance Report

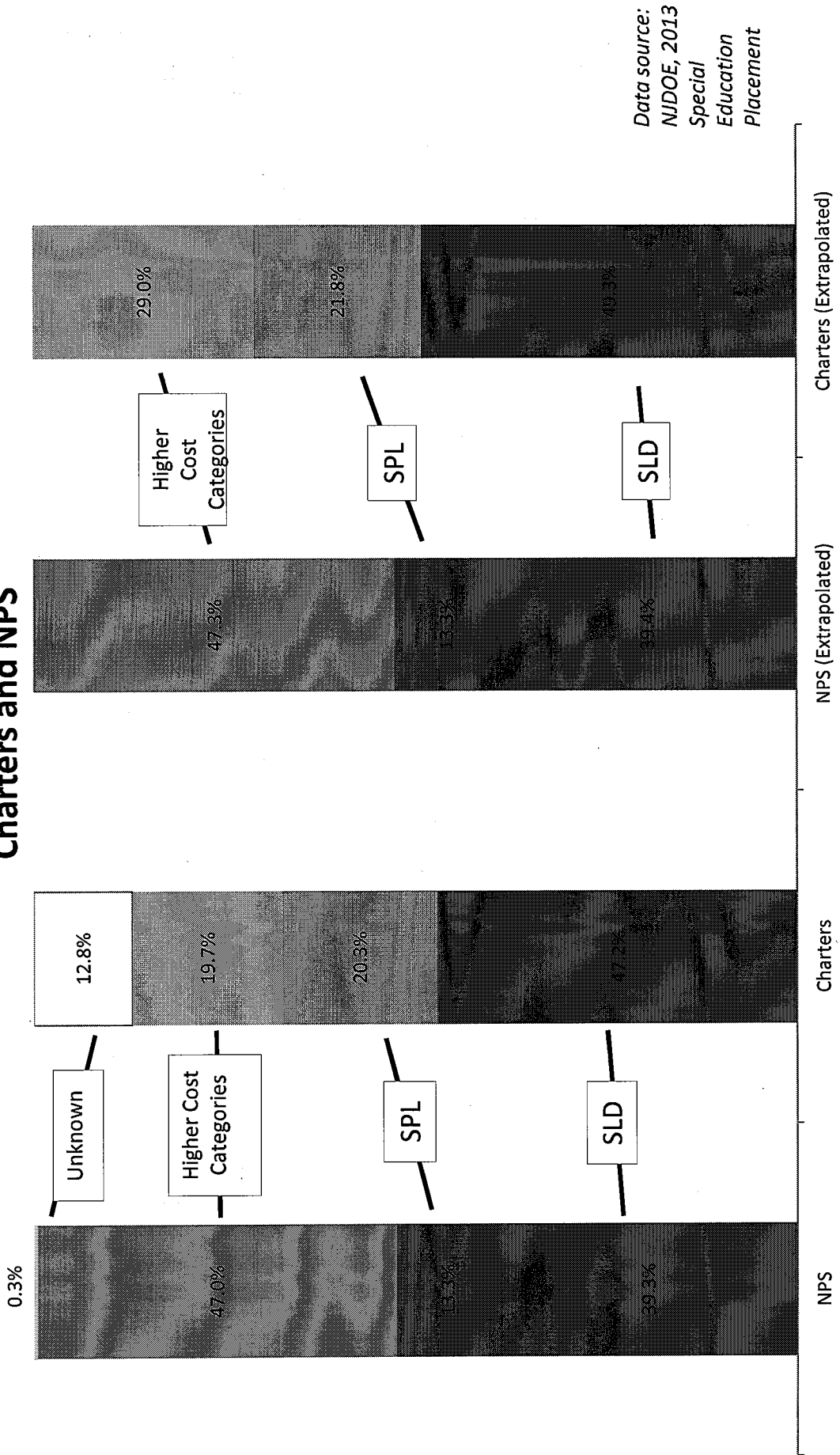
shows 0%; in 2012, its rate was 6.56%. We have omitted the school from this analysis.

Data source: NJDOE, 2013 District Classification Rates, Ages 3-21

Charter schools operate autonomously, as their own districts. No charter school in Newark serves as large a proportion of special needs students as NPS.

Special Education Percentages by Eligibilities, 2013, Newark, NJ

Charters and NPS

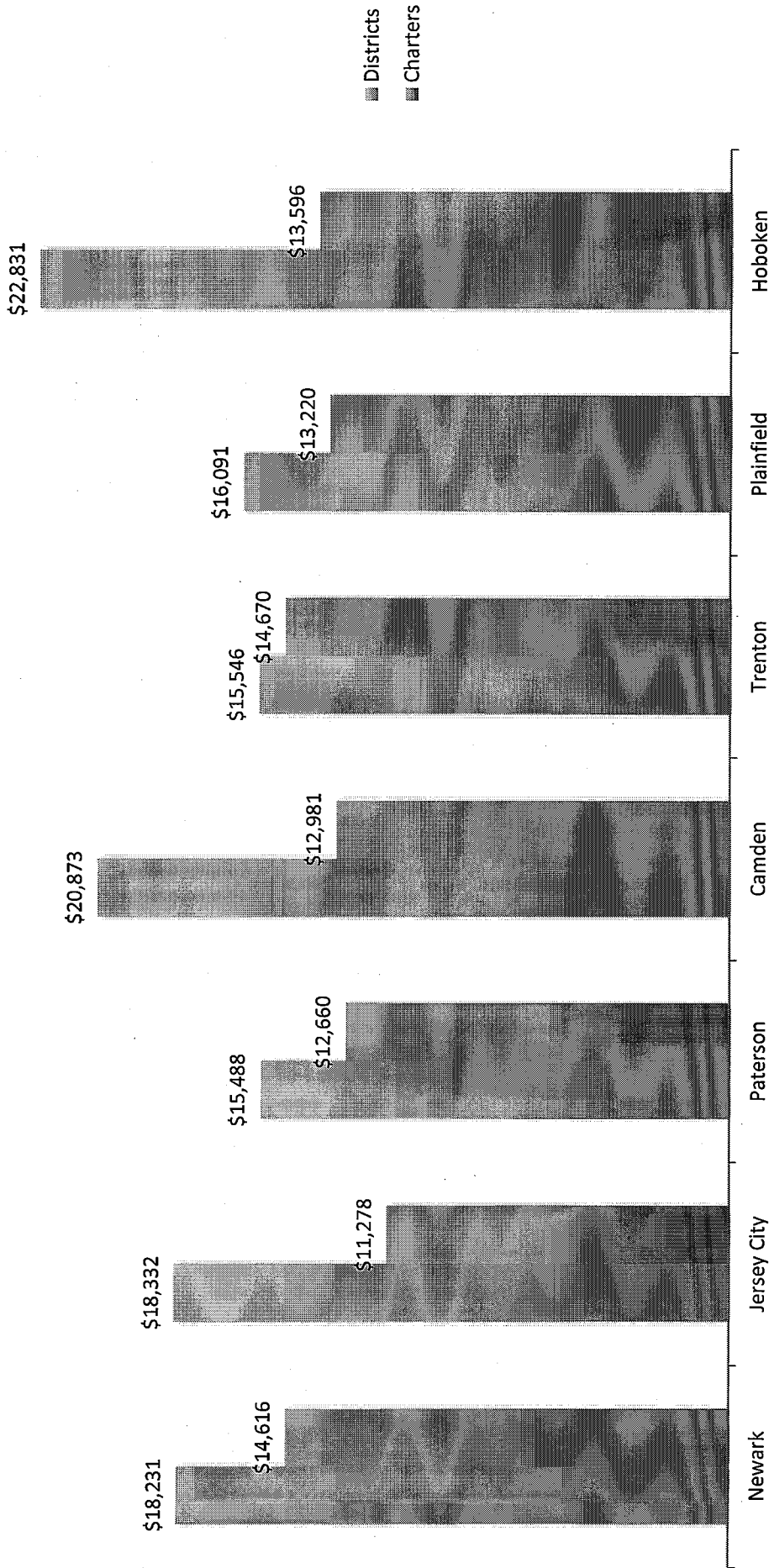


Specific Learning Disabilities (SLD) and Speech/Language Disabilities (SPL) are less costly than other learning disabilities. NPS educates proportionately more students in the higher-cost categories.

Newark Charter School Spending

- Charter schools spend less per pupil.
- However...
- Charter schools spend less on student support services.
- Charter schools spend far more on administration costs.
- Is it fiscally responsible to replicate administration for a series of independently managed schools within the same city?

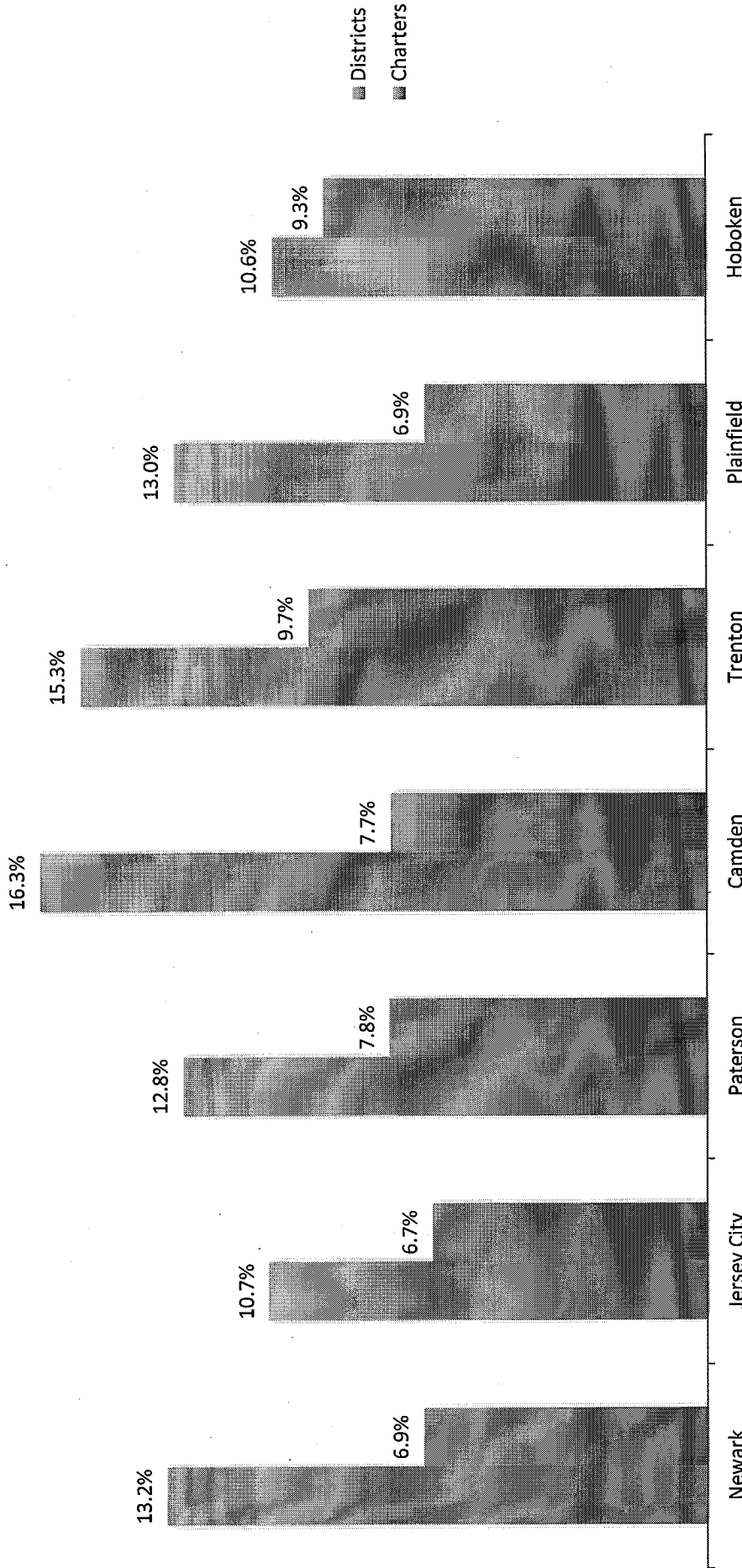
Budgetary Costs per Pupil (weighted mean), NJ, 2012-13



Data source: NJDOE, "Taxpayers' Guide to Education Spending," 2014.

As in other NJ cities, Newark's charter schools have smaller budgetary costs per pupil than the host district. However...

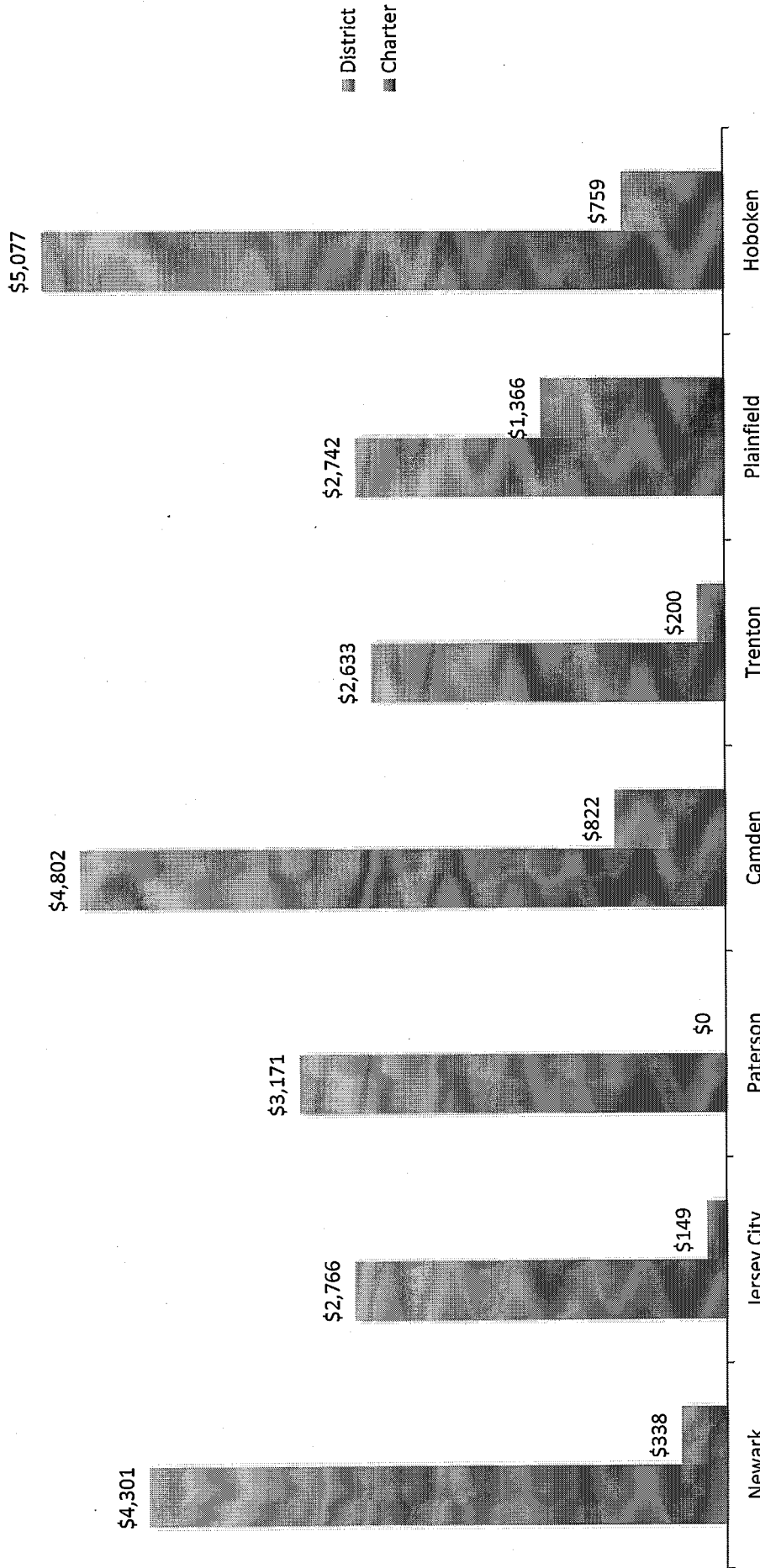
Special Education Classification Rates (weighted mean), NJ, 2012-13



Data source: NJDOE, "Taxpayers' Guide to Education Spending," 2014.

Newark serves a much higher proportion of special education students, increasing costs.

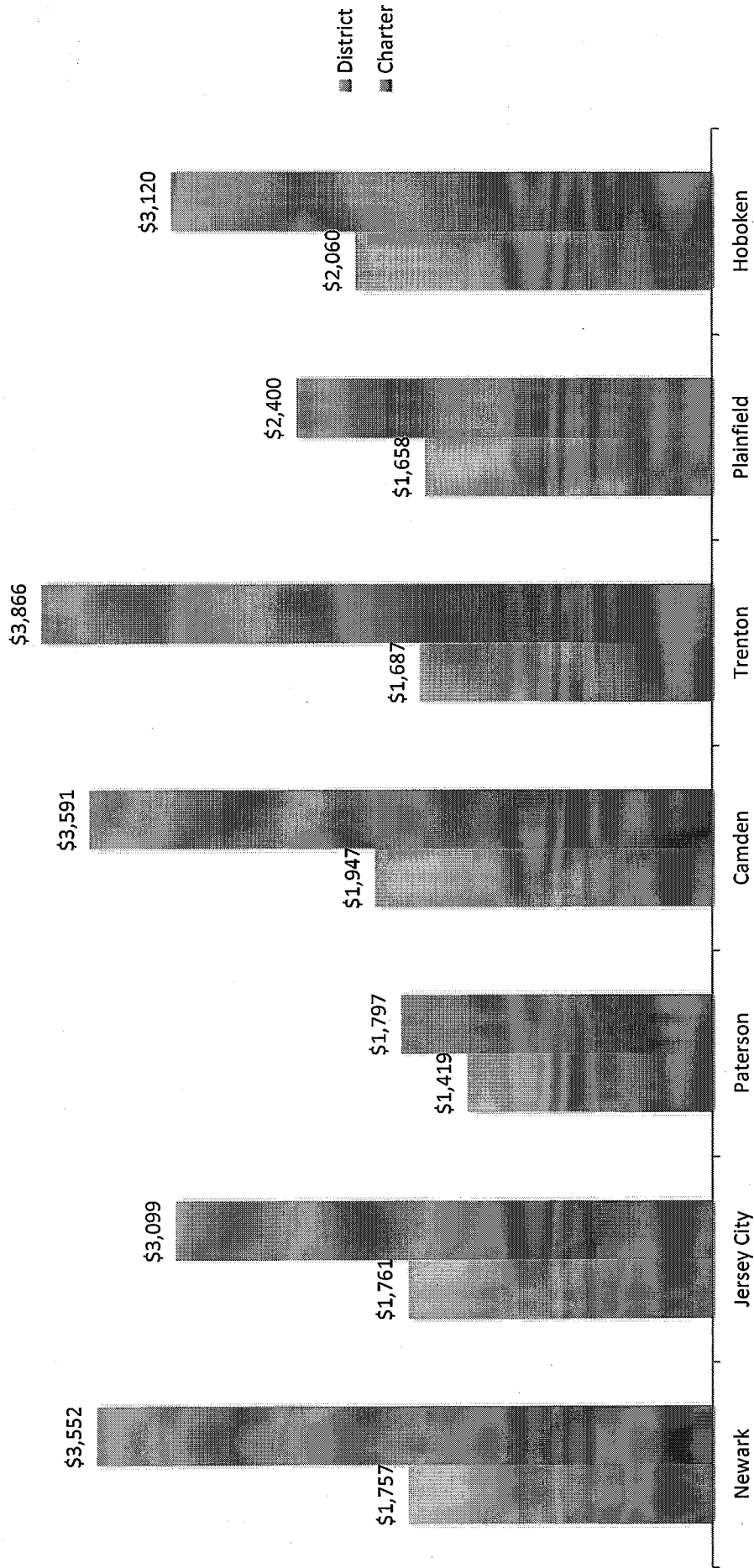
Support Services Per Pupil (weighted means), 2012-13



Data source: NJDOE, "Taxpayers' Guide to Education Spending," 2014.

NPS spends nearly \$4,000 more per pupil on support services: attendance, social work, health, guidance, educational media/school library, child study team, etc.

Administrative Costs Per Pupil (weighted means), 2012-13

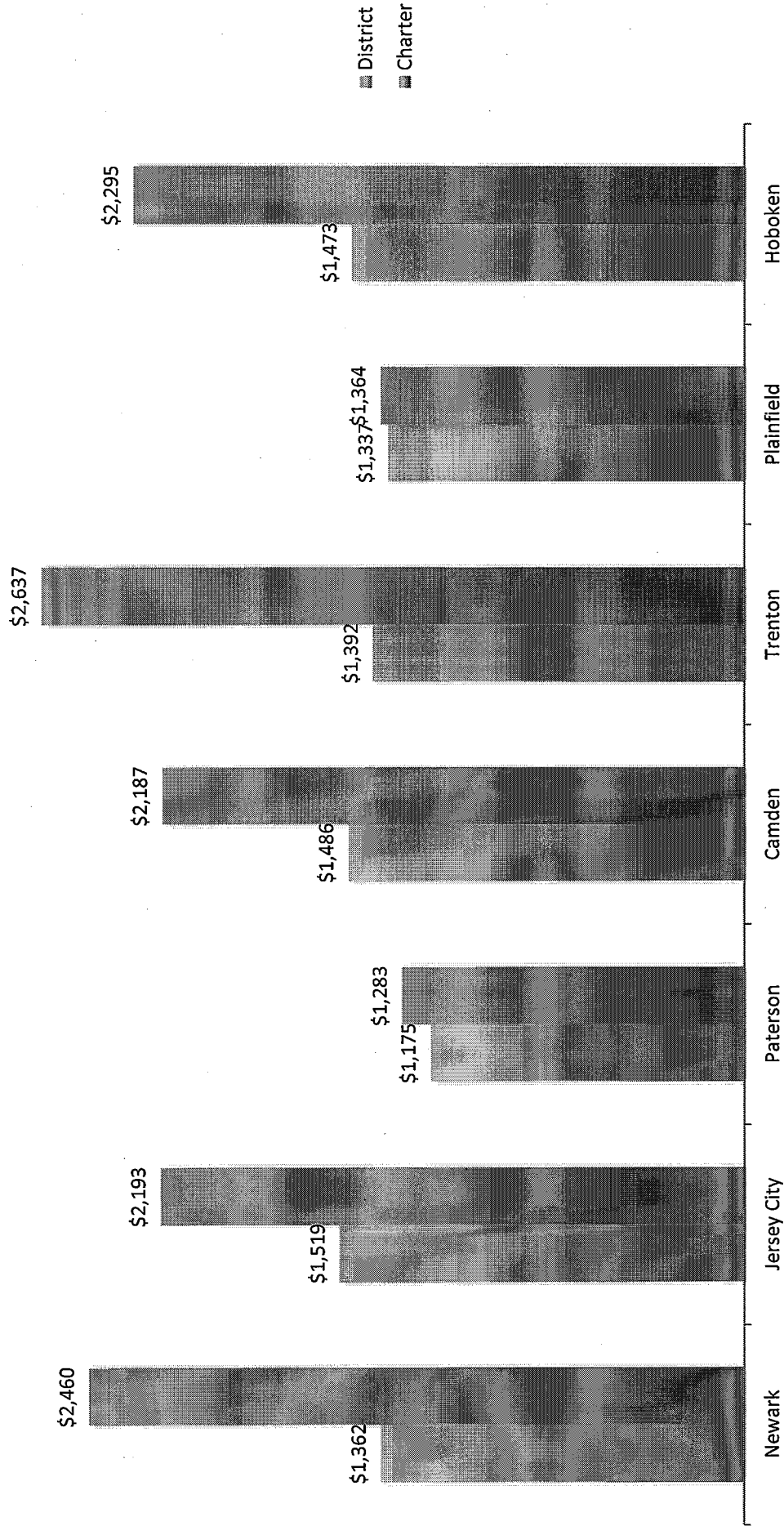


Data source: NJDOE, "Taxpayers' Guide to Education Spending," 2014.

NPS spends \$1,795 less per pupil than the charter sector on administration. Are charters unable to leverage economies of scale?

1074

Administrative Salaries Per Pupil (weighted means), 2012-13



Data source: NJDOE, "Taxpayers' Guide to Education Spending," 2014.

Much of the difference in administration spending is due to differences in spending on salaries.

Charter Schools & Efficiency

- Given student characteristics and available resources...
- Which schools are more efficient?
- Which schools obtain good results for their students, controlling for:
 - Student characteristics,
 - Per pupil staff costs,
 - And School characteristics?

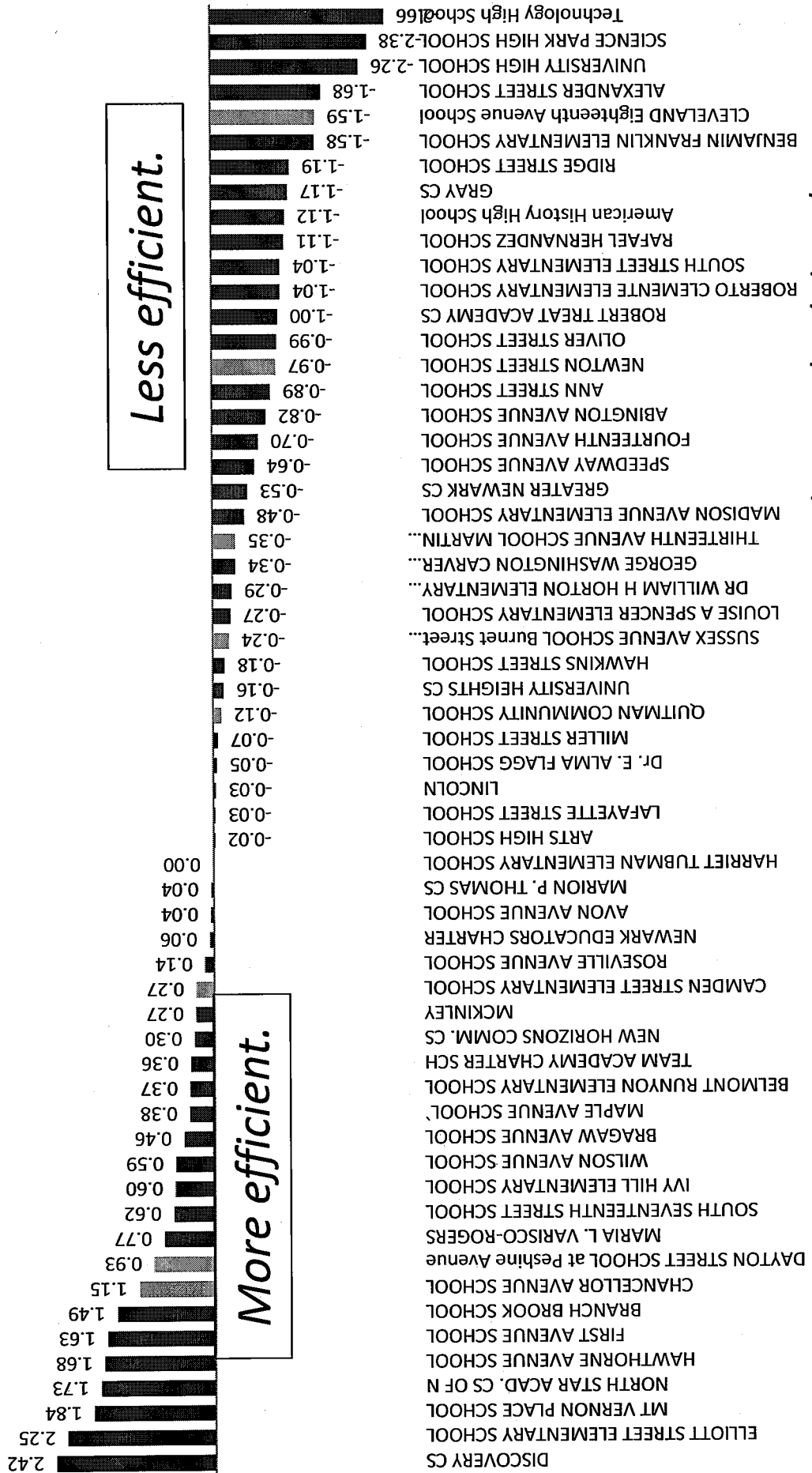
Baker School Efficiency Model

- Dr. Bruce Baker, Rutgers University, Graduate School of Education.
- A linear regression model: holds all inputs constant to allow evaluation of outputs.
- Inputs: Special Education, Free-Lunch Eligibility, Staff Salary per Pupil, School Size.
- Outputs: Student Growth Percentiles (SGPs).
- Charters vary in their efficiency as much as NPS schools.

Newark Schools Relative Efficiency on Producing "Growth"

2012-2014

[Standard Deviations Over/Under Expected Growth Percentile]



Less efficient.

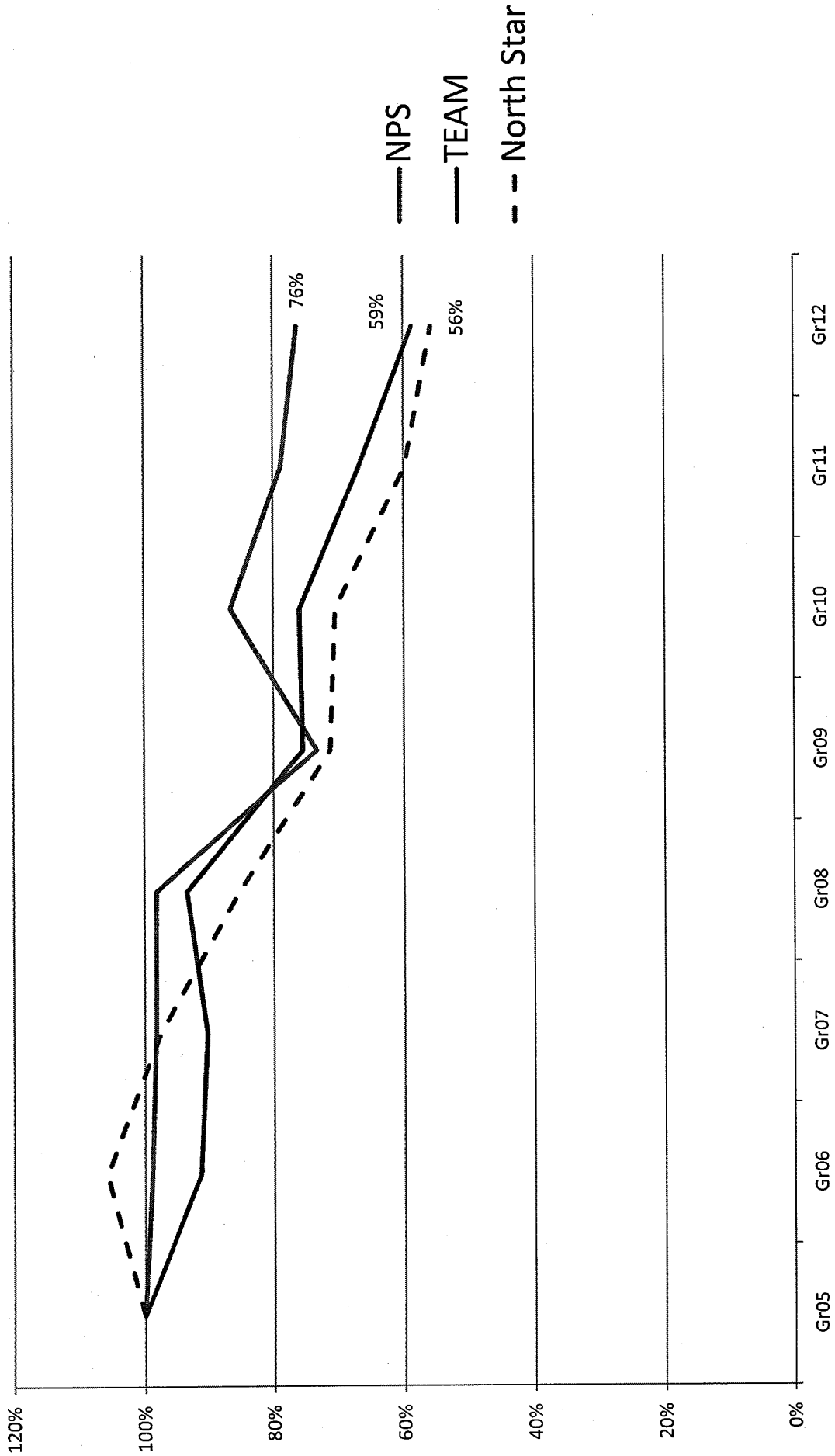
More efficient.

Charter schools in red.
"Renew" schools in light blue.

Charter School Attrition

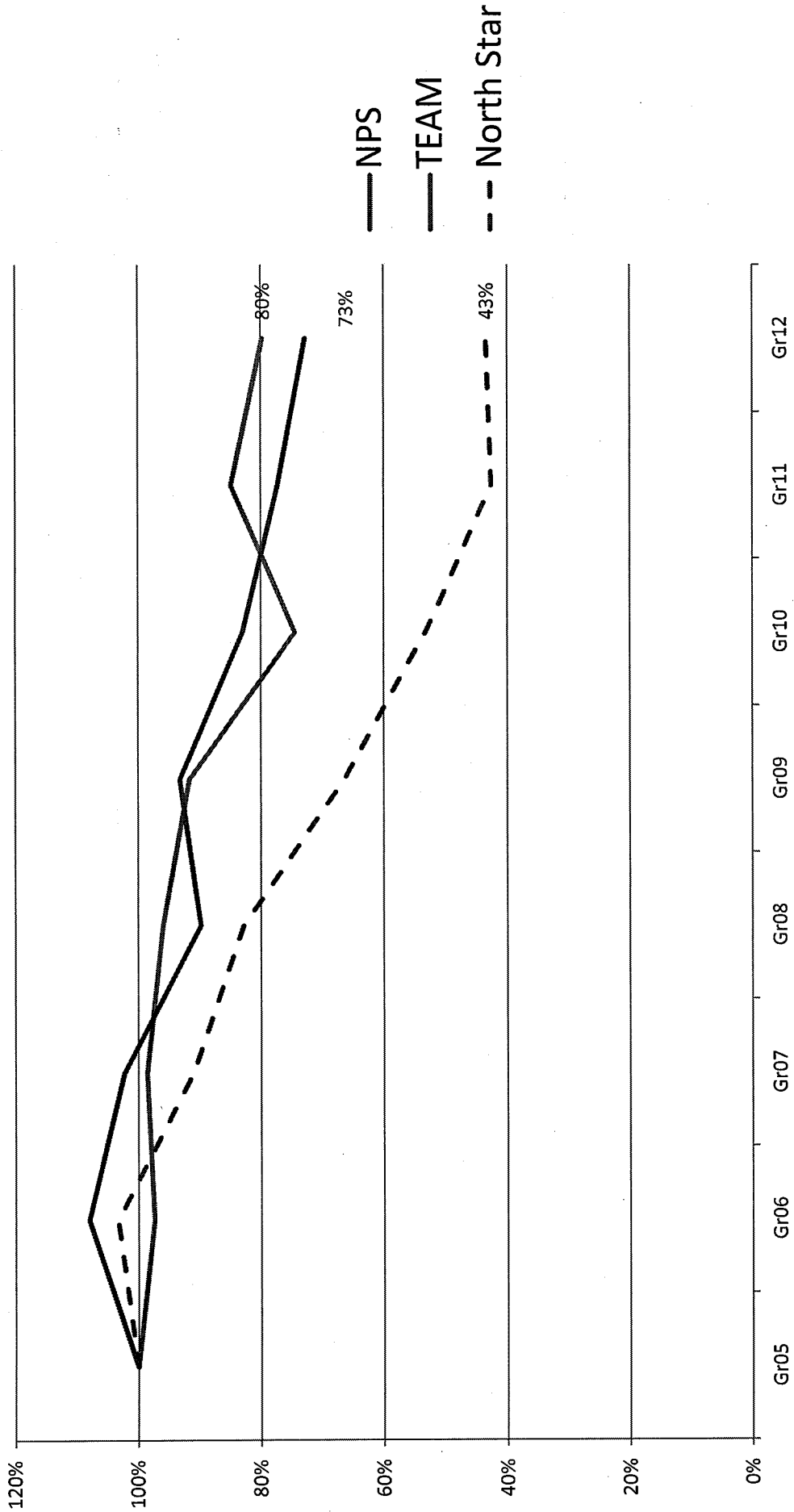
- *Cohort Attrition*: The year-over-year loss of students at a school within a grade level.
- Attrition is NOT mobility!
 - Mobility: Students leave *within* the year.
 - Attrition: Students leave from year to year.
- If students leave and test scores rise, can we say their school is truly effective?
- Some of Newark's charter schools have relatively high rates of cohort attrition.

Newark Cohort Attrition, Class of 2014



Data source: NJDOE enrollment files.

Newark Cohort Attrition, Class of 2013

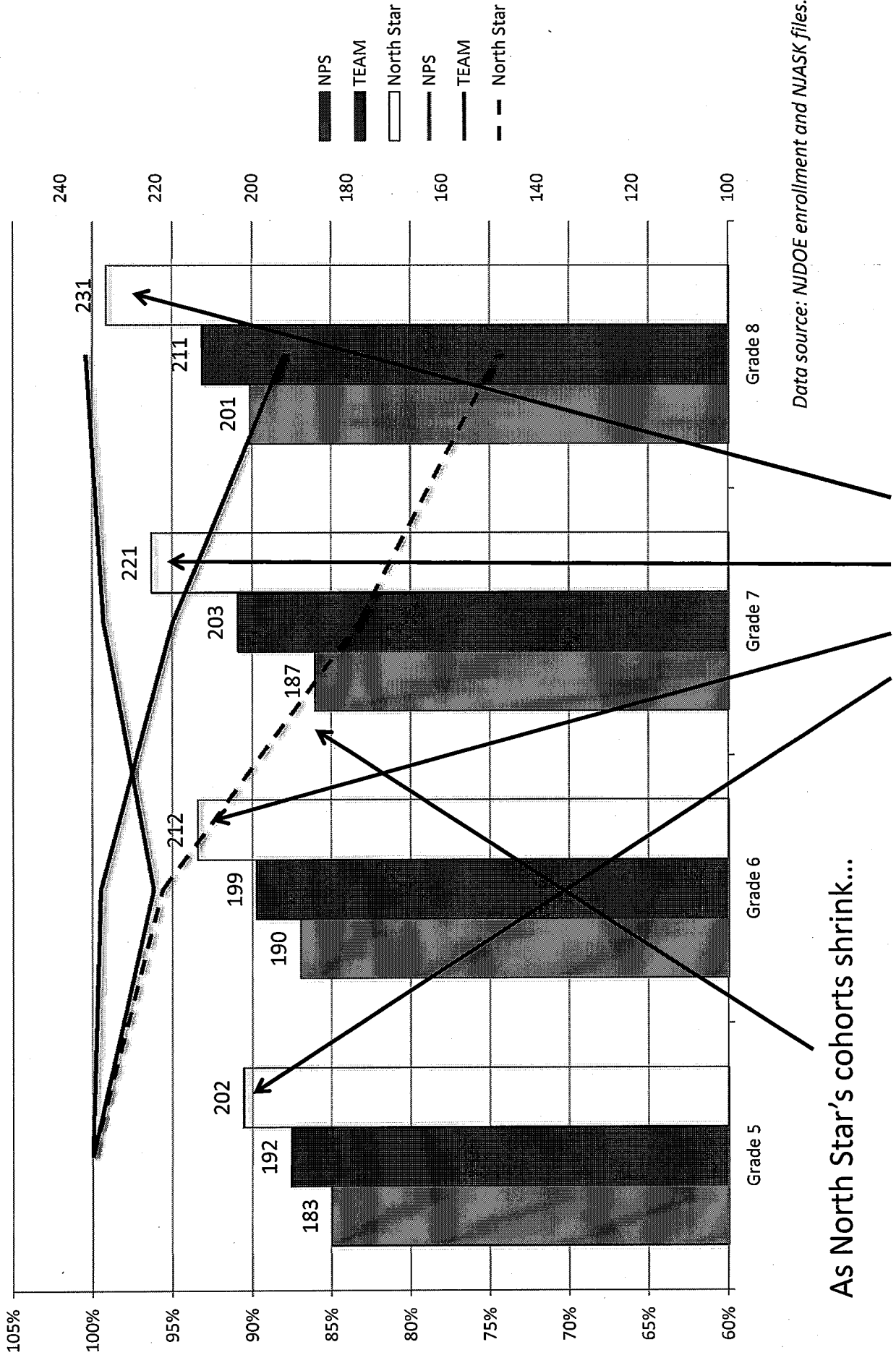


Data source: NJDOE enrollment files.

Cohort Attrition and Test Scores

- Does attrition influence the test score outcomes of Newark charter schools?
- A complete analysis requires student-level data. However...
- A look at cohort attrition next to scale score changes yields interesting clues.

Cohort Attrition and Mean ELA Scale Scores, Class of 2018



Data source: NJDOE enrollment and NJASK files.

As North Star's cohorts shrink...

... their test scores rise.

“Renew” Schools

- “Reconstituting” staff: turning over the entire teaching staff at one time.
- There is no research base supporting reconstitution.
- “Renewing” a school’s staff can mean significant and unwarranted changes in teacher demographics.
- The disruption from “renewal” may be detrimental to students.

Rice, J.K., Malen, B. (2010) “School Reconstitution as an Education Reform Strategy: A Synopsis of the Evidence.” NEA. http://www.nea.org/assets/docs/School_Reconstruction_and_an_Education_Reform_Strategy.pdf

David, J.L. (2010) “Research Says... Drastic School Turnaround Strategies Are Risky.” *Interventions That Work* (68)2, 78-81. ASCD. <http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Drastic-School-Turnaround-Strategies-Are-Risky.aspx>

Trujillo, T. & Rénee, M. (2012). *Democratic School Turnarounds: Pursuing Equity and Learning from Evidence*. National Education Policy Center. <http://nepc.colorado.edu/publication/democratic-school-turnarounds>

School	2011-2012 School Year LAL	2013-2014 School Year LAL	2011-2012 School Year MATH	2013-2014 School Year MATH
THIRTEENTH AVE	18.3%	17.3%	24.3%	20.1%
CAMDEN STREET	23.7%	23.5%	29.4%	27.3%
CHANCELLOR AVE	30.6%	20.7%	47.3%	38.4%
CLEVELAND	25.3%	21.0%	41.1%	26.6%
DAYTON ST	16.5%	25.2%	29.5%	35.9%
NEWTON ST	29.6%	22.0%	38.8%	35.3%
QUITMAN COMMUNITY SCHOOL	18.7%	34.0%	31.1%	26.1%
SUSSEX AVE	36.3%	22.7%	46.8%	46.5%

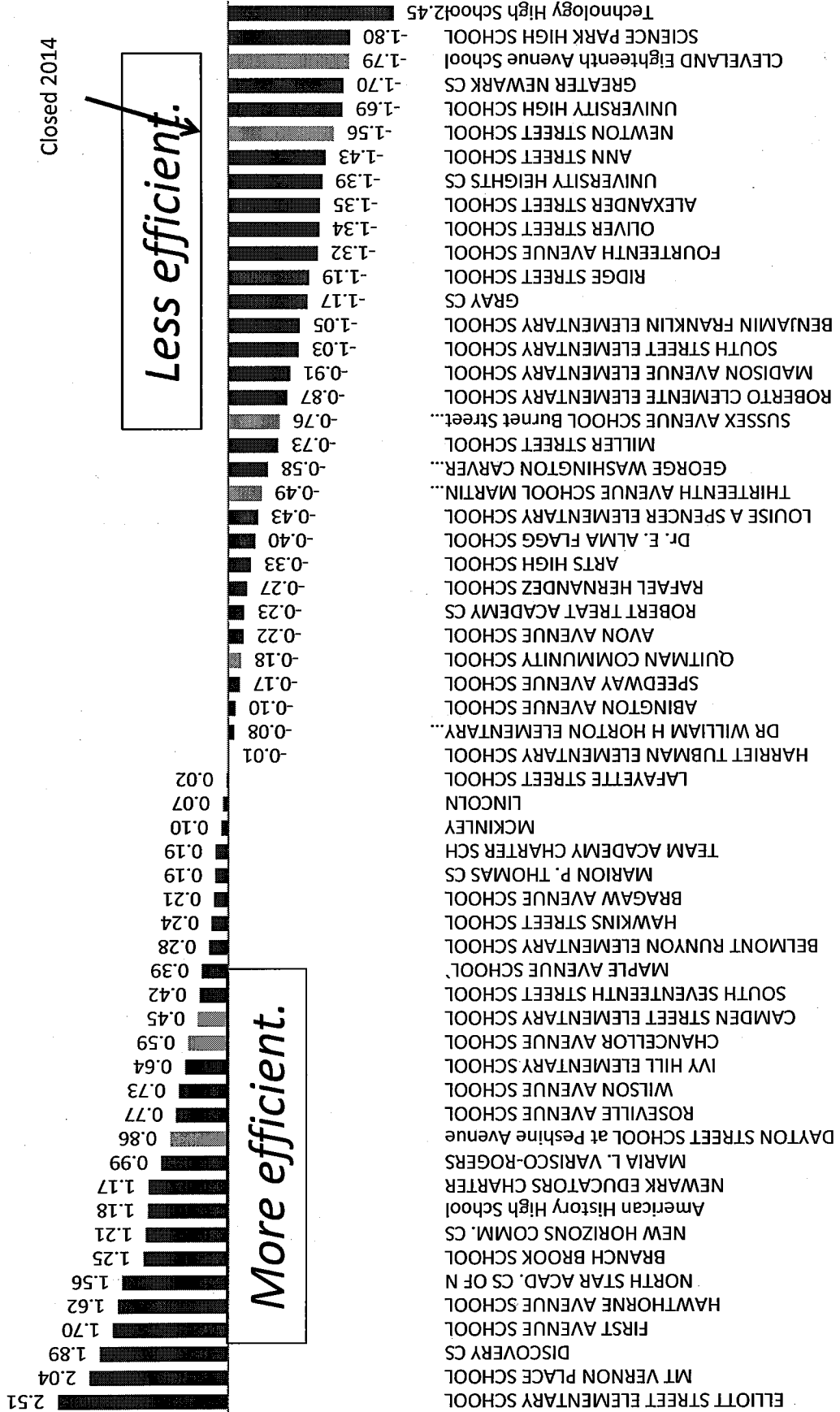
Source: An Analysis Of The Effectiveness Of The Conversion Of Eight Newark, New Jersey Public Elementary Schools Into Renew Schools As Measured By School-wide Student Pass Rates On The LAL And Math Sections Of The New Jersey Assessment Of Skills And Knowledge (NJASK) Test. <http://afsadmin.org/wp-content/uploads/2014/12/Renew-Newark-Report.pdf>.

Newark Schools Relative Efficiency on Producing "Growth"

2013-2014

[Standard Deviations Over/Under Expected Growth Percentile]

Closed 2014

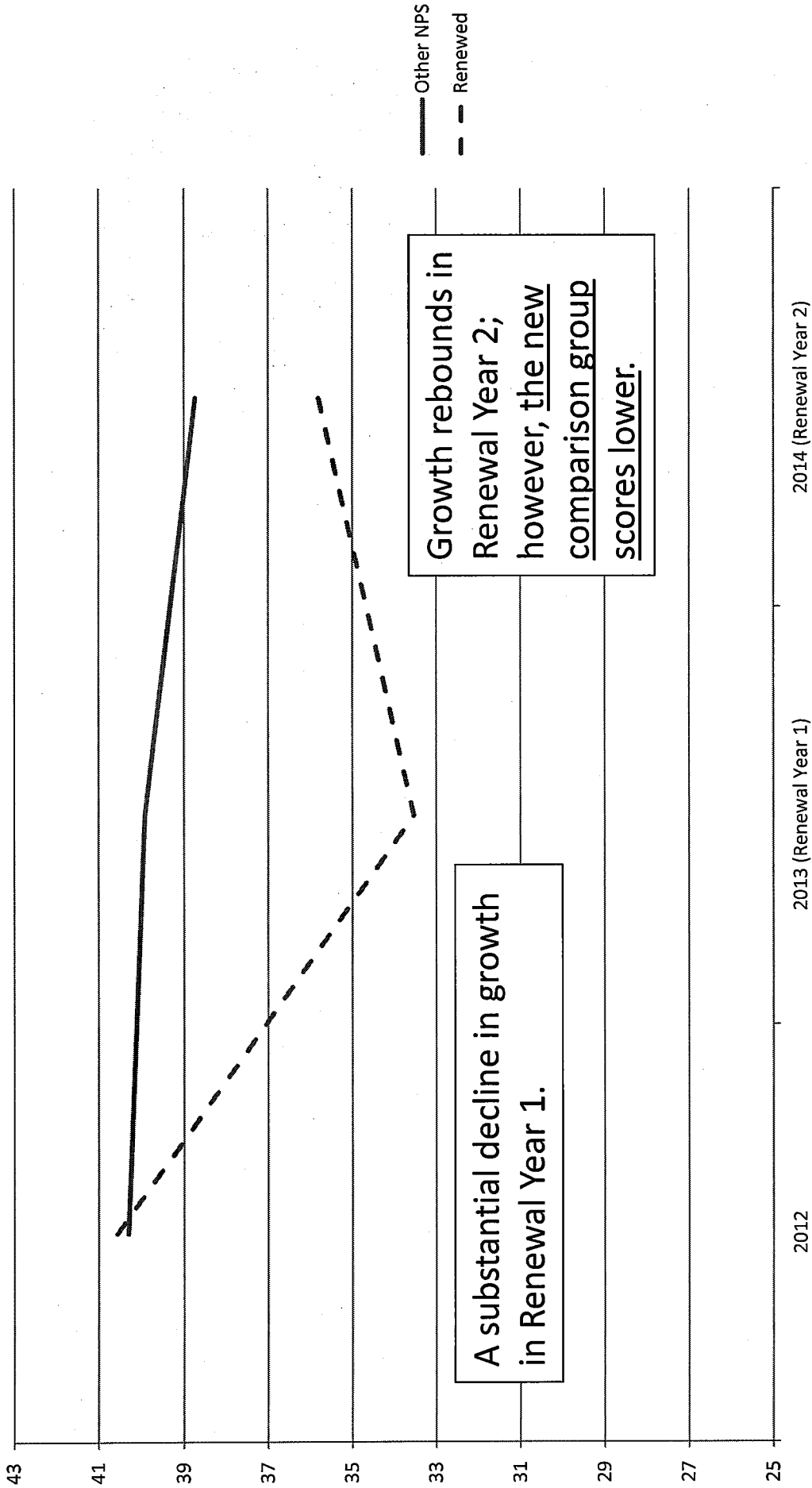


Less efficient.

More efficient.

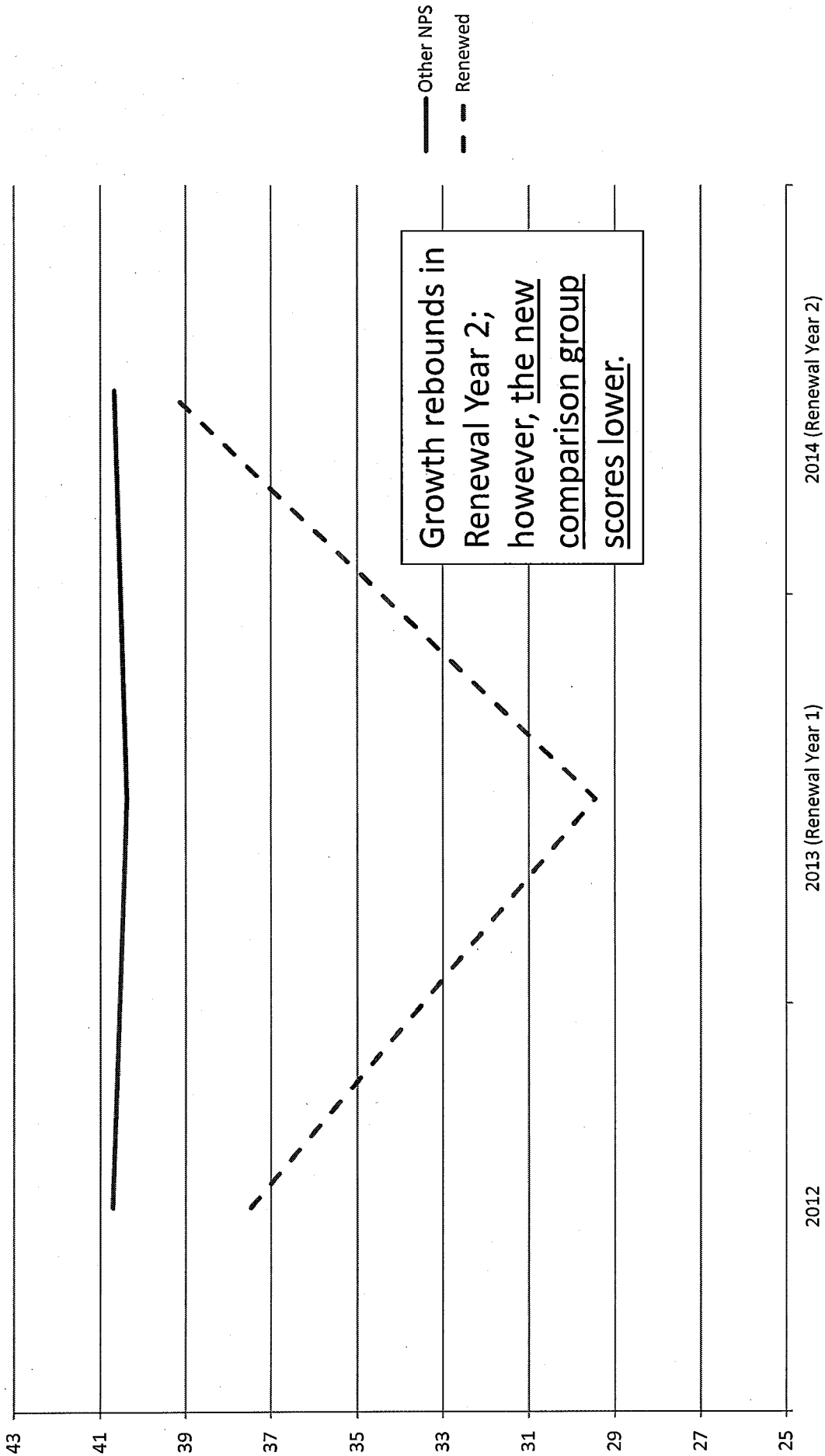
"Renew" schools in light blue.

Language Arts SGP, Renewed & Other NPS Schools



Data source: NJDOE School Performance Report files.

Math SGP, Renewed & Other NPS Schools



Data source: NJDOE School Performance Report files.

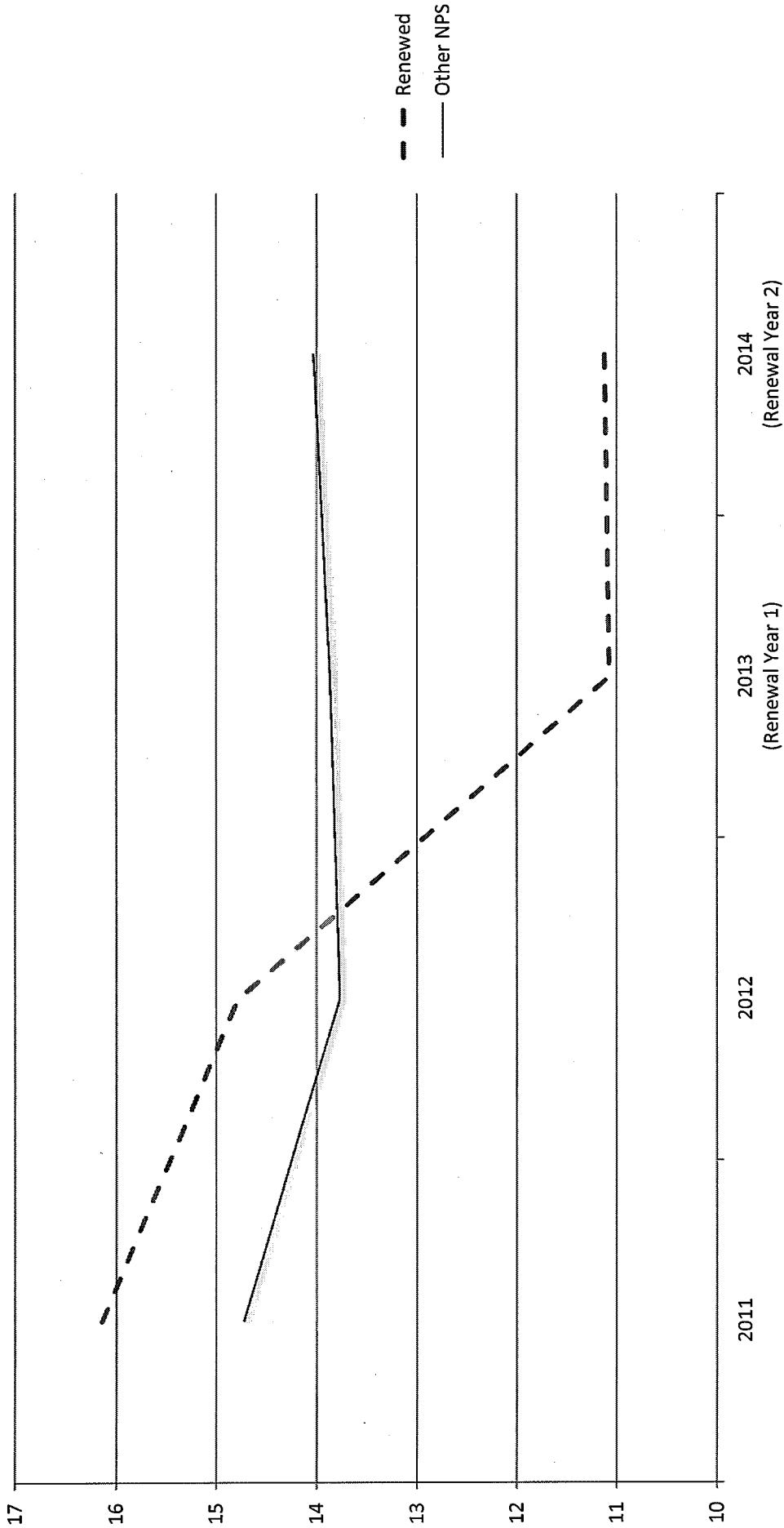
Staff Changes at Renew Schools

- Average staff experience went down.
- The percentage of teachers with less than three years of experience went up.
- Average staff salary went down, however...
- Student to staff ratios are about the same.

Where did the savings on staff at Renew

Schools go?

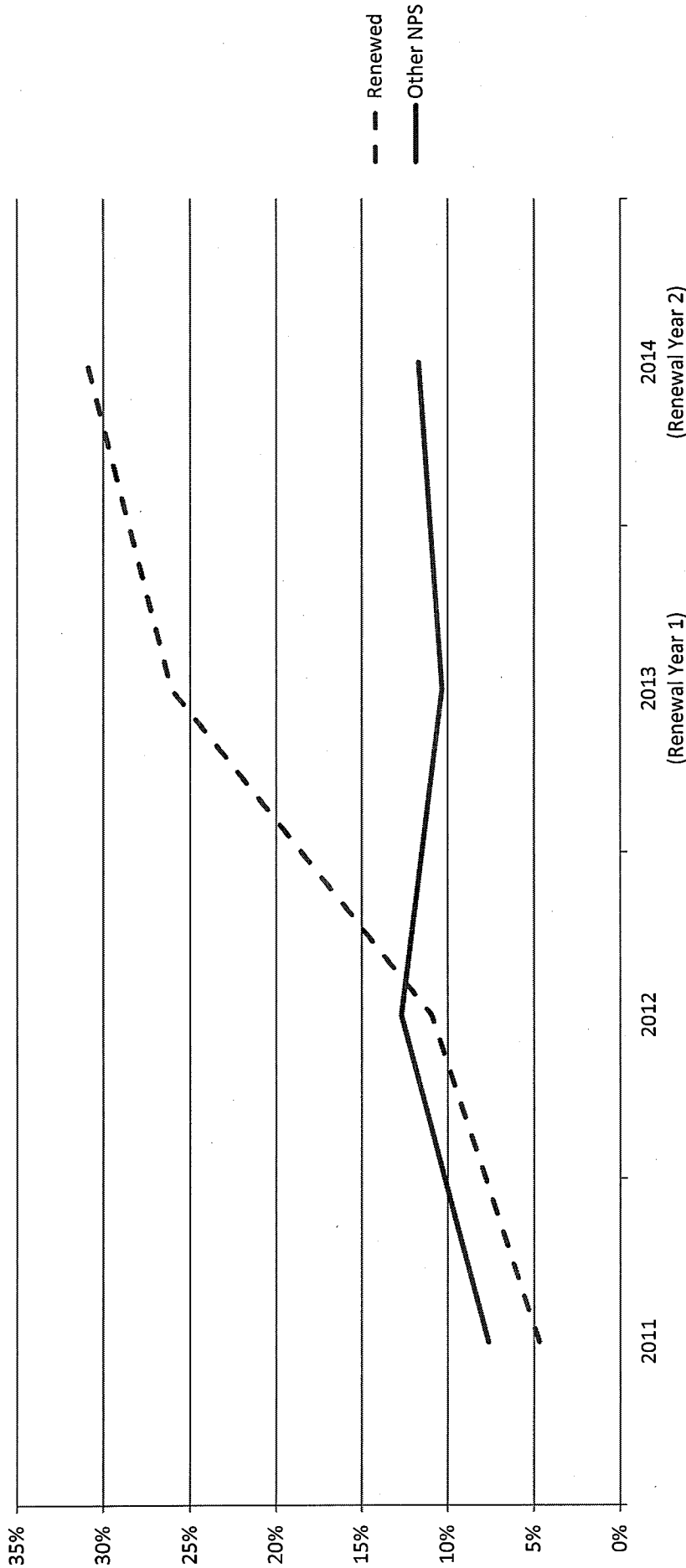
Average Experience in Years, NPS Renewed and Other Schools



Data source: NIDOE staffing files.

The average of teacher experience before renewal was 14.8 years; after renewal, average experience dropped to 11.1 years.

NPS Schools, Renewed and Other Schools, Percentage of Staff with Less Than Three Years Experience



Data source: NIDOE staffing files.

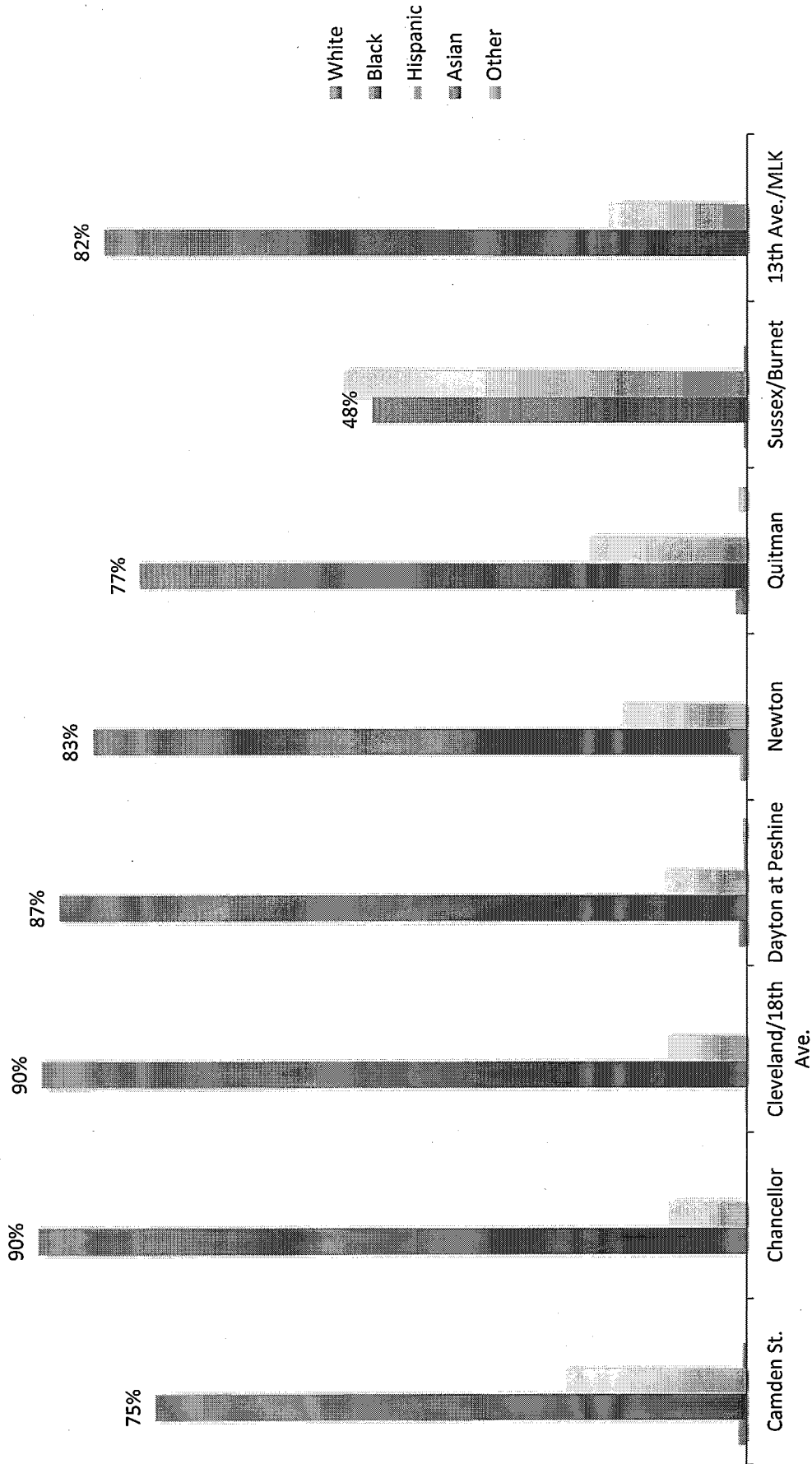
Before renewal, 11% of teachers had less than three years of experience; after renewal, 26% of teachers were similarly inexperienced.

Staff Changes at Renew Schools

- The percentage of black teachers at Renew Schools dropped in the first year of renewal.
- Research shows students benefit from having teachers of their own race, especially black students.

Cann, C.N. (2015). "What School Movies and TFA Teach Us About Who Should Teach Urban Youth: Dominant Narratives as Public Pedagogy." *Urban Education*, 50(3) 288–315.

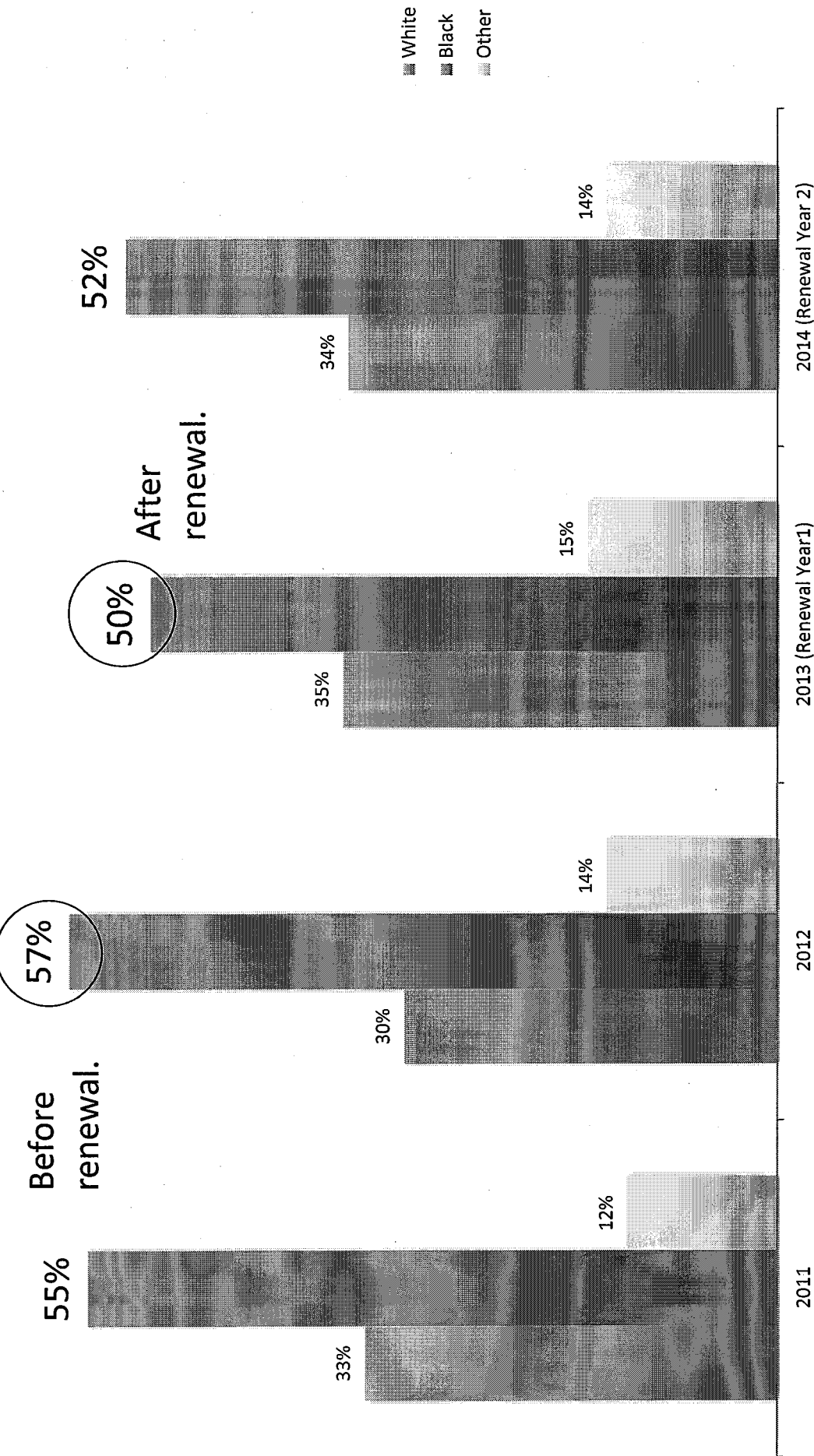
Student Body Racial Profile, NPS Renew Schools, 2013-14



Data source: NIDOE enrollment file, 2013-14

At seven of the eight Renew Schools, at least three-quarters of the student population is black.

Certificated Staff Racial Profile, NPS Renew Schools



Data source: NJDOE staffing files.

The proportion of black teachers fell seven percentage points in year one of renewal.

One Newark and “Choice”

- A consumer “choice” framework for a system of schools requires...
- Objective and accurate information to help families make the correct “choice.”
- George Akerlof: *The Market for “Lemons”*: *Quality Uncertainty and the Market Mechanism*.
 - Like the used car market, a school “choice” system requires accurate information.

The Quarterly Journal of Economics, Vol. 84, No. 3. (Aug., 1970), pp. 488-500.

Excerpt from the One Newark application form.

Starting in Kindergarten	Address	District	Performance
B.R.I.C.K. Avon Academy	219 Avon Ave	District	Falling Behind
Belmont Runyon	1 Belmont-Runyon Way	District	Falling Behind
Camden Street	299 Camden St	District	Falling Behind
Chancellor Avenue	321 Chancellor Ave	District	Falling Behind
Dr. E. Alma Flagg	150 3rd St	District	Falling Behind
Dr. William H. Horton	291 N. 7th St	District	On the Move
Fourteenth Avenue	186 14th Ave	District	Falling Behind
George W. Carver	333 Clinton Pl	District	Falling Behind
Greater Newark Charter School	K-1,5, 118 7th Ave; 6-8, 72 Central Ave	Charter	On the Move
Lady Liberty Academy Charter School	746 Sanford Ave	Charter	On the Move
Lincoln	87 Richelleu Terrace	District	On the Move
Louise A. Spencer	66 Muhammad Ali Ave	District	On the Move
Newark Educators' Community Charter School	9-11 Hill St	Charter	On the Move
Newark Legacy Charter School	K-2nd; 460 Lyons Ave; 3rd-5th; 828 S. 16th St	Charter	N/A*
North Star Academy	Multiple Locations	Charter	Great
Philip's Academy Charter School	342 Central Ave	Charter	N/A*
Ridge Street	735 Ridge St	District	Great
Roseville Community Charter School	540 Orange St	Charter	N/A*
South Seventeenth Street	619 S. 17th St	District	Falling Behind
Speedway School	701 S. Orange Ave	District	Falling Behind
TEAM Charter Schools	Multiple Locations	Charter	Great
Thirteenth Avenue	359 13th Ave	District	Falling Behind
Wilson Avenue	19 Wilson Ave	District	On the Move

NPS rates schools as "Falling Behind"

"On the Move"

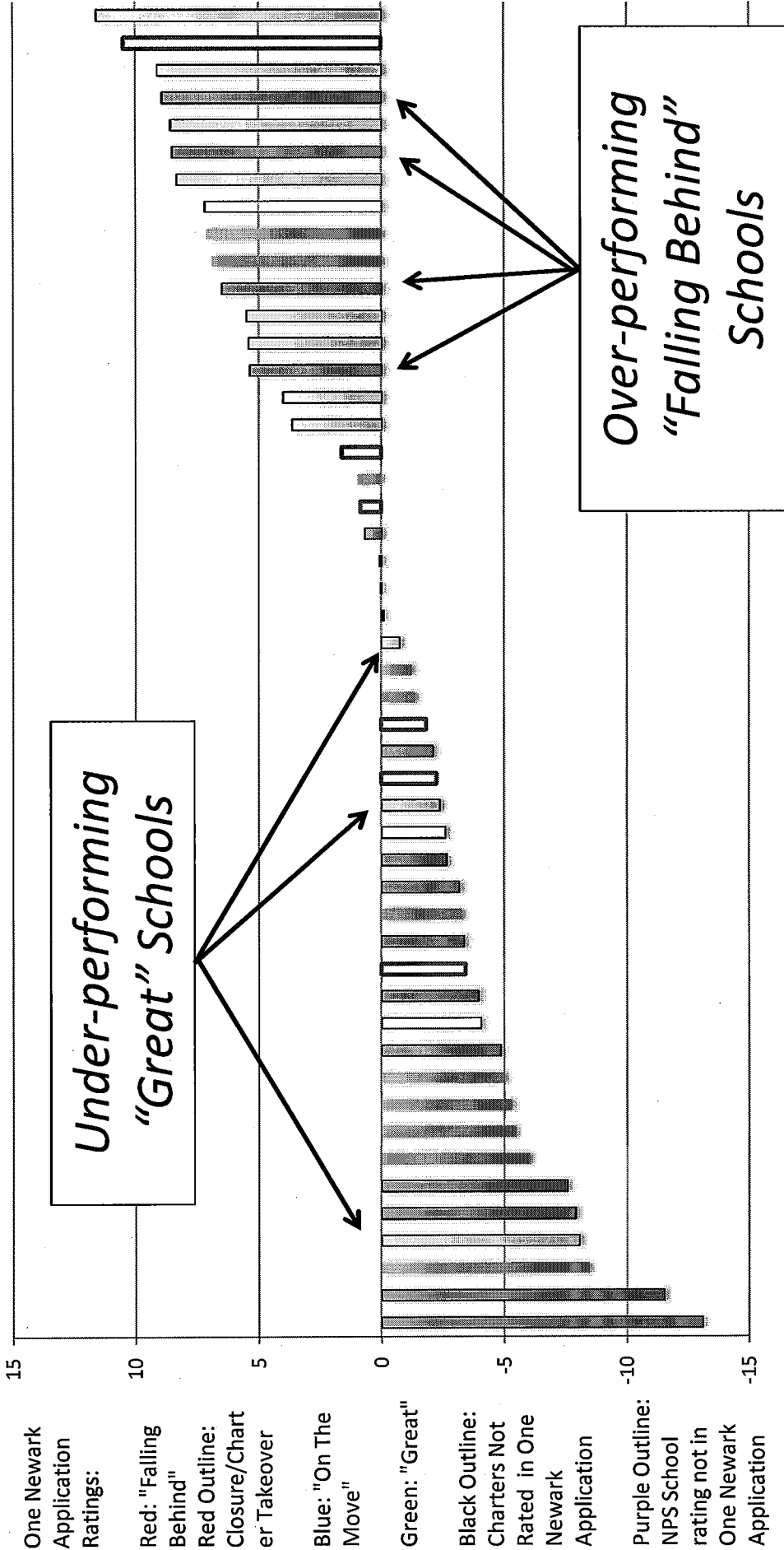
Or "Great"

*N/A: Data not available

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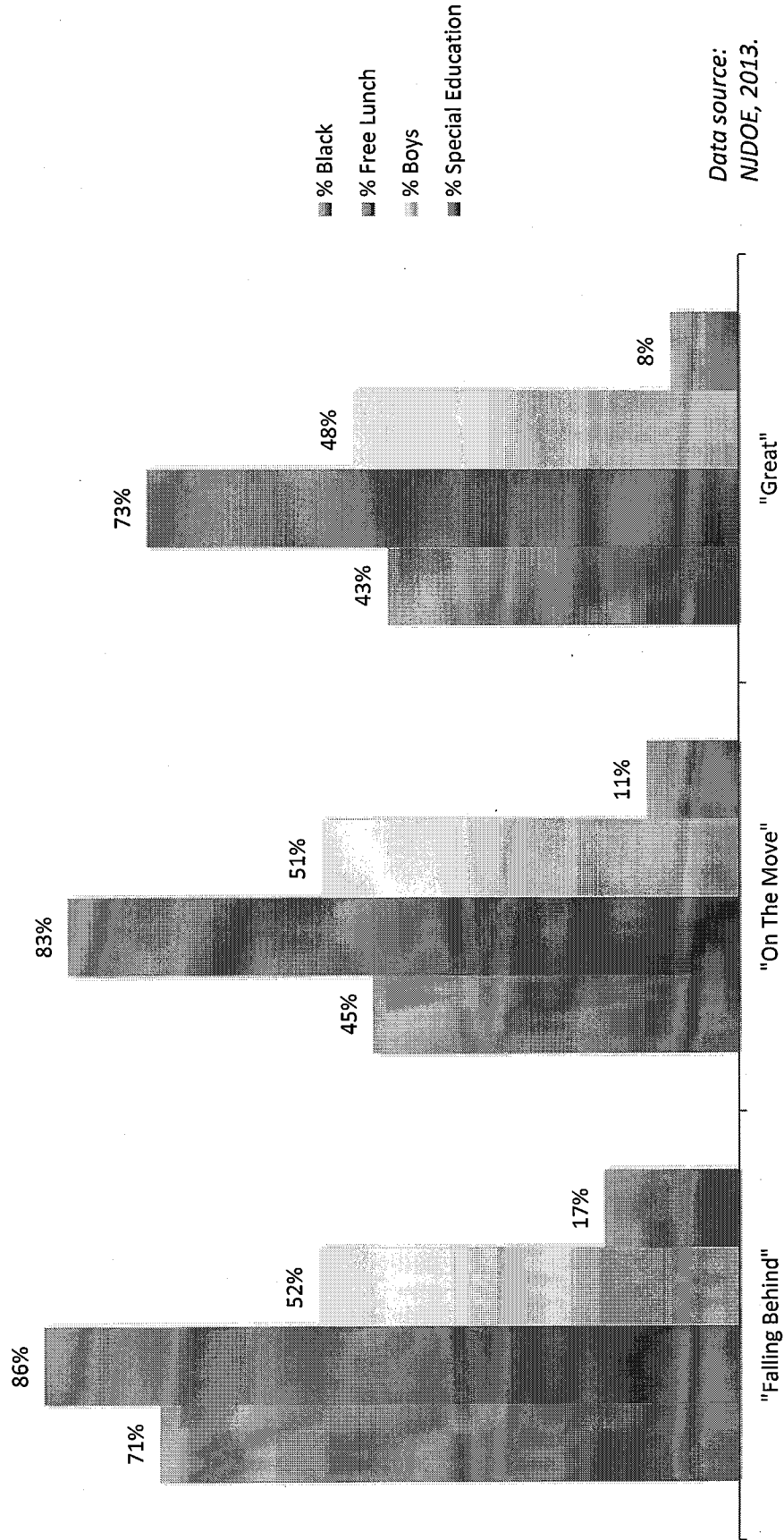
129 x

Difference From Prediction, Average LAL Scale Scores, Newark Schools (NPS & Charters), 2013



Data source: NJDOE, 2013. Model uses five covariates: % free lunch, % LEP, % special education, % female, % black. R-sq = 0.78. Scale scores are a weighted mean across grades 3 - 8. Only schools reporting a Grade 8 score are included

Demographics of Newark Schools (NPS & Charters), by One Newark Application Category, 2013 (Weighted Means)



NPS's "Great" schools: fewer black students, fewer boys, fewer Free Lunch eligible, fewer special education.

Who Is Providing Oversight?

- The appropriate role of the NJDOE is to provide data and analysis to answer these critical questions.
- The NJDOE must be an impartial overseer of NPS.
- The NJDOE should supply stakeholders with the information they need to inform decisions.
- NJ education scholars stand ready to assist in these efforts.

NJ Education Policy Forum

- A collaborative effort of NJ Education Policy Scholars.
 - *Research Note: Resource Equity & Student Sorting Across Newark District & Charter Schools*, Dr. Bruce D. Baker, Rutgers University.
 - *New Jersey Charter School Law, Race and Equal Protection*, Dr. Joseph Oluwole, Montclair State University.
 - *Research Note: On Student Growth & the Productivity of New Jersey Charter Schools*, Dr. Bruce D. Baker, Rutgers University.
- <https://njedpolicy.wordpress.com>

Joseph Del Grosso
President



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Local 481 / AFL-CIO

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John M. Abeigon
Director of Organization

"Pride of the Union"
1998 AFT Award

Testimony before the Joint Committee on Public Schools



Trenton, N.J. March 10, 2015

How many more times must the tax payers of this state be subjected to the distortion and misdirection of Cami Anderson, cheerleader of Charter Schools and occasional Superintendent of the Newark Public Schools? In her third opinion piece for The Star Ledger, January 27, 2015, the discredited Anderson finally outs herself as a lobbyist for the Charter School and Reform for Profit movement which they disingenuously call "Pro-Student."

Describing her recent and embarrassing appearance before the Joint Committee on Public Schools as an opportunity she appreciated, she fails to mention that she had ignored three previous attempts to get her there and that the only reason she finally appeared was the threat of a subpoena. She holds legislators and the supporters of public education in contempt, plain and simple.

She states "many charters in Newark are outperforming traditional public schools. Instead of fighting against a charter system that is working for our kids, we must create a public policy agenda that gives traditional public schools the same pro-student advantages." Where is the acknowledgment and support of the Newark traditional public schools that are outperforming the charter schools?

Other than directing millions of taxpayer and donor funds to personally and politically connected firms and friends, there is nothing and no one stopping Anderson from renovating 100 year old buildings or placing air conditioners in sweltering traditional public school classrooms, except for her agenda to dismantle public education and insure that teachers are to blame.

Must taxpayers, students and parents tolerate a politically motivated Superintendent who currently allows the following conditions to exist in her traditional public schools in order to make the case for more Charter Schools.

Rafael Hernandez and scores of other schools are purposefully understaffed by the Anderson administration. How can Newark's traditional public schools succeed when Anderson has laden them with uncertified substitutes who teach continuously for months and years in subjects they know nothing about? When principals, fearful of losing their livelihoods, cower and permit substitute teachers to teach chemistry at Shabazz High School for years to Special Education students how can classes succeed? When you have

stripped a district of attendance counselors and truants go AWOL and die in the streets how is it possible for Newark's traditional public schools to succeed?

The Central Office at NPS, to make up for the deficit she is embroiled in, cannot process necessary paperwork because of staff shortages Anderson creates. Anderson maliciously distorts state teacher evaluation frameworks to make succeeding nearly impossible. She callously makes testing conditions intolerable for students by denying teachers training and supplies and students proper learning resources. She uses the new teacher tenure law as a whip to keep staff in line and enrich law firms. She has spent nearly one million dollars on cases the new law clearly disallows and arbitrator after arbitrator rules against her.

She knowingly creates her own failures and then blames others. Fortunately, she has a Commissioner of Education, who is an educator, but fears the man who appointed him. Her misdeeds and destructiveness of the NPS, and its children's education will someday be written about. Like her moral mentor the discredited Michelle Rhee, she will form or join a group who is making millions on testing schemes and investing in purchasing public schools. Public Education will remember her as Americans remember Pearl Harbor.

Lastly, and most disgraceful of all her actions to date; On February 20, 2014 Anderson famously filed a waiver with the NJDOE on the grounds of identifying "low-performing teachers for reduction." The request was premised on the self inflicted need to layoff teaching staff. (Each charter school she succeeds in opening diminishes her budget for operating the traditional schools.) However, on or prior to July 31, 2013 Anderson, former Executive Director of Teach For America NYC, knew the Walton Foundation had awarded TFA \$20 million to hire new teachers for the NPS.

The possibility was seriously raised with the state Commissioner of Education that Anderson may have violated a state Code of Ethics or committed a serious Conflict of Interest if she agreed with aforethought to receiving and hiring TFA teachers knowing she would have to displace, and vilify, qualified NJ Certificated teaching staff with inexperienced, often only Provisionally Certificated TFA staff. Newark's students are being sabotaged.

As a minion of a much broader and well funded anti public education movement, she should fight to change public policy and challenge state laws and regulations on her own time and with their dime—not the taxpayers'.


John M Abeigon

Director of Organization

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John M. Abeigon
Director of Organization

October 24, 2104

David C. Hespe
Acting Commissioner of Education
NJ Department of Education
PO Box 500, Trenton, NJ 08625-0500

Dear Mr. Hespe:

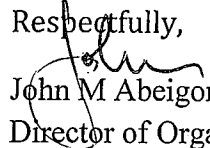
On February 20, 2014 Cami Anderson filed an equivalency waiver from N.J.A.C. 6A:32-5.1 with the NJDOE on the ground of identifying "low-performing teachers for reduction." We believe Ms. Anderson willfully omitted facts known to her and thus misrepresented the basis for her request to both the state and the public when she described her reasons for seeking the waiver.

The request was premised on the need to layoff teaching staff. However, on or prior to July 31, 2013 Ms. Anderson, former Executive Director of Teach For America New York, knew or was in a position to know that the Walton Foundation had awarded TFA \$20 million to hire new teachers—part of that investment was earmarked for hiring 369 TFA Corp Members for the Newark Public Schools. We have acquired a confidential document, "Managed Choice," that lists the names of 402 NPS instructional employees who have been classified as Employees without Placement devoid of reason or cause.

The possibility is seriously raised that Ms. Anderson may have violated a state Code of Ethics or at the very least committed a serious Conflict of Interest if she agreed with aforethought to receiving and hiring these TFA teachers knowing she would have to displace, and vilify, qualified NJ Certificated teaching staff with inexperienced, often only Provisionally Certificated TFA staff. Students are not being taught by HQ teachers in vital subjects.

Therefore, we are respectfully demanding that your office launch an immediate investigation into this matter to determine: (1) whether or not the Superintendent falsified the reasons for her waiver request; (2) whether Teaching staff hired via TFA funds are "highly qualified" as required by NCLB; and (3) an audit of the number of the number of permanent substitutes who are filling in vacancies for well over the time permitted by Law.

Respectfully,


John M Abeigon
Director of Organization

THE NEWARK PROMISE

Based on our extensive research and outreach around the city, we have developed **The Newark Promise: Excellent Neighborhood Public Schools for All**, which represents our shared, community-based vision for the educational opportunities that should be available to every child and youth in Newark. Why do we refer to it as a “promise”? Because we believe that the city of Newark and the state of New Jersey need to make and fulfill a promise to all Newark residents that all our children will be able to receive a high-quality preK-12 education in their neighborhood public schools. In fact, we believe the Newark Promise should be the primary basis upon which we evaluate our education policymakers (by evaluating whether their actions move us closer to this vision, or move us further away). Thus, we are asking our community to sign on to the Newark Promise, and to make a commitment to the entire city that all policy decisions will be directed at making this vision a reality for every single one of our children and youth.

THE NEWARK PROMISE: EXCELLENT NEIGHBORHOOD PUBLIC SCHOOLS FOR ALL

All children and youth in Newark have the right to a high-quality preK-12 education in their neighborhood public schools. Such education shall provide all students with a full and equal opportunity to develop their mind, personality and talents; fulfill their potential; achieve their goals; improve the quality of their lives; and graduate from high school qualified for college, a living-wage job and thoughtful, responsible participation as a democratic citizen. Every education policy decision made by Newark city officials, school district officials and individual building administrators shall include, at a minimum, the following:

- **Support in addressing the full array of students’ intellectual, social, physical, psychological and emotional needs.**
- **Safe, clean, comfortable and inviting facilities that are conducive to learning and demonstrate respect for those who go to school and work there.**
- **High-quality learning conditions in schools, including classes of a size that ensure individualized instruction, full support staffs, up-to-date classroom materials, modern classroom technology and access to healthy food.**
- **An academically rigorous curriculum that is enriched, well-rounded, engaging and culturally relevant.**
- **Effective instruction provided by qualified, well-trained and well-supported staff who are given the time and resources necessary to plan their lessons, collaborate with colleagues, receive meaningful professional development, and address each student’s development and particular learning needs.**
- **High-quality assessments that are aligned with the curriculum, use multiple methods for allowing students to fully demonstrate what they know and can do, and are used to improve the teaching and learning process.**
- **Developmentally appropriate disciplinary methods that are applied fairly, support student learning and positive school climates and use preventive and restorative responses to bullying.**
- **Timely and effective intervention if students experience academic difficulties or the school is not meeting its obligations.**
- **Meaningful opportunities for students and their parents and families to participate fully in the educational process including school and district decisions that significantly affect their lives and education.**
- **Address the district’s fiscal challenges and improve school quality through more efficient use of resources and compliance with state law.**

ENVISIONING THE FUTURE OF NEWARK PUBLIC SCHOOLS: EXCELLENT NEIGHBORHOOD PUBLIC SCHOOLS FOR ALL

Our coalition represents thousands of Newark students, parents, teachers, school employees, and other community members, and we have engaged countless others through surveys, town hall meetings, community forums, and door-to-door outreach. What has been learned through listening to our neighbors about what they value most in their school system is incredibly simple, and yet it stands in stark contrast to the One Newark plan: They want a **high-quality system of neighborhood public schools** able to serve all of Newark's children and youth.

- A. They want the state to finally repay the longstanding debt it owes to the people of Newark to provide our children with a **level playing field**.
- B. They want a school system that is guided, first and foremost, by what our students and our communities need, and by what we know about what works in improving schools, rather than by politics and ideologically driven experiments on our children.
- C. They want a school system that makes parents want to keep their children in NPS schools, and that can attract new families to Newark, rather than what we have currently under state control, which is a system that actively repels families.
- D. They want public resources under **democratic local control**, subject to public accountability.
- E. They want a school system that acknowledges that education is a right, not a privilege, and that *all* children deserve a high-quality education within their own community, regardless of race, socioeconomic status, the neighborhood they live in, how engaged their parents are in their lives, and all of the other factors that for too long have been used to predetermine the investment in our children.
- F. They want what other communities across New Jersey, and across the country, take as a given. Families living in the areas surrounding Newark don't even have to think twice about there being great neighborhood public schools in which they can put their children; it's the baseline standard of quality that they have come to expect. The people of Newark merely want to be able to have the same expectation.

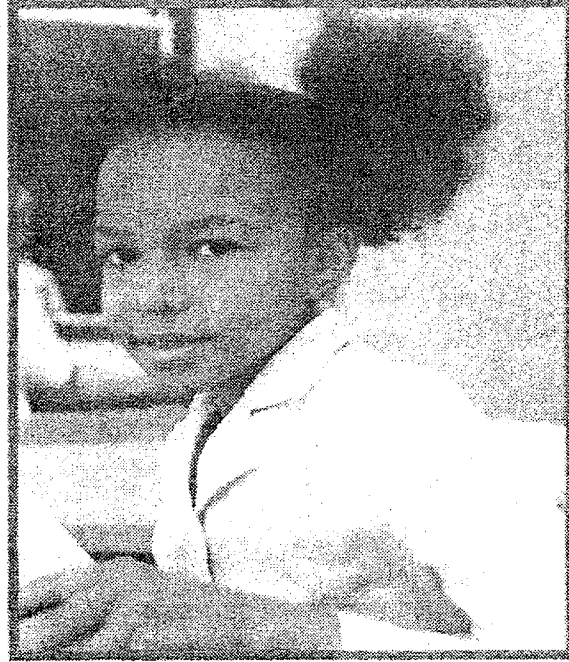
WHAT NEWARK RESIDENTS ARE CALLING FOR

An immediate moratorium on implementation of the One Newark plan.

The experiences in Chicago, New Orleans, Philadelphia, New York and numerous other cities around the country have made it clear that One Newark will not result in improved educational opportunities for our students. It will, however, limit educational access, undermine educational quality, expand the "school-to-prison pipeline," weaken community connection to schools, compromise student and community health and safety, destabilize communities, diminish teacher effectiveness and waste community resources

Implementation of the Newark community's vision of excellent neighborhood schools for all.

NPS desperately needs to rebuild trust with the entire Newark community. Every student, parent and community member is entitled to know what to expect from an NPS education. They should know what the educational goals are for every child; they should know what the key components are of an NPS education; and they should be able to effectively address any deficiencies that arise. Indeed, the entire city—including the business sector, universities, nonprofit organizations, the faith community and other government agencies—needs to be on the same page as the school district if we are truly going to be able to transform our education system and create the schools our children deserve. In other words, we need a shared vision for Newark's schools and a plan to achieve it.



Our children deserve better
than separate and unequal.

Exposing the
Chaos
and
Destruction of the
Newark Public
Schools

The Facts

- From 2012-2014 17 public schools were closed and removed students from their local neighborhood schools.
- 5,118 Children have been directly impacted by school closings.
- 81% of the children are African American
- 18% of the children are of Latino origin
- 16% of the children with disabilities
- 95% live below the poverty level qualifying for free or reduced meals

Federal and State School Regulations are being violated and disregarded....

English Language Learners do not have appropriate placement in schools to receive instruction to become proficient in English.

Students with disabilities do not receive all the services to accommodate their specific needs as delineated in their IEPs.

Parents of **students with disabilities** have not been able to secure school placements that meet their children's particular needs .

Families with multiple children have their children enrolled in different schools that require daily bussing or walking long distances across the city of Newark.

Daily many students and teachers are functioning in handicapped school environments **without adequate educational tools and supplies:** text books, workbooks, duplicating paper, pens, pencils, smart boards, etc. needed for attain a through and efficient education.

Poor District Leadership

Core content area classes are being taught by substitute teachers and or displaced teachers lacking certification in those areas they are assigned (N.J.A.C. 6: A-9-3.3 and N.J. A. C. 6a: 9-3-3).

Uncertified staff is hired to work in titles that are not state approved (N. J. A. C. 6A: 9.3.3). Some administrators and teachers are in positions without certificates for the positions they occupy.

Numerous schools have experienced principal changes each year for the past three years.

Numerous schools have experienced teacher 50% or greater turn over for the past three years.

Students in schools have lost the services of attendance counselors and substance abuse counselors. Some schools no longer have library media specialists, social workers or guidance counselors.

By co-locating charter schools in public school facilities, Anderson has created rich and poor schools within the same building

Millions of dollars are used to hire consultants whose credentials, responsibilities and deliverables to the district are not shared with the elected advisory board members and the community.

No Voice.

No Equity.

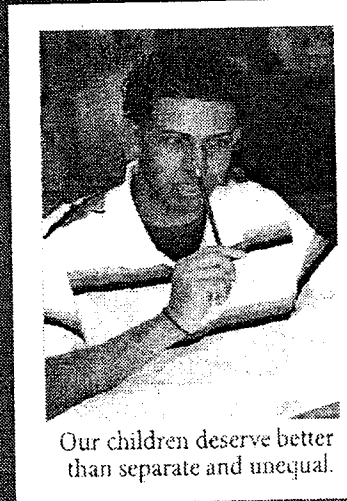
No Democracy.

State appointed superintendent Cami Anderson supported by Gov. Chris Christie consistently excludes the community refusing any input when closing schools, co-locating schools and turning public schools into charter schools.

Envisioning the future of Newark Public Schools

The Newark Promise is a plan created by parents, teachers, support staff, administrators union and community organizations.

It envisions a future for Newark Public Schools and creates excellent neighborhood public schools for children and families.



Community Schools have Newark Promise

Why Community Schools? It is both a place and set of partnerships between the schools and other community resources. The focus is on academics, enrichment opportunities, health, social services, youth and community development and engagement to improve student learning, create stronger families and healthier communities. Schools become centers of the community and are open to everyone-all day, every day, evenings and weekends.

This great city can only flourish if all residents are treated with dignity, respect and fairness. There cannot be two Newarks.

For more information:

AllianceforNPS@gmail.com

YouTube...YMSSOne NewarkRegDayTwo

YouTube..YMSBetweenthe BricksEP2ChaosatBarringer and One Newark Series

You Tube...Community Put Forward Vision for Newark Schools

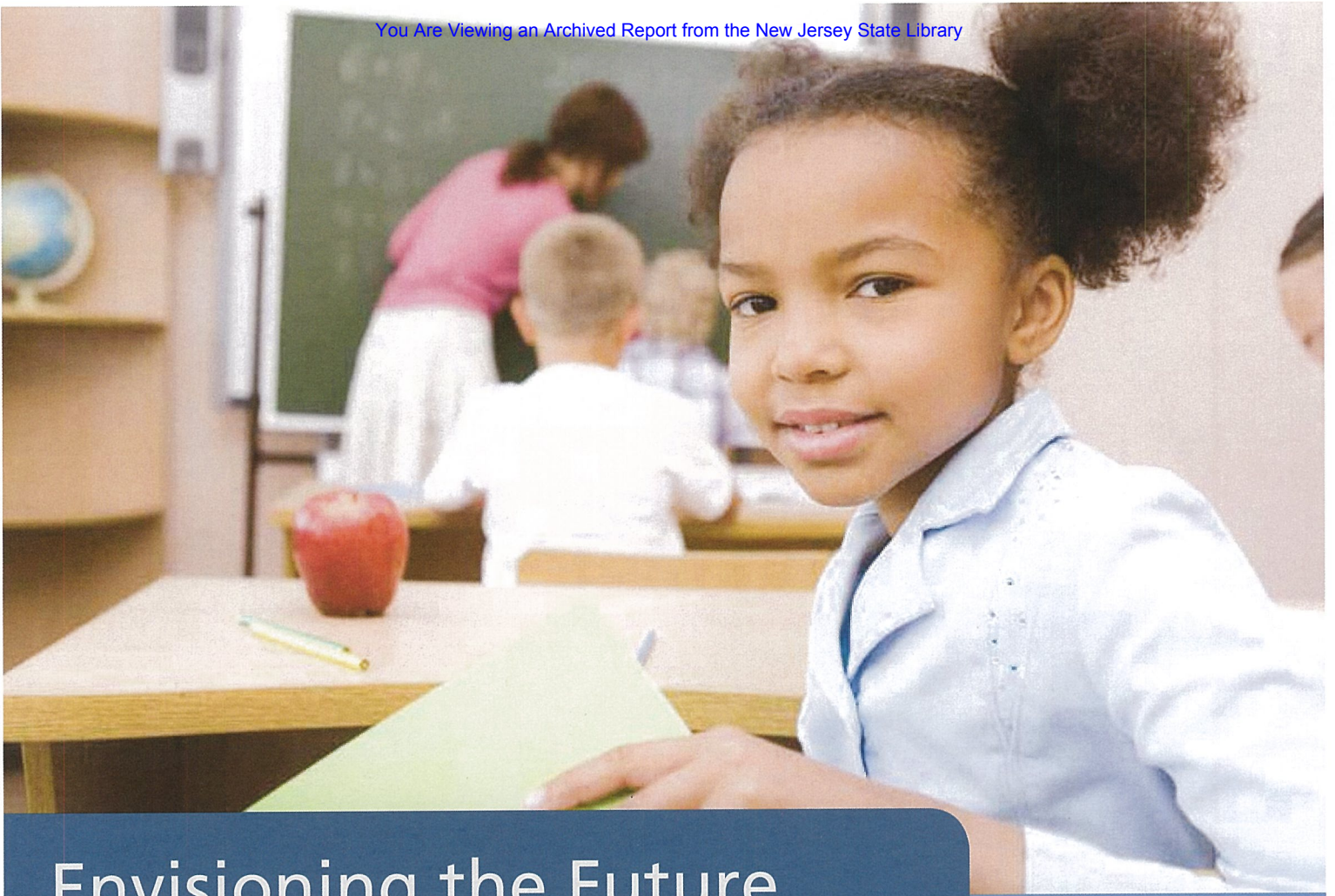
www.facebook.com/NewarkStudentsUnion

www.communityschools.org/aboutschools/what_is_a_community_school.asp

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Alliance for Newark Public Schools Member Organizations:

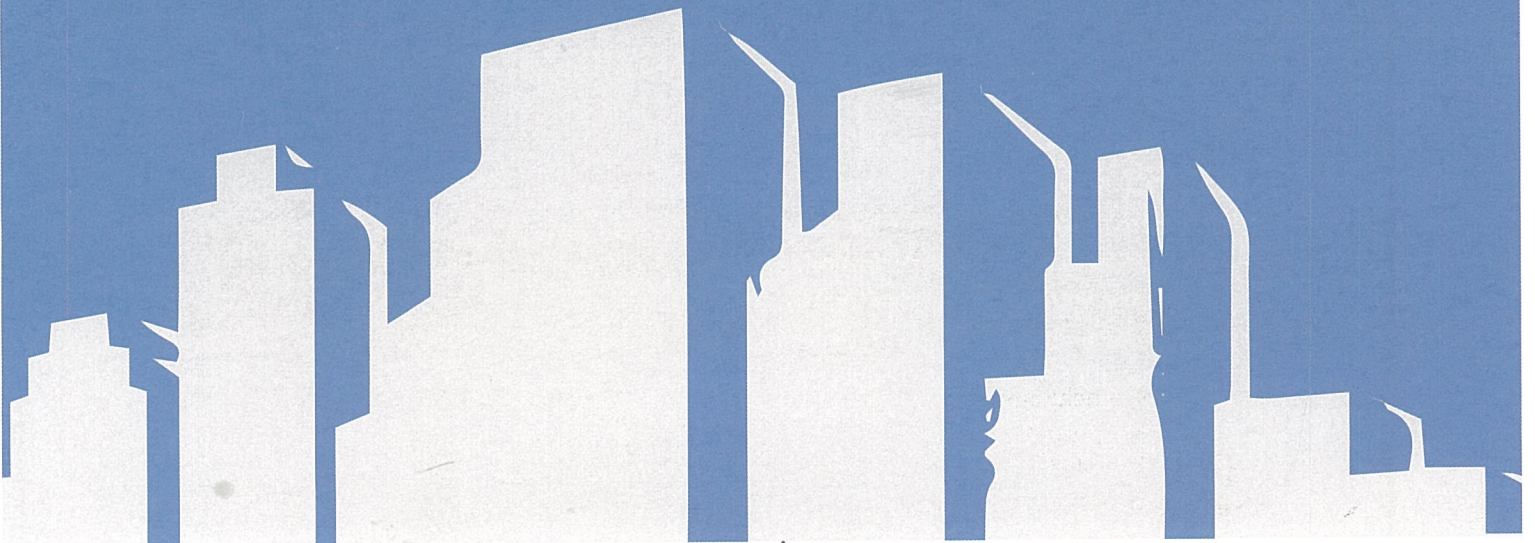
City Association of Supervisors and Administrators, Coalition for Effective Newark Public Schools, Communities United NJ, Laundry Distribution and Food Service Workers Local 3, Newark Branch NAACP, Newark Teachers Association, Newark Teachers Union NJ American Federation of Teachers, Operating Engineers Local 68, Parents Unified for Local School Education NJ, SEIU 617,



Envisioning the Future of Newark Public Schools

Excellent Neighborhood Public Schools for All

May 17, 2014



As students, parents, educators, citizens and voters from hardworking families, we know the future of our community depends on excellent public schools. When we come together, we realize our potential and power to overcome barriers to providing equitable and excellent public education. We welcome new partners to join us as we take action for the students, families and educators of Newark.

FOUNDING MEMBERS:

Parents Unified for Local School Education, New Jersey Communities United, NAACP Newark Branch, Newark Teachers Union, Abbott Leadership Institute, Coalition for Effective Newark Public Schools, City Association of Superintendents and Administrators, 211 Community Impact, Laundry Distribution and Food Service Workers Local 3, SEIU Local 617, Operating Engineers Local 617, American Federation of Teachers NJ

INTRODUCTION

Exactly 60 years prior to the release of this document, the U.S. Supreme Court issued perhaps its most famous decision, *Brown vs. Board of Education*. The *Brown* decision launched a new era in American public education by ending legalized segregation. Nevertheless, merely eliminating the fiction of “separate but equal” schools did not eliminate the deep injustice within our school system. For six decades, communities of color have had to continue fighting for the same thing the *Brown* plaintiffs were fighting for: equal educational opportunities in public schools.

That fight continues today in Newark, N.J. Our children have still *never* been provided the same opportunities to learn as their peers in surrounding areas. And our public schools, which have been under state control for nearly 20 years, have been continually undermined by a long line of education policymakers. The latest entries on that ignoble list are New Jersey Gov. Chris Christie and his appointed Superintendent of Newark Public Schools (NPS), Cami Anderson, who together may present the most serious threat yet to our children’s fundamental right to education.

The actions of Gov. Christie and Superintendent Anderson represent a modern-day version of “separate and unequal” education policy.¹ The governor has repeatedly defied the New Jersey Supreme Court and the state Legislature by denying equitable school funding to Newark’s children.² Both the governor and the superintendent have displayed a shocking lack of respect for the views and concerns of Newark residents, as well as basic democratic principles.³ The superintendent is proposing massive additional layoffs that would be devastating to the already woefully underserved NPS students.⁴ And the One Newark plan—which would close a substantial number of public schools and further shift public resources to private control—would be catastrophic for many Newark students, families and communities. Through these actions, the governor and superintendent have repeatedly treated the people of Newark as second-class citizens. And while their alignment with those who seek to dismantle our public school system and profit from the privatization of our schools has

benefitted them both politically and financially,⁵ their gains have undoubtedly come at the expense of the Newark residents they are supposed to be serving.

Perversely, Superintendent Anderson now repeatedly asserts that her approach to school reform—and the One Newark plan in particular—is directed at addressing the effects of poverty and racism.⁶ Not only does such a claim defy reason, it also represents a flagrant disregard for the ample evidence documenting the effects of her proposed reforms in similar communities of color around the country. Simply put, we already know where this approach leads. The experiences in Chicago, New Orleans, Philadelphia, New York and numerous other cities around the country have made it clear that One Newark will not result in improved educational opportunities for our students. It will, however, limit educational access, undermine educational quality, expand the “school-to-prison pipeline,” weaken community connection to schools, compromise student and community health and safety, destabilize communities, diminish teacher effectiveness and waste community resources.⁷

“I do not agree with the One Newark plan. It is going to hurt the community of Newark and destroy what is working. This idea is not something we should be investing in because it has been proven that it will not work. Cami Anderson needs to stop telling the citizens of Newark that we do not know better. We DO know better—this city is our home.”

To be clear, we fully recognize that change is needed. Our schools absolutely *must* improve. But the Christie/Anderson approach and the One Newark plan are taking us backward. Nevertheless, Superintendent Anderson has asserted that her approach is the only viable way to proceed, recently asking, “What’s the alternative?”⁸

We’re glad she asked.



WHAT NEWARK RESIDENTS REALLY WANT

Our coalition represents thousands of Newark students, parents, teachers, school employees and other community members, and we have engaged countless other residents through surveys, town hall meetings, community forums and door-to-door outreach (quotations collected during this research are interspersed throughout this report). What we have learned through listening to our neighbors about what they value most in their school system is incredibly simple, and yet it stands in stark contrast to the Christie/Anderson plan: They want a high-quality system of neighborhood public schools that is able to serve all of Newark's children and youth.

They want the state to finally repay the longstanding debt it owes to the people of Newark to provide our children with a level playing field.

They want a school system that is guided, first and foremost, by what our students and our communities need, and by what we know works in improving schools, rather than by politics and ideologically driven experiments on our children.

They want a school system that makes parents want to keep their children in NPS schools, and that can attract new families to Newark, rather than what we have currently under state control, which is a system that actively repels families.

They want public resources under public control, subject to public accountability.

And they want a school system that acknowledges that education is a right, not a privilege, and that *all* children deserve a high-quality education within their own community, regardless of race, socioeconomic status, the neighborhood they live in, how engaged their parents are in their lives, and all of the other factors that for too long have been used to predetermine the investment in our children.

In other words, what they want is what other communities across New Jersey, and across the country,

take as a given. Families living in the areas surrounding Newark don't even have to think twice about there being great neighborhood public schools in which they can put their children; it's the baseline standard of quality that they have come to expect. The people of Newark merely want to be able to have the same expectation.

"The state has been in control for 20 years. They have spent millions of dollars on inferior programs and materials that did little but make corporations wealthy. They have failed over and over. It is time to give control back to the city and its true citizens."

Getting to that point is going to require a vastly different approach than what the One Newark plan lays out. Thus, there should be an ***immediate moratorium on implementation of the One Newark plan.***

Second, we need to devote ourselves to implementing the Newark community's vision of excellent neighborhood schools for all. To that end, we have asked hundreds of students, parents, caregivers, teachers, school employees and other community members from around the city for their view of what is included in that vision.

Third, we need to make sure that we have a school district that is structured to be able to support a high-functioning collection of schools. Thus, rather than the disjointed, balkanized system proposed in the One Newark plan, we need a strong, unified system of schools that is well-supported by the central office.

And fourth, NPS desperately needs to rebuild trust with the entire Newark community. Every student, parent and community member is entitled to know what to expect from an NPS education. They should know what the educational goals are for every child; they should know what the key components are of an NPS education; and they should be able to effectively address any deficiencies that arise. Indeed, the entire city—including the business sector, universities,

nonprofit organizations, the faith community and other government agencies—needs to be on the same page as the school district if we are truly going to be able to transform our education system and create the schools our children deserve. In other words, we need a shared vision for Newark’s schools and a plan to achieve it.

THE NEWARK PROMISE

Based on our extensive research and outreach around the city, we have developed **The Newark Promise: Excellent Neighborhood Public Schools for All**, which represents our shared, community-based vision for the educational opportunities that should be avail-

able to every child and youth in Newark. Why do we refer to it as a “promise”? Because we believe that the city of Newark and the state of New Jersey need to make and fulfill a promise to all Newark residents that all our children will be able to receive a high-quality preK-12 education in their neighborhood public schools.⁹ In fact, we believe the Newark Promise should be the primary basis upon which we evaluate our education policymakers (by evaluating whether their actions move us closer to this vision, or move us further away). Thus, we are asking each of our education policymakers to sign on to the Newark Promise, and to make a commitment to the entire city that all their policy decisions will be directed at making this vision a reality for every single one of our children and youth.

THE NEWARK PROMISE: EXCELLENT NEIGHBORHOOD PUBLIC SCHOOLS FOR ALL

All children and youth in Newark have the right to a high-quality preK-12 education in their neighborhood public schools. Such education shall provide all students with a full and equal opportunity to develop their mind, personality and talents; fulfill their potential; achieve their goals; improve the quality of their lives; and graduate from high school qualified for college, a living-wage job and thoughtful, responsible participation as a democratic citizen. Every education policy decision made by Newark city officials, school district officials and individual building administrators shall be directed at ensuring that every child and youth in Newark is provided with these educational opportunities, which shall include, at a minimum, the following:

- Support in addressing the full array of students’ intellectual, social, physical, psychological and emotional needs.
- Safe, clean, comfortable and inviting facilities that are conducive to learning and demonstrate respect for those who go to school and work there.
- High-quality learning conditions in schools, including classes of a size that ensure individualized instruction, full support staffs, up-to-date classroom materials, modern classroom technology and access to healthy food.
- An academically rigorous curriculum that is enriched, well-rounded, engaging and culturally relevant.
- Effective instruction provided by qualified, well-trained and well-supported staff who are given the time and resources necessary to plan their lessons, collaborate with colleagues, receive meaningful professional development, and address each student’s development and particular learning needs.
- High-quality assessments that are aligned with the curriculum, use multiple methods for allowing students to fully demonstrate what they know and can do, and are used to improve the teaching and learning process.
- Developmentally appropriate disciplinary methods that are applied fairly, support student learning and positive school climates, minimize student exclusion and the involvement of law enforcement to the greatest extent possible, and use preventive and restorative responses to bullying.
- Timely and effective intervention if students experience academic difficulties or the school is not meeting its obligations.
- Meaningful opportunities for students and their parents and families to participate fully in the educational process and all other school and district decisions that significantly affect their lives and education.



To implement this vision, we are not proposing any silver bullets. Unlike the One Newark plan, we do not suggest that merely restructuring our school system—without addressing the root causes of our underperforming schools—will solve anything. Instead, what we are proposing is a comprehensive, multiyear strategy—based on the best available research—that addresses the major gaps at every systemic level. Each of the action steps below corresponds to an element of the Newark Promise and what it will take to make it a reality for every child in Newark: (1) out-of-school challenges; (2) school buildings; (3) in-school resources; (4) curriculum; (5) instruction; (6) assessment; (7) school climate; (8) public accountability; (9) democratic governance; and (10) funding.

By coming together as a community around this plan, we believe we can create the best urban school district in the country. We believe we can start to undo the harms caused by decades of injustice suffered by the people of Newark. But most importantly, we believe we can finally provide our children with the same chance to live a good life and pursue their dreams as every other child in America.

COMMUNITY SCHOOLS: *Create partnerships necessary to turn schools into community hubs that take a holistic approach to meeting student and community needs.*

“There should be some things in schools that level the playing field. We can’t go in every home in the city and fix it.”

Many of Newark’s children and youth have to overcome enormous challenges within their homes and communities to even get to school, and many more come to school hungry, with unaddressed medical needs, and suffering the effects of trauma. Yet we provide very little support to our school system in helping to address these needs, and still we expect these students and their schools to perform academically at the same level as students and schools from more affluent communities where such challenges are rare.

Even the NPS students who don’t encounter those challenges are harmed when we structure their educational experiences too narrowly and don’t account for the full array of their developmental needs. Indeed, our youth are often viewed merely as empty vessels to be filled with knowledge, rather than acknowledging that every child comes to school with an assortment of intellectual, social, physical, psychological and emotional needs.

It is incumbent on us, as the Newark community, to address these deficiencies. We must reimagine what our schools can be, and we must learn from the many cities across the country that have made significant gains in academic achievement and improved both student and community health and well-being through the creation of “community schools.”¹⁰ Our schools should be community hubs where we can bring together under one roof the services, activities and supports our children and families need, such as:

- Primary medical care, and vision and dental services;
- Early childhood education;
- Before- and after-school programming for students;
- Nutritional services;
- Recreational, cultural and community-based learning opportunities;
- Child care services;
- Academic services like tutoring;
- Job training and placement services
- Continuing education programs;
- Mental health services;
- In-school child care and support for teen parents; and
- Other social services.

“Education should be viewed as a lifelong journey, and schools should be open to the community so that people become and stay more involved.”

WHAT IS A COMMUNITY SCHOOL?

According to the Coalition for Community Schools:

“A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become centers of the community and are open to everyone—all day, every day, evenings and weekends.”

“Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results: Children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children’s education; schools are engaged with families and communities; students succeed academically; students are healthy—physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live.”

SOURCE: www.communityschools.org/aboutschools/what_is_a_community_school.aspx

Fortunately, Newark already has a model that it can build off of: the Newark Global Village School Zone that was launched in the central ward in 2010 but was discontinued in 2012 due to lack of support from district leadership.¹¹ Additionally, the city has a rich network of universities, nonprofit organizations, businesses, city agencies, hospitals, foundations, faith-based organizations and other service providers, which are essential to creating a robust system of community schools. And by absorbing the lessons from other similarly situated communities, Newark can better leverage its resources and produce more cost-effective reforms.¹²

While community schools must ultimately be created through a localized, inclusive process designed to target individual communities’ particular needs, we ask the mayor and City Council to take the initial step of bringing the necessary parties together to begin the strategic planning process. By coming together and pooling our resources and knowledge, we can take a major step toward creating schools that can help our students to thrive, strengthen our families and revitalize our city.

21ST-CENTURY SCHOOL BUILDINGS: *Ensure every school’s physical plant is conducive to learning and demonstrates respect toward students and staff.*

The state of a community’s school buildings says a great deal about how much, or how little, its students are valued. Here in Newark, far too many public school buildings make it evident that the state is not invested in the success of our children.

“We used to feel at one time that schools should be beautiful places; that they should be valued because these were places that held our most precious things—children. What message do you receive as a student when you walk into a building with falling down ceilings, etc.?”

NPS schools were recently described as “among the state’s most neglected, dilapidated, and unfit for student learning.”¹³ Thus, there is an urgent need to make targeted repairs and renovations of many NPS schools. Additionally, through the *Abbott* decision more than 15



years ago, the district was awarded new school buildings that have yet to be constructed. It is time for the state to honor its obligations to the people of Newark by building schools equipped with 21st-century technology that are environmentally friendly, have ample green space for students, and demonstrate the appropriate respect for the education of our children.

HIGH-QUALITY LEARNING ENVIRONMENTS: *Ensure that every school is appropriately staffed and resourced.*

Not only do Newark students typically bring greater needs with them to schools, the learning environments they encounter are often grossly inadequate to support their education. Indeed, the inequity in resources between NPS schools and many of the schools in surrounding communities is simply unconscionable. *All* of our students deserve to have the resources they need to learn. Addressing this systemic failure will require a number of steps:

- **Small Class Sizes**—The benefits of small class sizes have been well-documented, especially in communities with large concentrations of high-need students, such as in Newark (including a greater proportion of students living in extreme poverty, students with special needs, English language learners, and youth in the foster care system or who are homeless).¹⁴ Nevertheless, Superintendent Anderson is proposing to lay off up to 30 percent of NPS teachers over the next three years,¹⁵ on top of 129 layoffs of school employees last year.¹⁶ Among many other harms that would cause, the resulting increases in class sizes would be devastating for Newark students. Already, too many students go without the individualized instruction they need. Thus, the district must make it a priority to ensure appropriate student-teacher ratios in all NPS schools.
- **Appropriate Staffing**—For NPS to meet its students' needs, all schools must have a full complement of instructional support staff—including paraprofessionals, counselors, librarians, nurses, psychologists, social workers, literacy and math coaches, special education teachers and English as a second language

teachers—as well as noninstructional personnel, such as custodians, food service workers and security guards.

- **High-Quality Learning Materials**—NPS students shouldn't have to read antiquated textbooks and use obsolete technology while their peers in other communities enjoy up-to-date learning materials.
- **Expansion of High-Quality Preschool Programs for 3- and 4-Year-Olds**—To ensure that more children are ready to learn when they enter kindergarten, the district should: (a) make a dedicated effort to improve the quality of its preschool programs; and (b) strengthen its community outreach and recruitment efforts to enroll a higher percentage of eligible children.
- **Healthy Food**—Newark has very high rates of childhood obesity, and very low rates of fruit and vegetable consumption by children and youth.¹⁷ This is both a public health issue and an educational issue, because our students need better access to healthy food in schools to be able to maintain their readiness to learn.

NPS should immediately conduct a needs assessment to identify gaps between the current realities in our schools and the standards set out in the Newark Promise. Then we must allocate our resources accordingly, because no child can be expected to learn when they are not provided the essential tools they need.

ENHANCED CURRICULUM: *Provide every student with an academically rigorous curriculum that is enriched, well-rounded, engaging and culturally relevant.*

The foundation for all effective teaching and meaningful learning is a high-quality curriculum. Yet, within too many NPS classrooms, the curriculum has become excessively narrow and disconnected from our students' lives. We have become so focused on transmitting the knowledge purported to make students “college- and career-ready” that we have lost sight of how children and youth learn, and what makes them *want* to learn. Of course, our students need basic skills, but they also need:

- A curriculum that builds on their pre-existing interests, experiences and knowledge;
- A curriculum that makes them active—rather than passive—learners, including project-based learning that makes real-world connections to their lives;
- Group work that allows for collaborative learning and problem solving;
- An age-appropriate and diverse curriculum, including more exposure to disciplines that have been de-emphasized in recent years as a result of the No Child Left Behind Act, such as the sciences and world languages;
- Fully integrated arts education;
- A curriculum that addresses their ethnic and socioeconomic backgrounds and celebrates their culture, history and community;
- Connections to their community and their futures through community service, internships, field-based learning, and academically rigorous Career and Technical Education programs;
- Access to modern technology;
- Access to high-level courses, such as Advanced Placement; and
- Access to recess and physical education.¹⁸

Some NPS schools already do an excellent job of incorporating some, if not all, of these elements. But many do not, and that is contributing to widespread student alienation. Therefore, we call on the district to involve all community stakeholders in assessing where such gaps exist; identifying promising models, both locally and nationally;¹⁹ and developing recommendations for curricular reform.²⁰

Unless we address our curricular deficiencies, we will never be able to sufficiently engage all, or even most, of our students. And even those students who persevere and graduate “college- and career-ready” will not have been prepared to be lifelong learners and critical thinkers. For that level of education, we need a higher level of curriculum—one that is academically rigorous and far more enriching, well-rounded,

engaging and culturally relevant than what many of our students currently receive.

IMPROVED INSTRUCTION: *Enhance NPS’s instructional capacity by offering more meaningful professional development, improving our staffing model and offering additional career advancement opportunities for teachers.*

How do we ensure that all NPS students are receiving high-quality instruction? The answer to that question has several parts, but one significant (and frequently overlooked) factor is that we have to make teaching in NPS schools a desirable career. That requires the creation of conditions that will attract top teachers and administrators to our district, and help to keep them once they are here. Thus, the elements covered above are also critically important to improving instructional quality. Creating better learning opportunities for students also produces better environments for teachers, which are essential to recruiting and retaining talented educators.

Additionally, we must recognize that our goals for our children can only be reached if we provide our teachers with the support and respect they deserve. There is simply no path to high-quality education that includes the demonization, demoralization and de-professionalization of teachers that have become so common in recent years.

“The older, more expensive teachers are being pushed out, and teachers say, ‘Why should I stay and deal with this stress?’”

There are several additional steps that the district should take to enhance instructional quality district-wide. First, NPS needs to prioritize meaningful professional development for all administrators, teachers and other school employees, in alignment with the Newark Promise and the enhanced curriculum. There are significant gaps districtwide with respect to subject matter expertise and pedagogy, as well as addressing students’ social and emotional needs, meeting the full spectrum of needs of English lan-



guage learners and students with disabilities, cultural competence, classroom management, using positive and restorative approaches to school discipline, and trauma-informed education, among others.²¹

To make this professional development meaningful and effective, it must be ongoing, occur inside the school, and be closely tied to the particular needs of students and educators in that school.²² Thus, NPS should bring back the “Teaching and Learning” department, which was disbanded by the superintendent but formerly provided ongoing research-based, job-embedded professional development and on-site support at the school level, across all content areas. Additionally, it should reinstate Professional Learning Communities (PLCs), which were also eliminated by Superintendent Anderson. PLCs are teams of teachers—grouped by grade level, subject area or common interests—who dedicate in-school time to working together to bolster their practice.

They may, for example, observe each other in the classroom and provide feedback, engage in collaborative planning or problem-solving, analyze student work and student data, or engage in peer-led professional development on topics identified by teachers themselves.²³ Moreover, all NPS schools should be staffed and structured so that teachers have sufficient time for individual lesson planning and collaborative professional development every week, and that new teachers and struggling teachers are able to access intensive assistance, mentoring and training from skilled colleagues.²⁴

NPS should also implement a series of steps to improve school staffing. It should create more equity district-wide by offering a series of incentives designed to attract and retain more experienced teachers and administrators to its “hard-to-staff” schools, including stipends, additional paraprofessionals, smaller class sizes, and increased time for preparation and training.²⁵ Additionally, the district should prioritize the recruitment of teachers and administrators from local neighborhoods. And teachers, students, parents and other community members should be integrally involved in the hiring of principals to ensure that the person chosen will be the right fit for that particular community.²⁶

Finally, the district should expand upon teachers’ career advancement opportunities. NPS’s best teachers should be provided more opportunities to take on increased responsibility and leadership roles—such as mentoring new teachers or helping to develop curricula—and they should be recognized and compensated accordingly.²⁷

The combination of these strategies will not only make NPS a more attractive and rewarding place to work—which will allow the district to attract and retain great teachers—it will create the type of respectful, professional culture that can elevate both individual and collective instructional capacity in every NPS school.

PERFORMANCE ASSESSMENTS: *Develop a localized assessment system based on multiple measures of student performance that provides more meaningful information to students, parents and teachers.*

Perhaps the most significant trend in NPS over the last several years has been the increasing overuse and misuse of high-stakes standardized tests. Because of the severe overemphasis on increasing test scores—at the expense of more meaningful school improvement efforts—we have dramatically narrowed and weakened our curriculum in many schools across the district. We are subjecting many of our children to weeks of mindless test preparation and test-taking every year, and are constantly ranking and sorting them on the basis of test scores that are incapable of capturing what they know and can do. It is no wonder that our students are increasingly being turned off to learning.

“The state should stop mandating so many unnecessary tests and let the public school teachers teach.”

Moreover, we are diminishing the teaching profession by making it increasingly test-centric. We are forcing quality educators to waste valuable instructional time on exams that provide little to no information of value in improving the quality of their teaching and students’ learning. And we are basing important decisions

about the fate of our schools and our teachers' jobs on simplistic bubble tests that are incapable of accurately measuring the abilities of educators.²⁸ In short, we have lost sight of the difference between measuring academic achievement and actually *improving* academic achievement.

Of course, assessing student progress in an ongoing way is critically important. But Newark needs an assessment system that supports teaching and learning and promotes the higher-order skills that parents value and students need: critical thinking, communication, problem solving, research and applied learning. Thus, NPS should develop a comprehensive local performance assessment system that eliminates all extraneous tests currently in use and is:

- Aligned with the principles of the Newark Promise and the enhanced curriculum described above;
- Based on multiple indicators of student learning from a variety of sources at multiple points in time, including student portfolios, teacher observations, tests that include multiple-choice questions and short and longer constructed response items, essays, tasks and projects, laboratory work and presentations;
- Valid and appropriate for a diverse student population, including English language learners and students with disabilities;
- Structured to provide useful and timely diagnostic information to improve teaching and learning; and
- Publicly reported.²⁹

"I want to see students being taught how to think critically in all aspects of their lives."

Additionally, the district should be active at the state level, advocating for revised testing policies that promote the use of performance assessments while removing requirements for tests that fall short of

these standards. We are confident that within the next several years, we can turn around the failed "test-and-punish" approach on which we have become so reliant. In its place, we can create a far more robust, valid, reliable and fair system that will provide much more useful and meaningful information to parents, students and the entire community.

SAFE AND HEALTHY SCHOOLS: *Improve school climate by adopting a new understanding of school safety and eliminating the overuse of harsh disciplinary measures.*

Creating the district our students deserve requires more than simply focusing on academic content. We must also ensure our students have a healthy and safe environment in which to learn. For too long, NPS—like many urban districts—relied on the overly harsh, ineffective and counter-productive zero-tolerance approach to school safety. In the process, we created toxic school climates, impeded student learning and reinforced the "school-to-prison pipeline" by pushing our students—and particularly students of color—out of school.³⁰

To Superintendent Anderson's credit, she has publicly recognized the devastating impact of this approach and has taken some initial steps to address it.³¹ But to truly dismantle Newark's school-to-prison pipeline and provide all of our students with the healthy school climates and educational opportunities they deserve, there remains much more to be done.

First, we must shift our understanding of school safety.³² To have truly safe schools, we need to create positive and supportive environments where students can develop strong relationships with teachers, administrators and other school employees.³³ Indeed, we must recognize that the core elements of an effective school safety strategy are not discipline and punishment, but rather stable schools; small class sizes; access to social workers, psychologists, guidance counselors and nurses; availability of wraparound services; an engaging curriculum; and well-trained and well-supported teachers. That is why it so imperative that we take a comprehensive approach to school improvement, and why we must avoid closing schools, raising class sizes, cutting school staff and student support services, and



undermining our teaching force, as many recent decisions by Gov. Christie and Superintendent Anderson have either done or threaten to do. Additionally, NPS must ensure that school discipline is being administered fairly and respectfully in every school across the district. Disciplinary measures that exclude students from school or refer them to law enforcement should be minimized to the greatest extent possible, and the district should be proactive in addressing the disproportionately harsh discipline of students of color, students with disabilities and any other subgroups of students that are overly represented. Additionally, the district should accelerate the implementation of disciplinary alternatives such as restorative justice and train all school staff on the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, creating safe spaces for LGBTQ students,³⁴ and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

Together, these steps can start to undo the damage caused by NPS's misguided approach to school safety, and begin to create the healthy school climates that promote truly safe and effective schools.

AUTHENTIC ACCOUNTABILITY: *Create a more robust and comprehensive system of community-based accountability and support for struggling schools.*

We strongly believe in school accountability, but equally strong is our belief that we must be holding schools accountable for the right things. Our schools are naturally going to focus their energies on whatever our accountability system prioritizes. Thus, it should not be surprising that our current system, which places a heavy emphasis on one type of metric—standardized test scores—has led to a severe de-emphasis on the many other elements of quality education that are important to Newark's students parents, and other community members.

We need a more robust and authentic school accountability system that can drive school improvement efforts and promote greater parent and community involvement in schools. Thus, rather than merely hold-

ing schools accountable for student outcomes, district leaders and administrators must also be held responsible for providing high-quality, equitable opportunities to learn. We must create mechanisms for students, parents and communities to participate more effectively in the school improvement process and hold their local schools accountable. And we need a simple, transparent process to identify any shortcomings in our schools and quickly address them.³⁵

First, we need to provide parents and the broader community with higher-quality information on the performance of our schools. It should be both quantitative and qualitative, and should include data on all of the elements of the Newark Promise, as well as student learning outcomes.³⁶

Second, we need to provide better ways for school stakeholders to help our schools implement the Newark Promise and achieve their full potential. Much like the School Leadership Councils that formerly existed in NPS, every school should have an Excellence and Equity Committee comprised of parents, students, teachers, administrators, school employees and other community members that is empowered to take a more active role in school accountability and improvement efforts. They would monitor the data described above, collect input from school stakeholders (such as through student and parent surveys and open meetings), implement strategies for school improvement, and be provided the means to advise district leadership and influence district policy (much like the Parent Advisory Council that NPS once had). Not only would these committees lead to improved education quality throughout the district, they would also finally provide parents, students, teachers and school employees with more meaningful opportunities to become involved in school improvement efforts.

Third, we need to ensure that every single one of our students is being served appropriately, and that when a problem is identified, there is a mechanism in place to address it. Thus, we propose that all school stakeholders be empowered to enforce the Newark Promise. In other words, if an individual student, parent or school employee—or group of them—believes that his or her

school is falling short in one or more areas, he or she could file a complaint to address that deficiency in a timely manner.³⁷

Fourth, there should be an outside review of individual school performance to provide an objective view of their practices.³⁸ We propose creating a School Quality Review System in which qualified teams of experts would periodically visit and observe a school, examine evidence of student and teacher work over the course of time, review the full array of data and other evidence described above, and assess how resources are used and whether students are receiving equitable opportunities. They would perform their own independent analyses and produce publicly available reports on each school. And when they identify a school in need of improvement, they would supplement the school improvement efforts of the school's Equity and Excellence Committee by providing targeted technical assistance, including:

- Identifying a set of research-based improvement strategies already employed within NPS, as well as across the country, that can be adapted by the individual school;
- Designating several high-performing NPS schools as professional development "lab sites" where teams from schools in need of improvement can observe and learn new practices; and
- Providing the technical assistance necessary to help the struggling school develop and implement targeted improvement plans in collaboration with student, parent, school employee and community stakeholders.³⁹

Thus, the community would receive vastly improved information on school performance, our schools would receive the type of robust feedback about their strengths and weaknesses that our current test-based system simply cannot provide, and our school improvement efforts would be far more effective.

DEMOCRATIC REPRESENTATION AND PARTICIPATORY DECISION-MAKING: *Restore local control of NPS and provide the Newark community with the means and information to participate more effectively in NPS policy decisions.*

It is our firmly held belief that individuals who are significantly affected by decisions should have meaningful involvement in making those decisions. Yet the stakeholders of NPS have been deprived of such involvement by being under state control for nearly 20 years, despite meeting all of the benchmarks for returning the district to local control. Gov. Christie summed up this profoundly undemocratic approach when he said last September, "I don't care about the community criticism. We run the school district in Newark, not them."⁴⁰

"After nearly 20 years of occupation, the state has shown it does not have the will or skill to improve the district. The Newark school district must return to local control where people have a vested interest in its success."

The governor simply needs to return NPS to the people of Newark. Given the damage that state control has already caused, and the additional devastation threatened by the One Newark plan, it is long past time for us, Newark's people, to be allowed to create a better future for ourselves through locally directed school reform.

Additionally, we must rid our school system of the view that policymaking should be left up to district leadership, most notably exemplified when Superintendent Anderson announced that she and her leadership team would no longer attend public school board meetings because, in her view, the public's overwhelming opposition to the One Newark plan was "dysfunction" that was "not focused on achieving educational outcomes for students."⁴¹ The superintendent needs to understand that nobody is more invested in the success of Newark schools than the students, parents, staff and other community members who are in them every day.

Envisioning The Future of Newark Public Schools



So key policy decisions need to be made *by us and with us*, not *for us*.

Above, we have outlined a number of strategies for creating more transparent governance and participatory decision-making in NPS, but it can't stop there. Open and inclusive processes must become standard operating procedure throughout the district. Every single significant decision should involve authentic input from those who will be most affected by it. That may seem extreme, given our current practices. But it is precisely because it seems extreme that it is so important, because that reflects how far we have strayed from a truly democratic approach to operating our school system.

SMART, EQUITABLE FUNDING: *Address the district's fiscal challenges and improve school quality through more efficient use of resources and compliance with state law.*

While it is true that NPS currently has a projected budget deficit of \$36 million, were it not for the state's mismanagement of the school district, it would be enjoying a significant budget surplus. For example, for the 2014-15 school year, NPS will lose \$200 million from its budget because of payments to charter schools.⁴² Additionally, NPS will be underfunded by \$113 million during the 2014-15 school year, relative to what is required under the School Funding Reform Act.⁴³ Thus, simply by adopting a more appropriate policy with regard to charter schools and complying with state law, the district would have ample resources to implement the action steps described above.

**"Newark has to stand together.
We need to fight for local control.
Enough is enough."**

In other words, to implement the Newark Promise, we will unquestionably have to make better use of the resources we have. And because of the state's longstanding failure to provide every student with what they need to succeed, we will also have to supplement our existing resources. Thus, we recommend the following five-part process for moving forward:

1. NPS should immediately take action in implementing all of the action steps described above that can be achieved without additional resources.
2. The mayor and City Council should commission a costing-out study of the additional resources required to implement the Newark Promise, based on the action steps described above.
3. Opportunities to reallocate existing resources should be identified through: (a) an analysis of fiscal inefficiencies within the city and school budgets, including the overspending on charter schools; (b) eliminating the employee without placement (EWP) pool, and immediately place those individuals into budgeted positions within the Newark public schools; (c) putting an immediate halt on the hiring of consultants; and (d) eliminating other school budget items that conflict with the Newark Promise.
4. Collaborate and empower institutions of higher education, nonprofit organizations, community based organizations and foundations to augment quality services that would assist in reducing the existing costs to Newark public schools.
5. At the state level, we must return to New Jersey's traditional focus on fairness and equity in school funding, and NPS must be provided the resources it is owed by the state under the School Funding Reform Act. Additionally, our city officials should play an active role at the state level in helping to address the governor's misplaced budgetary priorities, which have created much of the financial strain that Newark and other urban areas around the state are experiencing.

In contrast to the state's current approach, which is to enact severe budget cuts that will create irreparable harm to our children, we believe that through better and more efficient use of our community resources, we can both solidify the district's fiscal future and support the school improvement efforts our children deserve.

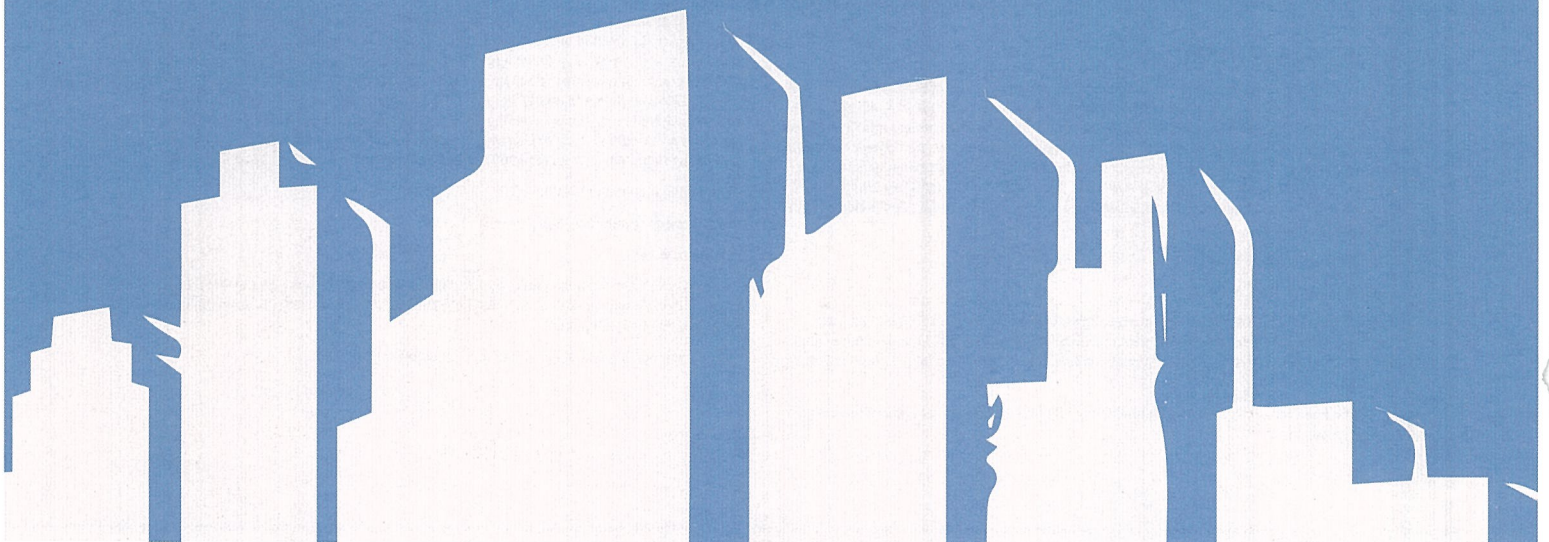
CONCLUSION

We do not suggest that implementing this vision will be easy. On the contrary, it will require a massive, community-wide effort, and there will still undoubtedly be setbacks along the way. But we know that together we can make the Newark Promise a reality—and in so doing, we can fulfill the promise of *Brown vs. Board of Education* and put our children on equal footing with their peers around the country.

ENDNOTES

1. See also Julia Sass Rubin, "Op-Ed: New Jersey Public Schools—Separate, Unequal, and Unfair" (10/3/13) NJ Spotlight, at <http://www.njspotlight.com/stories/13/10/02/op-ed-nj-public-schools-separate-unequal-and-unfair>.
2. See, e.g., John Mooney, "Motion Filed in State's Top Court Challenges Christie Over School Aid" (3/28/14) NJ Spotlight, at <http://www.njspotlight.com/stories/14/03/27/motion-filed-in-state-s-top-court-challenges-christie-over-school-aid>; and Press Release, "Legislature Must Reject Governor Christie's Proposed FY15 School Aid Budget" (3/18/14) Education Law Center, at <http://www.edlawcenter.org/news/archives/school-funding/legislature-must-reject-governor-christies-proposed-fy15-school-aid-budget.html>.
3. "Outrage: Cami Anderson to Newark: 'Who Cares What You Think?'" (2/25/14), at <http://jerseyjazzman.blogspot.com/2014/02/outrage-cami-anderson-to-newark-who.html>; and Jeannette Rundquist, "Christie to Newark: We Run the School District" (9/5/13) Star-Ledger, at http://www.nj.com/news/index.ssf/2013/09/christie_to_newark_we_run_the_school_district.html.
4. Mark Mueller, "Newark Schools Chief Warns of Massive Teacher Layoffs; and Wants Pink Slips Tied to Performance" (2/25/14), Star-Ledger, at <http://www.nj.com/education/2014/02/newark-schools-chief-warns-of-massive-teacher-layoffs-wants-pink-slips-pegged-to-performance.html>.
5. Both Gov. Christie and Superintendent Anderson have achieved national attention for Anderson's "reform" efforts. See, e.g., Leslie Brody, "Amid Controversy, Schools Chief Sees a Doable Job in Newark" (5/2/14) Wall Street Journal; and Charles Sahm, "Christie Tackles School Reform" (4/6/13) NY Post. The governor's positions have also endeared him to wealthy right-wing donors in advance of his expected presidential run, and the superintendent has received sizable bonuses from the state for meeting performance targets. John Mooney, "Against Backdrop of Contention, State Releases Anderson's Bonus Payments" (4/29/14) NJ Spotlight. See also Journey for Justice Alliance, *Death by a Thousand Cuts: Racism, School Closures, and Public School Sabotage* (May 2014).
6. See, e.g., Cami Anderson, "Poverty, Politics, Racism, and School Reform" (2/5/14) Huffington Post, at http://www.huffingtonpost.com/cami-anderson/poverty-politics-racism-school-reform_b_4730880.html?ncid=weetinkushpimg0000023.
7. Journey for Justice Alliance, *supra* note 5.
8. Leslie Brody, *supra* note 5.
9. In structuring the results of our research, the Newark Promise has relied heavily on the Student Bill of Rights included in *The Philadelphia Community Education Plan: Excellent Schools for All Children* (Dec. 2012), by the Philadelphia Coalition Advocating for Public Schools (PCAPS).
10. Journey for Justice Alliance, *supra* note 5.
11. Diane Ravitch, "Pedro Noguera Explains the Demise of Newark's Global Village" (12/3/12), at <http://dianeravitch.net/2012/12/03/pedro-noguera-explains-the-demise-of-newarks-global-village>.
12. Martin J. Blank, et al., *Financing Community Schools: Leveraging Resources to Support Student Success* (Nov. 2010), Coalition for Community Schools, at <http://www.communityschools.org/assets/1/assetmanager/finance-paper.pdf>.
13. Education Law Center, "Top 20 Worst Newark School Buildings" (12/3/13), at <http://www.edlawcenter.org/news/archives/school-facilities/top-20-worst-newark-school-buildings.html>.
14. Diane Ravitch, *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools* (2013), pg. 242, Random House.
15. Mark Mueller, *supra* note 4.
16. Associated Press, "Newark Lays Off More Than 100 School Employees" (3/1/13), at http://www.nj.com/news/index.ssf/2013/03/newark_lays_off_more_than_100.html.
17. New Jersey Partnership for Healthy Kids, at <http://www.njhealthykids.org/communities/newark>.
18. PCAPS, *supra* note 9, at 27-28.
19. See, e.g., School Redesign Network at Stanford University and Justice Matters, *High Schools for Equity: Policy Supports for Student Learning in Communities of Color* (2007), at http://srn-leads.org/resources/publications/pdf/hse/hse_report.pdf; Marisa Saunders and Christopher A. Chrisman, *Linking Learning to the 21st Century: Preparing All Students for College, Career, and Civic Participation* (4/7/11), at <http://nepc.colorado.edu/publication/linking-learning>; Jeanie Oakes and Marisa Saunders, *Multiple Pathways: Bringing School to Life* (July 2009), UCLA Institute for Democracy, Education, and Access; and writings of Lisa Delpit, Pedro Noguera and Gloria Ladson-Billings.
20. PCAPS, *supra* note 9, at 28.
21. PCAPS, *supra* note 9, at 28-29.
22. Annenberg Institute for School Reform at Brown University, *Straight Talk on Teaching Quality: Six Game-Changing Ideas and What to Do About Them* (Dec. 2011), at 18-19. See also Michael Fullan, *Choosing the Wrong Drivers for Whole School Reform* (2011), Centre for Strategic Education.
23. PCAPS, *supra* note 9, at 28-29; and Annenberg Institute for School Reform at Brown University, *supra* note 21.
24. *Id.*; PCAPS, *supra* note 9, at 28-29; and Forum for Education and Democracy, *Effective Teachers, High Achievers: Investing in a Teaching Profession*, at http://forumforeducation.org/sites/default/files/u48/Teaching_Brief_1009_v1.pdf, at 5.
25. *Id.*; PCAPS, *supra* note 9, at 29; and American Federation of Teachers, "Hard-to-Staff Schools," at <http://aft.org/issues/teaching/hardtostaff/index.cfm>.
26. *Id.*; and PCAPS, *supra* note 9, at 29.
27. *Id.*; and Annenberg Institute for School Reform at Brown University, *supra* note 22, at 3-4.
28. See, e.g., Committee on Incentives and Test-Based Accountability in Public Education (Michael Hout and Stuart W. Elliott, editors), *Incentives and Test-Based Accountability in Education* (2011), National Research Council; Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education* (2010), New York: Basic Books; Linda Darling-Hammond, *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (2010), New York: Teachers College Press; Advancement Project, *Test, Punish, and Push Out: How "Zero Tolerance" and High-Stakes Testing Funnel Youth into the School-to-Prison Pipeline* (March 2010), at 13, 28; and Sharon L. Nichols and David C. Berliner, *Collateral Damage: How High-Stakes Testing Corrupts America's Schools* (2007), Cambridge: Harvard University Press.
29. PCAPS, *supra* note 9, at 30-31; Linda Darling-Hammond and Frank Adamson, *Beyond Basic Skills: The Role of Performance Assessments in Achieving 21st Century Standards of Learning* (2010), Stanford Center for Opportunity Policy in Education; Forum on Educational Accountability, *Assessment and Accountability for Improving Schools and Learning: Principles and Recommendations for Federal Law and State and Local Systems* (Aug. 2007); and Forum for Education and Democracy, *Beyond Standardized Tests: Investing in a Culture of Learning* (2009), at 3, at http://www.forumforeducation.org/sites/default/files/u48/Learning_Brief_1209_v1.pdf.
30. *Id.*
31. See, e.g., PRNewswire, "Zero Tolerance for Zero Tolerance Policies: Newark Public Schools and Newark Police Department Launch Historic Initiative with the International Institute for Restorative Practices to End the School to Prison Pipeline" (8/19/13) at <http://www.prnewswire.com/news-releases/zero-tolerance-for-zero-tolerance-policies-newark-public-schools-and-newark-police-department-launch-historic-initiative-with-the-international-institute-for-restorative-practices-to-end-the-school-to-prison-pipeline-220170981.html>.
32. PCAPS, *supra* note 9, at 33-34.
33. See, e.g., Matthew P. Steinberg et al., *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization* (May 2011), Consortium on Chicago School Research at the University of Chicago.
34. Advancement Project, Alliance for Educational Justice and Gay-Straight Alliance Network, *Two Wrongs Don't Make a Right: Why Zero Tolerance is Not the Solution to Bullying*, 14-15 (June 2012), at http://gsanetwork.org/files/aboutus/APJ-005_D5-FINALsmall.pdf.
35. The accountability system described here relies heavily on the system proposed by PCAPS, *supra* note 9, at 31-32.
36. For example, the types of data and evidence that should be easily accessible include: class size ranges and averages; access to art, music, world languages and physical education programs; availability of after-school programs; facility quality and features; other community resources offered within the school; parent and student perspectives (through surveys); availability of advanced curricula; teacher and principal experience and qualifications; teacher and principal turnover; access to social workers, school psychologists, guidance counselors and nurses; access to staffed school libraries; school discipline data and methods; evidence of student and parent involvement; student attendance; graduation rates; and assessment results.
37. The complaint system should involve multiple levels, though most complaints could be handled through nonadversarial processes by individual school administrators or the Excellence and Equity committees. However, there should also be a process involving district-level bodies or even impartial arbiters to address concerns that go unresolved or are more serious or systemic in nature.
38. See, e.g., *School Accountability: A Broader, Bolder Approach* (June 2009), a Report of the Accountability Committee of the "Broader Bolder Approach to Education" Campaign; Forum for Education and Democracy, *Creating a National Culture of Learning: The Forum for Education & Democracy's Recommendations for the Reauthorization of ESEA*, at 8, at http://www.forumforeducation.org/sites/default/files/u48/FED_Short_Paper_on_ESEA.pdf; and Gary Ratner and Monty Neill, *Integrating 'Helping Schools Improve' with 'Accountability' Under ESEA: The Key Role for Qualitative, as Well as Quantitative, Evaluations and the Use of 'Inspectorates'* (Working Paper No. 2, Dec. 15, 2009), at <http://www.fairtest.org/k-12/accountability>.
39. PCAPS, *supra* note 9, at 32-33.
40. Jeannette Rundquist, *supra* note 3.
41. *Supra* note 3.
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43. Interview with Stan Karp, Education Law Center (5/9/14).

TakeBackNewarkSchools.org
StopOneNewarkNow@gmail.com



Alliance For Newark Public Schools
alliancefornps@gmail.com

January 30, 2015

Governor Chris Christie
Office of the Governor
PO Box 001
Trenton, New Jersey 08625

Dear Governor Christie:

Attached to this note are eight letters written by members of the Alliance for Newark Public Schools:

AFT New Jersey, AFL-CIO
City Association of Supervisors and Administrators
Coalition for Effective Newark Public Schools
Communities United – New Jersey
National Association for the Advancement of Colored People – Newark Branch
Newark Teachers' Association
People's Organization for Progress
Secondary Parent Council

Copies of these letters will also be delivered to NJDOE Commissioner David Hespe. We respectfully await your replies.

Sincerely,

Alliance for Newark Public Schools

C: Ras Baraka, Mayor, Newark, NJ
Mildred Crump, Chairperson, Newark Municipal Council
David Hespe, Commissioner, NJ Department of Education
Senator Ronald Rice, Co-Chairperson, Joint Committee on Public Schools
Assemblywoman Mila Jasey, Co-Chairperson, Joint Committee on Public Schools



AFT New Jersey, AFL-CIO

629 Amboy Avenue, 3rd Floor Edison, New Jersey 08837

Phone: (732) 661-9393 Fax: (732) 661-1776

Website: www.aftnj.org

Jan 22, 2015

The Honorable Governor Chris Christie
Office of the Governor
PO Box 001
Trenton, NJ 08625

Dear Governor Christie,

As a career educator from an urban district I remain concerned about the status of public education in Newark and the future of the children in that district. Cami Anderson's appearance at the Legislative Joint Committee on Public Schools on Jan. 6 did nothing to address my concerns about the direction Newark Public Schools are taking.

Ms. Anderson's responses to questions at that hearing were incomplete and slanted towards reinforcing a misguided agenda of moving students out of community schools into unaccountable charter schools. The superintendent admitted that the charters do not serve as many handicapped students. Likewise the growth of charters schools in Newark has been shown to increase racial and economic segregation of students, leaving truly disadvantaged students in the traditional public schools with fewer resources.

Ms. Anderson's responses showed blatant disregard for the elected representatives of the community she is appointed to serve and a commitment to misguided education policies.

Among the problems community activists and teachers have identified:

- There are too many substitute teachers instead of full time teachers in the classrooms;
- Children have to travel long distances without adequate transportation;
- Test scores are declining instead of improving in some schools;
- Students are not getting the supportive services they need like social workers and counselors; and
- Important subjects like music and art are dwindling in most schools.

Cami Anderson's presence has caused the schools of Newark to move backward instead of forward. The One Newark Plan and her overall policies and practices have destabilized the district and caused chaos in the community. For these reasons it is time for Cami Anderson to resign.

Sincerely,

Donna M. Chiera
President

American Federation of Teachers New Jersey (AFTNJ), AFL-CIO
www.aftnj.org | www.facebook.com/aftnj | twitter @aftnj

Labor produced

1160x

CASA

CITY ASSOCIATION OF SUPERVISORS & ADMINISTRATORS • NEWARK PUBLIC SCHOOLS

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Christine Taylor
President
CTaylorCASA@aol.com

Dr. Leonard P. Pugliese
Executive Director
DrPuglieseCASA@aol.com

January 12, 2015

Governor Chris Christie
State of New Jersey
PO Box 001
Trenton, NJ 08625

Dear Governor Christie,

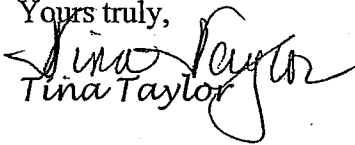
As president of CASA, the organization which represents school-based administrators in the Newark Public Schools (NPS), I am writing in regard to the hearing conducted by the Joint Committee on the Public Schools (JCPS) conducted on Tuesday, January 6, 2015. At that meeting, Cami Anderson, State District Superintendent of NPS, was invited to speak about and was asked questions regarding the One Newark Plan and the sale of the 18th Avenue School.

Information communicated at the JCPS hearing and in other venues, received in response to OPRA requests, and produced by the analysis of publically available data indicate that, based on test scores and other metrics, the education of the children of Newark has gone backward during Ms. Anderson's superintendency. Her responses and the obfuscations she attempted clearly demonstrate the total lack of transparency within the District which has been the hallmark of her administration for more than three and one half years.

The absence of transparency is illustrative of the fact that Ms. Anderson shows no respect whatsoever for the citizens of Newark – especially the students of our schools and their parents, creating a climate in which anyone differing with her is ignored, castigated, banished, or punished. All of the above is consistent with the accurate perception that the Superintendent's One Newark Plan has as its goal the total destruction of the public school system of Newark.

In summation, her appearance before the JCPS on January 6 made it evident that Cami Anderson is unable, unfit, and unqualified to continue as the educational leader of Newark Public Schools. Therefore, I am requesting that you ask Ms. Anderson to resign effective immediately. In order to repair the educational, organizational, and institutional damage incurred under her administration, both the community and the NPS Board of Education must have significant input into the selection of next Superintendent for the educational benefit of the students of Newark.

Yours truly,


Tina Taylor


AFSA
AMERICAN FEDERATION OF
SCHOOL ADMINISTRATORS

LOCAL 20 • AMERICAN FEDERATION OF SCHOOL ADMINISTRATORS • AFL-CIO


1/12/15

Coalition for Effective Newark Public Schools
C4ENPS@gmail.com

January 23, 2015

Governor Chris Christie
Office of the Governor
PO Box 001
Trenton, New Jersey 08625

Dear Governor Christie:

I strongly recommend that you and Commissioner David Hespe read the cover article of the January/February edition of the Harvard Education Letter entitled "Breaking the Cycle of Failed School Reforms". This article sheds light on how the drastic and devastating actions taken by State Superintendent Cami Anderson in the guise of education reform has been doomed from the onset. Cami Anderson actions for three years and seven months have proven that she does not have operational and leadership skills that a superintendent must have to bring about educational improvement for all the children in the community that she is supposed to serve.

First, Cami Anderson has not taken the critical first steps to formulate a relationship with the community. She has not attended a monthly community meeting with the elected Advisory Board since January of 2014. Despite directives from Commissioner Hespe for her to attend, participate and face the community, she has not. If she were doing what is educationally sound and research based, she should be able to engage with the public, readily share all information and data that she has to prove her actions are in the best interest of all Newark's children. She has not done this and she has lost the confidence of the community and the leadership of the city.

A centerpiece of Ms. Anderson's reform in education is the Renew Schools. When she first announced this model, in December 2011 on the campus of Rutgers Newark, she stated emphatically that the educational performance in the schools she targeted would show fifty percent improvement on the New Jersey state assessments within two years. She announced the eight schools in March 2012 and these schools were dubbed Renew Schools beginning in August 2012.

The results are in and after two years, none of the eight Renew Schools reached the goal that she stated they would attain in any assessed area. Why? Where is the objective analyses of what was done in those schools to see what helped, what did not help and what should be done differently to help these schools. A highly qualified educational leader would be transparent and ready to analyze the total process they put in place. This is not a part of the operational style of Ms. Anderson and reflection is not a part of her skill set. Instead, she has continued to expand her Renew Schools plan to more schools.

As though not attending any public meetings with the community were not enough, Ms. Anderson has been working systematically to destroy all the public schools in the Newark school system. With no consultation, community meetings or collaboration, she has been co-locating charter schools in public schools, closing schools, displacing children, warehousing teachers and administrators and breaking state regulations regarding school budgeting and charter school openings.

The superintendent must be able to effectively and efficiently manage all aspects of the district operations (finances, facilities, personnel and resources); and simultaneously develop and improve the performance of the educational program. The superintendent must be leader and a manager. Ms. Anderson's performance for more than three and a half years demonstrates that she is neither.

The January 6, 2015 hearing of the Joint Committee on Public Schools was Ms. Anderson's finest day in proving that she is not the superintendent needed in Newark, New Jersey. This commission had been requesting that she come before them to answer questions for more than a year. She had consistently refused. When she was finally before these elected officials, she either did not truthfully answer the questions asked or attempted to speak incessantly to avoid answering their questions.

Governor Christie, it is very apparent that you will pursue a role on the national stage and seek a higher office. It is most important that you remember that your record in New Jersey in all areas will be scrutinized. What you have done to education in the city of Newark through Cami Anderson will not be forgotten or swept aside. It is time for you to have Cami Anderson resign as the State Appointed Superintendent of the Newark school system.

Sincerely yours,



Mary G. Bennett
Co-Chairperson
Coalition for Newark Public Schools



Governor Christie,

My name is Trina Scordo and I am the Executive Director of NJ Communities United.

My deep concerns about the direction of the Newark Public Schools are no secret. In fact, NJ Communities United and our members were present at the hearing held before the NJ Legislative Joint Committee on Public Schools, on January 6, 2015, where state legislators questioned Superintendent Cami Anderson. I was pleased to see the committee pose the tough questions to Ms. Anderson that students, teachers and parents have asked for so long.

Ms. Anderson has demonstrated utter disregard for the concerns and issues raised by parents and students in the City of Newark. She operates in secrecy and refuses to attend board meetings. In fact, Ms. Anderson declined to answer one of the most important questions posed that day: "Where is the transparency with regard to the sale of the 18th Street School?"

I suspect that the truthful answer to this question would expose the house of cards on which the "One Newark" plan was built: corporate control over our public schools.

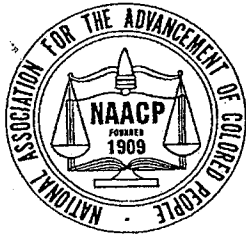
Cami Anderson's presence has caused chaos at Newark's public schools. The "One Newark" plan and her overall approach have destabilized the district. Most worrisome is the decades long transition of power away from local accountable bodies and into the hands of the least accountable corporate entities which the "One Newark" plan ultimately serves.

For these reasons it is time for Cami Anderson to resign. In addition, we demand that the Newark community has a deciding voice in selecting her replacement and that a pathway to restoring full local control of Newark Public Schools is established.

Sincerely,

A handwritten signature in black ink, appearing to read 'Trina Scordo', written over a horizontal line.

Trina Scordo, MSW
Executive Director
NJ Communities United



THE NEWARK BRANCH

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

January 27, 15

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Office of the Governor
P.O. Box 001
Trenton, NJ 08625

Governor Christie:

State Appointed Superintendent Cami Anderson is scheduled for contract review and renewal March 1.

The Newark Branch NAACP has monitored and evaluated the policies and practices of Superintendent Anderson since she came to Newark in 2011.

The State Superintendent glibly and quickly calls the Newark schools poor performing schools. She will not acknowledge any success of the schools including the ones that are showing progress on the standardized tests.

The Education Subcommittee of your own transition team when you first became Governor noted: " The new administration should introduce into NJ's vocabulary a more sophisticated definition of high and low performing schools. Currently, the only barometer of a school's success is the results of a single test at various grade levels. Other critical factors related to the educational progress made by children in the school, their overall development, the efforts made by the school to address socio-economic factors beyond the child's or the school's control and the general safety and well-being of the children in the school are not part of the judgment. As NJ moves forward in a period of heightened standards of accountability, focused on raising standards and achievement for all children, it is critical that the Governor and the new Commissions of Education communicate a sophisticated and well-reasoned understanding of what NJ means by a high performing school and one that is not. Although the state is required to use the federal No Child Left Behind categories defined by Adequate Yearly Progress for all subgroups, NJ can develop its own standard for school and district performance for state purposes."

Saluting 100 Years of Civil Rights Activism in Newark 1914-2014 : The Struggle Continues and So Must We...

Contributions or gifts to this NAACP Branch are not tax deductible

454 WASHINGTON STREET || PO BOX 1262 || NEWARK, NEW JERSEY 07101-1262 ||

(973) 624-6400 / FAX (973) 624-6402 ~Newarknaacp@gmail.com

You have yelled at Newark from a distance, yet never held even one Town Hall meeting in the largest city in the state during your six -year tenure. You have engaged select audiences in Newark's restaurants, selected churches and institutions but have not engaged the community in any meaningful discussion about education or concerns of residents.

State appointed Superintendent has taken a page out of your playbook and has followed the same practice. In an interview when she was appointed by you, she noted, "One thousand parents are showing up for meetings? That's the kind of place I want to work." "Oh yeah. I definitely thrive on big challenges and welcome everything that goes with that." Her practice, however, has proven that statement to be untrue.

From the outset, State Appointed Superintendent Anderson rarely came to meetings or would abruptly leave when residents came out to express their concerns and to question her policies. Now she has completely stopped coming to both the Business and Public meetings of the Advisory Board.

Three years later, she has implemented poorly developed and planned initiatives that have negatively affected the school children of Newark without any input from the community she serves.

Look at just a sprinkling of facts:

Under Anderson's tenure, she haphazardly "renewed" schools according to her "planned" models and the majority of them wound up doing even more poorly.

Under Anderson's tenure, many certified educators were not given placement yet there are vacancies throughout the district staffed by subs. The payment of displaced teachers and administrators sprinkled around the district has amounted to \$30 million dollars while new teachers and administrators are hired for the same jobs. This is a true example of poor stewardship of our budget dollars.

As a result of this practice, vacancies remain across the district particularly in science classrooms in the high schools.

Under Anderson's tenure, special needs children are woefully underserved, as evidenced by the numerous substantiated cases of lack of compliance with students' IEPs.

Under Anderson's tenure, the needs of ELL students are woefully underserved. Although the One Newark purports to give families universal choice, many schools they get assigned to do not have the appropriate programs to meet their needs.

Under Anderson's tenure, ideas are poorly developed without procedural consideration. A specific example is the Barringer HS co-location. She was advised by stakeholders including parents and students that the idea would not be successful if it was implemented within the four-month time frame from planning to implementation dictated by the Anderson Administration. As a result of her poor planning, conditions existed at

the opening of school such as inadequate chairs, food, books, and a lack of certified teachers to prepare students for mandated testing. Some of these conditions remain unresolved five months into the school year.

West Side High School is another example of a hurriedly redesigned attempt that is not working. The students and staff of Early College, Newark Vocational, an alternative program and the remaining population of West Side had less than three months to become four high school programs in one. The inordinate amount of wasted classroom time and money used to bus the culinary students from their original school at Newark Vocational back to Newark Vocational in order to use the facilities is just one example of the children being impacted because inadequate planning and implementation.

Reform is not a magical potion that will suddenly, miraculously change schools for the good. It takes collective and collaborative work, planning and paying attention to the details and process of successful implementation.

Under Anderson's tenure, there has been scarce tracking of the students who have been repeatedly "relocated" to ascertain their adjustment and progress. In many cases transfer records of students who attended schools that are now closed do not follow them.

Under Anderson's tenure, test scores have been quietly released in an alarmingly tardy manner that have not allowed them to be fully used as diagnostic tools by teachers or parents. When going on the NPS website and even the Department of Education website, the test information is not parent friendly nor easy to find.

Anderson has demonstrated failed leadership through her repeated illustrations of poor planning of district initiatives; poor implementation of policies, the inability to be an effective executive, lacking accountability and transparency with egregiously poor leadership qualities.

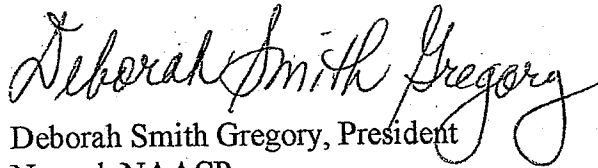
She is allowed free reign, questionable waivers, demonstrates a blatant disregard for policies and statues while receiving gratuitous compensations.

Governor Christie, you have the opportunity to work with the citizens of Newark to improve education in Newark, but it will depend upon making a bold move. The contract of State Appointed Superintendent Camille Anderson should be terminated, not renewed.

The Newark NAACP has written to your office in the past about this matter and has received no response. We are at a crossroads, and our community is determined to have a capable superintendent who will be a leader rather than an unresponsive dictator.

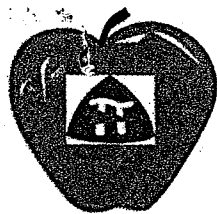
Newark is a city, not a colony and New Jersey is a state, not an autocratic country. The citizens of Newark will not rest until we free our children from the unjust tyranny of the failed leadership of Cami Anderson. The time must end when the will of the superintendent is given greater weight than the best interests of children. Our children deserve better.

We have always been, and remain, ready, willing and able to work with a superintendent who is ready, willing and able to work with the parents and the Newark community to ensure a high quality education for all of Newark's children.



Deborah Smith Gregory, President
Newark NAACP

cc. David Hesse, State Department of Education Commissioner
Rashon Hassan, Chairperson of NPS Advisory Board
Ras J. Baraka, City of Newark Mayor
Mildred Crump, Chairperson of Newark Municipal Council
Senator Ronald Rice, Co-Chair, Joint Committee on the Public Schools
Assemblywoman Mila Jasey, Co-Chair, Joint Committee on the Public Schools
US Congressman Donald M. Payne Jr.
US Senator Cory Booker
US Senator Robert Menendez



Newark Teachers' Association

303 Washington Street
Newark, NJ 07102

Phone: 973.642.7822
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Dear Governor Christie,

Dr. Martin Luther King, Jr. said "The time is always right to do what is right."

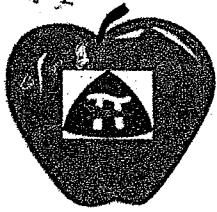
In light of the current state of Newark Public Schools, it seems patience is no longer an option. Our students deserve better. Now is your time to stand up for the educators, students, families, and community members and preserve your legacy as a transformational leader. Ms. Cami Anderson should be asked to resign now.

At the January 6th Hearing in Trenton held by the Joint Legislative Committee on Public Schools we did not see a confident leader secure in policy and doctrine and direction for Newark Public Schools. On that day Ms. Anderson said "There were a lot of people who thought Newark should go the route of New Orleans; I didn't agree with that, and I didn't agree to that." Her actions, however, expose that quote as dishonest in light of the actions taken under her leadership. She has closed schools, converted schools to charter schools, sold public schools to shadow corporations, and stood by as charter schools received better resources than traditional public schools. New Orleans closed its last district public school in May of 2014. How long will it take before Newark suffers the same fate?

Currently instead of more choice, parents have less choice and less voice. Neighborhood school options continue to shrink and the connection between home and school weakens. Inequity plagues our schools and the resources that schools receive is very uneven. Parents of special needs students have difficulty matching the programs their children need to schools of their choice, as well as finding staff that they can build relationships with. This is both a disservice and a burden for these families. High School seniors worry about having the courses they need to graduate and if there will be any food on their lunch plate. The Newark Student Union and other student groups have led many demonstrations to ask for things they should not need to request-desks and chairs, safe schools and a thorough and efficient education in a school of their choice.

Ms. Anderson claims to be listening to the concerns of the people of Newark and acting in the interests of the students and families who live here. However, she has not been listening to the people of Newark since she started more than three years ago and has missed more than a year of general board meetings. Her assertions that she listens to people in the streets and when she is at the grocery store are hard to accept since she moved out of Newark to the suburbs some time ago. We imagine life with a superintendent who can greet the people face to face at board meetings and at school meetings and at district events where discussions and decisions can be made jointly with consensus.

Mr. Christie, we do not think your goal is to shut parents out of decision making about the education of their children or to dismantle the public education system while destroying any chance for students with special needs to thrive. If you actually want to improve public schools for all children and prevent the travesty that is New Orleans from happening, then you must give the community a significant role in the selection of a superintendent who cares about children and their future.



Newark Teachers' Association

303 Washington Street
Newark, NJ 07102

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The PARCC exam is weeks away, despite the misgivings that many have about the test and its implications. The District isn't ready for it. There are currently classrooms throughout the city without the proper technological tools that students require to do well on the exam. Not all schools have the promised Chromebooks to use for testing in their buildings less than 40 days from the test. We still do not know if the network can withstand the volume on test day. This speaks to a lack of successful leadership at a critical time-a time that will impact staff and students this year and into the future.

Current hard and soft data do not show where the Newark Public School District is improving. There remain more questions than answers. There are an excessive number of moving staff, students, families and structures. At the same time, Ms. Anderson evades nearly all requests by the Newark School Board, the parents, the community and the students themselves for information. In fact there is no opportunity for a dialogue or communication with the current leadership. Transparency in school operations is non-existent.

Please request her resignation now so we can move the Newark Public Schools to a successful path.

A handwritten signature in black ink, appearing to read 'Joyce McCree'.

Joyce McCree,
NTA President
Newark Teachers' Association (NTA)/ NJEA



People's Organization for Progress

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"Celebrating 31+ Years 1983-2014"

January 28, 2015

Governor Chris Christie
Office of the Governor
PO Box 001
Trenton, NJ 08625

Dear Governor Christie:

Once again, we request the removal of Ms. Cami Anderson as State District Superintendent of the Newark Public Schools.. Since her appointment to the position, it appears that she has been divisive, disrespectful, and has consistently undermined the wellbeing of the Newark community by her inability to develop a cooperative and collaborative spirit and actions in the education of its children, adolescents, and young adults. Her mere presence coupled with antagonistic, exclusionary, and disrespectful behaviors have only broadened the schism between the Department of Education and the community. Her unwarranted disciplinary actions of her staff and parental associations, and her disregard for the safety and well-being of our children should serve as serious warnings as to her administrative, communication and people skills. In addition, her support of and work in the ongoing privatization of schools at the expense of public education funds and resources, and a lack of transparency remains unacceptable. One Newark Plan must go and community engagement should be the mechanism used to assess and develop comprehensive educational programs and structures that serve the best interest of the community and not the interest of a few whose primary interests appears to be profits at the expense of our children, youth, and young adults.

As a long standing community based grassroots organization that has been on the frontline for over thirty years advocating for social, racial, political, and economic justice as well as peace, we request that you, as the Governor of the State of New Jersey, address our concerns. In addition, we ask that you return the Newark Public School System to local control.

Should you need to contact me, I can be reached at 973-801-0001. We look forward to a favorable response.

Sincerely,

Lawrence Hamm
Chairman



**SECONDARY PARENTS COUNCIL
ADVOCATES FOR CHILDREN**

152 Midland Place

Newark, NJ 07106

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lmb2008@optimum.net

January 15, 2015

Hon. Christopher James Christie, Governor
Office of the Governor
P.O. Box 001
Trenton, NJ 08625

Re: Demand for the Immediate Removal of State-appointed Superintendent Cami Anderson

Dear Governor Christie:

The Secondary Parent Council ("Council") is a 30-year old organization which represents secondary parents in Newark. We advocate for the success of all children. Our mission is to ensure the success of secondary students as competent self-governing citizens.

The Council seeks the resignation of Superintendent Anderson for the following reasons, including, but not limited to:

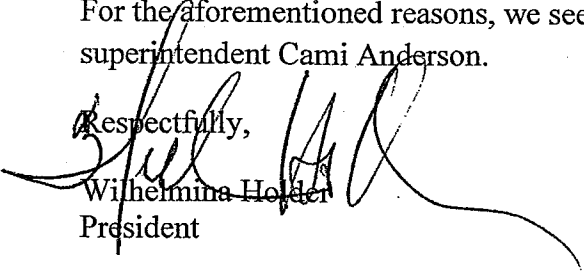
- 1) The ongoing and consistent failure to engage stakeholders in authentic capacity to move Newark Public Schools (NPS) forward;
- 2) The ongoing failure to provide authentic parent/community outreach and venues for participation in school reform;
- 3) The failure to support K-12 students and provide them with critical resources to sustain student growth and/or achievement;
- 4) The failure to provide a highly qualified educator in each and every classroom;
- 5) The failure to provide an authentic teaching and learning experience for students with learning disabilities. NPS' compliance rate with federal and state statutes have declined under her tenure;
- 6) The failure to provide an authentic teaching and learning experience for English Second Language students;

- 7) The failure to monitor One Newark Enrollment to ensure that all students have an appropriate school placement on the first day of school;
- 8) The failure to provide real-time data with respect to students in grades K-12, especially at the renewed schools who showed a marked decline in student growth and/or achievement;
- 9) The failure to attend at contractually-obligated school board meetings and answer stakeholder inquiries;
- 10) The failure to provide students with key resources to support sustainable student success.
- 11) The failure to provide a wide array of honors and advanced placement classes to students thereby limiting students' ability to assess local corporate internships and institution scholarships;
- 12) The failure to provide state-of-the art technology in each and every classroom;
- 13) The failure to provide stakeholders with real-time data and information generated from One Newark's Enrollment algorithm used for student placement;
- 14) The failure to generate a co-curriculum at every school which supports sustainable student growth;
- 15) The failure to provide authentic art, music, dance, and science courses with laboratories and studios for student learning;
- 16) The failure to structure successful alternative learning opportunities for students who are at-risk of not graduating, or who have left NPS without diplomas;
- 17) The failure to address the 4,500 students who left NPS without matriculation during Anderson's tenure;
- 18) The failure to disclose the full spectrum of NPS hiring practices referencing consultants and other independents who duplicate responsibilities of skilled district employees;
- 19) The failure to aggressively recruit highly qualified educators and skilled support staff;
- 20) The failure to provide authentic professional development to educators, administrators, and support staff;
- 21) The failure to disclose the terms under which a public school was sold to a private entity, 18th Avenue to Pink Hula Hoop, for less than market value;
- 22) The failure to disclose criteria used to determine school closures; and

- 23) The failure to engage the stakeholders with respect to school closures, renewals, restructurings, and/or transformations.

For the aforementioned reasons, we seek the immediate resignation of state-appointed superintendent Cami Anderson.

Respectfully,


Wilhelmina Holder
President