

**MINUTES OF THE PATERSON BOARD OF EDUCATION
BOARD RETREAT**

November 12, 2019 – 5:13 p.m.
Administrative Offices

Presiding: Comm. Oshin Castillo, President

Present:

Ms. Eileen F. Shafer, Superintendent of Schools

Ms. Susana Peron, Deputy Superintendent

Comm. Jonathan Hodges

Comm. Manuel Martinez

Comm. Eddy Olivarez

Comm. Nakima Redmon, Vice President

Absent:

Comm. Emanuel Capers

Comm. Joel Ramirez

Comm. Robinson Rondon

Comm. Kenneth Simmons

The Salute to the Flag was led by Comm. Castillo.

Comm. Martinez read the Open Public Meetings Act:

The New Jersey Open Public Meetings Act was enacted to insure the right of the public to have advance notice of, and to attend the meetings of the Paterson Public School District, as well as other public bodies at which any business affecting the interest of the public is discussed or acted upon.

In accordance with the provisions of this law, the Paterson Public School District has caused notice of this meeting:

**Board Retreat
November 12, 2019 at 5:00 p.m.
Administrative Offices
90 Delaware Avenue
Paterson, New Jersey**

to be published by having the date, time and place posted in the office of the City Clerk of the City of Paterson, at the entrance of the Paterson Public School offices, on the district's website, and by sending notice of the meeting to the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

Comm. Castillo: Good evening everyone. Thank you for taking this very cold night to join us today.

Ms. Shafer: I'm going to turn it over to Deputy Superintendent Peron and interject as we move forward with the High School Restructuring. As you know, this was one of the district goals. This is just the beginning and we hope to get some feedback from the Board as we go through this presentation so that we have further direction from the Board into some of the areas that they want us to look at. If you look at the whole restructuring of the high schools, you have the schools-within-a-school. You have the different themes. You have the certification programs. You have the administrative organization. We need to get some feedback from the Board specifically in more detail on exactly what you want us to look at this first year. It isn't something that you're going to restructure and change the high schools from soup to nuts in one year. As Susie goes through it, you'll see exactly what we're talking about.

HIGH SCHOOL RESTRUCTURING UPDATE

Ms. Peron: Good evening everyone. Just to reiterate what Superintendent Shafer said, this is District Board Goal #1 – cabinet level administrators will develop a plan to redesign district high schools to operate more efficiently and effectively. The redesign will include a guidance plan to expose elementary students of possible career opportunities and high school program offerings. The plan may require the recruitment of non-traditional teachers. Pathway recommendations of the high school redesign plan will be presented to the Board by June 2020. The work that we have been doing is very early. It's preliminary. The work around high school restructuring in-district during the day has been a part of a committee. We have members of the staff that are on this committee to talk about high school restructuring. This is very broad and open. The goal of this presentation tonight is to have your input and recommendations to some questions that we will pose for consideration. Right now, I'm just going to go through our current high schools and our programs. You have this all in your PowerPoint as well as an overview of high school themes and programs handout that is easier to take a look at. We have taken a look at all of the different academies within our comprehensive buildings, which is John F. Kennedy and Eastside High School. I begin by tell you that at BTMF we have three pathways – accounting, marketing, and logistics. Those are CTE courses. We have the certifications available at those schools as listed there. We have a course for dual enrollment. We have six courses in advance placement that we have added. We have five honor courses. Our partners at BTMF are North Jersey Federal Credit Union and Berkeley College. They have an advisory board. I do have for you as a handout if a school has an advisory board who is on those advisory boards. They're all active. I don't have the date of the meetings, but I do have who comprises that advisory board for you. At John F. Kennedy ACT, we also have three pathways there. We have engineering and we utilize the Project Lead the Way curriculum for that pathway. Automotive technology, carpentry, and the other focus for them is architecture. There are some certifications available at that school. We don't have a dual enrollment course there as of last year because this data was

compiled last year when we did the high school review for you. You all received that giant binder with all of the information. This information comes from the principals themselves. We surveyed them. We provided them with the information and then put it together for you. The partnerships at ACT are Lincoln Tech, PCC, Snap-On Tools, IAM Crest Automotive Union, and Rutgers University. At the School of Education and Training, we have one pathway and that's teacher training. Their other focus there is early childhood and they have one certificate program available, which is really not tied to their theme. They do offer a certificate there if the students are interested. For the dual enrollment they have a class. They have seven AP courses available to their students and they have seven honor courses. Their partner is William Paterson. It's a new partnership. Yes, they have an advisory board. Their students in previous years worked at HeadStart across the street as a partner. Their students worked in their classrooms in early childhood and at School No. 5. At STEM, the School of Science, Technology, Engineering, and Mathematics, they have four pathways. They have engineering. They develop the curriculum for their engineering courses with the help of academic services. They have a pathway in forensic science, environmental science fields, and computer science. Their certificates available are Microsoft Office specialist, certified financially literate, which really don't coincide with their themes. I'm just telling you what they have. They have seven courses for dual enrollment, nine courses in advanced placement and 13 honor courses. Their partnership also is with William Paterson University through the School of Professional Development. They do not have an advisory board. At Eastside campus, we have three academies. We have the School of Government and Public Administration. They have one pathway there. Their other focus is government. They have a certification available in the pre-police academy. They have Microsoft and also that financial literacy certificate. They don't have any dual enrollment courses yet. They have five courses for advanced placement. They offer six honor courses. Their partnerships are Seton Hall, the American Legion Post, ASPIRA, William Paterson University, and others. They do have an advisory board. At CAHTS, School of Culinary Arts, they have two pathways. They're both CTE. One is in marketing, hospitality, and tourism and the other one is in culinary arts. They do have a certification available there. One does match their theme and the other ones do not. They have no dual enrollment courses available to their students yet. They have six advanced placement courses available and seven honor courses available to their students. Their partnerships are with the Youth Services Development Corporation and some other foundations, Ramapo College, and William Paterson University. They have an advisory board. The last academy at Eastside is SOIT, School of Information Technology. They have two pathways. One is in network security and the second in computer science. They have three certifications available to their students. They have no dual enrollment courses yet. They have four advanced placement courses available to their students, 11 honor courses. They do have partnerships with Lincoln Tech, PCC, Snap-On Tools, IAM Crest, and Rutgers. They have an advisory. At our separate academy at HARP, Academy of Health and Science, you will see that they have two pathways. They are CTE courses, patient care assisting, and dental assisting. They have some certifications available for their students in CPR, and AID. They get trained and certified in that. They have OSHA-10 health care industry certifications. They do have nine courses available to their

students for dual enrollment, two courses in advanced placement, and nine honor courses. Their partnership is with William Paterson University and they do have an advisory board. At International the certification available to students there is a Microsoft specialist certification. They have a Fairleigh Dickinson University middle school program for dual enrollment. I wasn't quite sure what they meant by that.

Mr. William Graulich: For International High School?

Ms. Peron: Yes.

Mr. Graulich: That's the middle scholars' college program. Essentially, the courses they take are articulated at Fairleigh Dickinson University.

Ms. Peron: They have four courses available to their students in advanced placement and 10 honor courses. Their partnerships are with William Paterson University, Fairleigh Dickinson University, and PCC. They have no advisory board. They happen to be now an International Baccalaureate School. You'll hear more about the International Baccalaureate School when we go over our assessment deep dive.

Comm. Hodges: What is the Fairleigh Dickinson University middle school program? What does that entail?

Mr. Graulich: I can't recall if it's the middle scholars program. That was something that the IB principal established. My understanding of it is they vet our own district curriculum and they decide if that curriculum meets a certain level of rigor and if the teacher teaching that curriculum has credentials that they deem appropriate. Students can have a Fairleigh Dickinson University transcript.

Mr. Theodore Best: I think that's Middle States, not middle school. It's the accreditation for colleges and universities. I think that was a typo.

Ms. Peron: That's why I said I wanted more information. For that program they do what Will said. They take a look at our curriculum and if Fairleigh Dickinson University deems it appropriate that it's at a college level then they get that on their transcript. Whatever college they apply to takes a look at that and may grant them college credits for that course.

Comm. Hodges: That would just be Fairleigh Dickinson University.

Ms. Peron: Fairleigh Dickinson University does that for us. That's a partnership that we have with them.

Comm. Hodges: The dual enrollment means that they get college credit just at Fairleigh Dickinson University and no other school.

Ms. Peron: Fairleigh Dickinson University will grant them their credits. They're looking at the syllabus and the curriculum. Fairleigh Dickinson University looks at our syllabus and curriculum and they say this is up to par, this is college level, so we will grant your students three credits or whatever credits it is for the class.

Comm. Hodges: No other school does that.

Ms. Peron: No.

Comm. Hodges: So you're locked into Fairleigh Dickinson University unless you can find a way to expand the course offerings.

Ms. Peron: That's right.

Comm. Hodges: Okay.

Ms. Peron: That's correct. Right now, they're locked into Fairleigh Dickinson University for dual enrollment. Garrett Morgan has engineering as their pathway through Project Lead the Way. They have one certification available. As you can see, they don't have any dual enrollment offerings or advanced placement classes. They do have honor courses there. Their partnership is with NJCDC and they do have an advisory board. Our newest school is P-Tech Pathways in Technology Early College High School at PANTHER. They have two pathways. One is web development. They can actually obtain an associate degree. We have applied for CTE. The other pathway is networking. They have a certification available to them. We have dual enrollment opportunities for our P-Tech students. They are attending PCC for that. We have eight honor courses available. Our partnerships are additionally from the college, IBM, and the Girls Scouts of America. At P-Tech they call it a steering committee, not so much an advisory board. That's the lingo that they use. At Rosa Parks for Fine and Performing Arts, there are seven pathways. Each one of them is different. We have commercial arts, communication arts, dance, fine arts, instrumental music, vocal music, and theater and drama. They have that finance literacy certificate available, which isn't really related to the pathways. They have no dual enrollment courses right now. They have three advanced placement courses available and 10 honor courses. Their partnership is with career and the arts series and beyond. They have an advisor board. Those are the academies and programs. That's what we have right now. Our staffing at the high schools, I didn't really go into a complete staffing in terms of teachers, teacher coordinators, and teacher assistants to the principals. I just did the administrative level. As you can see on the chart, our comprehensive complexes with the academies in them each have a principal. There's an operational principal and they each have a vice principal. Our smaller academies each have a principal and they don't have a vice principal, except for Rosa Parks. As you can see, there are supervisors for content areas for ELA, math, social studies, science, physical education, bilingual ESL, world language, SPED, and guidance. There's overlap. Each of the schools doesn't have one of each. They share supervisors. For example, supervisor A is in all of the academies at John F. Kennedy and at Eastside, and in math it's the same thing.

Comm. Redmon: Is the supervisor A that's at Eastside and Kennedy one person?

Ms. Peron: That's one person. I did that so you can see that we have two physical education supervisors. One person is at John F. Kennedy and the other at Eastside. This person from John F. Kennedy is also at International, Garrett Morgan, and STARS. The supervisor for Eastside is at HARP Academy, Great Falls Academy, PANTHER Academy, and Rosa Parks. They're shared. It's not like each of them has a supervisor. For guidance it's the same.

Ms. Shafer: Let me just make a couple of comments about staffing. The Board knows that if we were to look at that staffing model and change it you wouldn't have to do it, but you would not be able to keep a non-tenured person over a tenured person. Right now, for all the high schools, and we even included the Adult School, we have 17 tenured principals and four non-tenured principals at the high school. The reason I'm bringing this up is let's just say we're going to eliminate 10. You would then have to take the non-tenured folks and go into their last tenured position. Then you would move the remainder and it would be six. It would be six tenured that possibly would go into elementary positions or into a principal position because they have tenure as a principal. They move into the elementary and then you would have to look at the elementary and eliminate six non-tenured elementary principals. If we're looking at doing anything like that, and I'm not saying we are, I just want to make sure everyone is clear that's where we are. Most of the high school principals are tenured. It's 17 and 4. If you look at all of the vice principals at the high school, we have eight and all of them are tenured. Again, if you wanted to make changes there you would do it with other tenured vice principals who are at this point in elementary schools. If you look at all the supervisors, they're all shared. We went from supervisors being assigned to one school to now being assigned three or four since we cut 29 of them in the last budget round. We also cut 23 vice principals. That's why all of them are tenured. Right now, all the supervisors you see are all tenured because we eliminated the non-tenured. That's why your vice principals are tenured. I'm only saying that to say any changes in staff at all would have to go through the human resource process for who has tenure and what are their bumping rights. I don't know if there are any questions on that.

Comm. Redmon: I think we should probably start that as soon as possible so we can get a realistic check of how it will go if we decide to go into that model. It will at least give us a year out to start moving. We might have to RIF some people just to make sure that we know what we're doing or Rice them to let them know that we're even considering trying to change their positions. In order for us to start trying to move, we have to get a realistic flow chart. It can start a little bit earlier. We can see the realistic positions and what we would have to do with it a year out.

Comm. Hodges: What is the purpose of moving?

Comm. Redmon: We look like we're going to be top-heavy if we decide to go to a traditional high school.

Comm. Castillo: First, let's get to the timeline. Then we have to decide what we're doing.

Ms. Peron: That's on here too.

Comm. Castillo: Let's just let Madam Deputy finish the PowerPoint, see what the proposal is, and then move forward from there.

Comm. Martinez: This is hypothetical, but if this were to unfold this way the wheels would have to be rolling by May.

Ms. Shafer: If it's something the Board wishes to do for July 1, then it would have to be something that was done by May. Susie has this into a three-year plan because you don't want to reorganize the high schools in a year. We learned this along the way doing other things. We need to do this right and we need to take our time in doing it. I think we need to understand what it is that we want. Let's just say we want to do pre-med. It would be a good idea to get somebody who had that background to be the principal. That may not always be the case. This is just made-up information, but I just wanted you to know at this point because of all the RIFs that we did last year most of the folks we're talking about are tenured because the others have already been eliminated.

Comm. Castillo: We never saw the breakdown of what the programs at Great Falls and STARS look like.

Ms. Peron: You're right. I didn't include them here.

Comm. Castillo: Because they're programs?

Ms. Peron: Yes. I can get you that same type of information. They don't have themes. The premise is a program. I think the premise and the goal of our students going to an alternative high school is so that they can get what they need while they're there, but then they go back to their...

Comm. Castillo: ...which is a whole separate conversation.

Ms. Peron: We would have to talk about those.

Comm. Redmon: What is the timeline of the students in that particular program? How long do they stay in the program? What are we seeing as an average of them staying in that program now?

Ms. Shafer: Great Falls and Silk City?

Comm. Redmon: Yes.

Ms. Shafer: That program is designed for students to get back on track. It's like a last opportunity. For some of the students who go there they don't want to stay long. They want to get back on par with their grades and with their work and go back to the other school where they came from. There are parents who come with the students and advocate for them to stay there longer. It's a smaller environment. They're doing the right thing. They feel better about themselves being there. They're doing well. Many of them stay and graduate. Some of them, once they get back on track, can go back. Sometimes when they go back, they're on a contract in order to go back. Sometimes they don't go right back to the high school they came from because if it was a violent conflict that was going on, they may go to a different high school. It really depends on each situation and what's best for the student to be successful.

Comm. Castillo: I understand we want to make sure that all the students achieve and some achieve in a smaller school, but I think that's where some of the confusion tends to begin with Great Falls being its own school. Some of the kids go there very young as freshman or sophomores and they're there until graduation. Can we give some of those students the same opportunity? You want to stay in a smaller program? No problem. Let's find you another school versus staying in Great Falls. I think it's supposed to be this wheel that's helping the students achieve, get to the standard, and then move on. Some of them are just stuck there for whatever reason.

Ms. Peron: I would probably have to take a look at that data and put that together for you to get an average of the length of the program for some kids. As Superintendent Shafer said, it really varies from one child to the next.

Comm. Redmon: We need the data as Board members to see if we need to improve that program or change the whole function of the way it's designed. We know students are going there, but we want to make sure that they're effective while they're there. Sometimes a lot of the programs that we put together are not really effective. They're getting the smaller setting, but they're not getting the opportunity to reach back out to those pathways. That's a problem.

Comm. Hodges: One of the indications of that is not getting credit. You have three engineering programs and you don't have any contact with engineering schools. That's a concern. That means they won't accept the credits from their schools. It raises some questions about what you're offering in terms of curriculum. That goes on in other areas. If you really want to provide students a serious educational opportunity, then it should be something that's recognized by an engineering school. That's one of my concerns. I want to make sure it's of a rigor that would be accepted by other colleges in the state. There are other communities that go all over the place with their engineering programs, such as Glen Rock.

Comm. Castillo: I think that's a big part of why we want to take a look at it, not only to restructure but to see other possible partnerships or opportunities. Granted, I'm not 100% sold on the whole FDU/International thing. I have a personal bias because I

graduated from there. I want all the schools to have various opportunities within the schools.

Ms. Joanna Tsimpedes: I want to talk about the middle college program from FDU at International. They take our IB curriculum and look at the syllabus and then say if they're going to grant us credit for the course for the students to get dual enrollment. They look at the syllabus and the level of the course and then they look to ensure that we have a teacher with a master's degree in order to be able to teach that so they can get the credit. That's what the middle college program is.

Ms. Peron: It's a dual enrollment thing. What Comm. Hodges and Comm. Castillo were saying is that they would probably want us to branch out and look at different universities and ones that are more in line and tied to, not necessarily engineering for International, but engineering for other schools. We will take a look at that.

Comm. Hodges: All of your academy themes need to be corrected to be more in line with the pathways and thereby strengthening the curriculum within it. That's the first thing I'd like to talk about.

Ms. Peron: Let me finish this because there are a lot of points to consider. We listed some from the committee, but I know that there are going to be more from the Board. We're going to get to that. This is why in having this type of conversation as a committee in-house we took a look at the goal. We began with the end in mind, which was to prepare a plan by June 2020 on what it would look like for our high schools. What you have here is and what you'll see on the screen is three phases. Phase #1 is research planning and outreach. That's this year. Here we are in November and I'm presenting the current high school structure to you. I'm eliciting feedback from the Board of Education. We have it all listed. We looked at it in three years. This is just a draft. This is just a beginning. Will Graulich put this together after all of the discussions that we had and this is just a proposed three-year action plan. If the action plan needs to be shortened and if the timeline needs to be shortened and condensed, this is the beginning of this conversation. However, in looking at a high school redesign, there are other people that really need to be involved in making decisions about education and future. Some of those people are our very own kids. This action plan includes them because we want to develop things for kids out of their interests. We want to survey them. We want to talk about our current high school structures. We want to elicit feedback from community stakeholders through public forums from our sixth, and more importantly, our eighth-grade students. If it's three years, they're going to be freshmen. You know how the future changes and how industry and education looks so different. We're thinking about the job force today, but we really have to think about the job force in 10 years. This is heavy. These are just preliminary activities and tasks. We have personnel responsible for them. We have the evidence listed. We have a timeline. The first year is for research, planning, outreach, and then putting that all together and presenting the plan in June 2020. It doesn't mean that the plan in June 2020 doesn't include other actions that need to begin happening now so that we make changes for September. Phase two gets a little more in-depth. We take a look at our programs and

academies and we start changing them. We start thinking about new pathways, courses, partners, universities, and certifications. We think about vocational education. We think about all those things that need to happen. We do an audit of the staff. We have to have specialized teachers for some of the courses that we're going to want to create and develop. We have to recruit that staff. In working with all of that in year two we would refine it and rehash it and have it ready for implementation in year three. This is just a sample action plan. We thought that the tasks that we included were inclusive of every stakeholder. We may have missed some so we're open for that too. It's every type of task and activity that would inform our students, our family, and our community. When I say community, I mean the community at large. Our educators too taking into consideration our teaching staff, our administrative staff, and then our families. This is just a sample of what we would have to design when we come together. It's good to plan and to have an action plan with timelines and dates so that we can all stay on track and be ready for what's out there. Where do we go from here? This is really the heavy lift. Out of the committee we just put together some considerations and some things to ponder. Do we want to update and revise themes and our curriculum offerings at our existing academies? Or do we want to change our academies? Do we want to keep them? Do we want to get rid of some? Do we want to offer a comprehensive high school model somewhere? Do we want to provide vocational education, and if we do, where? All those types of things we have to look at. We have to look at facilities. We have to look at what types of vocational education would we offer. Do we want to revise our administrative teams? Do we want to share teachers among academies? If we kept it like we have it, do we share teachers for courses on that campus? Right now, we do that on one campus and on the other campus we don't do that. That's an implication for budgeting as well. Do we want to revise and update our CTE programs? Do we want to keep the ones we have? Do we want to change them? Do we want to take a look at that? Talking about Passaic County Technical Institute, do we want to replicate their programs? Do we want to create different programs? We're working on trying to learn what types of programs our kids apply to when they apply to go to Passaic County Tech. What are they getting into and what are they not getting into? Do we want to replicate that? Or where they have a gap, do we want to offer those types of programs here in our high schools? Finally, we definitely have to work together to create a long-range plan for our building coming up at Paterson Catholic. What do we want to do there? What type of program do we want there? Those are our next steps and those are points to ponder. We can open up and talk about the different academies, courses, and partnerships. What types of next steps do you want to take on? The floor is yours. I open up for questions and comments. We are definitely taking everything into account. We have a note taker so that we can talk more in-depth about high school restructuring.

Comm. Redmon: Any questions?

Comm. Martinez: There's a lot of ground to cover. Obviously, a lot of this is being driven by the fact that we have fiscal realities that we have to take on. Had that not been the case, then the timeline would be better suited for that. I think a three-year timeline is the first thing that jumps off the page. I'm not saying go off the deep end with

it, but I think we have to reconsider a three-year timeline considering the fiscal realities that were looking at. Some of the more immediate questions that I have... What data have you collected to demonstrate the quality and the success of the current programs that we have? How many scholars are taking advantage of these credits and certifications? Do we know percentages or numbers of students who are graduating with all of that? What are some of the pathways that we want to consider? It could be some of the ones that PCTI is currently offering. I don't know if we want to consider recreating or coming up with new ones, but if we look at successful models and try to replicate what's working in other places, I think that can be a time saver for us. While I do like the notion of gathering as much information from the young people and the community members, I hesitate somewhat only because not everyone is going to agree with this. I essentially look at it as three major stakeholders. We have the administration and staff, the scholars, and the families. Inevitably decisions we make someone is not going to be pleased. Obviously, first and foremost we have to make sure that what we're doing is in the best interest of the scholars. That's the first priority. Then we can go from there. There's a lot, but if we can start with that baseline of numbers that we have to demonstrate the success and how many kids are taking advantage of this accreditation. I ask that only because I look at a school like Garrett Morgan, which was engineering, and there wasn't an engineering teacher at an engineering school. Obviously, that's something that's going to raise an eyebrow. We have to make sure that we have the appropriate folks teaching in these respective buckets. You talked about that. If you're doing something with medicine you want to have medically trained folks in that school. Those are my first wave of questions that I have.

Comm. Olivares: Some of the questions that I wanted to make were already addressed by Comm. Martinez. What does the research show about the success or lack thereof of some of these programs? On the P-Tech, you said that for some of these programs the students can get an associate degree. Who issues that degree?

Ms. Peron: Passaic County Community College.

Comm. Olivares: Thank you.

Comm. Hodges: I had asked earlier in the year what basic skills do we expect Paterson students to have going into high school and graduating? What does the data support in terms of what we're delivering? It doesn't matter what you plan to do. It matters what we're doing now and then making the requisite adjustments. That will determine what you're able to do moving forward. What kind of student do you have? What kind of success rate? What are we able to teach them? What are we able to deliver? If you want to add engineering, we have at least three different engineering programs. Whatever is going on at Garrett Morgan, I don't know. What's going on in those buildings? What are they actually learning? I'm looking at these advisory boards and I'll simply say they don't necessarily have the kind of expertise that could validate and uplift their education. They're not people who can look at your program and say this is insufficient or they're not getting this or that.

Comm. Castillo: Oversight.

Comm. Hodges: Absolutely, which can strengthen your program and point you in different directions. Those are some of the areas. Mr. Martinez mentioned some of the other things that we need to discuss. I think we need to at least start with that, looking at where we are and what we expect students to have. Then we can go into things that we can change and improve later when we discuss what's going on right now.

Comm. Redmon: I would like to know how the advisory boards were comprised. Do they come in the district often to see what they're actually implementing? When they go back to their meetings they can come up with other suggestions. Sometimes when you're an advisory board you don't always have the information at hand when we actually see what we did. I'm taking it from experience. I walked into Eastside two weeks ago and was told that we had an automotive part that was working but we had no teacher there for the whole year. Because the teacher is not there, we're not teaching that. We have a space that was set up that was changed but we're not using it. So now we have students that may have wanted to go into automotive skills and we're just leaving it vacant. It's not told to us as Board members that things are vacant. When I walked into Eastside, I was shocked that we didn't even have a teacher there. Sometimes as Board members when we walk into the buildings and see programs that are vacant, they hold us accountable. The public holds us accountable because we're supposed to know what's going on in each building. I think overall sometimes we have to be realistic from the cuts that we saw and also bring it back to the Board that what you cut financially sometimes this is what you see with your cuts. We don't see that all the time. Sometimes we just see the budgetary items and we don't see what it actually affects. We can't make changes when we don't see what it actually affects. Two years ago when we sat here at a Board meeting and were surprised that we didn't have any engineering person in the building and they were already changing to make it something else and we had no knowledge of it. Now is a good day that we're sitting together and can collaborate. Sometimes as Board members we leave it up to administration and then we delete it. Then we have different expectations than them and they have different expectations from us. I'm glad that we did this so now we can actually see what it is that we want to do in the next three years. With the budget we're going to have to be realistic with what we can do, but we still should not dream outside of that box. Even though we see what affects our students, we still want to make sure they get the best quality education that we can offer. I don't want our budgetary constraints to limit what we can reach out for. Some of the partnerships that we can use we don't reach out to. We have an engineering school in New Jersey. NJIT is one of the highest engineering programs and they do civil engineering and all types. And we have graduates that came from Paterson that hold those degrees there and we don't ask them to come back to our students and do anything. Sometimes I think the Board has to more effectively reach out back to those people that we know are now professionals and back in our community. I take some ownership in that as a Board member.

Comm. Hodges: And going out to have these students referred to internships, summer jobs, and other experiences in these areas, which is what Tech does and other people do.

Comm. Martinez: Just to continue on that thought, on paper it may sound great to say we want to offer French and Mandarin, but if we don't have teachers for those things, what are we doing? In a sense, we have to work backwards and say this is what we know we have available and then we can offer those things. On paper, we can put we're going to have the most amazing offerings. But if we don't have anyone staffed, that's a part of the challenge. As educators we're trying to hit a target that's not only moving, but we're talking about careers 10 years down the line. We don't even know what that target is. That's not just exclusive to us. That's exclusive to educators everywhere. That doubly compounds that problem.

Ms. Shafer: That's what happened with the auto shop at Eastside. The individual that was there retired. Rather than the principal taking another body to lose, they said if they had to give one up, that was the one they gave up. It's not minimizing how important any of them are. If it's not auto shop, then what is it? If it's geometry class, then your class numbers go up into the 40's. Because of the lack of funding that we continuously talk about we're always trying to catch up.

Comm. Castillo: I think that's why we're having the conversation. We know that there is an issue. How do we sit down and try to resolve to the best of our ability within the confines that we have? What do we do moving forward? What do our students want or expect in an academy? What do we expect them to know once they leave? We need to set those goals for what we want for them as well. They may not know that having a certain certification or partnership, just because we use it, with NJIT can possibly get you 90% assurance that you're going to get in or maybe a scholarship opportunity. Those are the things that we have to offer our students. I don't have a complete organization chart of what the high schools look like. Do we have too many administrators in the building and not enough teachers? That's the conversation we need to have. It's great that we have Eastside or Kennedy with four academies with five principals and vice principals. Granted, the supervisors are being shared, but the principals and vice principals are not. They each have their own. Does that make the most sense to have? I don't want to compare it to any other district, but Tech is the closest one. The model may work or may not work in Paterson. That's the honest truth. Do we attempt to go into that direction with one principal with one pathway? These are specialized individuals in that realm of expertise. If you have someone in criminal justice, nine times out of ten it's an attorney or a former officer teaching the course or directing the academy on its own. Is that something that we want to look into? We're possibly one of the schools in the area with the most administrators in the high schools. Though we're pretty big, there are some districts that are bigger than us with fewer administrators in the high schools. Granted, we know the tenure situation gets a little difficult, but it's a conversation that we need to have. Maybe we can offer more opportunities to our students and fewer opportunities to the administrators that are more qualified to teach that specific realm. I graduated from Tech so I remember that. The

Board in Tech isn't necessarily making the connections. I'm not saying that we shouldn't, but the Board isn't making the connections and the partnerships with the schools. The directors of that pathway are. It's a person who has expertise in that area and who has a network of his or her own. If I'm teaching engineering, I'm not an engineer. To expect me to find engineering partnerships, I'm sorry but you're on your own. I can try, but I don't know how effective I'll be. If I were an engineer myself, I'd have access to the school that I graduated from, friends that I've worked with, or other opportunities in that major. In my mind, it's the direction I want to head into. What that looks like in practice is the conversation that we need to have. I know we can't change all of our schools tomorrow because we've learned that when we don't plan we mess it up, but at the same time I also don't want to spend three years thinking of a plan for our students. Where can we start? Is an administrator a place where we can start? Maybe we need to figure out how the programs are doing. If culinary arts is doing a phenomenal job and their kids love the program and they're getting something out of it, then that's clearly why there's more success in that area. If it's the same in other academies, then we need to restructure and figure out what that looks like.

Comm. Martinez: So then those academies can essentially become those pathways.

Comm. Castillo: Correct. That's something I would want to pose. Can we go back to a high school with a principal?

Comm. Redmon: Maybe go back to the traditional high schools but with specific pathways going into career opportunities. Even though right now we have different academies, our kids are still interacting in one building. It's including our sports teams and other things that go on in the city. It's not just academically. I think going back to the traditional high school with those considered pathways administratively it looks crazy, but I would rather have it...

Comm. Castillo: We were there once before.

Comm. Redmon: I'm talking about now. When they first broke out into the academies, we had more administration that was added. We will have to subtract some of that administration at the top and bring them back down and do one traditional high school. If we have a total of maybe four people with administrative titles, maybe they have to go back down to two.

Comm. Castillo: There are five principals at Kennedy.

Comm. Hodges: You're talking about eliminating themes?

Comm. Redmon: Not the programs.

Comm. Martinez: Perhaps not eliminating. We are at Eastside High School and then you have your medical academy. You're graduating scholars and they're getting internships, placements and credits. We're going to keep that. That's working. If I have

a baseball academy and I'm not putting anyone on any fields, the academy is not cutting it.

Comm. Castillo: There are two components to this. There's a conversation if a comprehensive high school with pathways would work or is something that we want to explore. That's the first part.

Comm. Hodges: Explain that. What would that look like? Would that mean you have no themes?

Comm. Castillo: You'd have the same theme. Basically, it's the same idea with less administration. The salary guide and the way it would work would be a little different. I'm just going to take Eastside because it's the first thing on my mind. You have the operation principal. Then you have the three academies at Eastside. Each of those three academies has a principal and a vice principal. You don't need two. You could use one principal and instead of being the principals of the academies they could be directors, supervisors, coordinators of pathways. You don't need a vice principal.

Comm. Redmon: Your operation principal would be your head principal of the whole traditional school. For example, at Kennedy we have one operation principal. They will remain as that principal of the high school. We have BTMF which has their own principal. Instead of being the principal of BTMF, they would be the director for that academy going into the pathways. They would specialize in that particular category. It would be a skilled person in that area. If they're a principal, you may knock them down to director and once they go down everybody underneath them will have to specialize in that particular pathway. We're getting the quality education that we're asking for and we can also up our curriculum to meet those guidelines with those particular specialties that they have.

Comm. Castillo: When I was in Tech, I was a criminal justice major. The director of criminal justice was former FBI. He also taught a class. He directed the curriculum and the partnership in conjunction with specialized individuals. From there if you wanted to go either into law or law enforcement, you had options. They would prepare you to start the paperwork for the academy, if that's what you wanted to go into. You ended up with a telecommunications certification. If you wanted to be the 911 operator for a police department, you get that certification. I left with 18 college credits and a pre-forensic science something. I can't remember the actual title. If you wanted to go into any of those fields, you could start working because you had the certification or license, go to school and continue, but you had also open doors to universities like Montclair, William Paterson, and FDU. That's the model that they have. It's taken them a while to create, but it's that idea of starting in the direction.

Comm. Hodges: I don't disagree with that. You have at least three engineering programs in two different buildings.

Comm. Castillo: Maybe three.

Comm. Hodges: Exactly. Engineering is not just engineering. Is it electrical engineering? Is it mechanical?

Comm. Castillo: It's finding what those things are. What do we want to teach? Engineering can go in these pathways or these options. Let's say we have an engineer as the director of the engineering department.

Comm. Redmon: We can task the administration to get us the data of each academy and then we can see where our strong suits are. Maybe we can start combining, especially like at Garrett Morgan and other programs.

Comm. Castillo: Maybe we can have an area for engineering.

Comm. Hodges: You still don't know what you want to accomplish.

Comm. Martinez: The first bucket is to do an inventory and assessment of what we currently have in the district. Take a look at the data. What is successful? What is working? What is lacking? Then we take that second bucket. What are the things that we want to see offered to our young people? Once we have those two things, we can marry them together.

Comm. Castillo: How do you determine what success is?

Comm. Hodges: Is it a job? Is it going to college?

Comm. Martinez: What are those metrics? How many kids are coming out of those respective academies with college credits or certifications?

Comm. Castillo: Or going to college to do that?

Comm. Redmon: I recall Dr. Hodges asked two years ago for us to start tracking students. I remember that Board meeting.

Comm. Olivares: Do we have that data now?

Comm. Redmon: No, we don't. I remember some of the data he asked for.

Comm. Castillo: We have it in pieces.

Comm. Redmon: Right. We don't have it compiled. That's what I wanted to see, if we could compile it.

Comm. Castillo: Wasn't that on the calendar?

Comm. Hodges: It was supposed to be a yearly thing.

Comm. Redmon: He asked for seniors that were graduating going into college and we track them in their freshman year. After their freshman year he wanted to also see what the success in their sophomore year was. We never did get that data. I remember that.

Comm. Olivares: Part of the problem is that we implement these new programs and then we don't collect the data to see how effective these programs are. Then we change them even before we know whether they work or not. To me, that's part of the problem.

Comm. Redmon: But these programs have been in existence for a while. That's the reason we don't have the data.

Comm. Olivares: That's what I'm saying.

Comm. Hodges: You want to look at where they are and what we're doing, but you also want to make a decision about what that baseline is going to be. Then you can decide what you're going to specialize in once you decide I have to get this student to do x, y, and z at the very least. Then you can go ahead and specialize. You need to know what you want a high school student to be able to do.

Comm. Castillo: I think we need to go back to the first part and figure out if the programs are working and then what success looks like. Who is going to college? What are they doing? I guess that might be one portion of it.

Comm. Hodges: Who's going to what college?

Comm. Castillo: The next step could be what we want them to know. It falls into that same idea. I'm going to use HARP Academy. If the students are going to universities and going into medical school or dentistry then we know clearly we're doing something right. Could we be doing it better? Absolutely! I'm sure. Something there is working as opposed to another academy whose students may not be graduating or going off to college.

Comm. Redmon: I hate to call the academy out. I know a lot of the students who have graduated because a lot of times when I see them in the street I'll ask them what they're currently doing. Our government academy, GOPA, could be restructured. It could be much better. They can actually work in local government and shadow some of our local officials here to see what they're doing. It's basic civics. Talking to those students that were in GOPA, they don't have basic civics. They don't understand what basic civics is. I'm using one of my neighbors that actually graduated from that academy. What are we doing? When she started telling me what her college experience is I feel bad because now you graduated with a high school diploma from Paterson Public Schools but you're not working to the potential that our diploma says. I have a problem with that. That academy I know specifically is not working to its potential. They don't even have to work with our local government. They can work with local government in surrounding

towns and have actual internships. They can have people that are running for different electives when they come out of high school because they have that civic knowledge. You can look for the next people that might be leaders in this community.

Mr. Best: GOPA is an academy, but it only offers one pathway, whereas you have other academies that offer multiple pathways. Government can be several different pathways other than what they offer right now, JROTC. They don't offer anything else. For example, you work in social services. Social services is government. You can do legislative writing. You can do pre-legal. There are other pathways that would be approved by Perkins that could go underneath that academy that currently don't exist. You can create these new pathways without necessarily eliminating an academy. It will be more pathways underneath that. You have to find people to teach it that are certified and also build that partnership council so you can have those internships and other types of experiences for students to participate in. I'll take an intern.

Comm. Castillo: To give the administration some direction we're in the same realm.

Comm. Hodges: I want to know what a Paterson student is capable of at high school. That's number one. Once you decide this is what a Paterson student should be able to do, how many of them are doing it? How many of these schools are producing students that are able to do what we say a high school student is supposed to be able to do? It's also reflected by success in the different types of disciplines that are being taught in the district. Are they functioning at that level? Are they functioning at a competitive level with the rest of the surrounding community? That's what we're here to do.

Comm. Castillo: In comparison to other students in the level based on their knowledge of that sector of study, or overall?

Comm. Hodges: You're competing with everybody. Basically, how competitive are we overall? Not just in engineering, but what are your capabilities to compete?

Comm. Olivares: In comparison to other communities.

Comm. Hodges: Absolutely. That's number one. What should a Paterson student be able to do?

Mr. Best: I want the administration to have something to prepare for you. What you're asking for essentially is the graduation requirements. The Paterson Public Schools graduation requirements are in line with the State of New Jersey graduation requirements. There might be one or two specific programs in the district that actually have higher expectations than what the standard graduation requirements are. I'm not sure if that's the case. Maybe the International Baccalaureate Program or Rosa Parks has something specific. I know P-Tech does when it gets up and running fully, which is not because the students haven't had a chance to go through it yet. For everything else, what they're expected to know is what all students in the State of New Jersey are expected to know. The number of students who have attained that would be in line with

the graduation requirements. It's going to be the exact same numbers. If there's something specific you want...

Comm. Hodges: Passage on a competitive level with testing or whatever measurements.

Ms. Peron: I think we need to look at those types of measurements. Assessment data - how do they fair in content academics? Do any of our programs offer internships or externships? Who is applying and getting accepted into college? What types of colleges? Are they leaving with certificates that can get them hired at an entry level job but at a different level than just clerical?

Comm. Redmon: Not a basic entry.

Ms. Peron: Right.

Comm. Castillo: Are our kids taking the civil service test?

Comm. Redmon: They should.

Ms. Peron: Those types of metrics I think we need to take a look at.

Ms. Shafer: Also SAT and PSAT.

Comm. Hodges: All of that.

Ms. Peron: That all falls into the college acceptance. You're not going to get accepted into a high-reaching college if your SAT scores are at a certain level. Those types of metrics we need to look at. We do offer just the humanities. We do offer just the graduation requirements. At what level do we offer them? Let's even talk about dual enrollment and AP. That is a leverage that we give to our kids. If you take dual enrollment and AP courses and score at a 3 or higher, you're already walking into college with college credits. That saves money and time for them, which they can use to go into different fields, different studies, get out of college earlier, and have different opportunities. That's important.

Comm. Hodges: As long as you have multiple colleges who are willing to accept those credits, not just a very limited number, which reflects the strength of the educational program. The stronger the program, the more schools that will commit to accepting you, which is why you need to engage them.

Ms. Peron: Absolutely. I think we need to look at that as a bucket. We can certainly look at last year's seniors for these programs and put them into these categories and obtain the information for each of these academies so that we can make informed decisions and not just say this program is not working. I heard let's make informed decisions around data so that we can be fair to every program. Then we can say we do

have engineering at three different places, why? If we took our resources and pooled them into one place and one facility, would it make that program look different?

Comm. Hodges: Do you have three different engineers associated with those programs, or none? If it's none, how do you have an engineering program?

Comm. Redmon: Can I also ask you to task the stronger certifications? Some of these certifications don't match up with our high schools. We should be looking for some of those than can be in comparisons to those high schools. Right now, I'm looking at some of those certifications and they're the basic certifications that you would get.

Ms. Peron: Absolutely. We are putting together data such as attendance and graduation rates for each of the schools. We do have a list of all that data that we're gathering right now for the high school academies. We had different types of data. Right, T.J.?

Mr. Best: You just mentioned it.

Ms. Peron: We had a lot more. Who has science labs? Who has working science labs? What type of facilities?

Comm. Redmon: I'm glad you said that. I think the Board a while ago asked for a functioning facilities list to make sure how our facilities were functioning and what was going on. I see walking through our schools that a lot of it is basic maintenance. I think we can do better with basic maintenance at facilities. We know that they're aging, but a lot of it is just basic maintenance and care. We can still upgrade our basic maintenance so they can function well with the students that are in there. I'll use Rosa Parks as an example. We know that school is there, but it's not really functioning the way it should because it's not big enough for our students. They're fighting for space in that school. A lot of times when they're practicing for whatever plays, they have to fight for the gym or whatever else they have to go to. Maybe we can use that actual building for something else. We also know that we have Paterson Catholic that's coming to us. We don't know when, but we know it's coming to us. We can start planning out what we can do with that building. I think this model can also coincide with our facilities so they're together. We will know what programs can go into what facilities when we want to change back to these high schools.

Comm. Hodges: Is every student receiving chemistry, biology, and physics? That has not always been the case.

Comm. Castillo: I know that.

Comm. Hodges: Those are the things that you really need to get a handle on as to what's being offered.

Comm. Redmon: You're saying we want to make sure that there are standardized courses throughout each high school.

Comm. Hodges: Are the requirements being met across the board by everybody? Then we want to make sure that the level of the curriculum is rigorous enough to be effective.

Comm. Castillo: Is the curriculum rigorous? That's a different conversation.

Comm. Redmon: It was brought to our attention two meetings ago that our curriculum was not even up on our website.

Ms. Peron: For parents.

Comm. Redmon: We can see it.

Ms. Peron: It's password protected.

Comm. Redmon: I saw it.

Ms. Peron: We're working on that too.

Comm. Hodges: That's just a verbal description of what may or may not be in place.

Comm. Redmon: Dr. Hodges, we still have to have some kind of blueprint. If our parents can actually access what we are offering, maybe they can suggest some other things that we can add to it. Right now, they can't see it.

Comm. Hodges: I'm not disagreeing with you. I'm just talking about what's actually being taught in the classroom, the content. The name, which is all you're going to get, doesn't mean anything to you. It's what's actually being taught in the classroom. Are there labs? Those are some basic things that we need to make sure are in place across the board, which has not always been the case. Then you start building on what else you want to do. If you don't have the minimum in place, then how do you go ahead and redevelop the additional stuff when the minimum is not taking place across the board? If you're looking at all these different pathways, in truth you need the corresponding expertise, which is the financial concern. Where do you get the money to pay for them? How do you lure them here, which is a whole different issue?

Comm. Castillo: I think that's the part that's going to take longer to achieve. I'm not saying forever, but it's going to take longer to achieve. Some partnerships I'm sure will come easier than others and also the certified personnel. After we get this information, we need to determine do we want to keep each academy. I'm going to use GOPA just because it was mentioned. Do we want to keep GOPA? Do we want to keep the academy as is? Do we want to instead of that get something else that we can partner? Or do we keep GOPA and just add different pathways and continue to expand as time

goes on in a certain period of time? I think those are conversations. I think I'm going to take two steps back just a little bit because the academies will take time. The first part in my mind after having the data is what is this model going to look like. Are we going to keep the 17 academies that we have the way they are? Are we going to go back to a comprehensive high school with pathways? I think there's more accountability involved, as opposed to each academy working in its own silo, though they're in the same building. It hasn't been the easiest thing to deal with. You have four academies. These kids belong to four different places, yet they're all in one building. I think it would relieve some administration costs that we can put into certain people who are certified to teach it or certifications. Is that the avenue that we want to explore? That's also a direction we have to give the administration because they have to take that into consideration as they're gathering the data and moving into possibly new or added pathways.

Comm. Hodges: Understand that one of the reasons for doing that was to increase graduation rates by having students participate in areas they thought they were interested in. That's what it did. If you remove...

Comm. Castillo: I don't want to remove the pathways. I want to enhance. What I want to remove is the amount of principals, vice principals, and administration. That's what I want to change. I think the pathways are great, because they incentivize students to continue school, but I also want the academies to leave them with something. Some of our kids are working through high school or college. I want to have a school where they're getting all their education and have the ability to do whatever we recommend they should do. I also want these academies to have the partnerships. Upon graduation not only are these kids going off to college for a specific trade licensing area, but they can also work their way there as an EMT, tele-communicator, working in a restaurant as a manager, or something that gives them that experience as they're going to school, if they choose that. You can change your career halfway through, but at least they know this is what I want in high school. It just opens opportunities for options.

Comm. Redmon: Just to make sure that I'm understanding you correctly, what we're theming as academies will go back to being pathways.

Comm. Castillo: That's what I would like the Board to consider.

Comm. Redmon: I'm thinking on that same mindset. Academies would just be actual pathways going into those specific professions and going back to the comprehensive high schools.

Comm. Castillo: It won't be an academy of government and public administration. It will just be Eastside High School, but that's what your pathway would be, as opposed to being its own separate principal, vice principal, letterhead, emblem, and all the other stuff that we spend money on. It's Passaic County Tech and your pathway is criminal justice, finance, or medical arts. In your degree it says Eastside High School Academy of x, y, x. I think that alone might not be a great savings, but I do think it's a savings that

we can put back into the classroom and to enhance the pathways. That's what I would like the Board to consider.

Comm. Redmon: What are the realistic timeframes that we're tasking the administration to get back to us?

Comm. Castillo: First I want to know if the Board is okay going down that avenue.

Comm. Redmon: I was fine with that. I don't know what the rest of my colleagues are thinking, but I'm fine with that.

Comm. Martinez: I'm comfortable moving forward with that.

Comm. Hodges: I'm not so sure, though I wasn't crazy about the academies to begin with. Is it all the academies, or just some? What are you going to do with HARP?

Comm. Martinez: That's a fair question. I don't think it needs to be all the academies. Once we do the assessment and inventory...

Comm. Redmon: I think it's the ones that are in our major core buildings. Let's start with Eastside and Kennedy. HARP stands alone. It's in its own building.

Comm. Hodges: It's not the academies. Do you want a comprehensive high school? Or do you want two comprehensive high schools? Or do you want three with Paterson Catholic or whatever?

Comm. Castillo: I think that's a part of the conversation. We have HARP, PANTHER, and International is three schools in one. That's a whole conversation by itself. I think Eastside and Kennedy definitely need to go back to comprehensive and then have that model. When Paterson Catholic opens it would be the same thing. HARP is at Colt Street. When Paterson Catholic opens, do we want to maybe create a STEAM hub and just move HARP Academy and STEM in there? Those are just in my head. It doesn't necessarily have to be this way. Do we move all those schools that have a general similar theme and give them all the resources that they need so they can enhance? Then maybe make Kennedy more of a place for laboring. Bring in automotive. Eastside can be a technology school. Put academies, have all those engineering places, and have a school that has various options for engineering. Bring everybody together so that we're putting financial costs in areas that we don't have to duplicate efforts. Then we can use those monies to put back into the kids for resources. I don't have it all planned out.

Comm. Redmon: For the first phase I think it should be our two biggest facilities that host the most academies so we can get a realistic picture of what it looks like now.

Comm. Hodges: The community accepted the academies because they were smaller schools and they did not want their kids going to the comprehensive schools.

Comm. Redmon: The model won't change, Dr. Hodges. I get what you're saying. Those same students that are BTMF will be the same focus group. They will stay in the same rotation. You'll be in one comprehensive building, but those students will still have those same classes with one another because they're geared to that focus pathway. You have to treat our students as if they were going to college. If you're a psychology major you may have one general class with everybody on campus, but most of your class studies are in psychology. You're going to be with that same group of students throughout your four-year career there or whatever. We have to start thinking about our high school plan like that. You can have that one comprehensive building, but those students that are in those academies are still working on that same hub. They'll still get to know each other. They're still in a more intimate setting, but it won't be four different academies housed in one. They intermingle anyway.

Comm. Olivares: Why not pick what we consider the obvious cases and treat it as a pilot program but keep the data? That's essential because we have to go back to data. What is working and what is not working? Let's pick what is not working and keep track of that and create a pilot program. In the future we will know what to do and how to proceed with the other ones.

Comm. Redmon: Going back to what you were saying, Dr. Hodges, most families were comfortable with the academies because they were in a smaller setting. When you look at it, you still have almost 1,500 students in one building. If you go to another one, we still have almost 700 students in one building. Even though you're saying it's a small setting, we can still keep what we're doing. Instead of all this letterhead with different things, there are still going to be 1,500 or 700 students in one building. You're still going to have them interacting with one another because they take gym together sometimes.

Comm. Castillo: To add on to Comm. Redmon, I think the idea is to give students the opportunity to learn in a smaller setting. I think we have to give that. When we speak about five principals and five vice principals maybe some of those monies can go back into the classroom so the kids are indeed learning in a smaller setting. The academies are great, but they're all in reality in one building. The people overseeing the program aren't necessarily certified or have background in whatever they're teaching. Instead we can have professionals direct that pathway to lead not only in curriculum, but also for opportunities. Also, some of the savings from those extra administrators go back and maybe we can get other personnel so indeed there will be smaller classroom sizes and they will be able to learn in a smaller setting.

Comm. Redmon: With the reality of the cuts we just did, some of our classrooms went back to almost 40 students. Even though we're saying they're in smaller classroom settings, they're really not. That's the reality of it. We have to be honest with each other.

Comm. Hodges: I'm open for a lot of things. I'm not open for radical change all at once. I think we need to take one of the schools, if you're going to go in that direction, and

then decide on a process to go ahead and change that. Rather than try to do Eastside and Kennedy, pick one and decide...

Comm. Redmon: I would suggest we do Eastside first.

Comm. Castillo: I would suggest we do both because they're both two different types of schools. In order for us to measure and make sure there is a savings and that we are moving forward you take Eastside and Kennedy and then you have all these other academies that will be left to figure out. We have International, Garrett Morgan, PANTHER, HARP, Rosa Parks, and whatever else is coming in the future for Paterson Catholic. Those are still about 10 academies we have to figure out what to do with as opposed to seven.

Comm. Hodges: There's a difference between a comprehensive high school and just being a school with four different pathways. A comprehensive high school means you have students who are taking French, Latin, photography or some other things. You have to provide those additional courses and experiences. You don't have the people here. You just can't do that overnight with two huge buildings and then put together a program which has block scheduling, a variety of different common classes where kids are going...

Comm. Castillo: Kids have common classes now. They take algebra, math, and science together. The only thing they take in their academies is their pathway courses.

Mr. Best: At Eastside but not Kennedy.

Ms. Peron: That's not true.

Mr. Best: When we established Kennedy High School, it only had one principal and each academy was led by a director. Then it was changed two years later to principals because Eastside had principals and we had trouble with the union. If you're going to do one, you have to do both not to have the differentiation. The other part was Paterson was cited multiple times in QSAC visits for having disproportionate classes in the same building because of scheduling around that particular academy. For example, you have two algebra I classes. One is STEM and one is ACT. Both of them are in the same building. ACT has 15 kids in a class and STEM has 35 for the exact same class. Logic will tell you just take 10 kids out of this one class and put them in the other class. Based on how we do the evaluations and teachers being assigned to students and so forth, it was a problem at Kennedy High School. Eastside was already operating that way but Kennedy was not. Moving forward based upon some of the recommendations that are coming from the State of New Jersey the district has to start doing that. We have to right-size the number of students who are in the class. Now the students are going to intermix when it comes to those general educational courses.

Comm. Hodges: Which I'm for.

Mr. Best: I think the proposal is that all of the classes, with the expectation of the pathway courses, will essentially be merged together and students who are on a particular pathway only go to those pathway classes that are headed by a director, vice principal, or supervisor. Over time we evaluate the success of the existing pathways and then decide whether or not we want to develop new pathways based upon what the future needs are in terms of careers going down the road as well as what students' interests are.

Comm. Hodges: You already have a personnel problem that you haven't begun to solve. You can get rid of all the principals and vice principals. You're still going to have to go out and find the people who have the expertise. That's just not an easy thing that you can do overnight, which is why you might not want to do both at the same time. That's my issue, being able to deliver a realistic program across the board when you don't have the people here. Statewide it's a problem getting them. It's not just in Paterson. Statewide it's hard to get people with those skills. It's hard to get them. You're now going to have two buildings that you're suddenly looking for those same types of people. That's not going to be an easy thing and you don't have the money.

Mr. Best: That's why we also need to evaluate the success of the existing pathways and then plan towards the future. There are certain things that came up in our last committee meeting. We were talking about what were the drivers for the pathways. Is it going to be based around facilities? Facilities are an issue. If we want to do an auto mechanics program or cosmetology, you have to have the facilities to do those things. Programs like that might take time. There are other things that are drivers. We have certified teachers that currently exist. We have programs that currently are up and running. The overwhelming majority has certified teachers in those pathways, but there are still some that do not. There may be an instance where you have teachers right now who are certified to teach specific courses and pathways that we currently don't offer. We have underutilized staff that exists within the district and that's going to take place when we do a full audit of what the staffing is with all the certifications and what we're actually able to offer students right now. I would suggest that we can offer more than what we are currently offering just based off the staff members that we have.

Comm. Hodges: We need to see that data so we can talk intelligently about what we can and cannot do. That's number one. The data is important to decide before you jump into making two comprehensive high schools with pathways. You need to know that you're able to staff them.

Comm. Redmon: That's the task of the administration.

Comm. Hodges: Having some understanding of what the staffing issues are is part of the responsibility of the Board, too.

Comm. Redmon: I understand.

Comm. Hodges: We don't hire anybody.

Comm. Redmon: The Superintendent does.

Comm. Hodges: They do, but you can't burden them with just having to go out and find all these people at once.

Comm. Redmon: I understand where you're coming from.

Comm. Hodges: I don't want it to fail.

Comm. Redmon: I get what you're saying. In the past we have seen programs that were supposed to be rolled out and what we're dealing with now, they were not rolled out properly because it wasn't thought of.

Comm. Hodges: The academies are a perfect example of that. They've never been fixed from the time that they were put together. They were rolled out and that was the big complaint. I was completely averse to having them because they weren't done right.

Comm. Redmon: In order for us to fix what we have, Dr. Hodges, we have to be willing to do some changes. This is a planning stage. When we asked for a Board goal this summer, we're doing it much earlier than we thought we would. We were supposed to do this many years ago. We got it back to the table. It was supposed to be done in September and it's now here. In order for us to move, we have to be willing to change some of the mindset. Even though we know that some of the academies were problematic when they were rolled out, now we can learn from that experience with what the problems were at that particular time and double back to make sure that we don't do the same mistakes that we made going forward.

Comm. Hodges: I need to be convinced that we're prepared to do it correctly this time around.

Comm. Redmon: I understand that, but in order for you to be convinced we have to make sure that we task them to give you the information you're asking for.

Comm. Castillo: Let's take two steps back. Is this an idea that we'd be open to? We're already trying to fully staff the place. We're not there yet. Is this the idea that we would want to go into? If so, then we would have to task the administration with researching what that looks like. This is what we want. You guys need to figure out how to get it done. It might be that five out of the seven they can find someone. It might not be. I think they have to do their due diligence now to open up those conversations. Regardless of the fact, we're going to have a second conversation. I don't like to have these conversations together, but they always do, which is the financial side of it. I want this to succeed, but how do we start so that it does succeed and we have financial savings? How do we work at putting all of those savings back into resources for the students? I think the first part is do we want to open the researching to go in this direction? If so, then we bring it back to the administration. How do we move forward

to getting it done? They might tell us in June it might be done for September. Or they might say we can work with x, y, and z academies and the other ones we will keep looking for next year. That's a conversation we need to let them have.

Ms. Shafer: Let me just jump in for a second. We need to put a process together for how we're going to do this. I think first and foremost we need to get all the data for each academy and see what's working and what isn't, and share it to the Board and everybody through I&P. I think that's first. I really want to get away from comprehensive high schools. That is not, in my opinion, the correct term. Comprehensive high schools are what we had in the past. We moved away from that for a specific reason at that time. We have to think about it and brainstorm what to call it, but it is going to be themes that every student would be involved in in the high school setting. I want to get away from comprehensive. People have a certain connotation to comprehensive from the past, which is why we're not there anymore. We will think about what to call that, but it will be something different. Let us put a process together because we're going to need to know what the process is. We're going to do it with all of the schools. Then we want to make sure everyone is in agreement with the process. We will bring you the process and the data. We will also put together some type of administrative model based on what we currently have and maybe two or three options of what it could be going forward. I'm hearing directors, principals, supervisors, coordinators, and all of that. It also sounds like it would be shared staff. We don't have all shared staff across the board now, which is another expense. In some places we do have shared staff, but I will tell you just recently the numbers got up in the 40's and then we had another school that had numbers in single and double digits. We had shared staff. We just made that decision and changed it. I think it would be a cost savings there. We won't have class sizes as high as we have now. Let us go back and do that. Three things we're going to bring you back – a process, some options of administrative models, and the data. Then you can give us direction from that point as to now we're going to do Eastside and Kennedy. We're going to keep these themes. We're not going to have those themes. Maybe we're going to add one theme for next year or we're not. We're going to ride with what we have. We'll eliminate the ones that aren't successful. It depends if we have time to then develop another theme. If we don't, then that could be a second phase. At least bring the data, bring some options for administration, and bring a process for how we're going to do it.

Comm. Hodges: And a minimum standard of what a high school student is supposed to be able to do.

Comm. Redmon: As a Board, what is a realistic timeframe that we would get this information back so we can start processing it as a Board and come up with more ideas if we needed to add?

Comm. Hodges: I guess you have to decide whether or not you're going to keep once you take a look at what's doing well and not doing well.

Comm. Olivares: It's not really up to us. It's up to the administration to give us the information, unless we get that data.

Comm. Hodges: We get to decide what we want in the building.

Comm. Olivares: You want to know what we think is a realistic time.

Comm. Redmon: No, I'm asking them. We're tasking them with something to do, but we need a realistic timeframe for us to assess what they're giving us.

Comm. Castillo: Because there's a ton of information, we want to make sure we have all of it. This is the end of November. During Thanksgiving holiday you guys are off and the district is closed. Is it something we want to bring back in January so that they can make sure they have all the information considering all the days off the district has?

Comm. Hodges: You need to have a plan in place by May.

Comm. Redmon: January will be realistic.

Comm. Castillo: The beginning, not the end.

Comm. Redmon: We can still meet. The district is closed and we're tasking them, but they have almost a month and a half to get the data that we're asking to get for January. January would be a fair process.

Comm. Castillo: I'm saying because the district still has to run. Is everybody okay with January? Are there different thoughts?

Comm. Redmon: I think January is realistic because if we're asking them to do it in December, we're not going to get all the information that we're asking for.

Comm. Hodges: It shouldn't be up here. It should be downstairs.

Comm. Redmon: It should be a bigger spot.

Comm. Castillo: First of all, we're glad everybody joined us because we're always by ourselves.

Comm. Hodges: This is the conversation that you want the community to participate in.

Comm. Redmon: I would advertise it as that.

Comm. Castillo: I wanted to make sure that everyone on the Board knew what was going on and what direction. We also don't want to send the community in 5,000 different directions when we don't have a clue. At least we know the idea we want to go into. Now we can tell the community and ask for their input.

Comm. Redmon: We give the community less credit than what we think they are. When we ask for a retreat, a lot of times they don't see us in this open setting having a dialogue back and forth. Sometimes they just see us in a meeting setting. When we advertise our retreats, we advertise that they're open to the public, but most people don't realize they can actually come and be a part of the dialogue. For the next upcoming meeting we have in January we can promote it. Please come out to this. This is the second part of the dialogue that's going on. We can get more inclusion and they can see what we actually do behind the scenes.

Ms. Shafer: We have another presentation about data. We will put a process together. We will give you the data by academy and theme, what should a high school student know, and options for administrative structure. We will schedule something in January.

Comm. Hodges: What should a student know and who is effectively delivering it to those students?

Ms. Shafer: We're going to take a 30-second break and bring on the instruction and program. I just want to make a quick announcement. The Passaic Valley Water Commission is going to be hosting a lead awareness event on Friday the 15th from 4:00-7:00 at International High School. You can receive information on lead. You can sign up for free. They will have pipe inspections and have children 6 months to 6 years old tested at no charge. They're doing that and they asked us if they can use International.

Comm. Hodges: Why International? Why not at Eastside which is centrally located?

Ms. Shafer: That's what they wanted.

Mr. Best: The Mayor wanted it at International.

The Board took recess at 7:07 p.m.

The Board reconvened the meeting at 7:17 p.m.

ANALYSIS OF ASSESSMENT DATA

Ms. Shafer: We're back together. We're ready to start. Nicole and Joanna are going to take a deep dive into the data. You already have this.

Comm. Castillo: Comm. Redmon is recommending that we go into public comments.

PUBLIC COMMENTS

It was moved by Comm. Hodges, seconded by Comm. Redmon that the Public Comments portion of the meeting be opened. On roll call all members voted in the affirmative. The motion carried.

Comm. Castillo: For all of you visiting us tonight, it's our custom to allow three minutes for public portion.

Ms. Marcella Simadiris: I was hoping it would have been after the data because I wanted to make comments about that as well. With regards to the high school reconstruction, the construction trades school at JFK is a comprehensive school according to the state when they used to have target schools. I remember there used to be focus and priority schools so that school is a comprehensive school. So I'm wondering if that was factored in. On the point of equity, what are you all doing in this reconstruction to ensure equity? Also, I understood when we went to the academies someone told me once that it was because we weren't going to meet the mark for No Child Left behind. Before the Obama administration offered that Race to the Top everybody was scared that we wouldn't meet the mark. I don't know if that's true. I'm just putting that out there to see if anybody else heard that. I was wondering if that was something. With regards to the lack of teacher like you mentioned in that one school...

Comm. Redmon: I think it was auto shop and Ms. Shafer gave us an explanation for why the teacher wasn't there.

Ms. Simadiris: When the Board meets in the personnel committee, are you looking at what teachers are in each building, not just what the vacancies are? Who is actually staffed in those buildings? If we were, then we would know that there wasn't a teacher in that school for that program. The comment about leaving the community out is concerning. I know it's uncomfortable and I know we bring people together, but any real change that has ever occurred in this country has come under pressure. You can't change water to steam without heat. Heat is required. We shouldn't be scared of it if we do want to get better. Everybody has value and everybody should be included, specifically the community. As far as I know, it's required by federal law. Each school action team should be offering opportunities for the community to come in and work on what they think should be assessed and the plan. Thank you.

Ms. Rosie Grant: Good evening. I want to start with a reminder that when we changed to the small schools, we were at a 45% graduation rate. That's has grown over time. Lots of people moved out of Paterson when their kids were ready for high school. Please just keep that in mind as you move forward. I want to make an overall recommendation that you look at sustainable community schools. There are six pillars of sustainable community schools. One is engaging culturally relevant curriculum. You'll hear that enter into the conversation today. Two, focus on high-quality teaching rather than high-stakes testing. Three, inclusive leadership and from the get-go involve parents and community members in the planning of the school. Four, positive behavior practices. Five, family and community partnerships. Six, community supports, including wraparound services and enrichment. The thing that's missing here is that meaningful community engagement. It has to happen. Once it's done, it looks a whole lot like our Full-Service Community Schools, except how it was formed. That's the real important thing, as well as how it continues to be managed, that shared leadership. Financially

you would have to commit to one full-time resource person for each of the schools. In whatever way you format the schools you need a full-time resource person. It's a full-time job. You can't share it between buildings. There's a movement across the country. NEA is in it. AFT is in it. The National Community Schools Coalition, Journey for Justice, Dignity in Schools, and PEF is a member of many of those groups. We want 25,000 sustainable community schools across the country by 2025. I think this is a wonderful opportunity in Paterson to look at doing their share about addressing the whole child while we're taking care of their education. Many are starting. New York did it in a full sweep, as you saw. A lot of schools are using their Title I dollars for that resource person. In other cases, a community agency is providing the resource person. The one thing I think we didn't have enough of in tonight's discussion was how it will affect the children. We're talking about money and I understand that is your role, but also how our children get educated and what they are ready to do when they leave high school is also your role. In all the discussion, please continue to ask how it will affect the children. My last comment, as we broke up and talked about where the meeting is held, Madam Chair, you said it's easier to have discussion here. I understand that, but we could also reset the room downstairs. Do a circle and then put us on the outside of it or where we normally sit. It's possible to have that same kind of discussion across the table in another space. Thank you.

Mr. Corey Teague: Good evening. I was actually intrigued by the conversation about the principals and the academies. A lot of people in the community were saying that they have a lot of concerns about how many were in each particular building. I did hear plenty of conversations about trying to make sure we do this in a methodical way so it doesn't turn into a train wreck. As you know, if it goes well, you'll be praised. If it doesn't, you'll be hanged. I'm just going to be honest with you. I didn't hear much about special education tonight. I wanted to mention something about special education. Is there a program currently in place or can a program be created that can allow higher-performing students that have IEPs to phase out of that program? If not completely, in a way where they can be more part of the general education class? I know there might be something like that now. I'm not sure. Can we really hunker down on that? There are some parents who have children with IEPs and they're telling me their child is high-performing and they want see if they can move them further into a general education classroom. Talking about restructuring the high schools, how many children are in these high schools that are on the spectrum or have 504 plans or IEPs? How would they be affected by any of the changes? We know that students that have autism and things like that any shift in change from their normal routine can create issues with behavior and the way they react to things. I didn't hear a lot about special education tonight, but as you all know I'm very interested to know what's being done in that area with regards to the restructuring of the schools. I'm here.

It was moved by Comm. Martinez, seconded by Comm. Redmon that the Public Comments portion of the meeting be closed. On roll call all members voted in the affirmative. The motion carried.

Ms. Shafer: I, too, am in favor of having the community being involved because we know that it works. The more people that we can get involved, the more feedback we get and the more interaction we have. This is our first meeting and this is pretty much like what we just did laying the groundwork. Going forward, it will be more advertised than it was for tonight to get folks to come out, similar to what we did with our strategic plan. I also do like the idea, if we're going to do the restructuring, to start looking at community schools. We know that our full-service schools work. They bring parents and families in. They provide services that our families wouldn't always get. It's like a one-stop shop. I do think it's something we should look at. Again, I also know Title I is tight. Those are my comments.

Comm. Hodges: In the packet that you gave us with the assessment data you listed a number of approaches that you plan to take. When I asked the question as to what you thought the actual problem was in terms of the failure to attain the goals there was mention about the impact of the community. But the remedies that were given did not address in any meaningful way that issue. By having this kind of meeting which talks about curriculum and changes in the schools, you cause the community to understand that they're part of both the problem and the solution. This is why this place is not the best place to have this meeting. It's best downstairs or in public, somewhere where you can have a larger community presence. We need to do more of these discussions in a public setting so that people can become engaged and come attuned to the fact that this isn't just somebody else's problem. This is their problem as well. Some of the solutions that were offered to the Board should address those issues and they didn't. What you gave us was what you're prepared to do, not necessarily what was needed to be done. That's something that we need to fix. As a physician, I know certain drugs when I come out of school. If you come in with bronchitis, I know certain drugs to give you, but it may not be the bronchitis that you have. Those drugs that I'm prepared to give you may not work. What you need to do is find out what's needed to treat bronchitis appropriately, not just what I'm prepared to give you. You have to go find out what has to be done. One of the big steps is to engage the community in strong conversations about not only the performance of their students, but how we're looking at trying to change those outcomes. That's what they need to hear repeatedly, that they're involved in it, and invite them to attend.

ANALYSIS OF ASSESSMENT DATA

Ms. Shafer: At this time, I want to introduce Joanna Tsimpedes and Nicole Brown who are going to go more in-depth into our assessment scores.

Ms. Tsimpedes: Good evening Commissioners and community members. You should have in front of you three documents. One is the actual presentation and the other two are sample tests for NJSLA for grade 3 math and ELA. We thought it was important to see the questions that our students are being assessed on to see the rigor, the comprehension necessary, as well as to see the experience they go through. Keep in mind that when they take the assessment they take it digitally. This is obviously paper-based so that you can have a better understanding of the level of questions our

students are exposed to starting at grade 3. We're going to be looking at our five-year achievement and growth. Last year we had four years of data similar to the presentation from last year we did. Obviously, we now have one more year of NJSLA data to include. We have our two-year achievement level mobility to show the movement of our students in the same cohorts and our sub-score achievement when it comes to the academics of the program when it's assessed through NJSLA. We have our IB program data. We're also going to address academic and non-academic barriers that are research-based. This is one of the things we're doing for our metrics for our transition plan looking at what are causal factors for our students to not make the gains they should be making. We're going to start with the five-year achievement growth. We made it larger for you to be able to read on your document. We know there is more data to it and it makes the numbers a little smaller. This is our ELA achievement growth. This is for the same grade for different students for five years. When we started in 2014-2015, the original set of data for PARCC, the last year and this year will be NJSLA. Similar outcomes with regards to what they're being assessed on. They just changed the name, as well as lessened the amount of questions kids are being assessed on so that it's not a lengthy test and our kids are not being over-tested. In this case, I'm going to guide you to the meeting and exceeding. There are five levels when it comes to NJSLA. Level 1 is not meeting. Level 2 is partially meeting. Level 3 is approaching. Level 4 is that the students have met the expectation. Level 5 is our students have exceeded the expectation. There are score ranges that they have for this. Obviously, we want all our students to be in meeting and exceeding. We have to keep in mind it's very important to show that our students are growing from where they were. That in itself is a measure of achievement when our students are excelling from being in levels 1 and 2 and moving to levels 3, 4, and 5. I'll use the example here. In grade 3 for 2015-2016 ELA PARCC we had 21% of our students meeting and exceeding what they did on grade 3. The prior year was 16%. Our students showed a 6% growth. It may look like 5%, but keep in mind these are decimals. It could be 16.8% or 21.2%. They round them. There was a 6% increase in the number of students who actually met and exceeded the expectations in comparison to the year before. In 2016-2017 we actually dipped. We went down 1%. In 2017-2018 we had an increase of 4%. Prior to 21% and now we had 25% of our grade 3 students in ELA meeting and exceeding expectations. In 2018-2019, our last year of data, we stayed flat. We had 0%. We showed that we had an increase in the number of students who were not meeting and partial meeting. We increased by 2%. In reality, to make it easy to understand, we want to be in the green in both of these sections. We want to see the growth in meeting and exceeding and we want to see the growth in the number of students who are actually decreasing in levels 1 and 2. Our overall expectations for grades 3-6 we've seen on the bottom that since last year we had a 3% increase. The following year we had a 1% increase. Last year we had a 3% increase, and then in 2018-2019 it was 1%. We're in the green. We're making the strides. Is it where we want to be? Absolutely not, but we're showing that we're making trends. Remember, grade 3 had a new reading program. Getting students to read on grade level is one of our main goals to ensure that our students can comprehend what they're reading. When they're able to comprehend, they're able to then answer the questions that are asked of them. This is just a chart that takes those numbers and puts them in an easier

way to visualize. We're seeing growth across the board. In some cases, there are dips. In grade 7 we took a dip from last year. In grade 8 we increased. Grade 9 is where we start seeing the scores decrease. That's one of the focuses that we're looking at in our curriculum to see where the weaknesses are so that we can strengthen them. Keep in mind, in ninth grade a lot of our students do leave to go to Tech. We're showing last year for grade 3 we had a 3% overall increase in the number of students who met or exceeded and a 3% increase in the number of students who decreased levels 1 and 2. When we were looking at the scores, we saw a correlation with the ELA. One of the things we're seeing is that as students are reading on grade level, they're also able to do better in the mathematics because they're reading and comprehending the questions. That's why I wanted to give a sample of the types of questions that the students are exposed to. It does involve having a comprehension level. It is not naked numbers. In math it's a little different because in high school they have algebra 1, algebra 2, and geometry. There are more assessments than there are in ELA, which is strictly grades 3-10. We saw increases in all grades, 2% in 2015-2016 and in 2016-2017 we had a decrease of 2%. In 2017-2018 we increased 1% and last year we had an increase of 1% for students who were meeting or exceeding expectations. We also saw our numbers decrease for last year for the number of students who were not meeting and partially meeting. Again, this is displayed in a chart. Are we where we want to be? We're not. I wanted to explain the high school a little bit better when it comes to the courses. Algebra 1 middle school is our current grade 8 students. There are eighth grade students taking algebra 1. We have our algebra I high school. We have a class at School No. 28 that takes geometry as eighth graders. We have our geometry high school, algebra 2 high school, and all grades. Your algebra 1 middle school, 62% of the students who are enrolled in algebra 1 grade 8 meet or exceed the expectations. When you look at algebra 1 high school, it's 3%. Geometry middle school, last year we had 100% of the students who were assessed in geometry and 100% of those students passed either level 4 or 5. Overall, our high school we know needs the additional support. We will talk about what we are doing to make sure that our students are getting the support that they need across all levels.

Comm. Hodges: What's the difference between middle school geometry and high school geometry?

Ms. Tsimpedes: There's no difference. It's the same course, but our students who are taking it as middle school have already taken algebra 1 as seventh graders and in eighth grade they're taking geometry. Those are the students who are at Gifted & Talented at School No. 28. They've identified students in grade 7 who take algebra 1 and then they take grade 8 geometry, which is the same exact same course. They follow the same curriculum as our high school students. They take the same assessment when it comes to NJSLA.

Comm. Martinez: A 98% drop is massive.

Comm. Hodges: It's a smaller population.

Comm. Martinez: Why are we just looking at School No. 28?

Ms. Tsimpedes: Because right now we're working on building our accelerated students in the elementary schools so that we can have more students take algebra 1 grade 8. Here's the other piece of it too. You have to look at staffing. When you only have two middle school teachers in math for grades 6-8 in a building and they have to teach grades 6-8 and they have two sections of each, it doesn't allow itself to have pre-algebra or grade 8 algebra 1. In schools that have three teachers for the middle school because their position warrants having grade 6-8 teachers, we've been working with the principals to develop a pre-algebra grade 7. Based on how they do, those kids would feed into grade 8 algebra 1. We've seen success with that. We're seeing more students as a whole class be able to move forward from grade 7 pre-algebra and take grade 8 algebra 1, which makes them able to take higher electives in mathematics when they get to high school.

Comm. Hodges: The curriculum is not exactly the same in geometry at School No. 28 versus the high school. There's an enrichment process.

Ms. Tsimpedes: But the assessment is still the same.

Comm. Hodges: The assessment is the same, but the curriculum isn't the same.

Ms. Tsimpedes: They scaffold their curriculum based on their kids that they have. Even in a homogenous grouping you have students who are high, medium, and low. Remember, those students come already from algebra 1.

Ms. Peron: They differentiate and the pacing is different.

Ms. Tsimpedes: Yes.

Comm. Hodges: Could you do that at the high school level, change the pacing? Could you implement what you're doing at School No. 28 at the high school level? Would you get the same results or would you lose students? What tends to happen is we remediate and not enrich, and that just lowers the performance over time.

Ms. Tsimpedes: That's a conversation that we have been having internally. We're always teaching to the medium or the low and then what happens is those students drop off. If you have to look at how many kids were level 5 the year prior, then they drop to a level 4 or 3, why is that? Is it that you're not enriching them in the curriculum? Are you boring them in the classroom? Are you not motivating them because they have the potential? We do have the potential. We have many high scholars in our district, but if you're teaching to the low, you're not cultivating that. You're not getting those kids to motivate to get to the next level.

Comm. Hodges: Even at School No. 28 the students have to go through a transition where they come in at a certain level and they realize that they have to ramp up in order

to stay there. If you put that same enrichment into the regular high schools, they're not going to recognize any difference. It will be the same thing, but you'll be educating them at a higher level and they won't know the difference, which is what Massachusetts did to their children. They just raised their standards overall. They saw the same things, but now the students were learning at a much higher level.

Ms. Tsimpedes: They rise to the occasion when you challenge them. But when you have a fixed mindset and not a growth mindset, then our students stay stagnant or decrease.

Comm. Hodges: One of the goals of the program was to create a curriculum that you could expand out to the rest of the district over time. That was one of the discussions we had because we wanted to have more than just one school and enrichment program. You could then learn what works and expand it.

Ms. Tsimpedes: Last year we started to meet with the School No. 28 teachers and have these conversations with other schools. What are they doing differently that works for their students there? How can they take the strategies that they're using at Gifted & Talented and duplicate them in their building? When you look at the scores you have high level learners across the district in every school.

Comm. Castillo: Let's just get done with the presentation and then we will keep on with the questions. Some of them might be answer within the presentation.

Ms. Tsimpedes: This is our cohort achievement for the same students' consecutive grades as they increase from grade 3 to grade 4. It's the same pot of students. You're talking about 1,729 students in grade 3. Then we looked at the exact 1,729 students in grade 4 and we saw that there was an increase in the number of students who met and exceeded expectations by 9%. We decreased the students who were sitting in levels 1 and 2 by 12%. Those kids moved into levels 3, 4, and 5. You'll see in ELA we have a positive trend when it's coming to our students in the same cohort progressing through the school years and continuing to grow. If you look at the overall for 2015-2016, 22% of our students showed growth. In the following year, 12% decreased. Then we had an increase of those students by 4% and then by 2%. In ELA we do see an increase. What sticks out here is the 35% decrease in your levels 1 and 2. Those students became levels 3, 4, and 5.

Comm. Martinez: Do we have a breakdown of which ones were what? I would imagine the bulk went to 3.

Ms. Tsimpedes: On this one here you had 10% and moved to 20%. You're looking at the last one. If you're looking at your minus 39% in 2016-2017, 19% were not meeting, 23% went into partially meeting, and then you had 29%. That 39% was between levels 1 and 2 that moved over to 3, 4, and 5. That's growth. If you're consistently seeing that growth happen, then your level 1 becomes 2, 2 becomes 3, and 3 becomes 4 when you put the right interventions in place. Math is spread over two spreadsheets because of

the different courses that they have. It's the same students with different grade bands. Grades 3 and 4 decreased in meeting and exceeding by 1%, but they also decreased not meeting and partially meeting. That 1% that they went down most likely went into approaching, which is level 3. Math is not as good as the ELA. There's a lot of growth to happen here. A lot of remediation needs to take place to ensure that our students are getting the support they need in order to make these gains. If you look at the breakdown, you have students who were in grades 4, 5, 6, and 7 in algebra 1 middle school. That's our grade 8 students who take algebra 1. We see a decrease in the number of students from proficiency. It went down 2% in your first block. You also had an increase in the number of students who were not meeting and partially meeting. We need to look at what are the gaps there in our middle school curriculum. Sometimes we do have students who are not prepared to take algebra 1 and sometimes they are placed in there because of space. You have a new kid who transfers in. They may not have taken pre-algebra prior, and they put them in algebra 1. Or it could be a parent who requests that a child go into algebra 1 middle school. We also see overall growth here. We saw a 5% increase when it comes to our students in 2015-2016 across all grade levels. In 2016-2017 we went down 1%. In 2017-2018 we increased 1%. This past school year we decreased 2% of the students who were meeting and exceeding expectations for math. This is where we see the mobility between the groupings to show you where the students increased, decreased, or stayed the same. Our two-year achievement level mobility for the last two years in grades 3-4, 40% of our students moved up, 48% stayed the same, and 12% moved down. In grades 4-5, we had a 27% increase in the number of students who moved up from where they were the year before, 54% stayed the same, and 19% decreased. Where we see the biggest decrease is between grades 8 and 9 ELA. 10% increased, 53% stayed the same, and 37% decreased. In math we see an increase across the board. However, you do not see it as you would in ELA. In third grade we had 20% growth, 53% stayed the same, and 26% decreased. In grade 4, 24% increased from where they were the year prior, 53% decreased, and 23% stayed the same. Here we see our biggest dip in grade 7 algebra 1 - 4% growth, 29% stayed the same, and 67% moved down.

Ms. Nicole Brown: Here we're looking at the cohorts of students. We have district movement in our last two columns for year-to-year. When you're looking at the top band, you're looking at ELA in purple. We have 79% of our students who are staying the same and 21% moved down. Overall, we have 58% of the students staying at the same level and 42% going down. Same thing when we look at math, which is our blue band. 104 students stayed where they were and 139 are moving down. We're looking at 43% and 57%. Overall, we had 379 students at 53% staying where they were and 336 for 47% that moved down in those expectations for exceeding where they were at. Now we're looking at meeting expectations. Both meeting and exceeding is where we want our students to be. Even though there is some movement down, as long as they're staying within those two parameters, they're at least at the levels that we want them to be. They just may not be progressing at the same rate. Here we're looking at the number of students in ELA. We had 62% of the students stayed the same in meeting expectations and we had 26% moving down into approaching. For math for all grades overall, we had 58% stayed the same and 38% that moved down. Now we're

looking at approaching. These were students who would have been on that cusp between approaching and meeting. We want to see that the students are moving up. We had 29% of the students that increased a level, 43% stayed the same, and 27% moved down in ELA. For math, 14% moved up into another band to either meeting or exceeding, 46% stayed, and 39% moved down. Partially meeting, which is our level 2, for ELA we have 37% moved up, 38% stayed the same, and 26% decreased. For math all grades, we had 21% increased, 50% stayed the same, and 29% moved down. For our not meeting, we had a 33% increase in ELA and 67% stayed the same. And for math, we had 47% move up and 53% stayed the same. This would be one area we want to tackle because we want to move them from level 1 from not meeting at least into partially meeting so that we can continue the growth pattern for them. Now we get into our sub-score achievement. Here we're looking at elementary schools. This is grades 3-5. It's the same grade but different students. You're going to see on the left column you have literary text. We have growth over the years from 2014-2015 through last year. When we look at informational text, we also see that we have growth in that concept. Reading vocabulary over the five-year trend we do have some growth, though it's not as great as we would like it. It's one of the areas that we have had as a focus area. When we look at writing expression and conventions, in expression we have some growth, but in conventions we have a decrease in what that looks like. We're going to see similar trends when we look at middle schools. In grades 6-8 in ELA we have growth in literary text and informational text. Here we have greater growth in our vocabulary, writing expression increases and writing convention stays almost the same. Keep in mind over the last three years we have introduced new writing units to each of our grade bands starting with grade 6, then grade 7, and then grade 8. This will be the first year that the students would have had that same content and concept across those years. For high school, in literary text and informational text we have growth. In vocabulary we made the most gains. In high school and writing expression and conventions we have some additional growth that we recognize in those areas. For math, we have the same thing, but we're looking at the different clusters of math. You have the major content area. You have growth. That's the left column. You have additional supporting content has growth. Modeling and application has growth. Expressing mathematical reasoning is where we see a little bit of a dip. We want to encourage the discourse in the math classrooms so that students are talking and engaging with the tasks, but sharing their ideas with one another so they can learn and build from what's working and how others are learning that content. When we look at middle school, for major content we stay stagnant across the years. When we look at additional and supporting content there is growth. Modeling and application takes a dip, as does expressing reasoning. Again, prompting that conversation in our classrooms. For high school for our major content, we have some growth. We have additional and supporting content stagnant, as well as modeling and application. Here we have mathematical reasoning taking a greater elevation. Just as we saw some additional gains in the writing, we see it in the reasoning. Their ability to convey their thoughts when they get to high school is a little bit greater than we see in the elementary and middle school grade bands.

Ms. Tsimpedes: One of the things we added this year was the special education cohort. Keep in mind that these students, unless they have it in their IEP to be exempt for state testing, they either take this or the dynamic learning index. Our students are expected to do the exact same with modifications as per their counterparts who do not have an IEP in the classroom. These are the same students in consecutive grades. Let's say there are 10 kids in grade 3, following those same kids in grade 4. We saw an increase in the students who are meeting and exceeding from 6% to 10%. In grades 3-5 – as the years progress we have more data because they're taking the assessment more – we see an increase. We see an increase all the way up until you get to the sixth band, which is grades 5-9. They start at 3% proficiency, moved up to 6% two years ago, and dipped down to 1%. In the following cohort, they had an overall increase of 7%. We see that in all grades they are making gains from where they started at 3%. Our special education population has now 8% who are meeting and exceeding in ELA. In mathematics, it's the same cohorts. Our students in grades 3 and 4 there is a minimal gain there of 1%. We see in grades 3-5, the second cohort that they're following, an increase and then a decrease by 1%. It stays stagnant for the remainder and then dipping from grades 4 down to 8. I wanted to point this out to you on the next slide. You see the bars where they're exceeding? We have students who do have an IEP who do qualify for algebra 1 eighth grade. These are the students right here. It started out with 44% of those students as fourth graders were 44% proficiency going to 67% proficiency and then for algebra 1 middle school, 67%. Our students are capable. We need to challenge them. Going back to what Commissioner Teague was saying there are high level learners and we really need to tap into them to ensure that we're providing them the best education possible because they can do it and here's the data to prove it. They took the exact same test as our regular students did. Then we see dips. In our high school we know that we have a major problem when it comes to our students being able to comprehend the work. That's something that we're working on. I'll talk about that later on. We need to fill these gaps. If a child is at 0% from grade 5 and continues at 0%, what are we doing to fill those gaps to get these students, if they're in grade 5, to at least master grade 5 skills? We have high school students who don't know all the basic skills. How are we fixing that problem? We're going to address that in a few. As you see, we do have kids who are capable. When we raise them to the challenge, they do rise for us. LEP students - keep in mind that regardless of when they come into the country, they are taking the assessment. There is a lot of reading involved. If you look at the assessments even for grade 3, they need to be able to read and comprehend. These students are expected to take the assessment as soon as they come in. If they come in a month before test starts, they are expected to take the NJSLA. For our ELA, they wait a full year before they are assessed, whereas in math they take it right away. They have a year to grow here. We see our grade 3-4 cohort. We went from 6% to 16%. We see the next cohort going from 6% to 20%. As you see, we are making the gains with our ELA population. These are the same kids in consecutive grades as they progress through the school system. In math, we see gains in the first two cohorts that we're taking about and then we start seeing the dips. They're not huge dips, but they're dips. In high school we see them more so. Again, just like our special education students who are able to take grade 8 algebra 1, we have LEP students who are taking algebra 1 in grade 8 and having success. Again, we see

the barriers that we have when it comes to high school. Language acquisition is key when it comes to state assessments. Our IB data came in after we made our presentation to the Board in October. We figured we'd put it all together. We have IB students earning college credits based on the courses that they take. In this past school year, in IB language and literature high level we had 18 students who were able to earn college credits dual enrollment. In Mandarin we had 11 students, in world history 8, in physics standard level 2, and in math studies 5, and math standard level 3. The difference between high level and standard is a high-level class requires students to have seat time of 240 hours and your standard level is 120. The high-level courses can be done over two years because of the seat time. This all goes back to the question before about the middle college program from FDU. The credits were for physics, art, history, and another one that they provide dual enrollment for us.

Comm. Hodges: This is out of a class of how many?

Ms. Tsimpedes: 44.

Comm. Hodges: All of the 44 are exposed to all of those courses?

Ms. Tsimpedes: In order to be part of the IB diploma program, there are six specific courses that they have to take in order to be eligible.

Comm. Hodges: Eight out of 44 students qualified for math in some level.

Ms. Tsimpedes: That they earn college credits for.

Comm. Hodges: Right. Two out of the 44 are physics.

Ms. Tsimpedes: How do students earn an IB diploma? They take tests in the six subject areas during the junior and senior year. 24 points earned in the six subject areas of exams are required for the IB diploma. The scale score for the test falls between 1 and 7. They need to have successful completion of the extended essay, which is a 4,000-word essay that the students write based on one of the topics from their courses. That is actually scored by IB and not by the teacher. It's an external essay. We have the Theory of Knowledge that the students have to fulfill as well as the Creativity Action Service Project. The Creativity Action Service Project is where they have to take some type of art class, whether it's photography, ceramic-making, or something in the field of arts. For the action, they're encouraged to participate in a sport to do something physically active. Then for service it's a voluntary program that they have to do. They have to start at their junior year and end it before March of their senior year in order to submit the paperwork for credit.

Ms. Peron: Sometimes they choose like a problem in their community or in a place of interest and through Creativity Action Service they remediate the problem or help with resolving something that they choose to do. They have to have a certain number of

hours of action. The project has to be formally presented to their teacher and it has to be graded and all that.

Ms. Tsimpedes: We talked about the scoring. The students have to meet the subject requirements and receive a minimum score of 24 points and complete the core components, which is your extended essay, Theory of Knowledge and Creativity Action Service known as CAS. 12 points must be from the high-level courses. This past school year 2018-2019 there were 166,465 students worldwide who were IB candidates. 275 students earned the recommended score for diploma of 45 points. The possible 45 points are broken down in terms of the six subject areas, as well as the extended essay and the Theory of Knowledge project that they have to complete. Just keep that in mind. Worldwide only 275 students achieved the 45 points. What are the components? As we said, they do the external essay, which is considered an external essay component as well as the internal component. The courses that they complete have required assignments that are completed in class and they have to be uploaded to the platform for IB. It's the same thing with the external. They have to take the standardized exams in May of their senior year and those exams are graded externally by IB, not in-house. What are we doing this year to work with our students in IB? We're expanding class offerings to provide choice to students. We're increasing support for students and early submission to allow for students to refine internal assessments submitted to IB. There is a schoolwide emphasis on the IB approaches to teaching and learning. Teachers have common planning time where they're focusing on scaffolding so that they can tire the students where they are and how to grow from where they are. There's daily tutoring and support sessions for diploma and course students where they come in early in the morning or in the afternoon. The IB learner profile is infused across the curriculum to emphasize the common values and vision about what the program is and how it should look. Then there's more emphasis in grades 9-12 on writing skills, time management, and mindfulness to reduce stress. We know that our overachievers sometimes take an added load of stress on them. It's important that we counsel them, meet with them, and provide mindfulness activities so that it doesn't become overwhelming for them. This is an overwhelming curriculum. This past year these are the colleges our students were accepted to. We have Howard, Rensselaer Polytechnic Institute, Rochester Institute of Technology, Stevens, NJIT, Citadel, and Virginia Military Institute. These are top-notch colleges that our students are being accepted to and going to. These are the New Jersey school districts that have been accredited with an IB certificate diploma program. If you just look at where these schools are – Toms River, Freehold, Newark, Fort Lee, West Long Branch, Chester, and Mendham - I think the nearest one here is probably Hackensack. How did our students fare this year in comparison to others? We had 44 IB students who took exams this May 2019. 21 of them were core students and 23 were full diploma students. We had one student receive the IB diploma. Five students missed the diploma by two points or less and are resubmitting in the May 2020 testing window. When you are an IB diploma candidate, you have up to three years following graduation, if you missed it by one to two points, to submit where you fell short and you will be given a diploma based on that, if you meet the requirements. We have actually students now who will be submitting in the spring. International IB will provide the missing documentation that they have. In some cases,

it may be a portfolio that they need to increase. It may be the extended essay that they need to fine tune. Of these five students who missed it by two points, three of them earned 24 points but were not awarded the IB diploma because they fell short in another area. Five students missed the diploma by less than five points and they can resubmit to earn the diploma in the May 2020 window. Nine missed it by 10 points. What stands out with our IB students is when it comes to Mandarin. Our IB Mandarin scores went above the world average. Three of those students earned almost a perfect score of a six and three earned an impressive score of five. If you go into a Mandarin class, it is highly impressive to see the communication that's taking place and just the collaboration and respect that the kids have towards each other along with the staff. How do we compare to make it simpler to see? We had 44 students, 23 diplomas, and 21 courses. We had one student awarded. I want you to look at a local school district in New Jersey. They started the IB diploma program in May 2016 with 97 students. 27 of them were diploma candidates and one of them was awarded the diploma in their first year. The next year, 116 students registered, 41 were diploma candidates, and six were awarded. In 2018, out of 119 students who were registered, 26 were diploma candidates and three were awarded. Last year, 20 students were in the IB program for candidacy and two were awarded. This isn't something that you say every kid that's in the program and is going for the diploma will achieve it. This is an experience for our students to see a high level of expectations that are occurring in our course work. This is the testimonial from one of our students who was the 2019 valedictorian at International who achieved a diploma. "The IB program at International is a challenging yet rewarding program that truly prepares you for the level of work one experiences on a college level. The program has not only taught me to be open-minded to global issues, but has allowed me to develop my interests outside of the classroom. As a graduate of IB, I can honestly say the program and its rigor allowed me to flourish and have an edge up in the college application process." She is a current freshman at U-Penn. Academic barriers - where are we and where are we going? These are research-based academic barriers that we are addressing within our metrics and know that exist in our district today. There are academic barriers that occur for learning, development, and teaching. I know we have heard time and again about the inadequate resources we have in our district, whether they're outdated or non-existent. Student ownership and accountability - students have to be empowered. They have to know they lead their future. They are responsible. Lack of academic language - making sure students are using the appropriate vocabulary when it comes to the different content areas. Relevant content - how many times do we hear students saying, "Why do I need to learn this? How is this important to me?" We need to tie it to their real experiences so that they can see the relevance. Attendance - we can't hide from that. We have kids coming late, kids who are absent, and transients. We have a large transient population. They go from school to school or city to city. They come back. They leave. We have to figure a way to keep them here as well as how do we remediate that problem. When a kid is absent, they're losing six hours of education a day that you cannot make up. Accessibility to high-quality teachers - we talked about this when you were talking about high school restructuring. We're all looking for the same teachers. Across the state and across the nation you want science and math teachers. We need access to them. The other piece of this is we train them very well

here and they leave us. They go to a neighboring district and they get extra money and leave with all the training that we have provided for them. That happens more often than not. Limited professional development due to funding - whenever you pull a teacher out, you have to pay for as substitute. Infrastructure of schools - with a large district like we have we have schools that are better than others and some that are inadequate for what we want our students to be. I'm pretty sure some of you have walked through some of these buildings. I don't need to name them. School culture and climate play a big role. What is the climate and culture? Is it inviting for the students and the family? That's important too. Do the parents feel welcomed in the building when they come in with a concern or a question? Lack of appropriate funding for schools and programs - this is a consistent issue that we're having. When we are underfunded, our schools get underfunded, and our students get underfunded. These programs that we want to put in place take a hit. Large class sizes - we talked about this earlier. Each time you have a RIF, it increases class sizes. Limited electives for student choice - when you have limited staff, you cannot offer these electives for our students. You can't offer photography, ceramics, or woodworking because you don't have the staff for it. Unfunded state mandates - we receive constantly that we need to include next year LGBTQ in our curriculum. We need to include sexual consent and sexual harassment. All these components that we have to put in our curriculum require someone to do the work and provide resources. All they do is send us a letter and say this is what you need to do, but they don't send us any kind of funding that goes with it to have these initiatives come through. Parental involvement - this is a big thing. We have to involved and engage the parents. They have to be held accountable for the students and the parents also have to feel wanted in the buildings where they can come freely and ask these questions. We have to provide resources for the parents for how to help their children. When you get into the higher-level math the parents can't do it or they're not home - one of the two. Either they can't assist them because the math has changed, or they can't assist them because they're not home with them because they're working. Different cultural needs - we have a very diverse community. Some people are not trained to have culture development pedagogy and it's important. Lack of educational field trips due to funding - there are so many great opportunities for our kids to go out and explore, but because of money, entrance fees, and transportation it's an issue. Access to child care and after-school programs - providing our students with homework clinics for those parents who can't assist their children in doing the work and providing child care so that kids don't go home and be alone for four or five hours on their own because parents are working. How do we improve student academics? You raise your level of expectations. In your school building you collaborate. You share ownership for impact. You open doors. You make teachers feel comfortable talking to their peers about what's working in your classroom. Let me come and see. Why are my scores this way and why are your students in this specific standard doing so well? Let me come in and look at it. Rather than looking at it as a bad thing, it should be welcomed. Peer support. In the classroom encourage that growth mindset. Have the students establish goals. Check in on those goals periodically. How many students have goals for themselves of what they want to accomplish in third, fourth, or fifth grade? At the end of the first marking period, I want to be able to do this. We have to have that growth mindset with our students and with our teachers. Everyone can do

something. Listen to and affirm responses from all students through multiple response strategies. Every child has to feel like they have a voice and that they're heard in the classroom. Don't just say something is wrong in the classroom. Why is it wrong? Get that child to understand why their answer is incorrect. How do we guide them in the right direction? You want to give kids respect and maintain eye contact with students. That's one of the things we say. Always look someone in the eye when you're speaking to them. Again, you have to look at the culture because in some cultures you're not supposed to look in the eye. That's where it comes into play. You need to know your students. Give positive specific feedback on students' responses. Why is your work the way it is? Why is it great work? I liked your thinking. Your thinking truly showed that you understood the concept in class. Use positive non-verbal communication. Allow time for students to problem solve. Wait before you move on to the next child. Not all of us are able to put our thoughts together at the same moment. Motivate our students to want to come to school. Motivate them to want to do better. Get to know them. My problem students for others were the best students for me because I used to go to a football game. I used to make them feel valued. That's what they want to feel. They want to feel like you see them more than just someone in their classroom, but someone that cares about their interests. Teach them test-taking strategies. You go to these SAT prep courses and they show you how to eliminate the wrong answers. Read! It's important. We have to show our kids by modeling to them test-taking strategies. Provide them with practice tests. What does a test look like? How can you learn from your mistakes rather than just saying let this be the first time you see a test in April of next year? Make them feel competent. Analyze data remediate. What is each learner able to do? The teacher should know that. You're supposed to promote growth for all learners. How do we get that? Raise questions with regards or barriers. Why are the kids not learning? Why are they struggling? I talked about daily attendance earlier. If the kids are not in school, they're not learning. Why aren't they coming to school? Ask these questions to the parents. Is it because they have to babysit because someone got sick? Or is it a pattern that every Friday Johnny is out because mommy has to work, there's no babysitter, and they can't afford it. These are all real problems that we're faced with. They are our students.

Ms. Brown: What's being done? We have principal meetings right now to develop plans to increase student achievement. We're inviting the principals in to look at their data and come up with their own plans. The kids in the different buildings have unique circumstances and all principals should know their students and how to move them. Monitoring of the intervention plans that we have in place and disseminating the NJSLA strategy guides and best practices. Best practices that we just shared with you are being a part of the NJSLA guides that we are sharing with principals and teachers so that they can take this information back into their classrooms and start to execute that. Continue the implementation with training related to Wonders, which is their k-5 reading program, and Alex, which is being used in math for intervention in the middle and high school. Continue training on SEL and conflict resolution - looking at the peace rooms and restorative practices that we have in some of our school buildings. We have a FAFSA campaign to help encourage our families to go about being college ready and what's out there in terms of a resource for them. Access to advanced curriculums -

looking at our honors, AP, and dual enrollment and providing students with those continued opportunities. Then we have some barriers that are non-academic, which is looking at the whole child. What are some of those environmental and personal things that are going on with our students that we aren't necessarily controlling in the school setting but that hinder our ability in school? Poor nutrition, family stress and conflict. What are the peer influences that are taking place? Exposure to violence, abuse, neglect, and poverty - these are very real issues for our students. The mobility of the student and undocumented status. Looking at attention difficulties or behavioral challenges, substance abuse, cultural and language acclimation barriers. Our family skills to support and reinforce that learning - what is the family able to do and how do they help contribute to when the students bring learning home and how can they help to reinforce that? The mental health of our students - how are we trying to remediate that? We have the full-service community schools and the center where Madison Pre-K used to be. The 21st Century learning grant is in some of our schools. We have PBSIS which has been a continued initiative throughout the district to increase the behavior. We have Breakfast After the Bell and the dinner program to look at the nutrition and ensuring that the kids have food that they're eating. The districtwide social/emotional learning training - so all of the administrators and everybody who was touching a child in any capacity in their life and making sure that they were trained to look at the whole child. We have mental health training that has been taking place across some of the different schools and along with the students. We have a vaping campaign because we know that's become a real prevalent issue in society right now and we want to make sure that the students understand how that's harmful to them. There's mindfulness, becoming aware of that whole child and helping them to internalize. Crisis intervention manual has become inclusive of additional stakeholders so that when there is a crisis in the school everybody is aware of how to address that. We have the resource guide that's being rolled out. We have Parent University that's being given by our Full-Service Community Schools. Substance abuse assembly programs for our students and the continuation of forums and roundtables for our various stakeholders that Ms. Shafer holds so that we get all the community involved. We need to remember that education is the most powerful weapon that can be used to change the world. Keep that at the forefront so that we remember that our students every day when we're interacting with them that they get the best education possible.

Comm. Hodges: I have some questions. First of all, I need to see the demographic broken down.

Ms. Tsimpedes: Just like last year, you received another report. You will have that data.

Ms. Peron: It's going to be in your drive.

Ms. Tsimpedes: The breakdown of the data.

Comm. Hodges: You have your action plans for the IB program. What exactly are these action plans addressing in terms of the barriers that students are struggling with?

I see a list of things. I don't necessarily know what they correspond to and what they attack. What are they getting at in terms of what you're listing as your problems? I want to see more of a tie between the problems we have and how we are addressing those problems to make sure that they work and make sense. It's easy to put a list of things down like what we're doing, but it may not be what needs to be done effectively to address the various problems. You don't point to this problem and this is how we attack that problem. That's what I'd like to see and a lot more of that.

Comm. Redmon: How are we recording how our special education kids are doing than our regular population of students? I would like to see the correlation between that? When you look at it, from the example that you gave us it seems like our ELL students are getting on task at a faster level than our regular students. I would like to see the correlation between them.

Ms. Tsimpedes: One of the things that we're doing with our SPED and bilingual population, because we have high numbers of them, is to provide remediation for them. For example, we brought Alex down to our middle school and it's for all our students regardless of what their subgroups are. Just recently I presented to the cabinet where we are with the gains that the students are making. We see students who are using the program and based on the hours that they're using it, we're seeing an increase in the level of topics that they're learning. If they're working two grade levels below, we need to bring them to an intervention level where they're able to fill those gaps and then start building grade level material. When they're sitting in the classroom, they're two years behind and you want them to learn at grade level but if you're not building the gap from where they started, the gap just gets wider and wider. That's one of the things that we made across the board for our middle school and high school population. Our SPED teachers were trained in the program and we're actually sending the data out periodically to the building principals so that they're aware of where their students are and the gains that they're making. Those who are not making the gains why are they now? It's the same thing with our bilingual population.

Comm. Redmon: I know sometimes when programs are implemented they're not done at the same rate throughout the district. I want to make sure that we're doing it at the same rate and at the same time because then we can get a true correlation. I know when we do some things sometimes we don't get a true correlation because we're not rolling them out at the same time. We're doing it now, but for next year's purposes make sure we roll it out at the same time and implement it the same way. Sometimes when the implementation is not done the same way you're not going to get the right correlations. I just want to make sure that we do that.

Ms. Tsimpedes: Absolutely. This year it's one of our district goals as well. We are actually monitoring quiet heavily. Every week we're running the reports, we're looking at the schools that are not using with fidelity, and we're asking questions why. I'll use an example. We have our high-level students at School No. 28 who are using the program. These are high learners, but they're also using it with fidelity. We had kids who had 60 hours of use. They use it as a tool at home because it's web-based. It

enriches them. It's not just about intervention. It also takes them to the next level. We constantly look at intervention and we don't look at the enrichment piece. We do have students who have the capability. They start off in an intervention class. We put them in an intervention course in Alex. Once they place out of that, they go into the appropriate course work that they're supposed to be in. I'd be more than happy to share the information in I&P and it can be presented at a workshop. One of the things we know that we fault on at times is the implementation, the consistency, and the accountability to ensure that the programs are implemented with fidelity. We've learned from that and Ms. Shafer has made it one of her points this year that consistently the principals will be receiving the status so they know we're all looking also and for them to hold their teachers accountable to use the program. We're paying for it from Title funds because it is enrichment and an intervention program. We need to make sure that funding is used appropriately and that the program is used for the reason it was purchased and that is to build our gaps for all our students in our district.

Comm. Hodges: I'm mainly concerned about this balance between remediation and enrichment. I think that we spend way too much time on remediation in this district as opposed to enrichment. What happens in the classroom, we all know, is we teach to the lowest level. It gets forced down lower and lower based on the lowest person because you don't want to lose the lowest kid. You lose the top layers and middle may or may not get addressed. I think you need to go a little bit in the other direction and push them hard so that they address the top two-thirds of the class. You push the lowest ones as well and get them the additional help, which may be a problem because we have personnel issues. I'm not satisfied that these test scores show me longitudinal improvement in the students. I don't see that. I don't see anywhere where they're going up and that they've learned and developed each year. I don't see that and that concerns me. I don't see a consistent pattern of improvement. I don't know what we're doing actually. This is scattered up and down. It does not show me that we're making sustainable gains. I have questions as to what we're actually doing. It doesn't just depend on what students are coming into the school and where they are and how they're being tested. We're not showing that we're being able to move cohorts up and up. That's not happening.

Ms. Tsimpedes: You have a district this large with 54 schools, let's say 36 elementary schools. Every school has different scores. You have schools that are overachieving and then you have schools that are not achieving. When we have these meetings, we have the data in front of us and we're looking at that data. What is each school doing individually to help sustain the growth that they have? If you don't have that growth, what are you doing to remediate the problem? You can't keep doing things the same way because they're not working.

Comm. Hodges: I would say address the problem as opposed to remediate. The mindset is we have to slow them down so they finally get it. The expectation becomes lowered because you're remediating as opposed to...

Comm. Redmon: Addressing the issue and bringing everybody up to a regular standard.

Comm. Hodges: Yes. I think that approach has to change. That mindset has to change. You have to start talking about enriching the students and forcing them to work at a higher level, as opposed to trying to just lower it down to get them to get up. They will rise and they will do it when you ask them to. I don't know whether we are addressing and making substantive changes. I don't know where kids are coming in from preschool, whether they're able to read. That's a long-standing problem of mine. I guess I need to know what this data actually means. What is this telling us? I don't know where we're falling down. I don't know how we're falling down. I don't know what the issues you're trying to address are. I don't know whether the remedies that you have are aimed at what the problems are. I have no idea. These numbers are one thing, but if we're going to have to find resources to attack, I don't even know what we're attacking and whether or not the plan is aimed at the area that needs to be attacked. Do we need better PD for teachers? Do we need better pacing? Do we need a stronger curriculum? Do we need more involvement with the parents? I don't see many programs that address that. If you have a diagnosis, then you have to apply the treatment based on what the diagnosis is. You don't just throw out this is what I give for treatment, as opposed to this is what the issue is and what the diagnosis calls for in terms of the treatment. We're not doing that on a consistent basis. We have to find out what the problems are and then aim...

Comm. Castillo: Specifically treat them.

Comm. Hodges: Absolutely. I don't see that connection enough. It does happen in general, but it's not specifically aimed at pursuing this so that you can say we have made this gain in this area. This is why you don't see sustained improvement. This is why we need to have this conversation and these kinds of reports more often so we can talk about how we are approaching these issues.

Comm. Castillo: Any other questions?

Ms. Cheryl Coy: No, but I would like to add something to the conversation. The Department of Special Education has been implementing reading mastery for about four years to help improve a lot of the reading components for our students who are lower level. We have data from School No. 2. One year their growth in reading was amazing. We couldn't figure out why and it had a lot to do with reading mastery. It works with them on phonemic awareness and vocabulary development. We had a student come in today who was non-verbal for the longest. The conversation she was able to hold today, she's been a project of our reading mastery program. She's gotten very fluent. There are underlying supports we have that we're using with consistency to piggyback and incorporate into what I&P is doing. Alex has been a great component. We did see students in STARS who used it consistently last year show a lot of growth. Ms. Tsimpedes and I talk a lot. We want to make sure that the teachers are trained with fidelity and that principals understand the data. With special education it's a little

different. You can go in and say this is what we want them to learn, but the reality is where they are at and where they can learn and you go from there. We don't look at it as they can't. Every one of the students who does reading mastery gets assessed to know where their level is when they start. They are taught on the level they're at and then pushed forward. There's no grouping them to say these few are low in this area. It's an individual program that they work on a daily basis in order for them to have support to get the foundation of reading, which has a domino effect into other content areas to show development.

Ms. Simadiris: Is that in the BD classes?

Ms. Coy: Yes. The BD classes started with that program last year. You'll be surprised. A lot of the BD students we had a couple last year that were reading on a twelfth-grade level. I don't know which BD students you're talking about in general, but I know at MLK we had three students who were on the twelfth-grade reading level. The behavior is the issue of challenge. We had to challenge them more. Since the challenge came in, they rise.

Comm. Hodges: ...which is why Maker Spaces and hands-on activities have been so successful with those students. The BD students are the ones who many times aren't being challenged and when you do challenge them you change their behavior because now it's focused on some activity that the regular classroom setting was not serving, which is why that takes money too. Those are some of the issues that have to take a look at. When we see the actual data, how it's working, and some of the actual causes that are standing in the way we can then look at finding ways to direct additional funding in certain areas with some programs. That's the conversation that we need. What do we need to do? What's not being done? What costs money to do to address the needs? Those are the conversations the Board has to get involved in.

ADJOURNMENT

It was moved by Comm. Redmon, seconded by Comm. Martinez that the meeting be adjourned. On roll call all members voted in the affirmative. The motion carried.

The meeting was adjourned at 8:45 p.m.