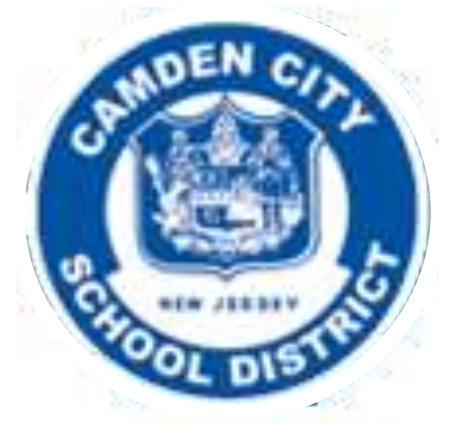


Advisory Board Regular Meeting

Superintendent's Report



Tuesday, January 26, 2016

Agenda

- **District Updates**

- Consolidated Monitoring Report

- District Libraries

- PARCC Results

- District Graduation Rates

- Camden Enrollment Update

- Urban Hope Act Update

- District Technology

- Letter Grade Scales

- **District Highlights**

Consolidated Monitoring Report: Overview

In Spring 2015, NJDOE visited CCSD to review the District's use of federal funding for District programming. This review was undertaken in order to determine if funds were spent in accordance with federal and state laws and applicable regulations.

- The review focused on the following funds:
 - Title I & SIA Funds
 - Title II
 - Title III
 - Perkins
 - Race To The Top
 - IDEA Projects
 - Preschool

Consolidated Monitoring Report: Summary of Findings

Compliance Reporting

- A mandatory financial report was not submitted in a timely manner. In some cases, mandatory reports were missing required information.
- Annual district and school-based professional development plans were not submitted to NJDOE for review.
- Title fund improvement plans were not implemented in a timely manner.
- Programmatic documentation for District CTE offerings was not submitted to NJDOE for review.
- Parents did not consistently receive “Highly Qualified Teacher” letters.

Consolidated Monitoring Report: Summary of Findings

District Finances:

- Grant funds were used to pay for non qualifying expenditures (i.e.: Professional Development, assessment tools, web-based instructional supplements, family programming, and supplies)

Parent Involvement:

- Parental involvement policies, including policies for district subgroups (ie: ELLs) were not consistently circulated (on District website or in print form) and did not always contain all required information.

Consolidated Monitoring Report: Summary of Findings

Special Education:

- Students were not consistently receiving academic support services prior to referral for Special education services.
- A subset of departmentalized Special Education teachers possessed only a K-5 or K-8 certificate and a Special Education certificate. Departmentalized teachers require a content specific teaching certificate.
- Policies and procedures around parent notification, consent, meetings, evaluation and planning meetings, and written notice regarding special education or related services were implemented inconsistently or outside of required time limits.
- Student IEPs were missing required documentation or rationale for service and placement decisions.
- There were system-wide and school level barriers to thorough IEP implementation

Consolidated Monitoring Report: Next Steps

- Within 30 days CCSD will submit a Corrective Action Plan (CAP) to NJDOE for review.

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District Libraries

N.J.A.C. 6A:13-2.1 (h)

All school districts shall provide library-media services that are **connected to classroom studies** in each school building, including **access to computers**, district-approved **instructional software**, appropriate **books including novels, anthologies and other reference materials**, and **supplemental materials that encourage students to read in and out of school and to conduct research.**

District Libraries: 2015-16 School Year

Options that schools have pursued to provide personal connected to library services:

- Repurpose library books and materials into Pre-K-8 classrooms to establish mini libraries in classrooms where students can check out books at teacher's discretion
- Leave libraries in place and train teachers to monitor and maintain inventory, or leverage parent volunteers
- Allow teachers to use Media Center for instructional purposes (set as a lab) or repurpose staff to monitor students using the media center for research
- In high schools, open Media Center for and during extracurricular activities.

District Libraries: 2016-17 School Year

Additionally, for 2016-17:

- The district will implement nightly home reading program encouraging students to read for 30 minutes a night at home.
- The district will increase investment in digital content and book resources for classrooms.
- Teacher Training will emphasize accessing digital content, teaching study skills and use of technology in instruction.
- Identify student leaders to manage inventory, especially in high schools.

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PARCC Background

- NJDOE introduced PARCC in Spring 2015 as the new state test for grades 3-11
- PARCC results represent a new baseline, and cannot be compared to NJ ASK results

PARCC Performance Levels	
Level	Description
1	Did not yet meet expectations
2	Partially met expectations
3	Approached expectations
4	Met expectations
5	Exceeded expectations

* Levels 4+ = proficient and college and career ready

** Level 3+ on grade 11 ELA, Geometry, and Algebra II meet the State requirement for graduation; Level 4+ is the requirement for grade 9 and 10 ELA and Algebra I. Students may also meet State benchmarks on alternative assessments such as the SAT and ACT.

PARCC Timeline, 2015-16	
Spring 2015	Students in grades 3-11 take tests
Oct	Statewide results released
Dec	Districts able to release results
Jan 2016	State will release district results by school and grade level State will release participation rates
Feb-March	State will release School Performance Reports
Spring	District will release School Information Cards

2015 PARCC Results:

Takeaways

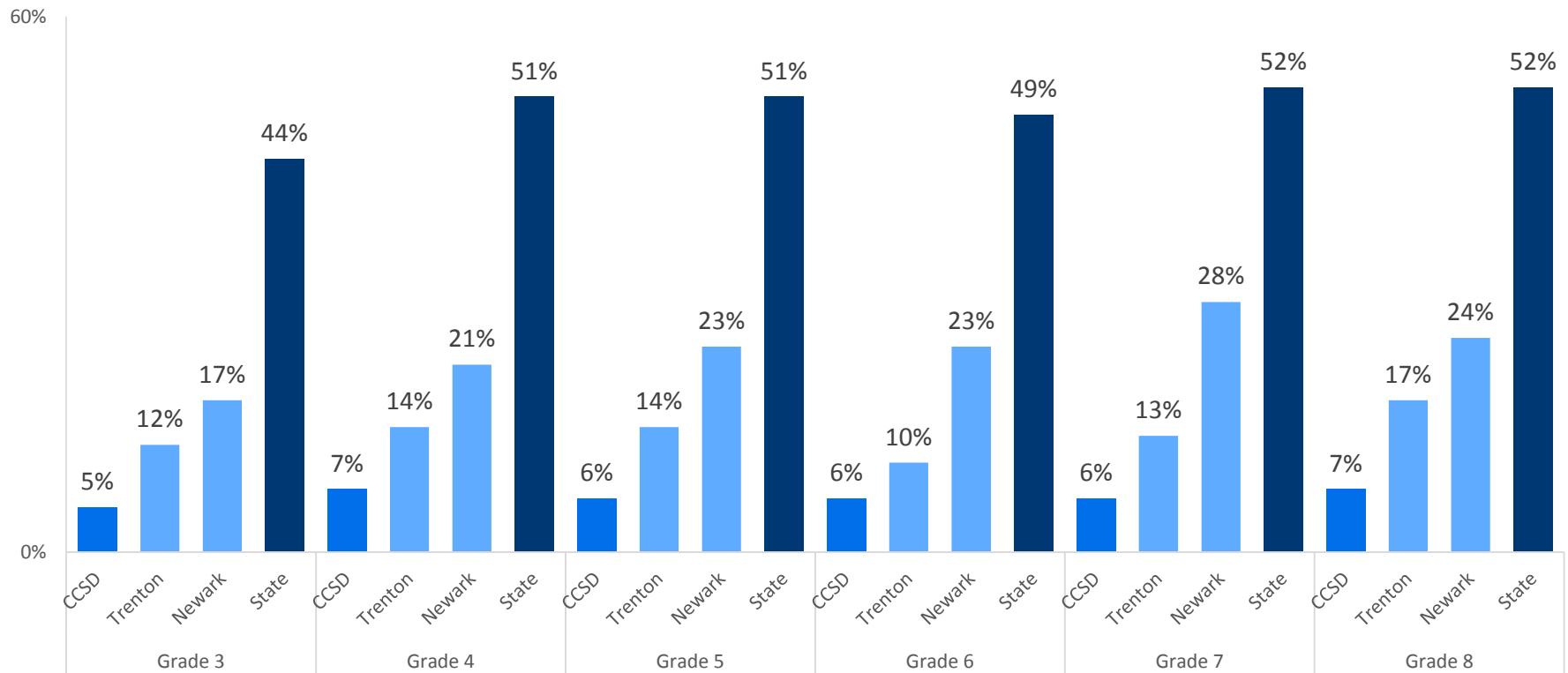
Grade Level	Results
3-8	<ul style="list-style-type: none">• ELA: 6% of students met expectations• Math: 4% of students met expectations
High School	<ul style="list-style-type: none">• ELA: 7% of students met expectations• Math: 1-3% of students met expectations

- Across grade levels and subject areas, the majority of students fall into Levels 1 and 2
- 0% of students exceeded expectations in any grade level / subject
- Opt outs in high school appear to be particularly high, so high school results are not necessarily representative of the student population as a whole

2015 PARCC Results:

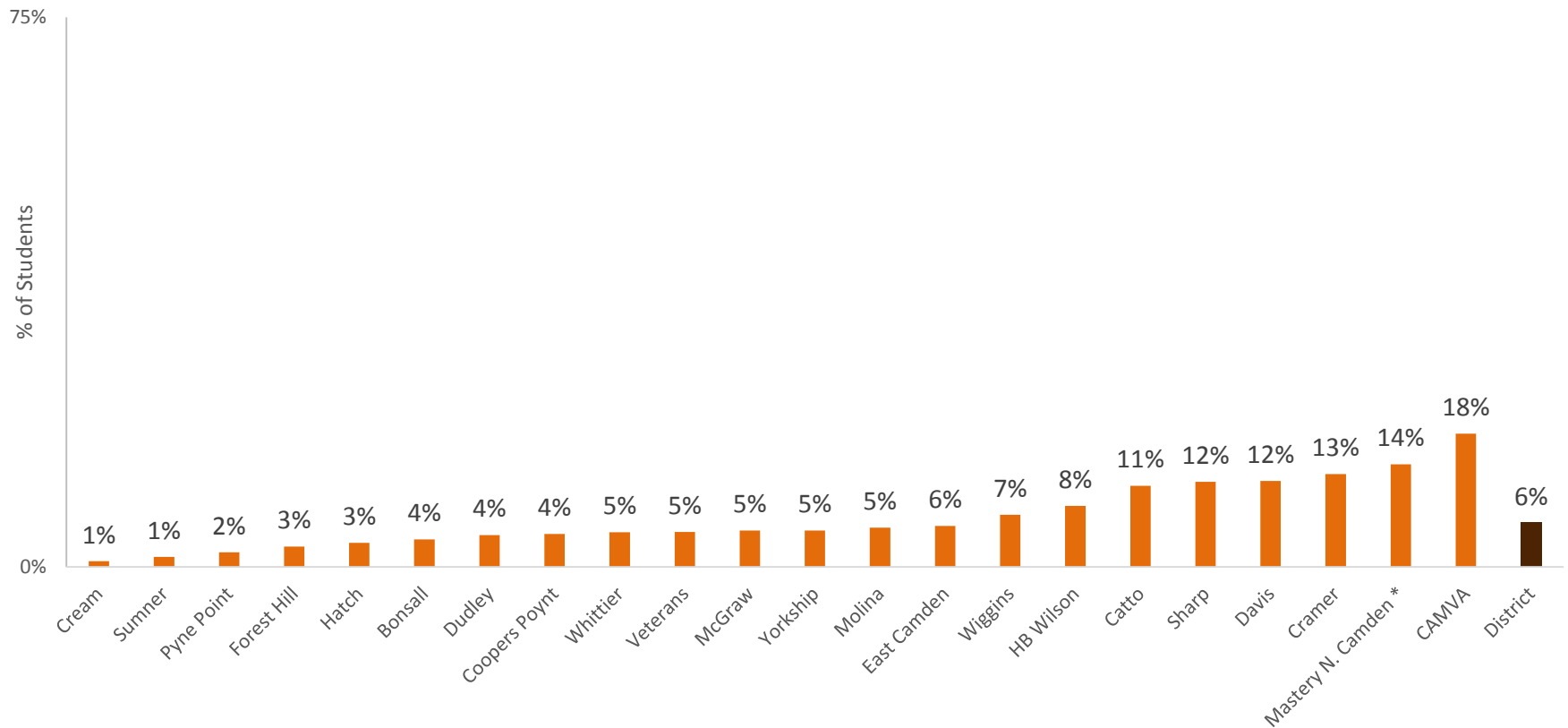
Grades 3-8 ELA District and State Comparison

Comparison to Other Districts and State Grades 3-8 ELA - Level 4+



2015 PARCC Results: Grades 3-8 ELA

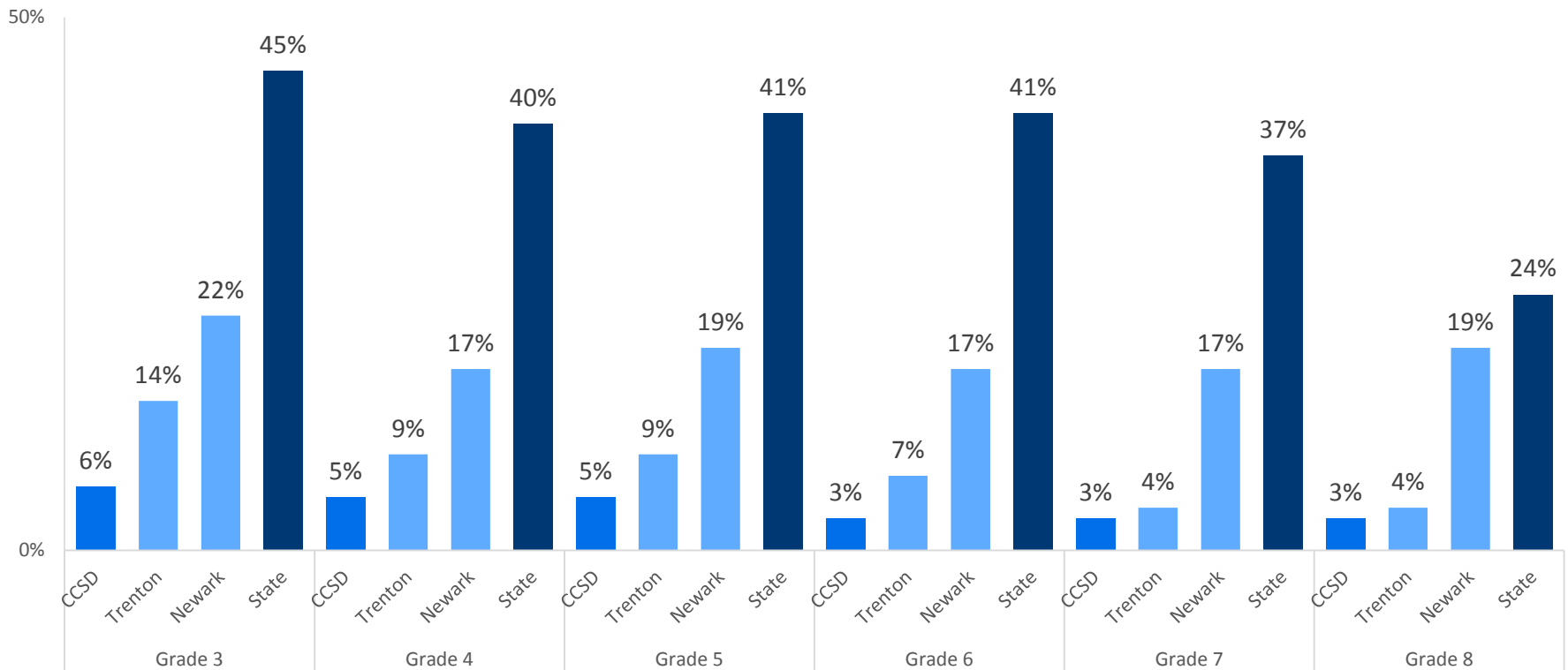
Percentage of Students Proficient (Level 4 or 5) on 2015 PARCC ELA
Grades 3 to 8



2015 PARCC Results:

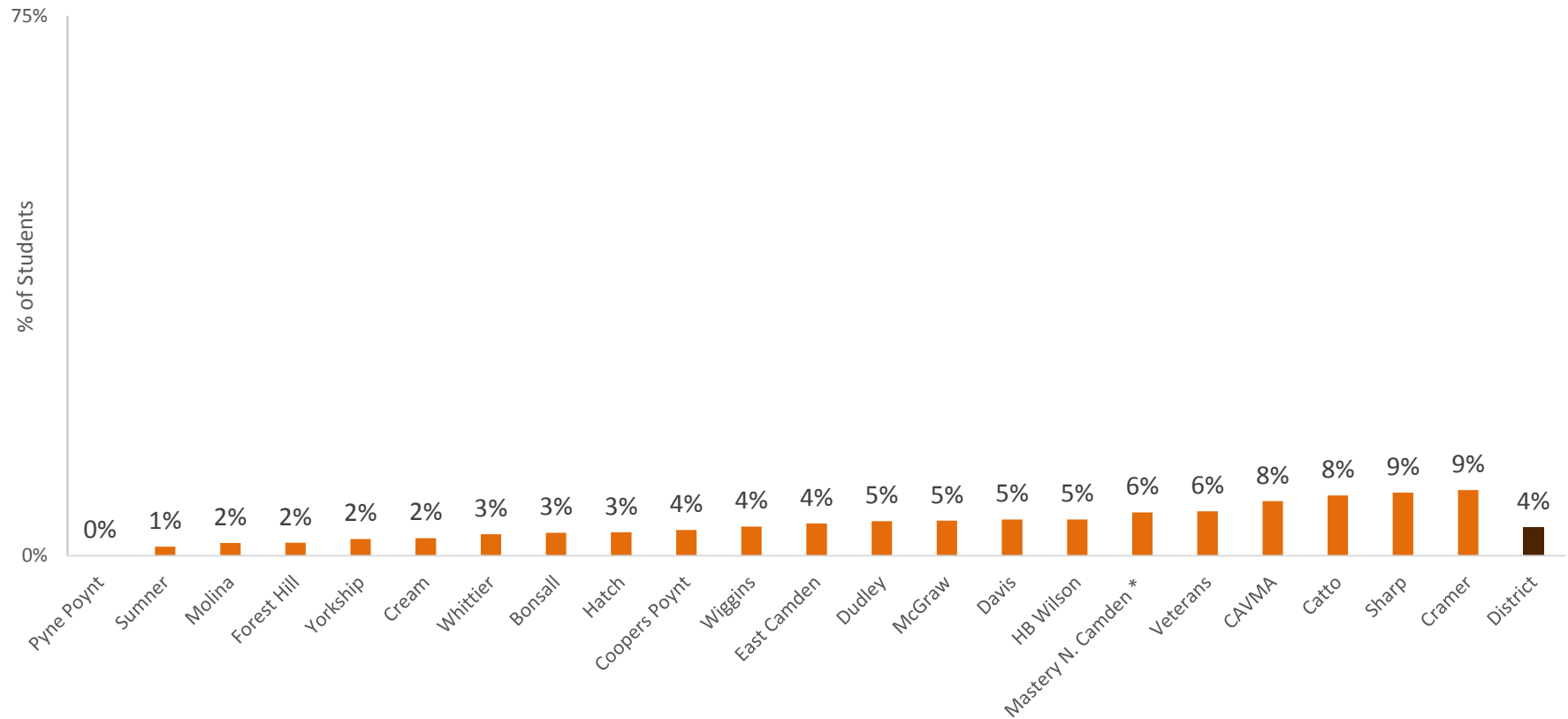
Grades 3-8 Math District and State Comparison

Comparison to Other Districts and State Grades 3-8 Math - Level 4+



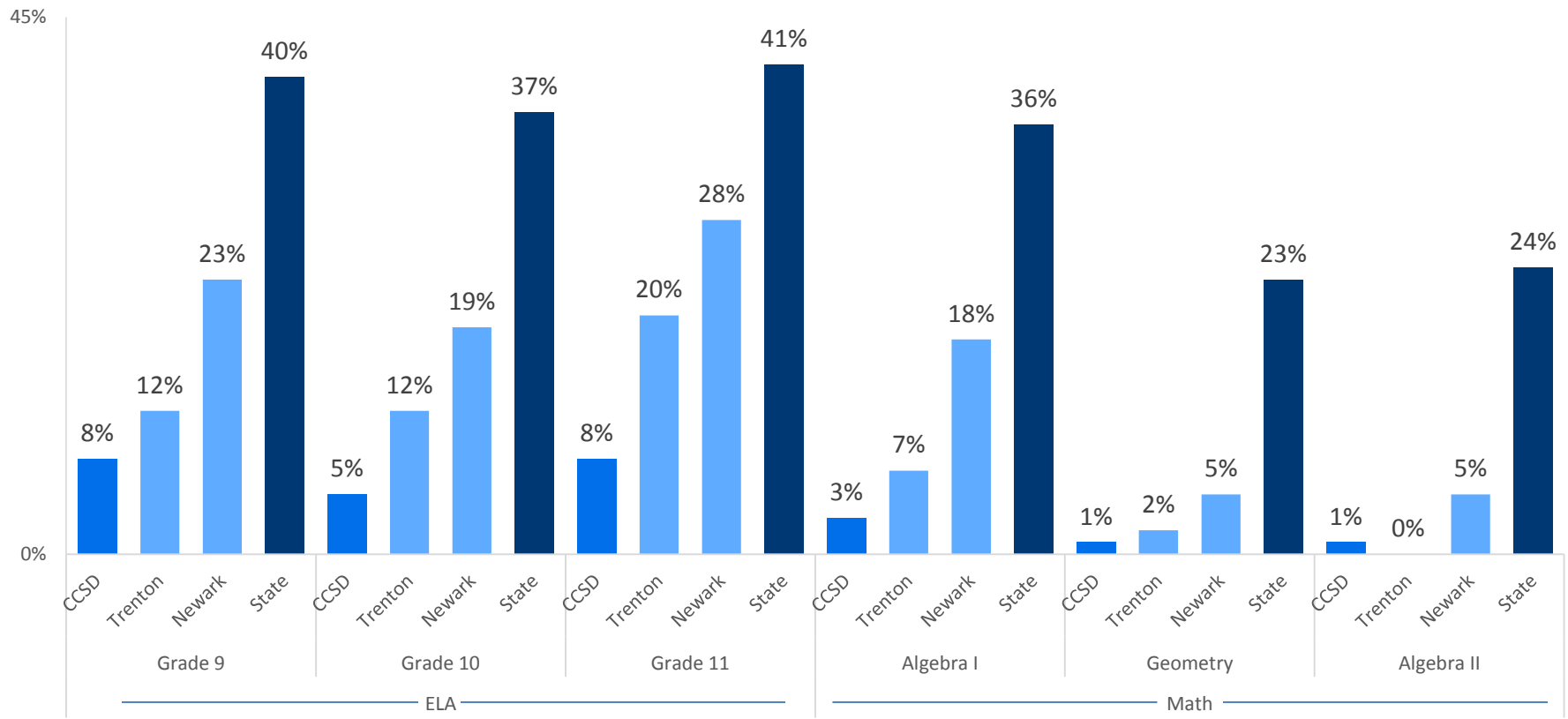
2015 PARCC Results: Grades 3-8 Math

Percentage of Students Proficient (Level 4 or 5) on 2015 PARCC Math
Grades 3 to 8



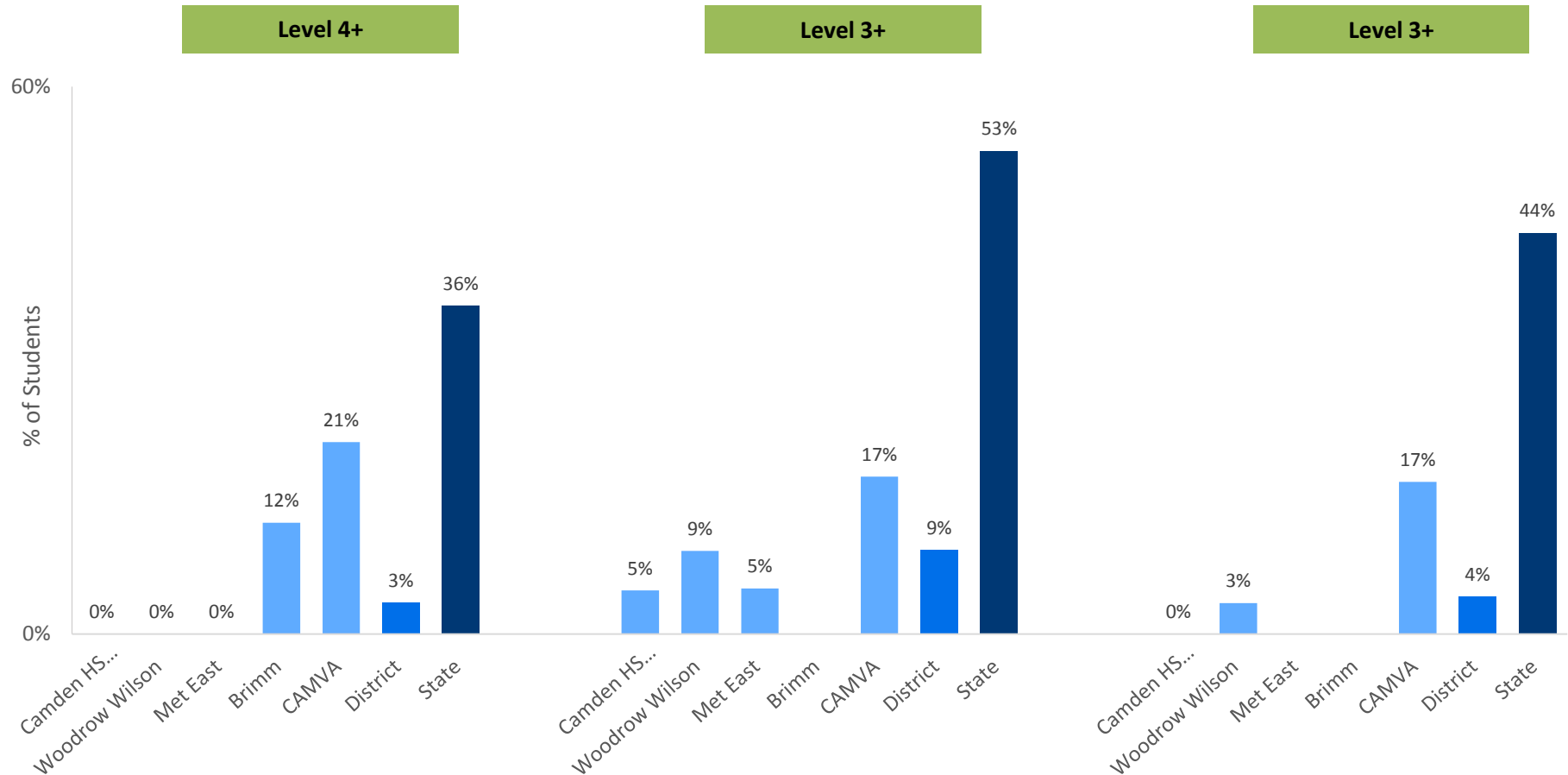
2015 PARCC Results: High School ELA & Math District and State Comparison

High School Comparison to Other Districts and State - Level 4+



2015 PARCC Results: High School Math

Percentage of Students Tested Meeting PARCC Graduation Requirement: Math

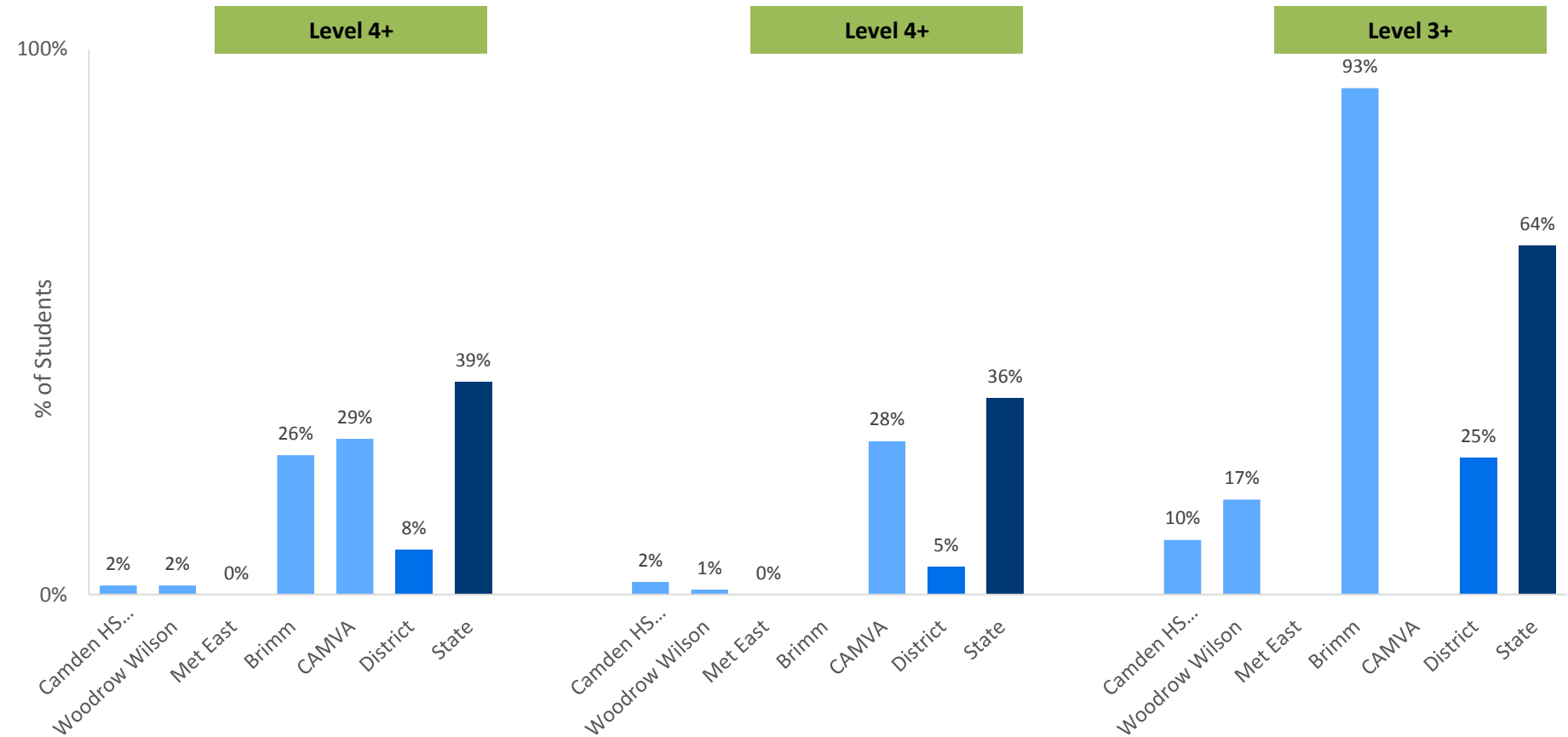


S = schools with 11 or fewer test takers per grade are suppressed.

Note: Students may also meet State benchmarks on alternative assessments such as the SAT and ACT to meet the assessment requirement for graduation.

2015 PARCC Results: High School ELA

Percentage of Students Tested Meeting PARCC Graduation Requirement: ELA



S = schools with 11 or fewer test takers per grade are suppressed.

Note: Students may also meet State benchmarks on alternative assessments such as the SAT and ACT to meet the assessment requirement for graduation.

What PARCC Scores Mean, and What They Don't Mean

These results are a new way of showing what we already know—across the District, there are bright spots, and there are many areas where we need to improve.

These results will not be used alone to make any meaningful decisions about staff, students, or schools. Multiple measures are considered for all major decisions.

For School-based Staff

- These results, along with Edmentum, MAP, STEP, classroom assessments and other measures, can help inform instruction.
- For grades 4-8 math and ELA teachers (about 15 percent of NJ teachers), these results will have a small impact (10 percent) on their overall evaluation.

For Students

- These results will not be the sole determinant of student promotion, GPA, or college acceptance. Multiple measures inform all of these decisions and measures.

For Schools

- These results will be included—with results for progress, which count twice as much as proficiency and which we expect to receive in March—in the next School Information Cards, which will be released in Spring 2016.

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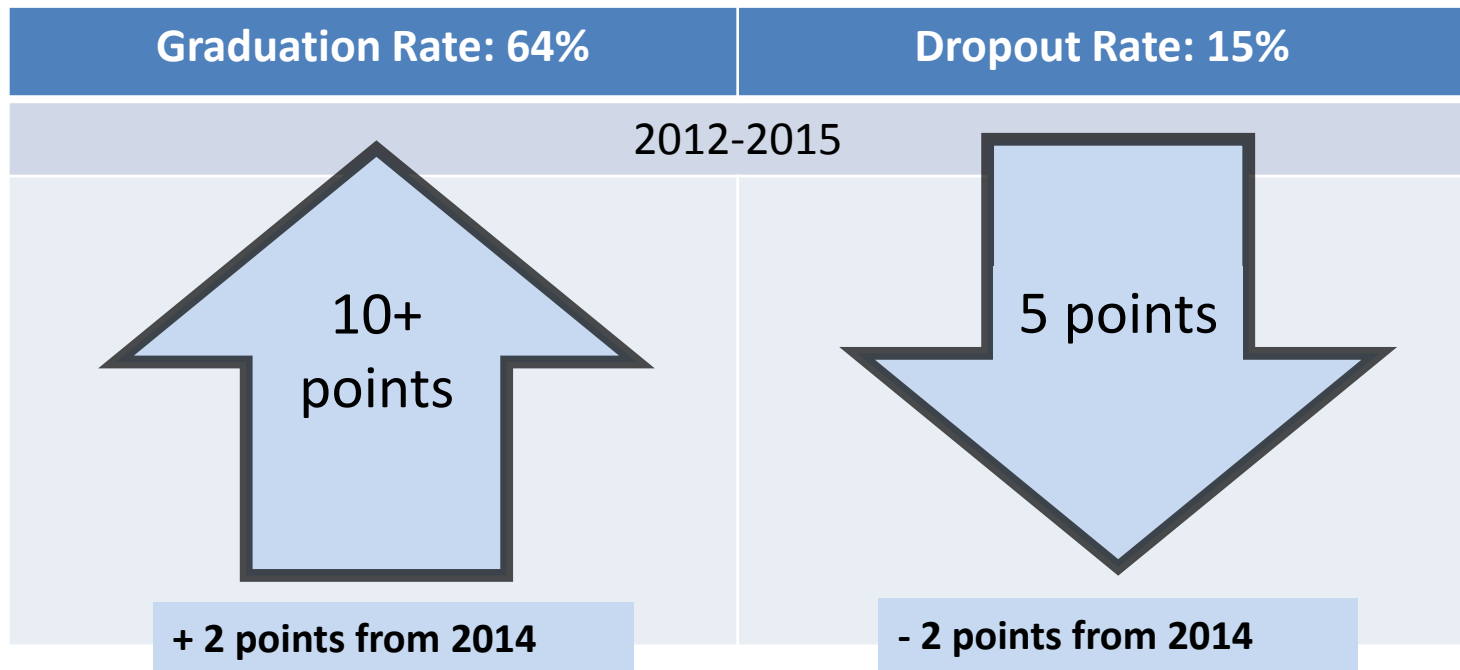
- Urban Hope Act Update

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- **District Highlights**

Class of 2015 Graduation Rate



- **Special education students continue to make gains** with a graduation rate of 56%, up 18 points from 2012-2015 (+6 points from 2014); 11% of special education students dropout (-10 points from 2012 and -3 points from 2014)
- The three **magnet high schools outperform the State, with graduation rates between 94-98%** (compared to the State average of 89% in 2014)
- **Woodrow Wilson High School continues to make progress** with a graduation rate of 63%, up 17 points from 2012 (+3 points from 2014)

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Camden Enrollment

1. Online at www.camdenenrollment.org (On a desktop or smartphone)

2. Call the Camden Enrollment Hotline at (856) 536-3999

3. In person at a Family Enrollment Center



Location	Hours
Board of Education offices (NOW OPEN)	M-F 8 am - 6 pm
District Parent Center at the Pyne Poynt Trailers	M-F 10 am – 1pm
Isabel Miller Community Center	M-F 3 pm – 6 pm
Boys & Girls Club – East Camden	M & W 3 pm – 6 pm
Ferry Ave. Library	Tues & Thurs 10 am – 1 pm

4. Submit a Paper Application at a Family Enrollment Center

Camden Enrollment

Save The Date

CITYWIDE SCHOOL FAIR

Coming Soon!

#ChooseCamden

Saturday, January 30, 2016
11:00 am – 4:00 pm

Rain Date:
Saturday, February 6, 2016
11:00 am – 4:00 pm

BB&T Pavilion
(formerly The Susquehanna Center)
1 Harbour Blvd. Camden, NJ 08103

Free event for all Camden city families
to learn about Camden schools!

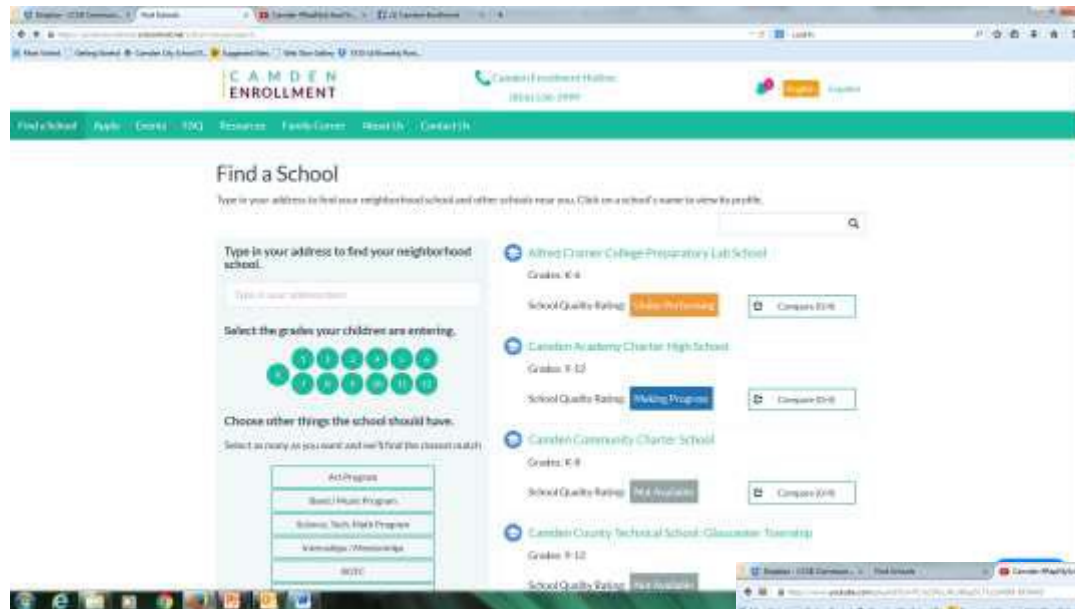
CAMDEN ENROLLMENT

Formal Invitation to Follow



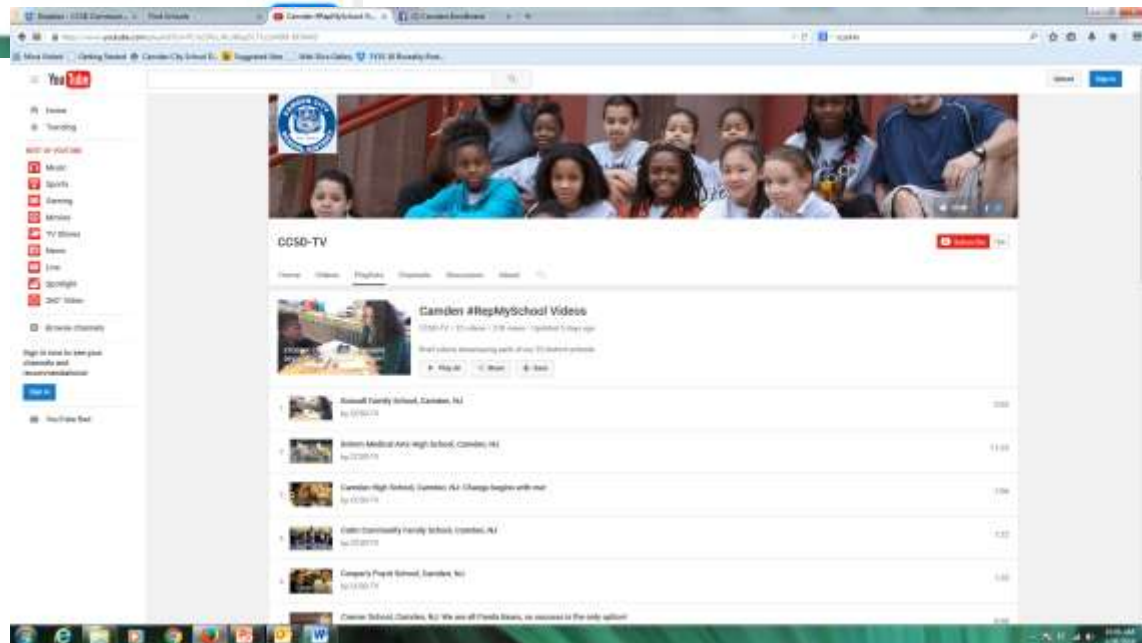
#RepMySchool

Camden Enrollment



CamdenEnrollment.org
School Profiles

YouTube: CCSD-TV
School Videos



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Urban Hope Act Update

- Passed in 2012, the Urban Hope Act allows for the creation of up to four “Renaissance School Projects” in Camden, as well as some similar pilot districts across the state. The deadline to approve all four projects was January 12, 2016.
- The District approved three renaissance schools to create new facilities and serve specific neighborhoods:
 1. **2013 – KIPP approved to serve Lanning Square**
 2. **2014 – Mastery approved to serve North & East Camden**
 3. **2014—Uncommon approved to serve Whitman Park**
- Last month, KIPP requested an update to its application to allow for the ability to create additional facilities and serve more families and neighborhoods as part of their project.
- Given KIPP’s strong track record of success and the demand to-date at its Lanning Square school, we supported this amendment request, and the NJDOE Commissioner approved.
- However, with three strong partners in place, **we have decided to not pursue the 4th project** but instead to continue to focus on improving our district schools and managing our ongoing partnership with our renaissance and charter schools.

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Technology Update: Devices

On average, there is one technology device for every four CCSD students.



Technology Update: Printing Capacity

CCSD is transitioning towards centralized printing centers within schools--connecting classroom computers to common printers and copiers centrally located in schools.

- IT is currently piloting centralized printing in 8 schools; with the plans to have all transition to centralized printing by July 2016

Model Benefits:

- Fiscally responsible—Ink for individual printers is costly
- More efficient—Repair services can be completed more quickly because there are fewer and newer high capacity devices
- Print workstations are leased; as part of the lease the District has unlimited access to toner and repair services

Areas for Growth:

- Implementing school level protocols for repairs, device mapping, and additional supplies requests in a timely manner
 - When repairs are not requested and supplies are not ordered in a timely manner, there can be a lapse in printing service.

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Letter Grade Scales

Letter Grade	Current Cutoff
A	92-100
B	83-91
C	74-82
D	73-65
F	Below 65

Next Steps:

- Student representatives will be encouraged to convene with the Divisions of School Performance and School Support leadership to discuss an alternate grading scale that could be implemented in time for the 2016-17 school year.



District Highlights

District Highlights:

Three Kings' Day Celebration at Dudley School



District Highlights:

Grad Rate Event at Brimm Medical Arts High School



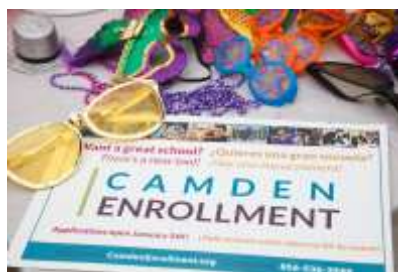
District Highlights:

Brimm Medical Arts High School Alumni News



District Highlights:

Kroc Center Luncheon Honoring Community Workers



District Highlights:

Best wishes in your retirement:

Rosa Chowning, 25 Years	Michelene Stargell, 14 Years
Nancy Jones, 17 Years	Ann Tidwell, 11 Years
Beverly Pierson, 25 Years	Frances Webster, 25 Years
Jacqueline Rodgers, 30 Years	Dawn Wilson, 26 Years