



New Jersey School Boards Association

# Welcome NJSBA's **Student Achievement Through Different Lenses**

May 23, 2017

<https://www.njsba.org/student-achievement-conference-materials/>



# Our Day

<b>9:00</b>	<b>Welcome</b>
<b>9:15- 10</b>	<b>Dr. Maurice Elias</b>
<b>10-10:45</b>	<b>Dr. W. Steven Barnett</b>
<b>10:45 -12</b>	<b>Dr. Saul Rubinstein, Montgomery Middle School</b>
<b>12 noon—1:00</b>	<b>Lunch</b>
<b>1:00- 1:45</b>	<b>Dr. Robert Jarvis, UPENN</b>
<b>1:45-2:30</b>	<b>Mayor Barbara Wallace</b>
<b>2:30</b>	<b>Closing</b>



New Jersey School Boards Association

# The NJSBA Task Force on Student Achievement

March 2017



New Jersey School Boards Association

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FINAL REPORT:

**The Task Force on Student Achievement**

*Advancing Education for All Children*



March 2017

**[www.njsba.org/student-achievement2017](http://www.njsba.org/student-achievement2017)**

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## **Task Force on Student Achievement**

**Avery W. Grant**, Chair, Long Branch Board of Education, Monmouth County

**Peter J. Calvo**, Co-Chair, Glassboro Board of Education, Gloucester County

**Barbara A. Coscarello**, Camden City Board of Education

**Joyce Albrecht**, Magnolia Board of Education, Camden County

**Deborah Bridges**, Rahway Board of Education, Union County

**Marsha Hershman**, Lindenwold Board of Education, Camden County

**Dr. Jonathan Hodges**, Paterson Board of Education, Passaic County

**Tafari Anderson**, Clifton Board of Education, Passaic County

**John Bulina**, Immediate Past President, New Jersey School Boards Association (*ex officio*)

**Jason A. Jones**, Vice President for Legislation/Resolutions, NJSBA (*ex officio*)

### **Resource Persons**

**Marie Blistan**, Vice President, New Jersey Education Association

**Penelope E. Lattimer, Ph.D.**, Director, New Jersey School Development Council,  
Graduate School of Education – Rutgers, The State University

**Leslie A. Morris**, Director of Community Relations, New Jersey Primary Care Association, Inc.

**Rev. Dr. DeForest B. Soaries, Jr.**, Senior Pastor, First Baptist Church of Lincoln Gardens,  
Somerset

**Willa Spicer**, Former Assistant Commissioner of Education, New Jersey Department of  
Education

**Barbara Wallace**, Governor's Juvenile Justice and Delinquency Prevention Committee, Juvenile  
Justice Commission; Mayor, Washington Township, Gloucester County

### **NJSBA Staff**

**Lawrence S. Feinsod, Ed.D.**, Executive Director

**Frank Belluscio**, Deputy Executive Director/Director of Communications

**Vincent DeLucia**, Director of Training & Professional Development/Educator-in-Residence,  
*Liaison to the Task Force*

**Patty Maillet**, Director of Business Development

**Gwen Thornton**, Field Service Representative

**Charlene Zoerb**, Field Service Representative

**Cindy Harrison**, Administrative Assistant, Legal and Labor Relations Services



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## The GAP

### Chapter 2- Recommendation #11

- When determining the support a child needs to be successful, **consider the whole child**— not just his or her **academic needs** but also the **social-emotional needs** that should be addressed.
- Educators should know the social, emotional, health, and *basic needs of their students and their families*.
- District leaders should identify *how the school community and the community at-large can address these needs*.



# School Board

## Chapter 3- Recommendation #13

- Participate in professional development individually and as a board team to develop a comprehensive understanding of the **Iowa Lighthouse Inquiry**, the Center for Public Education's research on the **Eight Characteristics of Effective School Boards**, and the **role of the board of education in student achievement**.



## Data

### Chapter 4- Recommendation #31

Board member/trustees should be aware of **all of the data points available for review**, so that they can make informed decisions on educational program recommendations.

- Achievement,
- Climate,
- Student Management,
- Attendance,
- Transients,
- Staff Retention,
- Evaluation, etc.



## Youth Employment

### Chapter 5- Recommendations #37 & 38

#37 Enable **all youth to participate fully in academic, co-curricular and athletic programs**, with the goal of fostering a more robust cohort of students who seek continuous academic achievement that promotes college and career readiness.

#38 Limit leisure-time employment of high school students to no more than two hours per day, 15 hours per week during the school year.

At the same time, encourage employment opportunities, during the school year and summer, that enable students to practice skills learned in the classroom.



## Early Childhood Chapter 6- Recommendations

#39 Review and analyze district data to determine the **early childhood** program needs of schools

#42 Consider low-cost **before- and after-school programs** to give parents security of mind and financial relief, adding to a more supportive view toward their children's education.



## Communications - Chapter 7

#47 Develop discussion points for use by school officials and education advocates to make the community aware of the needs of all students, including those who are struggling, and to elicit support for district efforts to advance student achievement – 3 minute elevator speech

#50 Involve the municipal government, faith-based community, service organizations, local industry and small businesses, as well youth-service organizations, in a comprehensive plan to promote student achievement and healthy decision-making.

#53 Develop training programs for parents on how to guide the schoolwork of their children. Partner with universities and colleges to assist in family training. Parent Academies



## Juvenile Justice System – Chapter 8

- 59 Review all consequences of disciplinary infractions in terms of equity and effectiveness, and consider alternatives to teach appropriate behaviors. The goal of assigning a consequence should be to modify behavior. Consequences should be differentiated to ensure effectiveness.
  - Inherent Bias?



## SEL - Chapter 9

#65 Review current activities that address the social-emotional learning needs of their students and staff and strive to ensure that an optimum climate is being nurtured throughout the district.



# Labor-Management Collaboration

## Chapter 10- Recommendation

#76 Consider the positive impact that adopting formal **labor-management collaboration** practices could have on student achievement and school climate.



# Policy - Chapter 11- Recommendation

#78 **Adopt the revised and additional policy language listed in this chapter**, which is consistent with NJSBA's current mission statement and the findings and recommendations of the Task Force on Student Achievement.



# Next Steps- Chapter 12- Recommendation

#79 Become familiar with the concept of **“implicit bias”** and its impact on decisions affecting students’ educational opportunities.



## Next Steps- Recommendations

#80 Continue **proactive efforts to identify and address** the many factors that impact student learning.

#83 Refer The Final Report of the Task Force on Student Achievement to the Association's standing **Standards and Assessment Committee** for its consideration as it addresses issues related to educational standards and the measurement of students' academic progress.



To access the complete **NJSBA Task Force  
on Student Achievement** report:

[www.njsba.org/student-achievement2017](http://www.njsba.org/student-achievement2017)