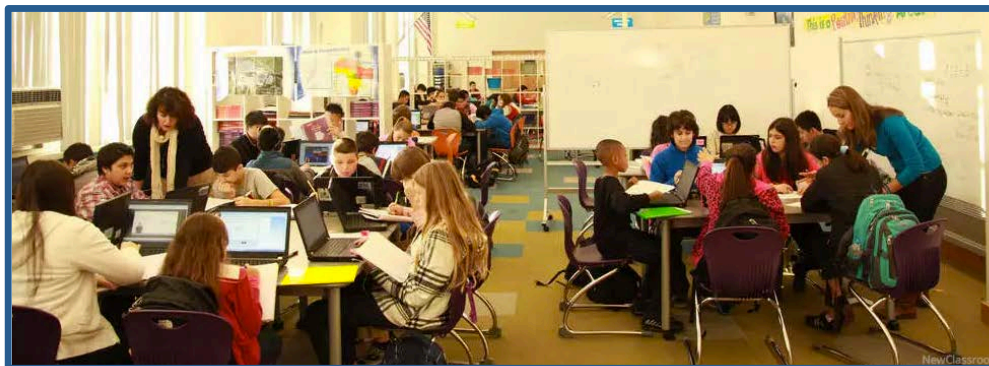




EPS Recognized in National Publication



As reported by Charley Locke



Funded by a \$3 million Investing in Innovation (i3) grant from the Department of Education, Elizabeth Public Schools, which educates 23,374 students in 33 schools in New Jersey, will expand its use of the Teach to One: Math model from two to seven schools next year.

The idea behind Teach to One started in 2009 with School of One, a middle school math program which personalizes curricula and lesson plans for individual students in three New York City schools. In 2011, its founder, Joel Rose, started a nonprofit, NewClassrooms, to spread the idea of School of One to other districts. NewClassrooms has since implemented Teach to One: Math, the model used at School of One, at 15 schools in nine districts, serving 6,000 students nationwide.

“For each kid, what is exactly the lesson that will be most effective for them, each day?”

The Teach to One program uses technology to develop an individualized learning plan for every student, every day. Joel Rose explained a typical seventh grade math period: “You walk in and see monitors with your names on them, and open stations. At some stations there are teachers, at some there’s software, at some students work collaboratively with each other.”

Students spend the math period working on the particular skills they need to develop, in a learning style that works well for them. Rose said, “You might spend the first 30 minutes working on factoring binomials with Mr. Smith, and the next 30 minutes working on that same skill using software at a different station.” At the end of class, all students take a ten-minute online assessment of what they’ve learned. NewClassrooms then analyzes that data to create a custom schedule of the next day’s math period for each student, taking into account which stations a student worked at. “If you don’t do well on the assessment, the next day you’ll typically be taught the same skill, but in a different way,” he explained.

Rose sees this model as a testament to technology’s power in individualizing instruction. “In the past two years of doing this, we’ve learned that personalized learning is possible, and can be operationalized,” he told EdSurge. He sees Teach to One’s method as answering a central question: “For each kid, what is exactly the lesson that will be most effective for them, each day?”

EPS Recognized in National Publication

(continued)

The data is encouraging, if mixed: according to NewClassrooms, students on average made 1.5 years progress in math in the 2013-2014 school year, 47% more than the national average, although a report in 2013 showed that gains were not consistent across different groups of students. Updated results will be available soon: The \$3 million i3 grant will also support a three-year study of Teach to One's impact, conducted by Columbia University's Teachers College.

Olga Hugelmeyer, superintendent of Elizabeth Public Schools, first found the Teach to One program when comparing achievement at her district with others across the nation in 2013. "We were looking into what had contributed to increases in student achievement in other large urban districts," recalled Hugelmeyer. "And we came across the School of One program, being implemented in New York City."

Hugelmeyer soon reached out to Rose and learned about Teach to One. She was intrigued. Elizabeth Public Schools was in the process of establishing a new middle school, iPrep Academy, a lottery-based charter school using blended learning and 1-to-1 technology. Hugelmeyer saw Teach to One as a perfect fit. She was looking for an "ability to create an individualized plan for every child, so that they're able to be successful by year's end," she explained. "Joel had developed a model that made that possible for our children."

Because iPrep Academy was a brand-new school, Teach to One didn't have to un-do existing practices. "Typically, we never go into a district unless we've engaged with the principals and teachers there, and make sure they understand what it means to implement Teach to One and how it changes their role," Rose said. "That early involvement from teachers is completely critical to implementation." For iPrep Academy, Teach to One was able to train teachers before they entered their new 1-to-1 classrooms for the first time. "Teachers were quite enthusiastic," said Hugelmeyer.

And teachers continued that enthusiasm with their 205 students throughout the year, according to Hugelmeyer. "By the end of the day, my teachers are receiving the lesson plan for the following day," she said. "This changed the way we conduct team meetings and common planning time--it allows for a rich discussion and reflection around best practices." At her other schools, Hugelmeyer assesses and evaluates curriculum every 8-9 weeks, she explained. Because Teach to One makes "a diagnostic assessment each day," her teachers are "responding to students' needs on a day-to-day basis."

After success at iPrep Academy, Hugelmeyer implemented the Teach to One model at Jerome Dunn Academy to 152 students in the middle of the 2014-2015 school year. And after positive results at both middle schools, she plans to rollout Teach to One at five additional middle schools in the 2015-2016 year, to a total of around 1250 students. After the expansion, 25% of K-8 schools in Elizabeth will use Teach to One.

To Hugelmeyer, the benefits of Teach to One go beyond the classroom. "It's not just what the product is doing to improve outcomes for the children, but about the true partnership with NewClassrooms," she said. "They've anticipated the challenges in an urban school district and designed a program to meet our needs. My sense is that ours is the only district that [Rose] is working with, and that's what we hope for in a partnership."

And what does New Classrooms look for in a partnership? "The most important thing for us is desire and willingness of teachers," said Rose. "We need to make sure we work in schools where everyone can be successful, and no one feels like this was forced down their throats." Rose is looking for more partnerships: he's hoping to double Teach to One's reach next year, from 15 to 30 schools.

EPS Selected To Receive New Grant

Commissioner of Education Dave Hespe states "We are counting on these new Achievement Coaches to share their knowledge and expertise both with our team at the Department and with other educators."



The Department of Education announced this month the selection of 16 districts to participate in the Achievement Coaches program and three districts to lead content development for this initiative. The districts were selected from among 53 applicants and will split \$1.25 million in grant funds made available by the state.

The Achievement Coaches program was created to strengthen the understanding of the state's key education initiatives and enable a number of outstanding educators to have a broader impact. I would like to recognize our Supervisor of Innovative Programming, Monica Martinez and our Staff Development Coordinator, Lourdes Couto for having prepared a successful competitive grant application. Specifically, Elizabeth Public Schools is one of three districts that will work with the NJ State Department of Education to create professional development sessions to support teaching methods, standards alignment, and evidence-based decision-making. This valuable professional development will be offered to 16 districts that will each send groups of "Achievement Coaches" to a summer session to prepare to deliver the training to peers across the state. We are incredibly proud of our talented team members that have afforded our district the opportunity to serve all of the districts in the State of New Jersey!

"I am very pleased that we can honor the outstanding work and leadership evident in so many districts through this opportunity," said Education Commissioner David C. Hespe. "We are counting on these new Achievement Coaches to share their knowledge and expertise both with our team at the Department and with other educators."

Of the total grant amount, \$250,000 will be used to design the professional learning sessions, and the remaining \$1 million will be used for stipends for Achievement Coaches, as well as other costs and materials associated with the program.

"We know that New Jersey educators are the best and most qualified individuals to lead professional learning," said Assistant Commissioner/Chief Talent Officer Peter Shulman. "We look forward to working with many of them through the Achievement Coaches program to expand resources and opportunities supporting educators across the state."

Announcing a new initiative from your Elizabeth Board of Education
to recognize parents and guardians who go above and beyond...



The inaugural Award is presented to:

Father: **Fausto Gordillo** and Mother: **Maria Gonzalez**
Parents of Jacqueline Gordillo Gonzalez, 8th grader at School no. 27

Father: **Enzo Favale** and Mother: **Silvana Maier**
Parents of Florencia Favale , 8th grader at School no. 27
Sofia Favale, 6th grader at School no. 27

MVP AWARDS ESTABLISHED

RECOGNIZING OUR MOST VALUABLE PARENTS AT EPS



The Elizabeth Public Schools MVP - Most Valuable Parent award is designed to publicly honor an Elizabeth Public School Parent whose actions, including contributions to the school community, symbolize the finest traditions of parenting. I would like to take this moment to focus public attention on the unique contribution of our professional school counselors within the Elizabeth Public Schools.

Our guidance counselors provide a tremendous impact in helping students achieve school success and plan for a career. As a result of the efforts of our Board President in coordination with the Edison Berrios guidance counselor for School no. 27, we are proud to make our inaugural announcement of this prestigious recognition to highlight the efforts of successful parents in education. Much like the recognition that is provided to honor athletes in their individual performance in a championship, our school district has undertaken the recognition in what is probably the greatest competition of all... the education of our children.

The nomination criteria is as follows:

- 1. The individual must be a parent – natural, adoptive, foster, guardian, or step and their child has to have demonstrated progress in their performance.*
- 2. Student(s) have demonstrated 95% attendance rate (with the exception of unexcused absences).*
- 3. Parent(s)/Guardian(s) are Active Members of the PTA/PTO.*
- 4. Parent(s)/Guardian(s) attend Parent/Teacher Conferences.*
- 5. Parent(s)/Guardian(s) attend District Information Sessions, i.e. Parent Academy, Parent Seminars, College Fair.*
- 6. Parent(s)/Guardian(s) volunteer/participate in school events such as Read Across America, fundraisers, serve as chaperones, etc.*

Parents selected would have to meet four (4) out of the six (6) criteria items.

This month we have the pleasure of recognizing Fausto Gordillo and Maria Gonzalez who are the parents of Jacqueline Gordillo Gonzalez, 8th grader at School no. 27, Enzo Favale and Silvana Maier. We also have the pleasure to recognize the parents of Florencia Favale , 8th grader at School no. 27 and Sofia Favale, 6th grader also at School no. 27.

A heartfelt thank you for your contribution to our school community.



George Washington Academy Proposed Partnership with NJIT



Our school district announced at the beginning of the school year the innovations projected for our two new themed academies; The George Washington Academy for Science and Engineering School No. 1 and the Jerome Dunn Academy for Mathematics, Technology and the Arts School No. 9. Recently, we engaged in conversations with our administrators and we are pleased to share the progress made thus far.

The current discussions with the professors at the New Jersey Institute of Technology (NJIT) include the establishment of a LEGO™ robotics course for 4th-8th grade students. This would involve a weekly visitation to selected classes by an NJIT upper-class undergraduate or graduate student, who would collaborate with the classroom teacher(s) to provide the students with learning experiences in LEGO™ robotics.

The NJIT student would meet on a weekly basis with 2 classes for 1.5 hours per class on the same day. The expectation is that while the middle school students are participating in the learning experience, the NJIT student is modeling and working collaboratively with the teacher on the content and instructional approach to providing these LEGO™ robotics learning experiences for the students.

The goal of this program is to build the capacity of our elementary and middle school teachers in order to ensure that they are able to continue providing these robotics learning experiences to students in their classes without the graduate student. This service will provide classroom lessons and experiences in robotics where the teacher, school, or district may translate the lessons into a course for 4th-8th grade students. There is no cost to the school or district for the NJIT student's time. The District's commitment will be for all materials, including the robotic kits and associated supplemental materials needed for the implementation of the lessons. The implementation of this service will begin Fall 2015.

Further support from NJIT will include providing professional development on the implementation of the Next Generation Science Standards (NGSS) with applications to robotics for up to 15 teachers beginning in the months of May and June of this school year.

Another exciting opportunity for our students is the acceptance up to 3-4 students, for the 2015 ExxonMobil Bernard Harris Summer Science Residential Camp held on the campus of NJIT. There is no cost involved for this program. We look forward to finalizing the details of this partnership agreement to begin implementation in the Spring 2015.

Jerome Dunn Academy

Teach to One Launch



Joel Rose, Co-Founder and Chief Executive Officer of New Classrooms, Inc. recently communicated with regard to the commitment to personalized learning in Elizabeth and he stated..."While so many others actually talk about it, you all are actually doing it. And in doing so, you are setting a national example for how a large, urban district can develop true partnerships to bring personalized learning to a particular community."

We proudly launched this past month a mid-year implementation of the Teach to One model at the Jerome Dunn Academy for Mathematics, Technology and the Arts. The folks at New Classrooms commented on the high level of implementation that they experienced as a result of the leadership of the administration and the enthusiasm and motivation of the teachers! New Classrooms provided our team members with professional development during the month of January and worked with our Central Office to ensure success on the various logistics of this new and exciting initiative! We recently conducted a walkthrough with the New Jersey Department of Education and experienced a high level of engagement on the part of Jerome Dunn Academy School No. 9 students. The folks from the state department were amazed that the implementation had only occurred in the past two weeks.

We congratulate the team members at the Jerome Dunn Academy for Mathematics, Technology and the Arts and our team members at Central Office for their commitment to Equity, Expectations and Excellence!



2015



Student Performance Reports Have Been Released by the **New Jersey Department of Education**

The New Jersey Department of Education has recently released School Performance Reports for the 2013-14 school year. The School Performance Reports provide snapshots of performance indicators that provide insight into academic achievement as measured by statewide assessments, metrics of student growth, and whether students are on track for success in college and career.

The attached report includes a color-coded guide to help identify the way in which schools ranked among peer and state ranked groups in specific categories as well as "The 100% Club" which recognizes schools that have met 100% of their progress targets in the measured categories.

The peer school comparison data provides insight into school performance by comparing schools to approximately 30 other schools that have similar grade configurations and students with similar demographic characteristics such as limited English proficiency, eligibility for free or reduced lunch, or participation in special education programming.

If you wish to review the student performance reports, please visit the Elizabeth Public Schools website at www.epsnj.org

School Performance Reports Have Been Released by The New Jersey Department of Education

The NJ Department of Education annual *School Performance Reports* have been released.

The *School Performance Reports* include data that fall into three major categories: *Academic Achievement* (elementary, middle, and high school), *College and Career Readiness* (elementary, middle, and high school), and *Student Growth* (elementary and middle school) or *Graduation and Post-Secondary* (high school). All schools statewide are then ranked against the schools in their Peer Comparison Groups as well as ranked against all schools in the State of New Jersey.

Academic Achievement

Measures the content knowledge students have in language arts literacy and math as demonstrated by proficiency on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in grades 3 – 8 and the High School Proficiency Assessment (HSPA) in grade 11.

College and Career Readiness

Measures the degree to which students are demonstrating behaviors indicative of future attendance and/or success in college and careers.

For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, this also includes a measurement of how many students take Algebra I in either seventh or eighth grade.

For high schools, this includes measures of participation in PSAT and SAT and in rigorous coursework as defined by participation in Advanced Placement (AP) courses in English, math, social studies, and science.

Student Growth

Measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in language arts literacy and math when compared to students with a similar history of performance on the NJ ASK.

See how Elizabeth Compares in its Peer and Statewide Comparisons: www.epsnj.org

Every Child, Achieving Excellence

School Performance Reports Are Released by The New Jersey Department of Education

Elizabeth Public Schools Rankings Are Announced!

The Department Of Education Ranks
Schools Throughout The State of New
Jersey According to These Categories:

Very High Performance
High Performance
Average Performance
Lagging Performance
Significantly Lagging Performance

Report Highlights on Elizabeth Public Schools

- When ranked amongst schools in its peer group, 77 % of all of EPS have average, high, or very high performance in Academic Achievement
- When ranked amongst schools in its peer group, 88 % of all of EPS have average, high, or very high performance in College and Career Readiness
- When ranked amongst schools in the state, 91% of all of EPS have average to very high performance in College and Career Readiness
- When ranked amongst schools in its peer group, 68 % of EPS grades 3-8 schools have average, high, or very high performance in Student Growth

77 %

88 %

91 %

68 %

Algebra in the eight grade and a focus on increasing proficiency in Language Arts and Math have helped to provide Elizabeth Public Schools an opportunity to lead amongst its peers - while it also performs well within statewide categories for various schools and categories.

EPS will work diligently to improve performance across all categories, so that every child achieves excellence.

Every Child, Achieving Excellence

School Performance Reports Have Been Released by The New Jersey Department of Education
Here Are the Schools From Elizabeth Ranked In These Top Categories

Very High Performance					
High Performance					
At or above average					
Academic Achievement	College and Career Readiness	Student Growth	Academic Achievement	College and Career Readiness	Student Growth
Peer Ranked	Peer Ranked	Peer Ranked	State Ranked	State Ranked	State Ranked
7	26	3	7	7	3
22	7	4	22	29	7
14	22	7	EHS	26	4
30	29	19	14	22	14
3	30	6	Hamilton	30	21
13	12	14	26	14	19
29	14	13	30	21	12
EHS	27	29	29	12	6
Hamilton	EHS	12		27	13
26	18	23		8	29
8	21	28		18	23
18	3	21		3	28
27	8	27		4	
4	19	22		15	
15	13	20		25	
20	4	18		EHS	
23	28	8		Edison	
25	15	3		28	
6	25	30		19	
12	16			16	
16	20			6	
5	23			13	
19	Edison			20	
28	Hamilton			23	
Jefferson	5			5	
Edison	6			2	
	2			1	
	Dwyer			Hamilton	
	Jefferson			Dwyer	
	Halsey			Jefferson	

26 Schools that are either 'Very High Performing, high Performing or at or above average

30 Schools that are either 'Very High Performing, high Performing' or at or above average

19 Schools that are either 'Very High Performing or high Performing' or at or above average

8 Schools that are either 'Very High Performing, high Performing or at or above average

31 Schools that are either 'Very High Performing, high Performing' or at or above average

12 Schools that are either 'Very High Performing or high Performing' or at or above average

High School Graduation and Post-Secondary
Peer Ranked
EHS
Hamilton

High School Graduation and Post-Secondary
State Ranked
EHS
Hamilton

Every child, Achieving Excellence

The 100% Club

Schools That Have REACHED 100 % of Their Targets

- 100 % targets met at School 1 in Student Growth
- 100 % targets met at School 3 in Student Growth
- 100 % targets met at School 4 in Student Growth
- 100 % targets met at School 5 in Student Growth
- 100 % targets met at School 6 in Student Growth
- 100 % targets met at School 7 in Academic Achievement
- 100 % targets met at School 7 in College and Career Readiness
- 100 % targets met at School 7 in Student Growth
- 100 % targets met at School 8 in Student Growth
- 100 % targets met at School 12 in Student Growth
- 100 % targets met at School 13 in Student Growth
- 100 % targets met at School 14 in Student Growth
- 100 % targets met at School 15 in Student Growth
- 100 % targets met at School 16 in Student Growth
- 100 % targets met at School 18 in Student Growth
- 100 % targets met at School 19 in Student Growth
- 100 % targets met at School 20 in Student Growth
- 100 % targets met at School 21 in Student Growth
- 100 % targets met at School 22 in Student Growth
- 100 % targets met at School 22 in Academic Achievement
- 100 % targets met at School 22 in College and Career Readiness
- 100 % targets met at School 23 in Student Growth
- 100 % targets met at School 25 in Student Growth
- 100 % targets met at School 26 in College and Career Readiness
- 100 % targets met at School 27 in Student Growth
- 100 % targets met at School 28 in Student Growth
- 100 % targets met at School 29 in College and Career Readiness
- 100 % targets met at School 29 in Student Growth
- 100 % targets met at School 30 in College and Career Readiness
- 100 % targets met at School 30 in Student Growth
- 100 % targets met at Edison Career and Technical Academy in Academic Achievement
- 100 % targets met at EHS in Academic Achievement
- 100 % targets met at EHS in Graduation and Post Secondary
- 100 % targets met at Hamilton in Academic Achievement
- 100 % targets met at Hamilton in Graduation and Post Secondary
- 100 % targets met at Jefferson in Academic Achievement

*Statewide targets set by the
State of New Jersey In these
four categories:*

- *Academic Achievements*
- *College and Career
Readiness*
- *Student Growth*
- *Graduation and Post
Secondary*

Every Child, Achieving Excellence

GROWTH

The Percentage Increase in Peer and State Comparative Groups

Academic Achievement Peer Percentile			
	2013	2014	GROWTH
3	81	91	12%
7	99	100	1%
13	67	88	31%
14	93	96	3%
18	62	67	8%
20	40	60	50%
28	36	41	14%
29	83	88	6%
30	93	94	1%

Academic Achievement State Percentile			
	2013	2014	GROWTH
3	21	23	10%
13	18	24	33%
20	8	11	38%
23	15	18	20%
25	17	18	6%
27	32	35	9%

College and Career Peer Percentile			
	2013	2014	GROWTH
27	78	81	4%

College and Career State Percentile			
	2013	2014	GROWTH
4	55	60	9%
7	86	89	3%
12	68	70	3%
15	57	60	5%
27	63	69	10%

Student Growth Peer Percentile			
	2013	2014	GROWTH
3	85	100	18%
4	83	88	6%
7	59	88	49%
12	39	67	72%
13	62	73	18%
20	27	48	78%
21	7	56	700%
22	31	48	55%
23	51	57	12%
25	27	39	44%
27	49	51	4%
28	33	57	73%
29	38	68	79%

Student Growth State Percentile			
	2013	2014	GROWTH
3	61	85	39%
4	61	63	3%
6	45	47	4%
7	51	71	39%
12	26	49	88%
13	33	45	36%
15	13	16	23%
20	9	26	189%
21	8	52	550%
22	27	39	44%
23	29	43	48%
25	12	23	92%
27	38	39	3%
28	19	40	111%
29	27	44	63%
30	23	25	9%

GROWTH

The Percentage Increase in Peer and State Comparative Groups

Academic Achievement Peer Percentile			
	2013	2014	GROWTH
EHS	94	99	5%
Hamilton	84	86	2%

Academic Achievement State Percentile			
	2013	2014	GROWTH
EHS	89	98	10%
Hamilton	62	67	8%

College and Career Peer Percentile			
	2013	2014	GROWTH
Dwyer	36	55	53%
Edison	40	77	93%
EHS	88	91	3%
Halsey	29	49	69%
Hamilton	67	77	15%
Jefferson	28	53	89%

College and Career State Percentile			
	2013	2014	GROWTH
Dwyer	16	50	213%
Edison	18	63	250%
EHS	64	76	19%
Halsey	16	43	169%
Hamilton	48	59	23%
Jefferson	16	49	206%

Graduation and Post-Secondary Peer Percentile			
	2013	2014	GROWTH
Hamilton	57	70	23%

Graduation and Post-Secondary State Percentile			
	2013	2014	GROWTH
Dwyer	4	6	50%
Hamilton	30	45	50%



Equity • Expectations • Excellence

EQUITY

As a nation, America's Promise is that every child, regardless of race, ethnicity or social class, should receive a high quality, academically rich and rigorous public education.

EXPECTATIONS

The concept of high expectations is premised on the philosophical and pedagogical belief that a failure to hold all students to high expectations effectively denies them access to a high quality education, since the educational achievement of students tends to rise or fall in direct relation to the expectations placed upon them.

EXCELLENCE

Educational Excellence is defined as students performing at high levels or where students are making significant gains in academic achievement helping to prepare every child for global competitiveness.



Equity • Expectations • Excellence

Student

We believe ALL students can learn and achieve at high levels regardless of race, ethnicity, culture, neighborhood, household income or home language.

ALL Means ALL. We will narrow the achievement gaps of students by providing a high quality education to ensure that ALL of our students are college and career ready.

Teacher

We believe teachers make a positive difference in student achievement. Teachers will prepare ALL students for success in college, career, and our technological global society.

We believe that teachers are central in a child's life. Having an effective teacher is the single most important factor in student success.

Leader

We believe that effective leaders demonstrate unwavering commitment to high levels of achievement for ALL students.

Leaders will exemplify and support practices that promote high levels of achievement for ALL students.

Family

We believe that parents and caregivers are both valued partners and active participants in their children's learning. A shared sense of mutual responsibility for learning is the foundation for family involvement to ensure student success.

We are committed to engaging parents and caregivers in their children's education. We will develop a coordinated strategy that enables parents and caregivers to play an active role in building and sustaining family support for their children's learning and academic success.

Team

We believe that every member of the Elizabeth Public Schools team has a responsibility in producing and supporting high levels of achievement for ALL students.

Every member of the Elizabeth Public Schools team will make a measurable contribution to the success and achievement for ALL students by ensuring equitable distribution of resources throughout the organization.