

**New Jersey State Board of Education  
Minutes of the Regular Monthly Meeting  
In the Conference Room on the First Floor  
100 River View Executive Plaza  
Trenton, NJ**

**November 4, 2015**

**Presiding:** Mr. Mark Biedron, President

**Secretary:** David C. Hespe, Commissioner

**PRESENT CONSTITUTING A QUORUM**

**ABSENT**

Mr. Arcelio Aponte  
Dr. Ronald Butcher  
Mr. Joseph Fisicaro  
Mr. Jack Fornaro  
Ms. Edithe Fulton  
Dr. Ernest Lepore  
Mr. Andrew Mulvihill  
Mr. Peter Simon  
Dr. Dorothy Strickland

**CONVENING**

State Board of Education President Mark Biedron convened the public meeting with the reading of the statement pertaining to the public session of the State Board meeting as it complies with the New Jersey Open Public Meetings Act.

The Open Public Meetings Act was enacted to insure the right of the public to have advance notice of and to attend the meeting of public bodies at which any business affecting their interest is discussed or acted upon.

In accordance with the provisions of this Act, the State Board of Education has caused notice of this meeting to be published by having the date, time and place thereof posted in the Department of Education, Secretary of State's Office and notice also having been given to the State House Press Corps, the Governor's Office and the State Board agenda subscribers.

And seeing there was a quorum, the meeting of November 4, 2015, was called to order.

**ADJOURN TO EXECUTIVE SESSION**

President Biedron then read the resolution pertaining to the executive session of the State Board meeting as it complies with the Open Public Meetings Act.

**WHEREAS**, in order to protect the personal privacy and to avoid situations wherein the public interest might be disserved, the Open Public Meetings Act permits public bodies to exclude the public from that portion of a meeting at which certain matters are discussed, now therefore be it

**RESOLVED**, that consistent with the provision of *N.J.S.A. 10:4-12(b)*, the State Board of Education will now adjourn to executive session to discuss personnel and legal issues. The State Board immediately adjourned to executive session on November 4, 2015.

## **RECONVENING**

President Biedron reconvened the open meeting at 10:00 a.m. with the reading of the resolution pertaining to the resumption of the public session of the State Board meeting as it complies with the Open Public Meetings Act.

**WHEREAS**, consistent with the provision of *N.J.S.A. 10:4-12(b)*, the State Board will now adjourn from executive session to resume the open session of this meeting.

## **PLEDGE OF ALLEGIANCE**

## **APPROVAL OF MINUTES OF THE MEETINGS**

On a motion duly seconded and carried, the State Board members approved the minutes of the public meeting conducted on October 7, 2015. State Board members Ronald Butcher and Peter Simon abstained.

On a motion duly seconded and carried, the State Board members approved the minutes of the Retreat/Strategic Plan meeting conducted on October 21, 2015. State Board member Jack Fornaro abstained.

## **PRESIDENT'S REPORT**

### **Public Testimony**

President Biedron stated that public testimony session will be held today at 2 pm. He stated that the topic for today's public testimony would be the Managing for Equity and Equality in Education regulations.

President Biedron stated that public testimony session would not be held in December. He further stated that anyone interested in speaking at or also attending the public testimony session must register so the State Board staff can make proper arrangements for space. President Biedron further stated that members of the public should contact the State Board office at 609-984-6024 or check the following website <http://education.state.nj.us/sboe/reg.php> for updates.

### **NJ State Board of Education Retreat**

President Biedron stated that the State board held a Strategic Plan retreat on October 21, 2015. He also stated that during the retreat, a Strategic Plan committee was formed to assist in the development and writing of our Mission, Vision, and Belief statements. He further stated that this committee will meet with Stakeholders in the coming months to receive input and feedback on these statements.

President Biedron stated that more information about these meetings will be available after the committee has its next meeting.

### **NJ Council of County Vocational-Technical Schools Honors Joseph Fiscaro**

President Biedron stated that Vice President Fiscaro was honored by the NJ Council of County Vocational-Technical Schools for his support of career and technical education and NJ's 21 County Vocational-Technical Schools.

## **Permanent Student Representative**

President Biedron welcomed Alexis Bailey the 2015-2016 permanent student representative to the State Board of Education. Alexis is a junior from Bayonne High School in Hudson County. President Biedron also introduced Alexis's advisor, Ms. Kerry Toomey.

Alexis spoke to the board about the PARCC assessment and the requirements for students to take the exam.

## **Green and Sustainable Schools**

Dr. James Elder, an expert on environmental and sustainability education policy presented his work relative to the Green Schools Movement. Dr. Lawrence Feinsod, Executive Director, NJ School Boards Association and Dr. Scott McCartney, Superintendent of Egg Harbor Township School District talked about their efforts to implement The New Jersey Sustainable Schools Project throughout the state and specifically in the Egg Harbor Township Schools.

## **COMMISSIONER'S REPORTS**

### **Annual Report of the State Operated School District of the City of Newark Public Schools**

Christopher D. Cerf, Superintendent of the State Operated School District of the City of Newark Public Schools provided his annual report to the State Board of Education. His report focused on four main topics: Progress to Date, On-going Academic Initiatives, Budget and the District Improvement Plan.

#### *Progress to Date:*

Superintendent Cerf stated that Newark families have greater access to high quality schools of all kinds, and are receiving more support and resources to make the right choices. He also stated that the district is engaging families more directly through school board meetings and increased community engagement efforts. He further stated that the district is providing more support for parents through enrollment support centers, community engagement specialists, better communication, and improved informational materials about our schools.

Superintendent Cerf stated that the family support center served approximately 7500 families this summer and fall. He also stated that the district is improving its system to provide more quality school options – because parents have shown that they value them. He further stated that for the 2015-16 school years: 75% of kindergarten families preferred a school that was not their closest district school and 42% of families selected a charter school as their first choice.

#### *On-going Academic Initiatives:*

Superintendent Cerf stated the district is focusing on four key areas to prepare all children to reach their potential through excellent teaching and school leadership. He stated that the district is engaged in providing intensive professional development and support to educators and administrators; investing in state of the art classroom resources and teacher instruction; understanding student learning and differentiated supports; and using investments in technology to create 21st Century Learners.

#### *Budget:*

Superintendent Cerf stated that the district is focused on closing its \$12.9 million budget gap for this year. He stated that increased enrollment and flat funding caused the gap. He further stated that the district has specific plans for tackling the budget problem.

*District Improvement Plan:*

Superintendent Cerf stated that the district is focused on developing a District Improvement Plan to address the areas of Governance, Instruction and Program and Personnel. He also stated that he and his staff identified the primary issues that need to be resolved in order to be successful in those NJ QSAC monitored areas (i.e. **Governance**--Strategic Planning, Timely Contracts and Board Minutes; **Instruction and Program**--Student Learning Outcomes and Technology Use; **Personnel**--Teacher Assignment/Certification and File Integrity) He further stated that the district will engage in a series of events to research and then engage the community to receive input on its Strategic priorities over the next 5 months with the goal of sharing the priorities publically in March of 2016.

**Standards Review Process Update**

Kimberley Harrington, Chief Academic Officer provided an update on the work of the Standards Review Committee. She stated that the committee members are reviewing the feedback and input provided through the survey, the listening tours and the website. She also stated that over the next few weeks the committee will be drafting its recommendations to present to the State Board at their January meeting.

**Partnership for the Assessment of Readiness for College and Careers (PARCC) Reports**

Bari Erlichson, Chief Performance Officer provided presentations on PARCC Results for Year One and Next Steps. The Year One presentation focused on the performance level setting process and setting cut scores. The Next Steps presentation focused on the end of course outcomes and grades, release of test items, professional learning opportunities and graduation requirements.

Jay Doolan, CEO, The Foundation for Educational Administration and Marie Adair, Executive Director, New Jersey ASCD also provided an overview of the PARCC Data Series, a series of workshops on interpreting and using the data reports of PARCC assessments.

All of these presentations can be found at the following website: <http://www.state.nj.us/cgi-bin/education/sboe/sboe.pl?y=2015&m=November&t=public>.

**ITEMS FOR CONSIDERATION:**

*\*Items scheduled for a vote are marked with an asterisk.*

**\*A. Appointment(s)**

- There were no appointments.

**\*B. Certification of School Districts**

- Certified for a period of three years, the following school districts recommended by the Commissioner, pursuant to N.J.S.A. 18A:7A-14a and b.

<b>Certified School District</b>	<b>County</b>
Kingsway Regional	Gloucester

**\*C. Professional Standards**  
**NJ Educator Preparation Programs**  
**State Board of Examiners and Certification**  
**Professional Development for Teaching Staff Members and School Leaders**

- Adopted as amended the readoption with amendments to Chapters 9, Professional Standards; 9A, NJ Educator Preparation Programs; 9B, State Board of Examiners and Certification; and 9C, Professional Development for Teaching Staff Members and School Leaders pertaining to educator preparation and licensing, pursuant to N.J.S.A. 18A:1-1, 18A:4-15, 18A:6-34 and 38, and 18A:26-2.7 and 10; and P.L. 2012, c. 11.

**\*D. PARCC Assessment Standards Setting Resolution**

- Adopted the following resolution approving the New Jersey PARCC Assessment Standard Setting Scores, pursuant to N.J.A.C. 6A:8-4.1(b)1.

**RESOLUTION TO ESTABLISH SCORE STANDARDS FOR  
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE  
AND CAREERS (PARCC): GRADES 3 THROUGH 8  
MATHEMATICS AND LANGUAGE ARTS LITERACY; ALGEBRA I;  
GEOMETRY; ALGEBRA II; ENGLISH LANGUAGE ARTS 9, 10 and 11**

**WHEREAS**, the goal of public schools is to provide all students with a thorough and efficient education as defined by the *Core Curriculum Content Standards* (CCCS) so they may function politically, economically, and socially in our democratic society; and

**WHEREAS**, the Partnership for Assessment of Readiness for College and Careers (PARCC) is provided for assessing student progress toward demonstrating a thorough understanding of essential knowledge and skills delineated by our State standards; and

**WHEREAS**, N.J.A.C. 6A:8-4.1(b) requires the State Board of Education to establish uniform Statewide criteria defining adequate school district progress toward meeting the CCCS; and

**WHEREAS**, the established levels in characterizing whether a student's performance on the assessment meets the expectations of grade level are: Not Yet Meeting Expectations; Partially Meeting Expectations; Approaching Expectations; Meeting Expectations; and Exceeding Expectations; and

**WHEREAS**, the corresponding summative scale score associated with the cut scores recommended by the Commissioner of Education for PARCC grades 3 through 8, Algebra I, Geometry, Algebra II, and English Language Arts 9, 10 and 11 are as follows:

Grade 3 mathematics: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 790 for the exceeding expectations level;

Grade 4 mathematics: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 796 for the exceeding expectations level;

Grade 5 mathematics: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 790 for the exceeding expectations level;

Grade 6 mathematics: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 788 for the exceeding expectations level;

Grade 7 mathematics: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 786 for the exceeding expectations level;

Grade 8 mathematics: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 801 for the exceeding expectations level;

Algebra I: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 805 for the exceeding expectations level;

Geometry: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 783 for the exceeding expectations level;

Algebra II: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 808 for the exceeding expectations level;

Grade 3 language arts literacy: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 810 for the exceeding expectations level;

Grade 4 language arts literacy: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 790 for the exceeding expectations level;

Grade 5 language arts literacy: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 799 for the exceeding expectations level;

Grade 6 language arts literacy: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 790 for the exceeding expectations level;

Grade 7 language arts literacy: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 785 for the exceeding expectations level;

Grade 8 language arts literacy: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 794 for the exceeding expectations level;

English Language Arts 9: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 791 for the exceeding expectations level;

English Language Arts 10: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 794 for the exceeding expectations level;

English Language Arts 11: 700 for the partially meeting expectations level; 725 for the approaching expectations level; 750 for the meeting expectations level; 792 for the exceeding expectations level; now, therefore be it

**RESOLVED**, the cut scores recommended by the Commissioner of Education for the Partnership for Assessment of Readiness for College and Career (PARCC) grades 3 through 8, Algebra I, Geometry, Algebra II, and English Language Arts 9, 10 and 11 shall apply to the spring 2015 administration and be

the basis for reporting scores for future administrations, until such time as the Board shall establish new performance standards for these assessments.

**WORK SESSION**

There was no work session.

**NEW BUSINESS**

There was no new business.

**ADJOURNMENT**

On a motion duly seconded and carried, the State Board of Education adjourned its November 4, 2015, public meeting at 2:10 p.m.

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David C. Hesse, Commissioner  
Secretary, State Board of Education