

DELAWARE VALLEY CONSORTIUM FOR EXCELLENCE AND EQUITY



CATALYST @ Penn GSE

NEW JERSEY CONSORTIA FOR EXCELLENCE THROUGH EQUITY-SOUTH



NEW JERSEY CONSORTIA FOR EXCELLENCE THROUGH EQUITY-CENTRAL



NEW JERSEY CONSORTIA FOR EXCELLENCE THROUGH EQUITY-NORTH



LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY -NASSAU



LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY -SUFFOLK



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INTRODUCTION

Throughout our country, and in our region, there exist great individual public schools, inspiring and dedicated teachers, and innovative and committed educational leaders. The challenge before us is not the creation of individual pockets of greatness, but rather the development of school district systems and the communities that continually reach to improve the quality and depth of educational learning opportunities for each and every one of their students, and that reflect excellence, continuous innovation and improvement, and equity in opportunity in policies and practice.

In 2004 the Penn Center for Educational Leadership in the Graduate School of Education at the University of Pennsylvania, in collaboration with the School District of Cheltenham Township, and with support from and in partnership with the Pennsylvania Department of Education, initiated the *Delaware Valley Minority Student Achievement Consortium*, now the *Delaware Valley Consortium for Excellence and Equity*, to form and sustain a regional network of school districts in Pennsylvania, New Jersey and Delaware that were committed to working together to enhance the achievement, well-being and future success of their struggling diverse students and close the districts' pervasive and long-standing opportunity and achievement gaps.

Working intensively over past thirteen years we have developed a unique, cost-effective and self-sustaining regional school district consortium model for addressing these priority areas, all of which are focused around inter-district collaboration and shared learning for continuous improvement in closing the preparation, opportunity, and achievement gaps observed for disproportionate numbers of students of color and/or students coming from economic disadvantage.

Over the years, the work of the DVCEE has seeded multiple other consortia:

- ***Learning Achievement Coalition–Oakland County*** (LAC-O) in metropolitan Detroit, Michigan in partnership with the Oakland Schools and Oakland University School of Education in 2006
- ***New Jersey Network to Close the Achievement Gaps-South*** (NJNCAG-S) in southern New Jersey in partnership with the Educational Information and Resource Center in 2007
- ***New York Consortium for Excellence and Equity*** (NYCEE) in metropolitan New York City in partnership with the Putnam-Northern Westchester BOCES in 2011
- ***Long Island Consortium for Excellence and Equity –Nassau County*** (LICEE-N) in metropolitan New York City in partnership with the Nassau BOCES in 2012
- ***Central Jersey Consortium for Excellence and Equity*** in central New Jersey in partnership with the Monmouth University School of Education in 2012
- ***South Central Pennsylvania Consortium for Excellence and Equity*** in partnership with the Capital Area Intermediate Unit in 2015
- ***Greater Lehigh Valley Consortium for Excellence and Equity*** in partnership with the Lehigh University School Study Council in 2015
- ***New Jersey Network to Close the Achievement Gaps-North*** (NJNCAG-N) in northern New Jersey in partnership with the Educational Information and Resource Center in 2015
- ***New Jersey Network to Close the Achievement Gaps-Central***(NJNCAG-C) in central New Jersey in partnership with the Educational Information and Resource Center in 2016
- ***Long Island Consortium for Excellence and Equity -Suffolk County*** (LICEE-S) in metropolitan New York City in partnership with the Eastern Suffolk BOCES in 2017
- ***New Jersey Consortia for Excellence Through Equity North-Central-South*** throughout New Jersey in partnership with the New Jersey Association of School Administrators in 2017

We know that the presence of disparities in student achievement and attainment defined by race/gender/economics are by no means a new development in our country or region; however, the elimination of these disparities is becoming a national educational and economic imperative that has virtually gone unattended to at the district/community level or in whole system ways, in urban districts, as well as our small urban, suburban and rural districts that lie within the metropolitan context of our large cities.

For years, evidence of disparities in achievement and attainment have been well-documented for low-income, boys and/or students of color in urban, suburban and rural school districts evidenced in standardized test score performance, grades, discipline referral and suspension rates, graduation rates, college-going and college graduation rates, placement in honors and advanced placement courses/tracks, placement in special education and remedial education classes, and almost every relevant indicator of academic performance and success.

Since their inception, the PennGSE Excellence and Equity Consortia have served well over 200 districts and partnered with multiple County Intermediate Units in PA and BOCES in NY, the College Board, the Pennsylvania State Education Association, the Pennsylvania Association of School Administrators, the New Jersey Association of School Administrators and Educational Testing Service in systemically addressing achievement and opportunity gaps from a "big-picture" district and community perspective. The Consortia are collaborative network of school districts throughout Pennsylvania, New York and New Jersey that are committed to supporting one another in assuring that all students graduating from their systems be equipped with the skills, knowledge and dispositions for post-secondary college, career and life success.

Dr. Robert L. Jarvis at Catalyst@PennGSE in the Graduate School of Education at the University of Pennsylvania and his regional partners have provided leadership for program development, and have provided technical assistance and training resources, facilitated collaborative

relationships with regional and national partners, and sought on-going support to enhance member district's efforts and capacities to individually and collectively address their observed achievement disparities through:

- engagement of district leadership teams, that include students, parents, teachers, administrators, and community representatives, in on-going dialog, high level professional development and action planning focused on the reducing the impact of race and economics on K-12 student success;
- coordination of regional conferences and institutes;
- refinement of individual district and consortium-wide collection, analysis, and dissemination of critical disaggregated data that defines the gaps;
- facilitation of district/school administrator and teacher leadership development for promoting meaningful and impactful change and using disaggregated data to inform necessary transformation of instructional and curriculum policies and practices and curricular decisions that would ensure enhanced achievement for all students;
- researching and sharing promising systemic strategies that have proved to be successful in addressing the learning and developmental needs of their increasingly diverse learners regionally and elsewhere in the country.

MISSION AND BELIEFS

All of our Consortia are driven by a mission to positively transform the lives of each and every one of our students by preparing them for success in post-secondary education and in life – especially our diverse children and youth who have traditionally struggled academically in our systems, or who might likely be the first in their family to attend and graduate from college.

Our member districts are committed to the success of every student in each of our schools, and are committed to equity by recognizing and eliminating institutional barriers to allow all students' increasing inclusion in and opportunities to access the best of what our districts have to offer. We seek to assure that students' identities will not predict or predetermine their success in school and life. We collectively and continuously seek the real possibility of equality of educational outcomes for each student and between our diverse subgroups of students.

We are partners and a strong collective voice who can help gather the resources, thought and energy needed to create and sustain meaningful educational change to the benefit all of the children we serve locally, regionally and state-wide. The Consortia serves as a valuable resource where the best of what we know of research and informed practice percolate- ideas and strategies that help district leaders effectively address their critical local challenges of securing and sustaining high level student achievement for all and educational equity. We are committed to strengthen the capacities of our districts to advance new district and school-level practices and programs that positively impact success of their diverse learners.

Our progress toward excellence and equity requires innovative and collaborative approaches to educational reform, approaches that allow district and school decision-makers to reflect upon their practice and improve their systems' capacities to deliver intellectually engaging and impactful learning experiences that are accessible to each and every child that they serve. We recognize that system leadership is paramount in promoting and supporting meaningful change and improvement. Our district leaders are committed to creating and sustaining structures, curricula and programs that will eliminate pervasive opportunity, achievement and attainment gaps defined by race/ethnicity, gender, language, (dis)ability or family economic background. Our work is informed by the following Six Goals of Educational Equity (Bradley Scott, 2008):

Goal 1: Comparably High Academic Achievement and Other Student Outcomes As data on academic achievement and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners and achievement, attainment and performance gaps are virtually non-existent.

Goal 2: Equitable Access and Inclusion There exists unobstructed entrance into, involvement of and full participation of all learners in programs and activities within our schools.

Goal 3: Equitable Treatment Patterns of interaction between individuals and within our school environments are characterized by acceptance, valuing, respect, support, safety and security such that all students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard.

Goal 4: Equitable Opportunity to Learn The creation of learning opportunities so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the requisite pedagogical, social, emotional and psychological supports to achieve the high standards of excellence that are established.

Goal 5: Equitable Resources Funding, staffing and other resources for equity-based excellence that are manifested in the existence of equitably assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, instructional materials and

equipment, and all other instructional supports, are distributed in an equitable and fair manner such that the notion that all diverse learners must achieve high academic standards and other school outcomes become possible.

Goal 6: Equitable Shared Accountability The assurance that all education stakeholders accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.

We believe that excellent and effective school systems are those with:

- A strong commitment to both excellence and educational equity;
- A commitment to “measure what matters” and effectively use disaggregated data to drive change and inform structures, programs, curricula and instruction;
- Policies and daily practices that communicate high expectations for the success of all students;
- Policies and daily practices that create opportunities for all students to access, take advantage of and thrive in intellectually rigorous curricula and engaging and enriching curricular and non-curricular learning experiences;
- Supportive learning environments that define success through students’ high level intellectual engagement, academic achievement and quality character and social-emotional development;
- Culturally proficient educators who care deeply about the welfare and success of each and every one of their students, understand the content they teach and ultimately engage their students in taking ownership and responsibility for their own learning;
- Effective and supportive “leadership for learning” at both district and school levels;
- District administrators who actively support principals and teachers in improving their craft through on-going dialog and shared professional learning, and who always make decisions in the best interests of all students through an “equity lens”;
- Effective systems to assess student classroom learning, to evaluate what works most effectively in reaching and teaching diverse learners and maximizing their learning opportunities, and to effectively and creatively allocate human and financial resources accordingly; and
- Strong partnerships with engaged and committed families and communities.

DISTRICT COMMITMENTS

- Exploring and explicitly acknowledging the unique nature of the achievement and opportunity to learn gaps in their district/community;
- Actively collaborating with other consortium districts to discover, propose, and implement organizational and instructional strategies that measurably close the gaps;
- Monitoring critical district/school disaggregated data, including:
 - student assessments (State and district achievement measures, Advanced Placement, International Baccalaureate, PSAT/SAT performance),
 - grades/GPA,
 - student and parent perceptions of their experiences,
 - enrollment patterns in advanced placement-international baccalaureate-honors-gifted-math and science courses,
 - enrollment patterns in Title 1-remedial programs and/or special education,
 - discipline referral rates and consequences,
 - extracurricular involvement,
 - attendance rates and patterns,
 - high school graduation rates,
 - college-going rates/attending first college of choice, and
 - college persistence and success.
- Changing school structures, policies and practices that reinforce and sustain the gaps;
- Developing annual plans to address district goals for closing/eliminating the gaps, including measurable objectives and outcomes;
- Participating in shared leadership and learning experiences, and disseminate promising and effective practices;
- Providing learning opportunities for emerging diverse student leaders in middle and high school; and
- Enhancing the recruitment and retention of administrators and teachers of color.

ACTIVITIES

To reach our long-term goals, our Consortia provide year-long technical assistance and training resources for all critical stakeholders (district and school administrators, teachers, school counselors and other pupil support staff, parents/caregivers and students), facilitate collaboration and nurture substantive relationships with regional and national experts in an effort to enhance member districts’ capacities to better address their observed achievement and attainment disparities by:

- Providing support in the development and implementation of equity-informed district strategic plans;
- Engaging district leadership teams in year-long, sustained and on-going high level professional learning, on-going dialog and action planning focused on reducing the impact of race/ethnicity and class on pre K-12 student learning and success;
- Facilitating Annual Middle and High School Student Leadership Institutes;
- Facilitating Annual Educators of Color Recruitment Fairs in PA and NJ;
- Facilitating Summer Leading for Equity Institutes/Conferences
- Facilitating leaders' reflection and learning for promoting meaningful, impactful and sustainable change in their systems;
- Researching and sharing promising practices and strategies that have proved to be successful in addressing student underachievement locally and throughout the country; and
- Actively engaging in local and state-wide education policy development that furthers excellence and equity in our school systems.

ANTICIPATED 2018-19 PENN CONSORTIA FOR EXCELLENCE AND EQUITY MEMBER SCHOOL DISTRICTS

Delaware Valley Consortium for Excellence and Equity

Abington School District	Amy Sichel, Superintendent	Abington, PA
Bensalem School District	Samuel Lee, Superintendent	Bensalem, PA
Brandywine School District	Mark Holodick, Superintendent	Wilmington, DE
Bucks County Intermediate Unit	Mark Hoffman, Executive Director	Doylestown, PA
Colonial School District	Michael Christian, Superintendent	Plymouth Meeting, PA
Centennial School District	David Baugh, Superintendent	Warminster, PA
Cheltenham Township School District	Wagner Marseille, Superintendent	Elkins Park, PA
Chichester School District	Gregory Puckett, Interim Superintendent	Aston, PA
Central Bucks School District	John Kopicki, Superintendent	Doylestown, PA
Chester County Intermediate Unit	Joseph O'Brien, Executive Director	Downingtown, PA
Council Rock School District	Robert Fraser, Superintendent	Newtown, PA
Delaware County Intermediate Unit	Maria Edelberg, Executive Director	Morton, PA
Great Valley School District	Regina Palubinsky, Superintendent	Malvern, PA
Hatboro-Horsham School District	Curtis Griffin, Superintendent	Horsham, PA
Haverford School District	Maureen Reusche, Superintendent	Havertown, PA
Interboro School District	Bernadette Riley, Superintendent	Prospect Park, PA
Jenkintown School District	Jill Takacs, Superintendent	Jenkintown, PA
Lower Merion School District	Robert Copeland, Superintendent	Ardmore, PA
Morrisville School District	Jason Harris, Superintendent	Morrisville, PA
Neshaminy School District	Joseph Jones, Superintendent	Langhorne, PA
Norristown Area School District	Christopher Dormer, Superintendent	Norristown, PA
Phoenixville Area School District	Alan Fegley, Superintendent	Phoenixville, PA

Pennsbury School District	William Gretzula, Superintendent	Fallsington, PA
Perkiomen Valley School District	Barbara Russell, Superintendent	Collegeville, PA
Radnor Township School District	Kenneth Batchelor, Superintendent	Wayne, PA
Rancocas Valley High School District	Christopher Heilig, Superintendent	Mount Holly, NJ
Reading School District	Khalid Mumin, Superintendent	Reading, PA
Red Clay Consolidated School District	Mervin Daugherty, Superintendent	Wilmington, DE
Ridley School District	Lee Ann Wentzel, Superintendent	Folsom, PA
Rose Tree Media School District	Eleanor DiMarino-Linnen, Acting Superintendent	Media, PA
Salem City School District	Patrick Michel, Superintendent	Salem, NJ
Southeast Delco School District	Stephen Butz, Superintendent	Folcroft, PA
Spring Ford Area School District	David Goodin, Superintendent	Royersford, PA
Springfield Township School District	Nancy Hacker, Superintendent	Oreland, PA
Tredyffin/Easttown School District	Richard Gusick, Superintendent	Wayne, PA
Upper Darby School District	Daniel McGarry, Acting Superintendent	Drexel Hill, PA
Upper Dublin School District	Steven Yanni, Superintendent	Maple Glen, PA
Upper Merion School District	John Toleno, Superintendent	King of Prussia, PA
West Chester School District	James Scanlon, Superintendent	West Chester, PA
Wallingford-Swarthmore School District	Lisa Palmer, Superintendent	Wallingford, PA
Wissahickon School District	James Crisfield, Superintendent	Ambler, PA

New Jersey Consortium for Excellence Through Equity-South

Atlantic City School District	Barry Caldwell, Superintendent	Atlantic City, NJ
Berlin Township Schools	Edythe Austermuhl, Superintendent	West Berlin, NJ
Cherry Hill Public Schools	Joe Meloche, Superintendent	Chery Hill, NJ
Cinnaminson Township Public Schools	Stephen Cappello, Superintendent	Cinnaminson, NJ
Clementon School District	Kathleen Haines, Superintendent	Clementon, NJ
Delsea Regional/Elk Township School Districts	Piera Gravenor, Superintendent	Franklinville, NJ Glassboro, NJ
Edgewater Park Township School District	Roy Rakszawski, Superintendent	Edgewater Park, NJ
Galloway Township Public Schools	Annette Giaquinto, Superintendent	Galloway, NJ
Glassboro School District	Mark Silverstein, Superintendent	Glassboro, NJ
Gloucester Township School District	John Bilodeau, Superintendent	Blackwood, NJ
Hammonton Public Schools	Robin Chieco, Superintendent	Hammonton, NJ

Lenape Regional High School District	Carol Birnbohm, Superintendent	Shamong, NJ
Lindenwold Public Schools	Lori Moore, Superintendent	Lindenwold, NJ
Lumberton Township School District	Joe Langowski, Superintendent	Lumberton, NJ
Maple Shade School District	Beth Norcia, Superintendent	Maple Shade, NJ
Middle Township Public Schools	David Salvo, Superintendent	Cape May Courthouse, NJ
Monroe Township School District	Charles Earling, Superintendent	Williamstown, NJ
Mount Holly School District	Jim DiDonato, Superintendent	Mt. Holly, NJ
Ocean City School District	Kathleen Taylor, Superintendent	Ocean City, NJ
Palmyra Public Schools	Brian McBride, Superintendent	Palmyra, NJ
Pemberton Township School District	Anthony Trongone, Superintendent	Pemberton, NJ
Pine Hill School District	Ken Koczur, Superintendent	Pine Hill, NJ
Swedesboro-Woolwich School District	Kristin O'Neil, Superintendent	Woolwich Township, NJ
Washington Township School District	Joseph Bollendorf, Superintendent	Sewell, NJ

New Jersey Consortium for Excellence Through Equity-Central

East Brunswick Public Schools	Victor Valeski, Superintendent	East Brunswick, NJ
Franklin Township Public Schools	John Ravally, Superintendent	Somerset, NJ
Hamilton Township School District	Scott Rocco, Superintendent	Hamilton, NJ
Hillsborough Township Public Schools	Jorden Schiff, Superintendent	Hillsborough, NJ
Middlesex School District	Linda Madison, Superintendent	Middlesex, NJ
North Brunswick Township School District	Brian Zychowski, Superintendent	North Brunswick, NJ
Perth Amboy Public Schools	David Roman, Superintendent	Perth Amboy, NJ
Piscataway Township Schools	Teresa Rafferty, Superintendent	Piscataway, NJ
Plainfield Public School District	Ronald Bolandi, Interim Superintendent	Plainfield, NJ
South Brunswick School District	Scott Feder, Superintendent	Monmouth Junction, NJ
Watchung Hills Regional HS District	Elizabeth Jewett, Superintendent	Warren, NJ

New Jersey Consortium for Excellence Through Equity-North

Belleville Public Schools	Richard Tomko, Superintendent	Belleville, NJ
Bergenfield Public Schools	Christopher Tully, Superintendent	Bergenfield, NJ
Dumont Public Schools	Emanuele Triggiano, Superintendent	Dumont, NJ
Garfield School District	Nicholas Perrapato, Superintendent	Garfield, NJ
Hackensack Public Schools	Rosemary Marks, Superintendent	Hackensack, NJ
Hoboken Public Schools	Christine Johnson, Superintendent	Hoboken, NJ

Montclair Public Schools	Kendra Johnson, Superintendent	Montclair, NJ
Moonachie Public Schools	Jonathan Ponds, Superintendent	Moonachie, NJ
N Warren Regional School District	Sarah Bilotti, Superintendent	Blairstown, NJ
Teaneck Public Schools	Christopher Irving, Superintendent	Teaneck, NJ

Long Island Consortium for Excellence and Equity-Nassau County

Baldwin Schools	Shari Camhi, Superintendent	Baldwin, NY
Carle Place School District	David Flatley, Superintendent	Carle Place, NY
East Meadow Schools	Kenneth Card, Superintendent	Westbury, NY
East Rockaway School District	Lisa Ruiz, Superintendent	East Rockaway, NY
Elmont School District	Al Harper, Superintendent	Elmont, NY
Farmingdale Public Schools	Paul Defendini, Superintendent	Farmingdale, NY
Hempstead Public Schools	Regina Armstrong, Acting Superintendent	Hempstead, NY
Hewlett-Woodmere Public Schools	Ralph Marino, Jr., Superintendent	Woodmere, NY
Levittown Public Schools	Tonie McDonald, Superintendent	Levittown, NY
Long Beach Public Schools	Jennifer Gallagher, Superintendent	Long Beach, NY
Malverne School District	Jim Hunderfund, Superintendent	Malverne, NY
Mineola Public Schools	Mike Nagler, Superintendent	Mineola, NY
Oyster Bay-East Norwich Central SD	Laura Seinfeld, Superintendent	Oyster Bay, NY
Pelham Public Schools	Cheryl Champ, Superintendent	Pelham, NY
Rockville Centre School District	William Johnson, Superintendent	Rockville Centre, NY
Roosevelt School District	Marnie Hazelton, Superintendent	Roosevelt, NY
Sewanhaka Central HS District	Ralph Ferrie, Superintendent	Floral Park, NY
Uniondale Public Schools	William Lloyd, Superintendent	Uniondale, NY
Valley Stream School District 30	Nicholas Stirling, Superintendent	Valley Stream, NY
Valley Stream Central HS District	William Heidenreich, Superintendent	Valley Stream, NY
Westbury Public Schools	Eudes Budhai, Superintendent	Westbury, NY
West Hempstead School District	Daniel Rehman, Superintendent	West Hempstead, NY

Long Island Consortium for Excellence and Equity-Suffolk County

Brentwood UFSD	Levi McIntyre, Superintendent	Brentwood, NY
Bridgehampton UFSD	Lois Favre, Superintendent	Bridgehampton, NY
Connetquot Central SD	Lynda Adams, Superintendent	Bohemia, NY
East Islip UFSD	John Dolan, Superintendent	Islip Terrace, NY

Eastern Suffolk BOCES

David Wicks, District Superintendent

Patchogue, NY

Hampton Bays Public Schools

Lars Clemensen, Superintendent

Hampton Bays, NY

Patchogue-Medford SD

Michael Hynes, Superintendent

Patchogue, NY

Remsenburg Public Schools

Ronald Masera, Superintendent/Principal

Remsenburg, NY

Sachem Central School District

Kenneth Graham, Superintendent

Lake Ronkonkoma, NY

Smithtown Central School District

James Grossane, Superintendent

Smithtown, NY

Southampton UFSD

Nicholas Dyno, Superintendent

Southampton, NY