Hackensack Middle School

Hackensack Middle School
Dual Leadership

- Provide historical context of Middle School Structure.
- Provide and discuss historical and current data points from various stakeholders that support new structure model.
- Provide rationale and benefits of Dual leadership model.
- Provide information and clarity on intended new Middle School structure.

Agenda: The What, the Why, and the How

- Middle School Demographics
- HMS History
- Why Data Matters
- Data Points
- Dual Leadership Rationale
- Dual Leadership Benefits
- Structure
- Next Steps
- Resources

Ethnicity/Race

Ethnicity/Race

White
4.3%

Multiple Categories
2.6%

Hispanic or Latino
70.1%

Asian
3.6%

Black or African
19.0%
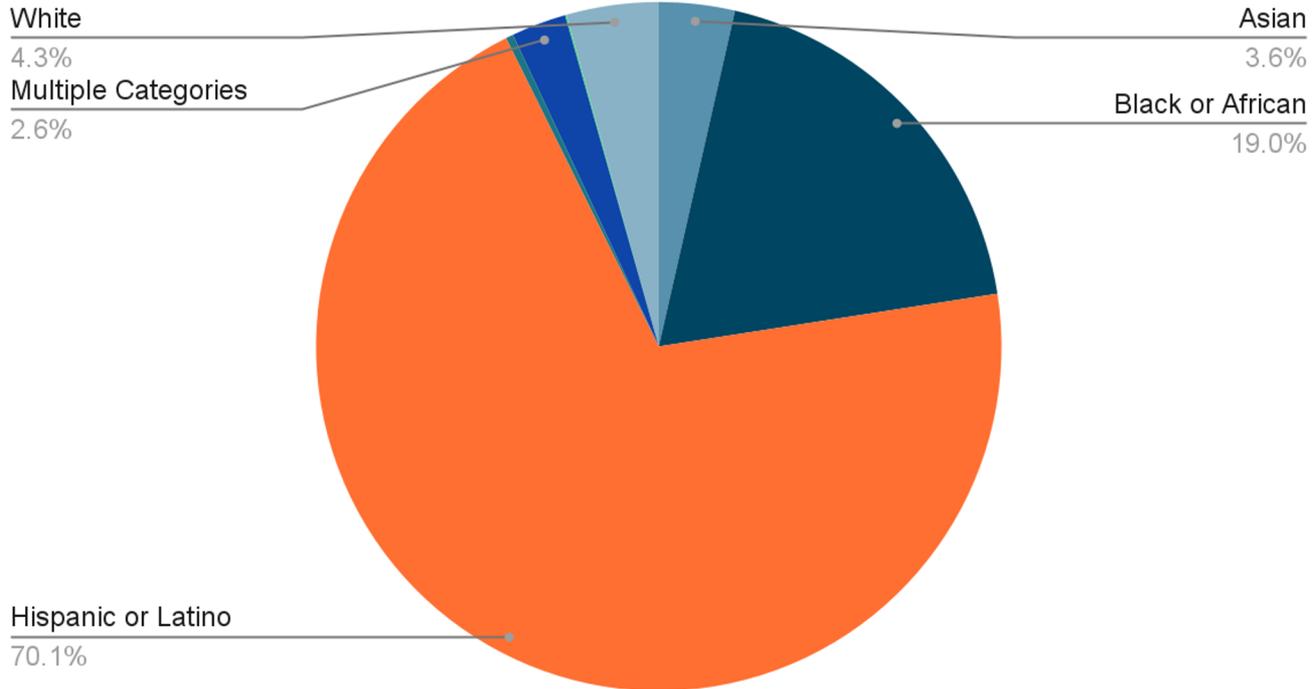
Ethnicity/Race	Overall		5		6		7		8	
	#	%	#	%	#	%	#	%	#	%
Asian	51	4%	18	5%	12	3%	12	4%	9	2%
Black or African American	271	19%	67	18%	74	21%	64	19%	66	18%
Hispanic or Latino	1001	70%	259	69%	243	69%	237	71%	262	72%
American Indian or Alaska Native	5	0.4%	0	0%	1	0.3%	1	0.3%	3	1%
Multiple Categories Reported	37	3%	14	4%	8	2%	7	2%	8	2%
Native Hawaiian or Other Pacific Islander	1	0.1%	0	0%	1	0.3%	0	0%	0	0%
White	62	4%	17	5%	13	4%	15	4%	17	5%
Total	1428		375		352		336		365	

Demographic Breakdown

| Grade	Total	Male		Female		Multilingual		Special Ed		Free/Reduced Lunch	
		#	%	#	%	#	%	#	%	#	%
5	375	184	49%	191	51%	69	18%	79	21%	259	69%
6	352	167	47%	185	53%	59	17%	80	23%	224	64%
7	336	197	59%	139	41%	65	19%	67	20%	210	63%
8	365	192	53%	173	47%	55	15%	69	19%	219	60%
Total	**1428**	740	**52%**	688	**48%**	248	**17%**	285	**20%**	912	**64%**

Hackensack Middle School Demographics

- 1428 students (as of April 14, 2024)

- 64% Economically Disadvantaged Students
- 17% Multilingual Learners
- 20% Student with Disabilities
- 2.2% Homeless Students

- 21% Students with Chronic Absenteeism

Demographics

Chronic Abs 21%

MLLs 17%

Sp. ED 20%

Homeless 2%

ED 64%

- MLLs
- ED
- Homeless
- Special Ed
- Chronic Abs
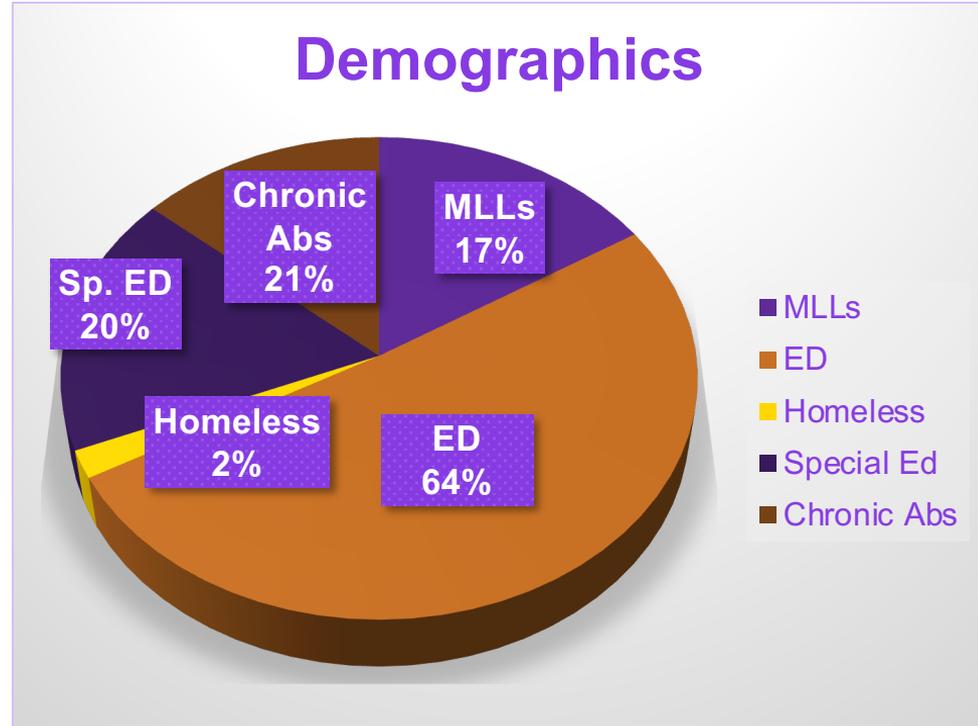
Hackensack Middle School's Leadership History

2000-2010 — **2011** — **2011-2024** — **16 Principals in 24 Years**

9 Total Principals

3 School Principals at the 5-6 School

6 School Principals at the 7-8 School

Two Schools Combined

The two buildings combine to one school with one Principal and four Vice Principals.

7 Total Principals

7 Total Principals in 13 years
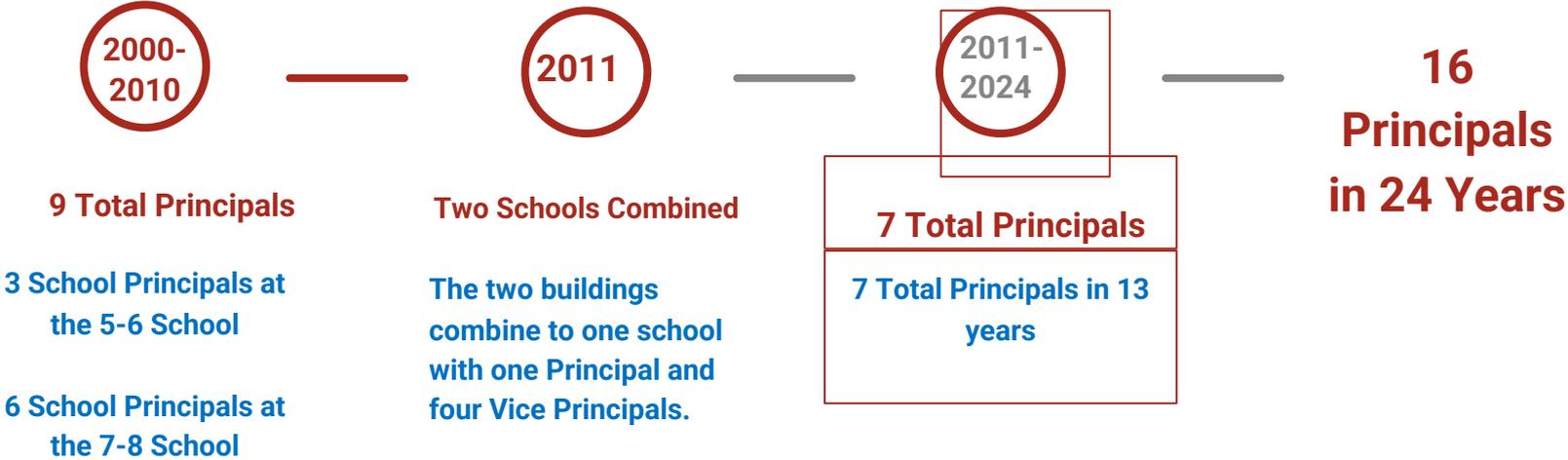
Data Analysis: Hackensack Middle School

"Passion provides purpose, but data drives decisions." -
Andy Dunn

Math (2022- 2023)

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	7% (25)	97% (316)
6	14% (41)	86% (263)
7	12% (45)	88% (323)
8	12% (36)	88% (276)

Algebra
56 - Students with valid scores
41 - Proficient (73%)
15 - Did not meet expectations (27%)

Geometry
14 - valid scores
14 - Proficient (100%)

1325 - Students with valid scores grades 5-8
  147 - Proficient grades 5-8
1178 - Did not meet expectations grades 5-8

Math (2022-2023)

Students with Disabilities

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	1% (1)	99% (73)
6	5% (3)	95% (58)
7	1% (1)	99% (71)
8	3% (2)	97% (74)

Socio Economic Disadvantage

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	6% (12)	94% (196)
6	8% (15)	92% (173)
7	12% (24)	88% (185)
8	9% (18)	91% (176)

Multilingual Learner

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	0%	100% (67)
6	0%	100% (49)
7	4% (2)	96% (47)
8	3% (1)	97% (36)

Math (2022-2023)

Hispanic/Latino

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	6% (14)	94% (216)
6	8% (17)	92% (196)
7	12% (30)	88% (232)
8	11% (24)	89% (195)

Asian

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	31% (4)	69% (9)
6	57% (8)	43% (6)
7	29% (2)	71% (5)
8	29% (2)	71% (5)

Black or African American

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	8% (6)	92% (71)
6	17% (10)	83% (49)
7	9% (7)	91% (68)
8	13% (9)	87% (59)

White

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	7% (1)	93% (13)
6	39% (5)	61% (8)
7	25% (4)	75% (12)
8	7% (1)	93% (14)

English Language Arts

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	36% (115)	64% (207)
6	23% (65)	77% (218)
7	47% (168)	53% (193)
8	53% (192)	47% (169)

1327 - Student with valid scores grades 5-8
540 - Proficient grades 5-8
787 - Did not meet expectations grades 5-8

English Language Arts (2022-2023)

Students with Disabilities

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	5% (4)	95% (71)
6	5% (3)	95% (61)
7	15% (11)	85% (61)
8	11% (9)	89% (70)

Socio Economic Disadvantage

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	30% (59)	70% (136)
6	15% (27)	85% (149)
7	44% (87)	56% (112)
8	46% (100)	54% (117)

Multilingual Learner

Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	0%	100% (49)
6	0%	100% (26)
7	10% (3)	90% (26)
8	12% (3)	88% (22)

English Language Arts (2022-2023)

Hispanic/Latino		
Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	32% (69)	68% (144)
6	17% (32)	83% (162)
7	46% (114)	54% (134)
8	53% (133)	47% (118)

Asian		
Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	75% (9)	25% (3)
6	62% (8)	38% (5)
7	89% (8)	11% (1)
8	85% (11)	15% (2)

Black or African American		
Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	37% (28)	63% (48)
6	26% (15)	74% (43)
7	39% (30)	61% (47)
8	47% (36)	53% (40)

White		
Grade	Proficient (# of students)	Did not meet expectation (# of students)
5	50% (7)	50% (7)
6	62% (8)	38% (5)
7	63% (12)	37% (7)
8	59% (10)	41% (7)

Chronic Absenteeism by Grade

Category	#	Total	%	Avg Days Absent
Grade 5	60	375	16%	18.3
Grade 6	67	352	19%	21.4
Grade 7	55	336	16%	21.7
Grade 8	53	365	15%	23.9
Overall	235	1428	16%	21.3

As of 4/16/24 (137 days into School Year)

Chronic Absenteeism by Race/Ethnicity

Category	#	Total	%	Avg Days Absent
Hispanic or Latino	149	1001	15%	21.1
Black or African American	55	271	20%	22.3
Asian	8	51	16%	18.9
White	14	62	23%	20.9
Multiple Categories Reported	8	37	22%	20.5
American Indian or Alaska Native	1	5	20%	19

Chronic Absenteeism by Gender, Income and Program

Category	#	Total	%	Avg Days Absent
Male	741	123	17%	21.5
Female	687	112	16%	21
Free/Reduced Lunch	159	912	17%	21
Special Education	62	285	22%	24.4
Multilingual	32	248	13%	17.3

SY 22-23 HMS Infractions/Incidents

Hackensack Middle School

Infraction Totals (Hide/Show)

2600 Total Infractions

1 Drug Paraphernalia	**9** Inappropriate behavior on a field trip/school program	**4** Misconduct in the cafeteria	**1** Attire Drug- and/or Gang-Related in Nature
1 Sexual Contact	**294** Cutting class, 1st offense	**172** Lateness to class/homeroom	**33** Eating/drinking in Other than the Cafeteria
2 Central Detention, non-attend	**29** Cutting class, 4th offense	**1** Sat. Detention Failure to report/removal from	**75** Cutting class, 5 or more times
100 Cutting class, 2nd offense	**48** Cutting class, 3rd offense	**2** Sexual Harassment	**5** Damage to Property
24 Lacking Supervision (unauthorized area without supervision)	**6** Loitering (restricted area/inappropriate time)	**117** Possession of an electronic device/cellphone	**3** Gambling/Card Playing
7 Assault	**159** Bothering Others	**23** Throwing of Objects	**2** Theft (>$10)
1 Littering	**7** Knife/Blade	**35** Misuse of the Computer/Internet	**43** Fight
30 Dress Code Violation	**76** Dishonesty, lying, cheating, forging, plagiarizing	**341** Disruptive/inappropriate behavior	**67** Teacher detention, Failure to report/removal from
23 Destruction of School Property	**2** Marijuana	**160** Physical Aggression	**79** Any unlisted offense to be decided by an administrator
4 Late to school, excessive	**34** Obscenity or Profanity: Oral, Written and/or Physical	**51** HIB Alleged	**35** Language abusive
41 HIB Confirmed	**8** Misusing school equipment (for unauthorized purposes)	**72** Jeopardizing the safety of others or order of the school	**140** Disrespectful to any School Personnel
84 Insubordination	**10** Possession/Use of Tobacco/Nicotine Products/Electronic Smoking Device	**2** Threat Simple	**134** Defiance
1 Leaving school property without permission	**2** Arson		

SY 23-24 HMS Infractions/Incidents

Hackensack Middle School

Infraction Totals (Hide/Show)

1557 Total Infractions

2 Inappropriate behavior on a field trip/school program	**2** Misconduct in the cafeteria	**8** Misuse of the Computer/Internet	**1** Knife/Blade
26 Dress Code Violation	**10** Fight	**91** Lateness to class/homeroom	**41** Dishonesty, lying, cheating, forging, plagiarizing
189 Cutting class, 1st offense	**13** Eating/drinking in Other than the Cafeteria	**171** Disruptive/inappropriate behavior	**19** Cutting class, 4th offense
38 Cutting class, 5 or more times	**68** Cutting class, 2nd offense	**38** Cutting class, 3rd offense	**56** Teacher detention, Failure to report/removal from
10 Destruction of School Property	**1** Sexual Harassment	**3** Lacking Supervision (unauthorized area without supervision)	**11** Loitering (restricted area/inappropriate time)
73 Possession of an electronic device/cellphone	**193** Physical Aggression	**35** Any unlisted offense to be decided by an administrator	**2** Assault
8 Late to school, excessive	**37** Obscenity or Profanity: Oral, Written and/or Physical	**118** Bothering Others	**17** HIB Confirmed
24 HIB Alleged	**18** Language abusive	**2** Misusing school equipment (for unauthorized purposes)	**38** Jeopardizing the safety of others or order of the school
59 Disrespectful to any School Personnel	**10** Throwing of Objects	**50** Insubordination	**5** Possession/Use of Tobacco/Nicotine Products/Electronic Smoking Device
4 Truancy	**66** Defiance		

Attendance Breakdown - 2022-2023

HMS	Students	Avg Abs/Day	Avg Abs/Student	Avg Tardies/Day	Avg Tardies/Student
5	365	2.2	1	32	16
6	328	17.9	10	29	16
7	409	23.1	10	42	19
8	394	20.9	10	51	23
HMS Total	1496	64.1	8	**154**	18
HHS	Students	Avg Abs/Day	Avg Abs/Student	Avg Tardies/Day	Avg Tardies/Student
9	465	23.7	9	7	3
10	476	27.6	10	9	3
11	441	27.6	11	17	7
12	472	34.6	13	18	7
HHS Total	1854	113.5	11	51	5

Attendance Breakdown - 2023-2024

HMS	Students	Avg Abs/Day	Avg Abs/Student	Avg Tardies/Day	Avg Tardies/Student
5	391	21.0	7	29	10
6	372	22.3	8	33	12
7	351	19.5	8	44	17
8	390	23.2	8	51	18
HMS Total	1504	86.0	8	**157**	14
HHS	Students	Avg Abs/Day	Avg Abs/Student	Avg Tardies/Day	Avg Tardies/Student
9	465	24.5	7	9	3
10	482	28.0	8	11	3
11	477	25.9	7	15	4
12	413	26.9	9	19	6
HHS Total	1837	105.3	8	54	4

As of
4/12/2024

Teacher Meetings Data 1/24/24

- "When we were two buildings, there would be a big difference. We need to be back to where we started. Parents felt better about students just transitioning to a five/six school."
- "We need support and advocate for special education and bilingual students. They are looked over, especially when there are too many kids."
- Wishlist: "Two (2) Different buildings due to 5th grade plummet.
- "The students are coming to us with four different philosophies of learning from the elementary schools. They are all thrown in here with no real transition."
- "Our 5th graders have a difficult time adjusting because it is so different from elementary.

Student Meetings Data 2/1/24

- "In the hallways, it is super crowded, you never know what can happen because it so many people."
- Pride, Passion and Purpose: "Some people don't know what it means and we don't know how to do it."
- "Make the bell times longer because it takes a long time to get from one side to the other and then I'm marked late and get detention, but its not my fault because the hallways are crowded."
- "Some classes challenge me to think and others do not- depends on the teacher."

Parent Meetings 4/9/24

- "Too many students, so I am considering taking my students out."
- "We need to develop a culture of going above and beyond and the extra mile."
- "Separating the grades sounds like a great idea because something different needs to be done."
- "Provide more teacher development so that they can support and build a more positive culture."
- "Communication on what is available for all kids is a challenge and needs to get better."
- "School has too many kids for one administrator."
- We need to start holding people accountable."

Rationale And Benefits

Middle School Model

- Hackensack Middle School currently has 1,435 students - the 2nd largest Middle School in New Jersey.
- There are 53 middle schools in New Jersey that serve grades 5-8. The average enrollment of these schools is 574 students.
- The largest middle school in New Jersey is Williamstown Middle School in Monroe Township (Gloucester County), with approximately 1800 students. Williamstown Middle School has a co-principal model.

Rationale

- Student Achievement and SEL
- Instructional Leadership & Culture Focus
- Building administrator and teacher capacity
- Entry plan for 5th grade students and Transition Plan for 8th grade students
- Too many students and staff to effectively supervise and support
- Sustainability
- Intense focus on 2 grade levels
- Scheduling changes and challenges
- Overwhelming workload for Administrators and staff
- Charter school registration has increased

Charter School Enrollment History				
18/19	19/20	20/21	21/22	22/23
216	223	238	227	239

- Personalization of programs
- Knowing All Students well (750 vs 1450) Smaller learning communities
- Culture development
- Teacher development, support, and supervision
- Curriculum implementation support
- Program supervision and progress monitoring of data (MLLs, Special Education etc.)
- Dividing the workload
- Student safety and attendance
- Focused on supporting transitions and shared programs/activities
- Support a 5th grade entry and 8th grade transition
- Cohesive structure support and sharing of ideas/best practices

Autonomy and Flexibility

Tailored Decision-Making

Flexibility in Resource Allocation

Data Driven Approach

Dedicated to 5th and 6th grade and another for 7th and 8th grade allows for a more focused approach to the unique developmental needs of each age group.

Principals can allocate resources, such as staffing and budgetary resources, in a manner that directly addresses the unique requirements of each grade level, optimizing the educational experience for students.

Both principals engage in continuous evaluation and improvement efforts, lead teacher and data teams, on a smaller and manageable scale using data to inform decision-making and enhance the educational experience for students.

Tailored Leadership and Support

Grade-Level Focus

Independent dual principal supervision allows for a laser-focused leadership approach, tailoring support and guidance to the unique developmental and educational needs of each grade level.

Personalization

With dedicated principals for each grade level, students and staff can receive more personalized attention, creating an environment where their individual needs are better understood and addressed. This personalized support can significantly impact student well-being and academic success.
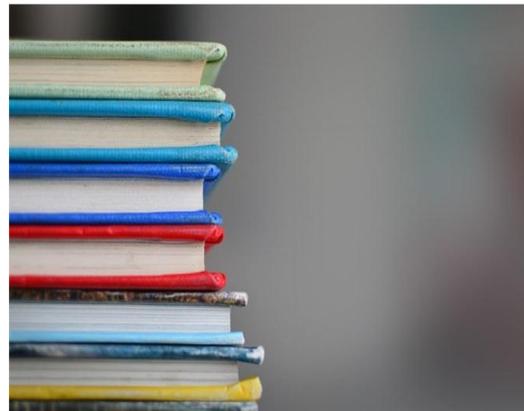
Targeted Interventions

Principals can implement targeted interventions and initiatives that are specifically designed to address the academic and social-emotional requirements of their respective grade levels.

Academic and Behavioral Outcomes

Improved Academic Performance

Independent principals can focus on providing targeted support for behavioral and academic interventions that are specific to the developmental stages of 5th and 6th grade, and 7th and 8th grade, ensuring that students receive the necessary assistance to thrive.

Behavioral Support

Principals can implement behavioral support measures and guidance strategies that are tailored to the social and emotional development of students in 5th and 6th grade, and 7th and 8th grade, fostering a supportive and nurturing school environment.

Enhanced Learning Environment

The independent supervision model allows for the customization of student services, such as counseling, extracurricular activities, and academic enrichment, to align with the unique needs and interests of each grade level

ISSUES BRIEF VOLUME 1, ISSUE 2

INSTRUCTIONAL LEADERSHIP

AN OVERVIEW OF INSTRUCTIONAL LEADERSHIP, EDUCATOR EFFECTIVENESS AND THE TEACHER-PRINCIPAL PARTNERSHIP

DISCOVER BEST PRACTICES AND STAFF DEVELOPMENT TOOLS WITH THIS IN-DEPTH BRIEF ON SB-191 IMPLEMENTATION

HIGHLIGHTS

- The importance of instructional leadership
- Understanding the rubric - Peer practices
- The teacher-principal partnership
- Developing teacher leaders
- Making the shift - Fostering talent

DECEMBER 2013

CASE
Colorado Association of School Executives

Strengthened Instructional Leadership

Focused Curriculum Oversight

Each principal can concentrate on the curriculum and teaching methods specific to their assigned grade levels, ensuring that the educational programs are tailored to the developmental needs and academic requirements of the students.

Targeted Professional Development

By specializing in the needs of 5th and 6th grade or 7th and 8th grade, the principals can provide more targeted professional development opportunities for teachers, enhancing the quality of instruction and support for student learning.

Increased Accountability

The division of supervision allows for a more precise assessment of academic progress and instructional effectiveness, fostering a culture of accountability that is directly aligned with the unique needs of each grade level.

DUAL LEADERSHIP RESPONSIBILITIES

PRIDE, PASSION AND PURPOSE
SUPERVISOR: MS. ANDREA PARCHMENT

5TH AND 6TH GRADE

- Supervise , Support, Evaluate Staff
- Curriculum (5th & 6th) Teaching and Learning
- Provide Professional Learning Opportunities
- Develop School Culture
- Build and Facilitate Elementary Transition Plan
- Monitor and Support Instructional Teams
- Progress Monitor and analyze 5th and 6th grade data
- Develop 5th and 6th grade school wide goals
- Manage School Budget
- Tailored Programs and Activities

SHARE

- SPACE
- SPECIFIC
- STAFF
- SPORTS
- SEL
- SERVICES
- ASSEMBLIES

7TH AND 8TH GRADE

- Supervise , Support, Evaluate Staff
- Curriculum (7th & 8th) Teaching and Learning
- Provide Professional Learning Opportunities
- Develop School Culture
- Build and Facilitate High School Transition Plan
- Monitor and Support Instructional Teams
- Progress Monitor and analyze 7th and 8th grade data
- Develop 7th and 8th grade school wide goals
- Manage School Budget
- Tailored Programs and Activities

Research and Resources

- https://journals.sagepub.com/doi/10.1177/0013161X06290641
- https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=6afbe549e51c0ab2019a15c39d73c1b048c3e3df
- https://wallacefoundation.org/sites/default/files/2023-09/How-Principals-Affect-Students-and-Schools.pdf
- https://files.eric.ed.gov/fulltext/ED589024.pdf